

# Assessment Record (optional template):

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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

GERMAN

GCSE 1GN0

### **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	PAPER 1 LISTENING				PAPER 3 READING				PAPER 4 WRITING				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: PPE 1 November 2020	Past paper SAM 1	Y	NA	N	N	N	NA	Y	N	N	NA	N	Y	H
Assessment 2: PPE 2 April 2021	Past paper 2018	Y	NA	N		N	NA	Y	N	N	NA	N	Y	H
Assessment 3: PPE 3 May 2021	Past paper 2019	Y	NA	N		N	NA	Y	N	N	NA	N	Y	H
Combination of the above:		Y	NA	N		N	NA	Y	N	N	NA	N	Y	H
<p><b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b>  AO2 (Speaking) has been removed by the exam board as part of the overall grade calculation. This instead a separate endorsement which has been assessed during lessons</p>														
<p><b>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:-</b>  Pupils have been assessed on the content which has been taught over the course of KS4 up until the point of assessment. The assessments were conducted under strict exam conditions, in line with JCQ guidelines and ensured that all pupils were given a fair and consistent opportunity across the cohort. Access arrangements were in place for all pupils who are entitled to them.</p>														

The marking of all papers has been verified by at least one other subject specialist and agreed by the HOD. All writing papers have been moderated and verified by at least 2 members of staff.

Pupils grades this year have increased significantly, particularly in the Higher grades for the following reasons

- ALL pupils have had an extra hour of teaching a week for 3 years
- This cohort benefitted from outreach German lessons in Yr6

- A number of the Higher tier pupils had a daily morning enhancement session of 30 minutes a day over 2 years – an extra 2 and a half hours of German a week
- This cohort had higher starting points on entry

**Subject Title: GERMAN      Subject Code: 1GN0**

**Head of Faculty: Kathryn Boydell      Signature: K Boydell      Date: 25/05/21**

**Head of Department: Anett Davy      Signature: A Davy      Date:25/05/21**

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

<b>Section 1: COVID Related Disruption – Learner Context</b>	<b>Y/N/NA</b>
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?	
<p><b>If 'yes' please provide details of how the disadvantage has been considered</b> (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>)</p>	

Contd.

<b>Section 2: Access Arrangements/Reasonable Adjustments</b>	<b>Y/N/NA</b>
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?	
<p><b>If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:</b></p>	

<b>Section 3: Mitigating circumstances (Special Consideration)</b>	<b>Y/N/NA</b>
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.	
<p><b>Reason for mitigating circumstances:</b></p>	