



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

[HISTORY]

[GCSE HISTORY AQA 8145 / AA]

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.

<i>Factors significance (individuals / medicine) /16 (+ 4 SPaG)</i>	Y	Y											
<i>Utility of sources Balkan Crisis /12</i>											Y		
<i>Factors significance (alliance system / causes) /16 (+ 4 SPaG)</i>									Y	Y			

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

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:-

5% Year 10 Prog 1 mock (no evidence, data on SIMs) – an end of unit assessment
5% Year 11 Prog 1 mock (no evidence, data on SIMs) – an end of unit assessment
40% Fortnightly PEQs (end of Year 11, x9 questions from x3 units) – a selection of past-paper questions / AOs answered after revising the topic
50% Final Assessment (last week of Year 11, x6 questions from x3 units) – a selection of past-paper questions / AOs compiled in a ‘paper’
An overall grade will be calculated

3 out of the 4 units have been studied, revised and assessed in equal amounts – as per AQA instructions

Triangulation of the calculated ‘overall grade’, the students work (evidence) and AQA grade descriptors will take place. If they match, then it is a fair and accurate grade. If there are some discrepancies then further moderation will take place.

Year 10 and 11 Prog 1 assessment questions and grade boundaries used are attached (based off AQA past papers/boundaries).

Subject Title: _____

Subject Code _____

Head of Department: _____

Signature: _____ **Date:** _____

Subject teacher: _____

Signature: _____ **Date:** _____

Assessment Record for determining teacher assessed grades in Summer 2021

SANDWICH TECHNOLOGY SCHOOL

[HISTORY]

[A Level HISTORY AQA 7042 / 1K 2D]

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: 1K USA			Unit: 2D Tudors			Unit: Component 3			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
Independent Enquiry (February)	<i>Reduced version of the Independent Enquiry /20</i>							Y	Y	Y	L
Assessment 1 w/b 15th March	<i>30 mark question</i>					Y					M
	<i>25 mark question</i>	Y									
Assessment 2 w/b 29th March	<i>30 mark question</i>					Y					M
	<i>25 mark question</i>	Y									
Assessment 3 w/b 26th April	<i>25 mark question</i>				Y						M
	<i>30 mark question</i>			Y							
Assessment 4 w/b 10th May	<i>25 mark question</i>				Y						M
	<i>25 mark question</i>	Y									
Final Assessment w/b 17th May	<i>X1 25 mark and x1 30 mark question</i>				Y	Y					H
	<i>X1 25 mark and x1 30 mark question</i>	Y		Y							
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-											

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:-

10% Component 3 (independent enquiry) – reduced expectations of word count and marks (usually 40 marks and 20% of overall grade)

15% 1K fortnightly PEQs – x4 past-paper questions / AOs answered after revising the topic

15% 2D fortnightly PEQs – x4 past-paper questions / AOs answered after revising the topic

30% 1K final assessment – x2 past-paper questions / AOs answered (68.75% of the original exam)

30% 2D final assessment – x2 past-paper questions / AOs answered (68.75% of the original exam)

An overall grade will be calculated

Triangulation of the calculated 'overall grade', the students work (evidence) and AQA grade descriptors will take place. If they match, then it is a fair and accurate grade. If there are some discrepancies then further moderation will take place.

AQA grade boundaries used attached

Subject Title: _____

Subject Code _____

Head of Department: _____

Signature: _____ **Date:** _____

Subject teacher: _____

Signature: _____ **Date:** _____