



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
Social Sciences
AQA A-Level Psychology

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 1 – Social Influence, Memory, Attachment, Psychopathology.			Unit 2 – Approaches, Research Methods, Biopsychology.			Unit 3 – Issues and Debates, Relationships, Schizophrenia.			Level of Control H, M, L
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
<u>Assessment 1:</u> <i>Mock examination taken in October 2020</i>	<i>Progress 1 Examination (1h30 – in classroom. Question paper created from ExamPro.</i>	Y	Y	Y	Y	Y	N	Y	N	Y	H - Exam conditions were used throughout the assessment.
<u>Assessment 2:</u> <i>Mini-assessment 1 in class (April 2021)</i>	<i>Mini-assessment (45 minutes) in classroom. Question paper created from ExamPro.</i>	N	N	N	N	N	N	Y	Y	Y	H – Students were aware in advance which area of the syllabus was being tested but specific questions were not discussed. Exam conditions were used throughout.
<u>Assessment 3:</u> <i>Mini-assessment 2 in class (April 2021)</i>	<i>Mini-assessment (45 minutes) in classroom. Question paper created from ExamPro.</i>	N	N	N	Y	Y	N	Y	N	Y	H – Students were aware in advance which area of the syllabus was being tested but specific questions were not discussed. Exam conditions were used throughout.

Assessment 4: <i>Mini-assessment 3 in class (May 2021)</i>	Mini-assessment (45 minutes) in classroom. <i>Question paper created from ExamPro.</i>	Y	N	Y	Y	Y	Y	N	N	N	H – Students were aware in advance which area of the syllabus was being tested but specific questions were not discussed. Exam conditions were used throughout.
Assessment 5: <i>Mini-assessment 4 in class (May 2021)</i>	Mini-assessment (45 minutes) in classroom. <i>Question paper created from ExamPro.</i>	Y	Y	Y	N	N	N	N	N	N	H – Students were aware in advance which area of the syllabus was being tested but specific questions were not discussed. Exam conditions were used throughout.
Assessment 6: <i>Final Assessment in class (March 2021)</i>	Final Assessment (1hr30) in classroom. Paper created from AQA 2021 resources.	Y	Y	Y	Y	Y	Y	Y	Y	Y	H – Students were aware in advance which area of the syllabus was being tested but specific questions were not discussed. Exam conditions were used throughout.

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:-

All assessment evidence is past examination material, from either ExamPro or the 2021 Assessment resources. They were marked using the mark schemes and examination reports provided by AQA. Care was taken to reflect the layout of a typical Exam paper in psychology. For example, research methods (mathematical content) was highlighted as an important skill and included throughout many of the assessments. Care was also taken to include all AOs in the papers, with a little more focus on AO3 (as this has a higher weighting in the subject specification than the other AOs).

All topics in the course (excluding Addiction, which was unable to be taught due to COVID lockdowns) have been assessed in these assessments.

Subject Title: Psychology **Subject Code** _____ **7128** _____

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

Subject teacher: _____ **Marie Mckay** _____ **Signature:** _____ **Date:** _____

