

DYRMS Assessment Record template): HISTORY

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

#  [HUMANITIES]

#  [A Level HISTORY]

**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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Unit\_Germany | Unit\_English Reformation | Unit\_NEA |  |
|  |  | AO1 | AO2 | AO3 | AO1 | AO2 | AO3 | AO1 | AO2 | AO3 |  |
| Assessment 1: NEA | 40 Marks: Northern Ireland |  |  |  |  |  |  | Y | Y | Y | H – Class & DS Supervision |
| Assessment 2: Bismarck Ext Q | 2019: 30 mark exam question (Bismarck) |  |  | Y |  |  |  |  |  |  | H – Supervised DS work |
| Assessment 3: Economy Q | 2019: 25 mark exam question (KW2/Weimar) | Y |  |  |  |  |  |  |  |  | L – Online Learning |
| Assessment 4: Right Wing Ext Q | 2017: 30 mark exam question (Weimar/Nazi) |  |  | Y |  |  |  |  |  |  | L – Online Learning |
| Assessment 5 Economy Q | 2017: 25 mark exam question (Post WW2) | Y |  |  |  |  |  |  |  |  | L – Online Learning |
| Assessment 6:Society Q | 2020: 25 mark exam question (Weimar/Nazi) | Y |  |  |  |  |  |  |  |  | L – Online Learning |
| Assessment 7:Democracy Q | 2019: 25 mark exam question (Post WW2) | Y |  |  |  |  |  |  |  |  | L – Online Learning |
| Assessment 8:Source question | 2021: 30 mark exam question (power of church) |  |  |  |  | Y |  |  |  |  | M – class and prep |
| Assessment 9:Source question | 2021: 30 mark exam question (Kett’s rebellion) |  |  |  |  | Y |  |  |  |  | H – supervised in class |
| Assessment 10:Essay question | 2021: 25 mark exam questionOpposition to Henry VIII |  |  |  | Y |  |  |  |  |  | M – class and prep |
| Assessment 11:Essay question | 2021: 25 mark exam questionReligion in the 1540s / Edward VI’s reign |  |  |  | Y |  |  |  |  |  | M – class and prep |
| Assessment 12:Essay question | 2021: 25 mark exam questionMary I / Elizabeth I |  |  |  | Y |  |  |  |  |  | M – class and prep |

|  |
| --- |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-** N/A: All assessment objectives covered. |
| **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:-**All objectives and skills have been covered across the breadth of the A Level course. The NEA has been completed and the students demonstrate knowledge and understanding from across a range of themes, time periods and topic areas within each unit. |

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

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

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

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

**SLT Line Manager:** ALEX FOREMAN  **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.**

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