

DYRMS Assessment Record - Psychology

FOR AS/A 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

# Psychology H567

**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 1 – Research Methods | | | | Unit 2 – Psychological Themes Through Core Studies | | | | Unit 3- Applied Psychology | | | | Level of Control  H, M, L |
|  |  | AO1 | AO2 | AO3 |  | AO1 | AO2 | AO3 |  | AO1 | AO2 | AO3 |  |  |
| 1 Research methods Paper | Exam Paper 2020 AS | Y | Y | Y |  |  |  |  |  |  |  |  |  | Low |
| 2 Applied Psych | Section A mental health 2017 |  |  |  |  |  |  |  |  | Y | Y | Y |  | Low |
| 3 Child Psychology | Perceptual Development QA |  |  |  |  |  |  |  |  | Y | Y |  |  | High |
| 4 Child Psychology | Perceptual Development QB |  |  |  |  |  |  |  |  | Y |  | Y |  | High |
| 5 Research Methods | Mini Assessment – 15 Mark question | Y |  | Y |  |  |  |  |  |  |  |  |  | Medium |
| 6 Child Psychology | Wood et al QA – 10 |  |  |  |  |  |  |  |  | Y | Y |  |  | High |
| 7 | Wood et al QB – 15 |  |  |  |  |  |  |  |  | Y |  | Y |  | Medium |
| 8 | Wood et al QC – 10 |  |  |  |  |  |  |  |  |  | Y |  |  | High |
| 9 Research Methods | Exam Paper 2020, A level | Y | Y | Y |  |  |  |  |  |  |  |  |  | Medium |
| 10 Psych Themes | Section B questions |  |  |  |  |  | Y | Y |  |  |  |  |  | Medium |
| 11 Child Psychology | Ainsworth & Bell QA – 10 |  |  |  |  |  |  |  |  | Y | Y |  |  | High |
| 12 | Ainsworth & Bell QB – 15 |  |  |  |  |  |  |  |  | Y |  | Y |  | High |
| 13 | Ainsworth & Bell QC – 10 |  |  |  |  |  |  |  |  |  | Y |  |  | High |
| 14 | Ainsworth & Bell QC – 10 |  |  |  |  |  |  |  |  |  | Y |  |  | High |
| 15 Psych Themes | Exam Paper 2018 Y2 |  |  |  |  | Y | Y | Y |  |  |  |  |  | Low |
| 16 | Exam Paper 2019 Y2 |  |  |  | Y | Y | Y | Y |  |  |  |  |  | Medium |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- No AO4 or above for Psychology.** | | | | | | | | | | | | | | |
| **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:-**  **1, 5, 9 have been chosen as the most recent papers in the OCR examination series. As new material, it shows how students have progressed and understood the examination. Some areas have been covered in lessons as a means of re-capping (stats for example) and the 12/15 mark essay is always good to practice as it has a different format to other extended response questions.**  **2 was chosen as revision purposes**  **3, 4, 6, 7, 8, 11, 12, 13, & 14 have been chosen as these were the topics that have been studied most recently and show students understanding of key processes and application. It also shows links to key debates that are relevant across this paper and the psychological themes papers (section B).**  **10, 15, 16 have been chosen again as they are recent material and shows how students knowledge has been applied across the course as well as understanding the change in paper.** | | | | | | | | | | | | | | |

**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:** | |