

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

# ENGLISH LITERATURE

# ENGLISH LITERATURE A-LEVEL

**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 | Unit: Literature Paper 1 | | | | | | | | | | Level of Control | | |
| H, M, L | | |
|  |  | AO1 | | AO2 | | AO3 | | AO4 |  | AO5 | |  | | |
| Non Exam Assessment (NEA) | Coursework Component - independent work | Y | | Y | | Y | | Y | | Y | | H | | |
| Year 13 - Summer Term (June 2021) - Paper 2 - Section B | Completed in-class assessment; Paper 2 Section B | Y | | Y | | Y | | Y | | Y | | H | | |
| Year 13 - Summer Term (May 2021) - Paper 1 - Section A | Completed in-class assessment; Paper 1 Section A | Y | | Y | | Y | | Y | | Y | | H | | |
| Year 13 - Summer Term (April 2021) - Paper 2 - War | Completed in-class assessment; Paper 2 Section A | Y | | Y | | Y | | Y |  | Y | | H | | |
| Year 13 - Summer Term (April 2021) - Paper 2 - War | Completed in-class assessment; Paper 2 Section A | Y | | Y | | Y | | Y |  | Y | | H | | |
| Year 13 - Lent Term (March 2021) - Paper 2 - War | Remote curriculum assessments carried out between March and April 2021 (Paper 2) | Y |  | Y |  | Y |  | Y |  | Y |  | L |  |  |
| Year 13 - Lent Term (March 2021) - Paper 2 - War | Remote curriculum assessments carried out between March and April 2021 (Paper 2) | Y |  | Y |  | Y |  | Y |  | Y |  | L |  |  |
| Year 13 - Lent Term (March 2021) - Paper 2 - War | Remote curriculum assessments carried out between March and April 2021 (Paper 2) | Y |  | Y |  | Y |  | Y |  | Y |  | L | | |
| Year 13 - Lent Term (March 2021) - Paper 1 - Section B - Unseen Poetry | Remote Learning Curriculum - Paper 1 - Completed online during March 2021 | Y | | Y | | Y | | Y | | Y | | L | | |
| Year 13 - Lent Term (February 2021) - Paper 1 - Section C (Comparative Texts) | Remote Learning Curriculum - Paper 1 - Completed online during February 2021 | Y | | Y | | Y | | Y | | Y | | L | | |
| Year 13 - Lent Term (February 2021) - Paper 2 - Section C - Comparative and Unseen | Remote Learning Curriculum - Paper 2 - Completed online during February 2021 - Section C | Y | | Y | | Y | | Y | | Y | | L | | |
| Year 13 - Lent Term (February 2021) Paper 2 - Section C - Comparative and Unseen | Remote Learning Curriculum - Paper 2 - Completed online during February 2021 - Section C | Y | | Y | | Y | | Y | | Y | | L | | |
| Year 13 - Autumn Term - Paper 1 - Section B - Unseen Poetry | In-class assessment - Paper 1 - Section B - Unseen Poetry | Y |  | Y |  | Y |  | Y |  | Y |  | H |  |  |
| Year 13 - Autumn Term - Paper 2 - Section B - Comparative | In-class assessment - Paper 2 - Section B - Comparative | Y |  | Y |  | Y |  | Y |  | Y |  | H |  |  |
| Year 13 - Autumn Term - Paper 2 - Section A - Core Text | In-class assessment - Paper 2 - Section A - Core Text | Y |  | Y |  | Y |  | Y |  | Y |  | H |  |  |
| Year 13 Autumn Term - Paper 2 - Section A - Core Text | In-class assessment - Paper 2 - Section A - Core Text | Y |  | Y |  | Y |  | Y |  | Y |  | H |  |  |
| Year 12 - Lent Term (March 2020) - Paper 2 - Section A (Core Text) | In-class assessment; Paper 1 Section A | Y |  | Y |  | Y |  | Y |  | Y |  | M | | |
| Year 12 - Lent Term (March 2020) - Paper 1 - Section C (Comparative Texts) | In-class assessment; Paper 1 Section C | Y | | Y | | Y | | Y | | Y | | H | | |
| Year 12 - Lent Term (February 2020) - Othello - Paper 1 | In-class assessment; Paper 1 Section A | Y | | Y | | Y | | Y | | Y | | H | | |
| Year 12 - Lent Term (January 2020) - Othello - Paper 1 | In-class assessment; Paper 1 Section A | Y | | Y | | Y | | Y | | Y | | H | | |
| Year 12 - Lent Term (January 2020) - Comparative Texts Section C - War - Paper 2 | Paper 2 Section C | Y | | Y | | Y | | Y | | Y | | M | | |
| Year 12 - Autumn Term (December 2019) - Love Through the Ages Anthology - Paper 1 | Paper 1 Section C (Comparative) | Y | | Y | | Y | | Y | | Y | | H | | |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why: N/A (None omitted)** | | | | | | | | | | | | | | |
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| **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: Evidence above used as a fair composite of independent learning (remote learning with 'Low' (L) level of control) and NEA Coursework element, combined with Higher (H) control assessment evidence from in-class essays and responses gathered over the previous two academic years. Asssessments are dated and outlined correspondingly. NEA assessment component is weighted at 25% of overall marks is collected at 'H' control on account of moderation and standardisation. All in-class assessments carried out under staff supervision with prior preparation and/or exam-style conditions therefore 'M' or 'H' control respectively.** | | | | | | | | | | | | | | |  |
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**Subject Title: English Language Subject Code: 7712**

**Subject teacher/s: Sam Trimby, Emma Dixon**

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

**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:** | |