

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

English

AQA GCSE English Language

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 AQA GCSE English Language Paper 1					Unit AQA English Language Paper 2					Level of Control H, M, L
		AO1	AO2	AO4	AO5	AO6	AO1	AO2	AO3	AO5	AO6	
Assessment 1: October 2020 assessment	An in-class assessment representing 50% of English Language						Y	Y	Y	Y	Y	H
Assessment 2: December Mocks	Mock examination 2 complete papers representing 100% of English Language	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	H
Assessment 3: Assessment Opportunity May	Mock examination representing 50% of English Language	Y	Y	Y	Y	Y						H
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- N/A												
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 evidence selected represents a full coverage of the learning that has taken place this year. Robust assessments have provided students with a number of opportunities to demonstrate their understanding of the course content/assessment objectives.												