A-Level Chemistry Evidence Base:

Teachers: Marion Ferra and Sasha Bailie

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| --- | --- | --- | --- | --- | --- |
| Evidence Base | Type of Assessment | Triple Chemistry | | | Level of control ( H,M,L) |
| AO1 | AO2 | AO3 |
| A Level Paper 1 and 2 2019 ( with some questions removed that not covered yet, and replaced with Paper 3 questions we had covered) | Secure AQA A level exams made from 2019 papers ( summative) | y | y | y | H |
| Autumn term 1 assessment paper 1 | Secure AQA exam AS 2019 Paper 1  summative | Y | Y | Y | H |
| Autumn term 1 assessment paper 2 | Secure AQA exam AS Paper 2019 Paper 2 summative | Y | Y | Y | H |
| A Level Paper 1 and 2 2020 ( with some questions removed that not covered yet, and replaced with Paper 3 questions we had covered) ( Lent 2 Assessments) | Secure AQA A level exams made form 2019 papers | Y | Y | Y | L – completed in lessons but online during remote learning |
| End of Unit tests that were completed in class.  C1,2,3,4,5,6,7,9,10,11,12,13,25,26 | Kerboodle end of Unit tests- used summative and formative during the course | Y | Y | Y | H |
| End of Unit tests Yr 12 and 13 completed remotely  C14,15,16,22,27,28,29 | Kerboodle end of Unit tests- used summative and formative during the course | y | y | y | L – completed in lessons but online during remote learning. |

**If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-**

All our tests are a combination of AO1,2,3.

**Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-**

Full assessments by paper are really helpful in helping us to see how well students have developed their knowledge of the topics taught, their knowledge and understanding of the Required Practicals. We have only missed out a few small sections of teaching ( some of thermodynamics topic) , so made a few alterations to out assessments include some of the Paper 3 content.

End of Unit tests allow us to see how they have done by topic over the whole course. These have been used formatively too, so students may have gone to make improvements following feedback and further teaching following these assessments.

**Subject Title: AQA A Level Chemistry Subject Code 7405**

**Head of Department:** Marion Ferra **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject teachers:** Marion Ferra **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Sasha Bailie **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Assessment Record for determining teacher assessed grades in Summer 2021

## Background

Every centre must produce an Assessment Record for each subject cohort, that includes the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students must also be recorded.

It is anticipated that you may choose to adopt this template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, this template is provided for information and does not constitute legal advice.

The template is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained.

Your Assessment Records must take account of the guidance provided in the document: *JCQ Guidance on the determination of grades for A/AS Levels and GCSEs for summer 2021*

# Assessment Record for determining teacher assessed grades in Summer 2021

# [ADD SCHOOL NAME HERE]

# [ADD DEPARTMENT NAME HERE]

# [ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Maths)]

**Assessment Evidence Form**

**[To be completed by the Head of Department for each subject, for each level (e.g. GCSE Maths, AS Maths and A Level Maths would require separate grids)]**

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

*Note: Ideally, the evidence used will be consistent across the class or cohort but that may not always be the case if a student has missed some teaching, or one or more assessments, for valid reasons. Any necessary variations for individual students should be recorded using the additional form below.*

Indicate which assessment objectives were covered in each piece of assessment evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Type of Assessment | Unit \_\_ | | | | Unit \_\_ | | | | Unit \_\_ | | | | Level of Control  H, M, L |
|  |  | AO1 | AO2 | AO3 | AO4 | AO1 | AO2 | AO3 | AO4 | AO1 | AO2 | AO3 | AO4 |  |
| Assessment 1: *[e.g. Mock examination taken on 3 January 2020]* | *[e.g. Examination]* | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | Y/N | *[e.g. H]* |
| Assessment 2: *[identifier]* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assessment 3: *[identifier]* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assessment 4: *[identifier]* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *[add/delete as necessary]* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-** | | | | | | | | | | | | | | |
| **Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-** | | | | | | | | | | | | | | |

**Subject Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Subject Code \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Variations for Individual Students**

**[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]**

Candidate name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Centre name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Centre Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| GCE A2 | GCE AS | GCSE | ELQ | OS | OLA | Other |

Circle Level:

Subject title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Section 1: COVID Related Disruption – Learner Context** | **Y/N/NA** |
| Did the candidate face additional disruption to their teaching and learning as a result of COVID 19, in comparison to their class peers? |  |
| Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group? |  |
| **If ‘yes’ please provide details of how the disadvantage has been considered** (including *the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades.*) | |

**Contd.**

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| --- | --- |
| **Section 2: Access Arrangements/Reasonable Adjustments** | **Y/N/NA** |
| Is the candidate entitled to Access Arrangements/Reasonable Adjustments? |  |
| Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate’s grade? |  |
| **If ‘no’ please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:** | |

|  |  |
| --- | --- |
| **Section 3: Mitigating circumstances (Special Consideration)** | **Y/N/NA** |
| Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances? |  |
| Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence. |  |
| **Reason for mitigating circumstances:** | |