



Assessment Record

FOR AS/A LEVELS, GCSES % VTQ SUMMER 2021

Please complete this form by **3.30pm** on
Thursday 10th June 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.

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

SANDWICH TECHNOLOGY SCHOOL
MODERN FOREIGN LANGUAGES
GCSE FRENCH 8658

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					Level of Control H, M, L	
		Topic 1	Topic 2	Topic 3	Topic 4		
Assessment 1: Written Assessment- in style of past paper. Theme 1: Identity and Culture	Written examination in style of past paper	Y	N	Y	N		M
Assessment 2: Written Assessment- in style of past paper Theme 2: Local, national, international and global areas of interest	Written examination in style of past paper	N	N	N	Y		M
Assessment 3: Written Assessment- in style of past paper Theme 3: current and future study and employment	Written examination in style of past paper	Y	Y	Y	N		M
Assessment 4: Assessment resource: Listening Theme 1: Identity and culture	Assessment Resource- examination	Y	Y	Y	Y		H
Assessment 5: Assessment resource: Listening theme 2: Local,national, international and global areas of interest	Assessment Resource- examination	Y	Y	Y	Y		H

Assessment 6: Assessment resource: Listening theme 3: current and future study and employment	Assessment Resource- examination	Y	Y	Y	Y		H
Assessment 7: Assessment resource: Translation into French: all 3 themes	Assessment Resource- examination	Y	Y	Y	Y		H
Assessment 8: Assessment resource: Translation into English: all 3 themes	Assessment Resource- examination	Y	Y	Y	Y		H
Assessment 9: Assessment resource: Reading theme 1: Identity and culture	Assessment Resource- examination	Y	Y	Y	Y		H
Assessment 10: Assessment resource : Reading theme 2: local, national, international and global areas of interest	Assessment Resource- examination	Y	Y	Y	Y		H
Assessment 11: Assessment resource: Reading theme 3: Current and future study and employment	Assessment Resource- examination	Y	Y	Y	Y		H

If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- All have been covered

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:-

All three skills (listening, reading and writing) were covered and all three themes. This ensured that we covered all areas of the course. There is equal weighting of skill areas and themes in the evidence provided. The assessment resources were mainly used in order to ensure that students' most recent work was assessed. Using the markschemes provided meant that marking was accurate. Grading was made easier by using these resources as we could cross reference using the 2021 Grading exemplification booklet.

Subject Title: GCSE FRENCH _____

Subject Code 8658 _____

Head of Department: _____ **Signature:** _____ **Date:** _____

Subject teacher: _____ **Signature:** _____ **Date:** _____

