

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

# [ADD DEPARTMENT NAME HERE]

# [ADD SUBJECT TITLE & SUBJECT CODE HERE (eg GCSE Maths)]

**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 Philosophy | | | | Unit \_\_Ethics | | | | Unit \_\_Christianity and dialogues | | | | Level of Control  H, M, L |
|  |  | AO1 | AO2 |  |  | AO1 | AO2 |  |  | AO1 | AO2 |  |  |  |
| **Assessment 1:**  Dialogue exam question:  For both Christianity and virtue ethics genetic engineering is wrong. Critically examine and evaluate this view with reference to the dialogue Christianity and Virtue Ethics | Timed exam dialogue question from assessment material 2021 |  |  |  |  |  |  |  |  | Y | Y | Y/N | Y/N | H  Some students were able to type due to access arrangements or preference. |
| **Assessment 2:**  ‘Christian statements about God are non- cognitive.’ Critically examine and evaluate this view with reference to the dialogue Christianity and philosophy | Exam style dialogue question from assessment material 2021 |  |  |  |  |  |  |  |  | Y | Y |  |  | M  Students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 3:**  Miracles do not happen. Critically examine and evaluate this view with reference to the dialogue Christianity and philosophy | *Past exam question- dialogues 25 mark* |  |  |  |  |  |  |  |  | Y | Y |  |  | M  Students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 4:**  Component 10 mark exam question :  Examine how secularisation has challenged Christianity | Timed 10 mark Ao1 question from AQA assessment material 2021 |  |  |  |  |  |  |  |  | Y | N |  |  | H  Some students were able to type due to access arrangements or preference |
| **Assessment 5:**  Christianity has no successful defence against secularisation | Timed exam question- 15 mark assessment material 2021 |  |  |  |  |  |  |  |  |  |  |  |  | H  Some students were able to type due to access arrangements or preference |
| **Assessment 6**  Examine the 19th Century responses to Darwin’s Theory of evolution | Timed 10 mark question |  |  |  |  |  |  |  |  | N | Y |  |  | H  Some students were able to type due to access arrangements or preference |
| **Assessment 7:**  Darwin’s theory of evolution undermines Christian belief . Evaluate this claim | Exam 15 mark question from assessment material 2021 |  |  |  |  |  |  |  |  | N | Y |  |  | H  Some students were able to type due to exam permission or preference |
| ***Assessment 8:***  All Christians should be baptised as Infants.Evaluate this claim | Exam style 15 mark question |  |  |  |  |  |  |  |  | N | Y |  |  | M  Some students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 9:**  Examine the view that Jesus authority is God’s authority | Exam style 10 mark question |  |  |  |  |  |  |  |  | Y | N |  |  | M  Some students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 10**  Examine the view that God is personal. | Exam style 10 mark question |  |  |  |  |  |  |  |  | Y | N |  |  | M  Some students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 11**  Kant and Bentham are not consistent with rel. decision making. Evaluate this claim. | Exam style question |  |  |  |  | N | Y |  |  |  |  |  |  | M  Students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 12:**  The Conscience has no Value as a Moral Guide. Evaluate this Claim. | Exam style 15 mark question. |  |  |  |  | N | Y |  |  |  |  |  |  | M  Some students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 13**  We have no moral responsibility for moral decision making. Evaluate this claim. | Exam style 15 mark question. |  |  |  |  | N | Y |  |  |  |  |  |  | M  Students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 14:**  Examine Wiles critique of miracles | Exam style 10 mark question. | Y | N |  |  |  |  |  |  |  |  |  |  | M  Students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 15:**  Examine Descartes argument for the existence of the soul. | Exam style 15 mark question | Y | N |  |  |  |  |  |  |  |  |  |  | M  Students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 16:**  Life after death is not possible. Evaluate this claim | Exam style 15 mark question | N | Y |  |  |  |  |  |  |  |  |  |  | M  Some students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 17:**  Examine Descartes argument for the existence of the soul. | Exam style 10 mark question. | N | Y |  |  |  |  |  |  |  |  |  |  | M  Students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
| **Assessment 18:**  Examine different concepts of the soul. | Exam style 10 mark question. | Y | N |  |  |  |  |  |  |  |  |  |  | M  Students were able to act on feedback and to improve their original mark. This is clearly identified on the script by green ink or by an additional mark. |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-**  A01 and A02 are the objectives assessed**.** | | | | | | | | | | | | | | |
| **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 choice of assessment has been drawn from a range of topics and to cover each of the topic area, philosophy, ethics, Christianity and dialogues was taught to all students. It demonstrates the cohort’s range of ability in 10mark, 15 mark and 25 ark questions. addition, A01 and Ao2 have both been assessed under timed conditions to include the dialogue question. Additionally, as it draws across the topics, and the more recent topics, it is fair and just to the candidates. Candidates’ have submitted pieces that demonstrate acting on feedback, and if their grade did improve to demonstrate their ability this has been clearly indicated. Therefore, the grade decided has been based on a range of evidence from across the course, and under differing conditions. | | | | | | | | | | | | | | |
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**Subject Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Religious Studies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Subject Code \_\_\_\_\_\_\_7062B\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject teacher/s: \_\_\_\_\_\_\_Mrs J. Kassai\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_**

**Head of Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Mrs N. Andrews\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:**

**SLT Line Manager: \_\_\_\_Mr A 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.**

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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:** | |

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