

Assessment Record (optional 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.

It is anticipated that you may choose to adopt this template in full. Or you may choose to make amendments – adding or deleting material – to reflect your own practices. In any case, this template is provided for information and does not constitute legal advice.

The template is written with a minimal amount of content in [brackets] that can be deleted, and material in CAPITAL LETTERS that should be added, if the content is retained.

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

Woodlands School

[SCIENCE]

[GCSE (9-1) CHEMISTRY 1CHO H]

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, homework 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	Unit Triple Science Chemistry paper 1 H				Unit Triple Science Chemistry Paper 2 H				Level of Control H, M, L
		AO1	AO2	AO3		AO1	AO2	AO3		
Assessment 1: PPE 1 November 2020	Past paper June 2019 Chemistry H paper 1	Y	Y	Y						H
Assessment 2: PPE 2 April 2021	Past papers June 2018 Chemistry H paper 2					Y	Y	Y		H
Assessment 3: PPE 3 May 2021	Past paper Nov. 2020 Chemistry H paper 2					Y	Y	Y		H
Combination of the above:		Y	Y	Y		Y	Y	Y		H

The marking of all papers has been verified by at least one other subject specialist and agreed by the HOD. Additional checks have been carried out by additional members of staff, where marking has been carried out by NQTs.

Subject Title: GCSE (9-1) Chemistry Subject Code 1CHO

Head of Department: Mrs L Glover Signature: LJGlover Date: 2/6/21

Subject teacher: Mrs A Bristow Signature: ALBristow Date: 7/6/21

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: _____

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: _____

Subject Code: _____

Section 1: COVID Related Disruption – Learner Context	Y/N/NA
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> 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 <i>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.</i>)	

Contd.

