

Assessment Record

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: English

Qualification: English Literature

Subject Code: 8702

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	Unit - Shakespeare				Unit- 19 th Century Novel				Unit- Modern Prose or Drama				Unit - Poetry				Level of Control H, M, L
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: Mock exam March 2021	Paper 1 June 2018 Section A – Shakespeare	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	H
Assessment 2: Mock exam March 2021	Paper 1 June 2018 Section B – The 19 th Century Novel 1hr 45 mins (Including Assessment 1)					Y	Y	Y	N					N	N	N	N	H
Assessment 3: Formal Mini Assessment 30/04/21	Essay on ‘An inspector Calls’ marked against the 2019 Grade boundaries for Paper 2 Literature									Y	Y	Y	N	N	N	N	N	M

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

All AOs are assessed

Students were not assessed on the poetry unit as this was never taught to students (identified as the unit that would be dropped in the initial plans to slim down the content for English literature.) The need to gather a broad range of evidence also meant that we had not yet introduced the Unseen poetry aspect (would normally introduce this in Term 5) and therefore did not feel it appropriate to assess students on this.

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 evidence used has been completed under stringent control that has been consistent across all classes and as such provides us with confidence that it is solely the work of the student and that it is reflective of their ability at the level of demand of the examinations. In all 3 assessments, EAA has been met for any student where an additional need is identified. Grades achieved in each assessment have been derived from notional grade boundaries provided by the exam board. For Assessment 1 and 2 this is the 2018 paper. For Assessment 3, we have used the 2019 notional boundaries which are slightly higher in acknowledgement that this assessment was more closely ‘taught to.’

All 3 texts studied have been assessed and all AOs have been hit multiple times with the exception of AO4 (Spag) which has only been assessed in 1 of the 3 tasks. This is in line with the weighting given to AO4 in the full specification where it would normally be assessed twice across 5 questions.

Whilst not an AO, we were conscious of not assessing comparison by not assessing poetry and so we adapted Assessment 3 to explicitly request that candidates compare characters in their modern text. We have therefore included the criteria linked to comparison (AO1) in coming to a grade for this assessment.

Subject Title: GCSE English Literature Subject Code 8702

Head of Department: Mr R M Skipp

Date: 05/05/21



Contd.