

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*

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TQEA: Science

- AQA GCSE Combined Science (Trilogy)
- AQA GCSE Biology
- AQA GCSE Chemistry
- AQA GCSE Physics

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 Paper 1 Content			Unit AQA GCSE Paper 2 Content			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	
Assessment 1: October 2020 assessment	An in-class assessment representing content covered in years 9-10.	Y	Y					H
Assessment 2: December Mocks	Mock examination Sports Hall – full exam Paper 1 from 2019 series	Y	Y	Y				H
Assessment 3: Assessment Opportunity 1 March	An in-class assessment Mixed paper on learning covered during lockdown and in year 11 (45 mins)				Y	Y	Y	H
Assessment 4: Assessment Opportunity 2 May	Mock examination Sports Hall Three papers- one per science of usual length (75mins Trilogy; 100mins Triple) containing 66% paper 1 content and 33% paper 2.	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 a whole coverage of the learning up until 8 th March (when students returned to school) and includes robust assessments. The smaller October in-class assessment represents short answer questions as the longer-answer Grade descriptors that were used in class under exam conditions at the time assessed their ability in AO3. Assessment Opportunity One and Assessment Opportunity Two were opportunities where students could demonstrate learning of a range of course content. AO2 being as close to a GCSE exam as possible, maintaining the format and challenge of a full paper while acknowledging that not all the content had been taught from paper 2.								