

Assessment Record

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

TQEA

Drama

GCSE Drama

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.

[illegible]

Blood Brothers assessment representing 50% of Component 1 Written Paper														
Assessment Opportunity 2 Blood Brothers and Live Evaluation assessment representing 90% of Component 1 Written Paper	Sports hall examination	N	N	Y	Y									H

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-

AO2 is the main practical element (the application) and AO1 is the creation of practical ideas – both have been restricted because of the bubbles.

Component 3 is scripted performance. This was started during lockdown but not completed due to lack of practical space and bubble restrictions.

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:-

Practical space was limited from March 2020 onwards, therefore students focused on written elements of the course, including knowledge and understanding of Drama alongside analysis and evaluation. Practical elements (30%) of the course were partially covered during after school intervention sessions and from the previous year. While this is not evidenced in the portfolio, this has been taken into consideration due to the practical nature of the subject. The other 70% was robustly covered (as indicated above).