

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

Mathematics

AQA GCSE Mathematics (Higher and Foundation)

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	Number				Algebra				Ratio and Proportion, Geometry, Probability and Statistics				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: <i>Mock exam</i> October 2020	An in-class assessment 1 Paper (Higher & Foundation tiers) Non-calculator 50 mins 60 marks 25% of the course	Y	Y	Y		Y	Y	Y		Y	Y	Y		H
Assessment 2: <i>Mock exam</i> December 2020	Mock examination Sport Hall 2 Papers (calculator & non-calculator) Higher & Foundation tiers 1 hour 45 mins 200 marks 80% of the course	Y	Y	Y		Y	Y	Y		Y	Y	Y		H
Assessment 3: Assessment opportunity 1 March 2021	An in-class assessment 1 Paper (Higher & Foundation tiers) Calculator 50 mins 60 marks 25% of the course	Y	Y	Y		Y	Y	Y		Y	Y	Y		H

Assessment 4: <i>Assessment Opportunity 2 May 2021</i>	Mock examination Sport Hall 2 Papers (calculator & non-calculator) Higher & Foundation tiers 1 hour 30 mins 160 marks 66.7% of the course	Y	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:-

Assessment objective 4 (AO4) has been omitted as in maths there are only 3, AO1, AO2 and AO3.

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 coverage of the learning up until 8th March (when students returned to school) and includes robust assessments. All assessments were completed in exam conditions, including pupils who require access arrangements having their assessment needs catered for (extra time, scribes, and readers). Assessment Opportunity One and Assessment Opportunity Two were opportunities where students could demonstrate learning of a range of course content across all five strands of the curriculum; Number, Algebra, Geometry, Ratio and Proportion and Statistics and Probability.

All mock exams were moderated at department level, with the December mocks and Assessment Opportunity Two mocks being sent for additional external moderation.