

DYRMS Assessment Record template):

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

# Mathematics Department

# GCSE Mathematics

**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.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Type of Assessment | | | Higher GCSE | | | | | | | | | Foundation GCSE | | | | | | | | Level of Control  H, M, L | | | |
|  | |  | | | AO1 | | | AO2 | | AO3 | | AO4 | | AO1 | | AO2 | | AO3 | | AO4 | |  | | | |
| Assessment 1: *November 2020 Paper 1 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | *High* | | | |
| Assessment 2: *November 2020 Paper 2 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | *High* | | | |
| Assessment 3: *November 2020 Paper 3 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | *High* | | | |
| Assessment 4: *November 2020 Paper 1 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | *High* | | | |
| Assessment 5: *November 2020 Paper 2 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | *High* | | | |
| Assessment 6: *November 2020 Paper 3 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | *High* | | | |
| Assessment 7: Mock Set 5 *Paper 1 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | *High* | | | |
| Assessment 8: Mock Set 5 *Paper 2 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | *High* | | | |
| Assessment 9: Mock Set 5 *Paper 3 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | *High* | | | |
| Assessment 10: Mock Set 5 *Paper 1 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | *High* | | | |
| Assessment 11: Mock Set 5 *Paper 2 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | *High* | | | |
| Assessment 12: Mock Set 5 *Paper 3 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | *High* | | | |
| Assessment 13: Practice Set 7 *Paper 1, 2 and 3 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | Low | | | |
| Assessment 14: Practice Set 7 *Paper 1, 2 and 3 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | Low | | | |
| Assessment 15: Practice Set 8 *Paper 1, 2 and 3 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | Low | | | |
| Assessment 16: Practice Set 8 *Paper 1, 2 and 3 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | Low | | | |
| Assessment 17: Practice Set 9 *Paper 1, 2 and 3 Higher* | | *Examination* | | | Y | | | Y | | Y | |  | |  | |  | |  | |  | | Low | | | |
| Assessment 18: Practice Set 9 *Paper 1, 2 and 3 Foundation* | | *Examination* | | |  | | |  | |  | |  | | Y | | Y | | Y | |  | | Low | | | |
| **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:-**  **November 2020 papers – Used in all classes for HIGHER and FOUNDATION. These are the latest papers to have been sat by students in the UK. Accurate mark schemes and grade boundaries were available to aid with marking and grading. Two exam markers within the department lead the moderation of papers and answered any questions raised by department members. All higher and foundation students had finished learning the GCSE curriculum, therefore had the knowledge to attempt every question in their tier. Completed in exam conditions week beginning 26th April. All SEND students given access to extra time or requirements.**  **Mock Set paper 5 – Newest papers available from Edexcel and Pearson. These were selected as there was little to no exposure of them online. New unseen questions to ensure students were able to apply their knowledge accurately. Grade boundaries mirrored the November 2020, these are the most recent boundaries therefore the most accurate. Exams marked by teachers with moderation taking place using two formal exam markers within the department. Completed in time period from May 10th to June 11th .Completed in exam conditions. All SEND students given access to extra time or requirements.**  **Practice Sets 7, 8 and 9 – Papers completed by student’s during lockdown 3 (November 2020 – February 2021). Students completed one paper each week during lockdown. Marks were collected in a marksheet and were used to help aid discussion on grades upon the completion of papers from November 2020 and Mock Set 5. Students completed papers at home. Were advised to complete in as close to exam conditions as possible but real conditions were out of teacher control. Therefore Low level of control.**  **All evidence analysed by grade not by name/ identity of student.** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science GCSE Trilogy AQA | Type of Assessment | | Biology | | | | | | | | Chemistry | | | | | | | | Physics | | | | | | | | | | | Level of Control  H, M, L | |
|  |  | | AO1 | AO2 | | AO3 | AO4 | | AO5 | | AO1 | | AO2 | | AO3 | | AO4 | | AO1 | | AO2 | | AO3 | AO4 | AO5 | | AO6 | AO7 | AO8 |  | |
| Assessment Type 1: *[e.g. End of unit topic tests (throughout course 2019-21)* | *[e.g. Class Test]* | | Y | Y | | Y | Y | | Y | | Y | | Y | | Y | | Y | | Y | | Y | | Y | Y | Y | | Y | Y | Y | *[e.g. H]* | |
| Assessment 2: *[identifier]* |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  | |  |  |  |  | |
| Assessment 3: *[identifier]* |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  | |  |  |  |  | |
| Assessment 4: *[identifier]* |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  | |  |  |  |  | |
| *[add/delete as necessary]* |  | |  |  | |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |  | |  |  |  |  | |
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| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Head of Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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.**

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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:** | |

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