

DYRMS Assessment Record French GCSE

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

# Modern Foreign Languages

# GCSE French AQA 8658

**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.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Type of Assessment |  | | | | Level of Control  H, M, L |
|  |  | AO1 | AO2 | AO3 | AO4 |  |
| Assessment 1: Unit 1 - Reading | *Questions from Exampro* |  |  | YES |  | *High* |
| Assessment 2: Unit 1 – Listening | *Questions from Exampro* | YES |  |  |  | *High* |
| Assessment 3:  Unit 1 Writing | Questions and answers in Spanish |  |  |  | YES | *High* |
| Assessment 4: Unit 2 &3 – Reading | *Questions from Exampro* |  |  | YES |  | *High* |
| Assessment 5: Unit 2 & 3 – Listening | *Questions from Exampro* | YES |  |  |  | *High* |
| Assessment 6: Unit 2 & 3 – writing | Questions and answers in Spanish |  |  |  | YES | *High* |
| Assessment 7: Unit 5 – Reading | *Questions from Exampro* |  |  | YES |  | *High* |
| Assessment 8: Unit 5 – Listening | *Questions from Exampro* | YES |  |  |  | *High* |
| Assessment 9: Unit 5 – writing | Questions and answers in Spanish |  |  |  | YES | *High* |
| Assessment 10: Unit 6 – Reading | *Questions from Exampro* |  |  | YES |  | *High* |
| Assessment 11: Unit 6 – Listening | *Questions from Exampro* | YES |  |  |  | *High* |
| Assessment 12: Unit 6– writing | Questions and answers in Spanish |  |  |  | YES | *High* |
| Assessment 13: Unit 8 – Reading | *Questions from Exampro* |  |  | YES |  | *High* |
| Assessment 14: Unit 8 – Listening | *Questions from Exampro* | YES |  |  |  | *High* |
| Assessment 15: Unit 8 – writing | Questions and answers in Spanish |  |  |  | YES | *High* |
| Assessment 16: Unit 9&10 – Reading | *Questions from Exampro* |  |  | YES |  | *High* |
| Assessment 17: Unit 9&10 – Listening | *Questions from Exampro* | YES |  |  |  | *High* |
| Assessment 18: Unit 9&10 – writing | Questions and answers in Spanish |  |  |  | YES | *High* |
| Assessment 19: Writing 90 words | 90 word task set on Family |  |  |  | YES | *High* |
| Assessment 20:  2018 Reading paper | Past paper |  |  | YES |  | *Low* |
| Assessment 21:  2018 Listening paper | Past paper | YES |  |  |  | *Low* |
| Assessment 22:  Sample Reading paper | Past paper |  |  | YES |  | *Low* |
| Assessment 23:  Sample Listening paper | Past paper | YES |  |  |  | *Low* |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-**  AO2 – speaking is an endorsement as per AQA guidelines this year. It will not contribute to the overall grade of students. | | | | | | |
| **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 4 AOs are assessed individually during the normal exam period. We decided to replicate this and used AQA’s Exampro service so that we could create our own papers based on the topics students have covered during the course. Each unit has a reading and listening paper, and students then wrote answers in French to questions on each unit. We have also included the 90 word writing task students completed at the beginning of the year as further evidence for AO4. We have also included the four past papers students completed during the virtual leaning period; however these were conducted under low control and so results may not be a true representation for some students.  This choice of assessment evidence has allowed to us see in depth where the students’ abilities are and have allowed us to give a fair and accurate grade for the work produced. | | | | | | |

**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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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