

# Assessment Record

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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

Music J536

### **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	OCR AOS 5 – 'Conventions of Pop'	OCR AOS 2 – 'The concerto Through Time'	OCR INTEGRATED PORTFOLIO – 'Performance and Composition'	Level of Control H, M, L
		AO1	AO1	AO1	
Assessment 1: Practical NEA 2020 assessment	<u>NEA Compositions recordings</u>			Y	H
Assessment 2: December Mocks	<u>Mock examination in the hall</u> <u>Theory paper-</u> <u>listening and</u> <u>appraising exam</u>	Y	Y		H
Assessment 3: Assessment Opportunity 1	<u>In-class Theory paper – listening and appraising exam</u> <u>'Rock and Roll' and</u> <u>'Rock Anthems'</u> <u>paper AOS 5 - 50min</u>	Y			H
Assessment 4: Assessment Opportunity 2	<u>Mock examination in the Sports Hall –</u> <u>listening and</u> <u>appraising exam</u> <u>'The Concerto</u> <u>through Time'</u> <u>AOS 2 -</u>		Y		H

	<u>50 min (audio)</u>				
Assessment 5: Solo Performance piece	<u>INTEGRATED PORTFOLIO – Solo performance on the students chosen instrument. 30 Marks</u>			Y	H
Assessment 6: Free choice composition	<u>INTEGRATED PORTFOLIO – Composition to a brief set by the student. 30 Marks</u>			Y	H
<p><b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b></p> <p>The Practical Component was removed by OCR due to the lack of practical work students were allowed to do due to COVID restrictions.</p>					
<p><b>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:-</b></p> <p>The Integrated Portfolio has been recorded, assessed and moderated by the CL and another music specialist. Assessment Opportunity One and Assessment Opportunity Two were opportunities where students could demonstrate learning of a range of course content from AOS 5 and AOS 2.</p>					