

# Assessment Record

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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*

Assessment Record for determining teacher assessed grades in Summer 2021

Sir William Romney's School

Department: Computing

Qualification: GCSE Computer Science

Subject Code: 8520

Exam Board: AQA

### **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.

|               | Details of Assessment   | AOs assessed |     |     |  |  |  | Level of Control<br>H, M, L |
|---------------|---|--------------|-----|-----|--|--|--|-----------------------------|
|               |   | AO1          | AO2 | AO3 |  |  |  |                             |
| Assessment 1: | Question taken from 2018/2019 paper 2 combined (Questions relating to networking, cyber security, and issues were removed as we had not yet covered this content) <b>1 hr 30 min</b>  | Y            | Y   | N   |  |  |  | H                           |
| Assessment 2: | Questions taken from 2019 Paper 1 (Details below on the explanation as to why this paper was used and the rationale for certain questions to be removed). <b>45 minutes</b>   | N            | N   | Y   |  |  |  | H                           |
| Assessment 3: | Calculations and Logic Paper – This paper was used to test students understanding on logic and file size calculations which students had covered but were not tested in the above assessments. <b>45 minutes</b>  | N            | Y   | N   |  |  |  | H                           |
| Assessment 4  | Knowledge, Understanding and Extended Response – This is a paper released by the exam board. Question 16 was removed as it had been covered in assessment 1 and question 15 was also removed due to students not being taught cyber security. <b>45 minutes</b> | Y            | N   | N   |  |  |  | H                           |
| Assessment 5  | Class test consisting of questions relating to computer networks. This was completed in the classroom in exam conditions. <b>25 min</b>   | Y            | N   | N   |  |  |  | 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 assessments used covered the topics which students were taught in the classroom environment. They provided a fair way to assess students' understanding and knowledge.
- All assessment questions (Assessment 1 – 4) were made up of questions from previous exam papers. Thus, providing quality assurance to the level of questioning and marking.
- Assessments 1-4 used the official exam board mark schemes. The mark schemes were adapted strictly to ensure fairness, consistency and quality in marking.
- The tests provided a range of answer types from multiple choice through to extended answers. This enabled all students to access the assessments but also enabled a fair grading to be rewarded.
- Assessment 5 was given to test the student's knowledge of networks, which was part of the normal scheme of work. The test has 7 questions (created by the teacher). The test was marked using the 2019 grade boundaries.

- There has been less focus on AO3 as students did not cover most of this AO, due to covid and not being in school. Students only covered certain elements, such as variables, data types, basic programming structures, along with programming language. Questions relating to these topics were given to students from the 2019 exam paper (Question groups 1 – 6, ex 4)
- All assessments used the 2019 grade boundaries as set out by the exam board. This was to make it fair and consistent when marking students' work.
- Each assessment was weighted the same and the average grade was obtained from the assessments.

**Subject Title: GCSE Computer Science**

**Subject Code 8520**

**Head of Department: Mr M Duke**

**Date: 05/05/21**

