



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
GEOGRAPHY
GCSE GEOGRAPHY AQA 8035

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.

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

All AO's have been assessed through the range of evidence detailed above. Under normal circumstances AO3 (10% more) and AO4 (5% more) would make up a slightly higher proportion of the overall marks but we were unable to test these further as students did not participate in any of the planned fieldwork experiences this year or last.

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:-

As explained above students were unable to participate in any of the planned fieldwork experiences and therefore could not be assessed on these with regard to Section B on Paper 3. Evidence therefore concentrated on Unit 1 (Physical Environments), Unit 2 (Human Environments, with the exception of the 'Economic World' topic) and Unit 3 (Section A 'Issue Evaluation' unit only). This comprises 73% of the syllabus that would normally be tested.

Assessment evidence was collected from the school's Yr. 11 'Prog. 1' exam week at the start of the academic year (testing Unit 1); four bi-weekly assessments (testing Units 1, 2 & 3) and by a final assessment which tested the remaining Unit 1 topics. All assessments were based on Qu.'s taken from past papers and most were taken from the 2019 series that is password protected and can only be accessed by teachers through eAQA website. Each of the assessments since we returned to school in March tested a different part of the syllabus' scheme of assessment.

Moderation of all assessments took place. The Yr. 11 cohort was split into five marking groups and each GCSE teacher marked a different marking group on rotation throughout the assessment process thus helping to reduce bias. For the assessments in Cycles 1 to 4 and the Final Assessment the department also met on each occasion to complete the following:

- Firstly (before marking) to run through the relevant exam board mark scheme to ensure that all teachers applied this consistently.*
- Secondly (after marking) to moderate a sample of each teacher's marking. This comprised on each occasion of 4/5 students' scripts from each teacher (2 top, 1 or 2 middle & 1 bottom). A total of at least 20 scripts on each of the 5 occasions that this took place were moderated. As a result of this process, a few students' marks were changed and on two occasions a 'marking groups' marks were adjusted slightly to bring them in to line with the rest of the cohort.*

Once all this data was collated, initial provisional grades were assigned by applying the relevant AQA grade boundaries based on a weighted average for the components being assessed. Final TAGs were then awarded in an extended departmental meeting where the department was split into groups of 2 or 3 and tasked with comparing the overall quality of the students' evidence in each of the provisional grades (9 through to U) to the 'Grade Descriptors' provided by JCQ (and the exemplification resources provided by AQA). In this meeting the students whose provisional

grades were close to each of the grade boundaries were focused on . Adjustments were made to students' provisional grades accordingly and a final TAG awarded to each student. Due notice was given to guidance from the school and JCQ guidance on unconscious bias.

Subject Title: *AQA GCSE Geography*

Subject Code: *8035*

Head of Department: *MARK PATCH* **Signature:** *Mark Patch*

Date: *14/06/21*

Subject teacher: *TRACEY LAW* **Signature:** *Tracey Law*

Date: *14/06/21*

