

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

French

AQA GCSE French

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 exam				Level of Control H, M, L
		AO1 Listening	AO2 Speaking*	AO3 Reading	AO4 Writing	
Assessment 1: October 2020 assessment	An in-class assessment representing 66% of an exam paper (2 complete papers)	Y		Y		H
Assessment 2: November Assessment	An in-class assessment focusing on crossover foundation/higher 90 word writing question				Y	H
Assessment 3: December Mocks	Mock examination Sports Hall – full exam paper (3 full papers)	Y		Y	Y	H
Assessment 4: Assessment Opportunity 1 March	An in-class assessment - full reading paper representing 33% of the course (1 full paper)			Y		H
Assessment 5: March assessment	An in-class assessment representing 33% of an exam paper (1 complete paper)				Y	H
Assessment 6: March	An in-class assessment focusing on crossover foundation/higher 90 word writing question				Y	H
Assessment 7:	Mock examination Sports Hall full reading paper			Y		H

Assessment Opportunity 2 May	representing 33% of the course (1 full paper)					
Assessment 8: May	An in-class assessment representing 33% of an exam paper (1 complete paper)	Y				H

**The Speaking element of the exam is now an endorsement rather than an exam. This has been carried out in throughout Year 10 and 11.*