

DYRMS Assessment Record template):Business A level

FOR AS/A LEVEls and GCSES for summer 2021

# 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.

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

# The Duke of York’s Royal Military School

# [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, prep, classwork 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.

|  |  |  |
| --- | --- | --- |
| A level Business | Type of Assessment | Level of Control H, M, L  |
|  |  | AO1 | AO2 | AO3 | AO4  |  |
|   | *[e.g. Examination]* | Y/N | Y/N | Y/N | Y/N | *[e.g. H]* |
| AQA A level 2019 Paper 1**Priority 1** |  | Y | Y | Y | Y | H |
| AQA A level 2019 Paper 2**Priority 1** |  | Y | Y | Y | Y | H |
| AQA A level 2019 Paper 3**Priority 1** |  | Y | Y | Y | Y | H |
| *AQA Virtual Mock paper 1/2combined***Priority 3** |  | Y | Y | Y | Y | L |
| Unit 8 Assessment(virtual)**Priority 3** |  | Y | Y | Y | Y | L |
| Unit 7 Assessment(Virtual)**Priority 3** |  | Y | Y | Y | Y | L |
| Unit 6 assessment**Priority 2** |  | Y | Y | Y | Y | H |
| Unit 5 Assessment**Priority 2** |  | Y | Y | Y | Y | H |
| Unit 3 Assessment**Priority 2** |  | Y | Y | Y | Y | H |
| Unit 1 /2 assessment**Priority 2** |  | Y | Y | Y | Y | H |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-** **N/A** |
| **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:-****The priority 1 assessment was a set of three past papers which covered all assessment objectives and replicated the assessment process of the A level under normal conditions. Students were able to demonstrate responses to all aspects of the subject content. The papers were split into two so were undertaken in six sittings. Students were given some guidance on revision topics due to the special circumstances.** **The Unit tests were taken either in class or virtually, these were prepurchased assessments used to demonstrate progress for each section of the A level syllabus. Disruption has meant not all unit tests have been taken but they all meet the A level assessment objectives.****Virtual mock taken during lockdown (2 out of 3 papers) taken under low control but covering most course content and all the assessment objectives.** |

**Subject Title: Business Studies**  **Subject Code 7132**

**Subject teacher/s: (Peer Reviewer) Head of Computer Science, Mr P Sharrad Signature/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department: Mr R Baddeley Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SLT Line Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Circle Level:

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

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| --- | --- |
| **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.**

|  |  |
| --- | --- |
| **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:** |