Academy Transformation Trust

Assessment Record

FOR AS/A LEVELS AND GCSES FOR SUMMER 2021

Academy Transformation Trust

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
Geography
GCSE Geography

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 1 – AQA GCSE Paper 1				Unit 2- AQA GCSE Paper 2				Unit 3 – N/A removed from the course for this year (Field Work)				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: *October Assessment 2020*	**An in-class assessment** **1 paper, 2 questions (15 marks per question)**	Y	Y	Y	Y	Y	Y	Y	Y					*H*
Assessment 2: December Mocks 2020	**Mock examination Sport Hall** **2 x 1 hour exam papers**	Y	Y	Y	Y	Y	Y	Y	Y					H
Assessment 3: Assessment Opportunity 1	**An in-class assessment** **1 x 45 minute paper**	Y	Y	Y	Y	Y	Y	Y	Y					H
Assessment 4: Assessment Opportunity 2	**Mock examination in the Sports Hall – 1 paper 60 mins**	Y	Y	Y	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 represents full coverage of the course. Each assessment has ensured all skills across both papers has been covered to ensure assessments are robust and representative. Assessment opportunity one and two ensures students have the opportunity to demonstrate their learning to date.