

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: Maths

Qualification: GCSE Mathematics Subject Code: 1MA1 Exam Board: Edexcel

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 H, M, L
		AO1	AO2	AO3	
Assessment 1: Mock Exam March 2021	June 2019 Examination Paper 1	Y	Y	Y	H
Assessment 2: Mock Exam March 2021	June 2019 Examination Paper 3	Y	Y	Y	H
Assessment 3	Shadow November 2020 Paper 1 – Even Numbers ONLY	Y	Y	Y	H
Assessment 4	Shadow November 2020 Paper 2 – Even Numbers ONLY HIGHER TIER ONLY - Some questions omitted, and Paper 3 questions added because of content not taught. The questions omitted and added have come from similar areas of the paper to attempt to keep in line with grade boundaries.	Y	Y	Y	H
Assessment 5	Shadow November 2020 Paper 1 - Odd Numbers ONLY	Y	Y	Y	H
Assessment 6	Shadow November 2020 Paper 2 – Odd Numbers ONLY HIGHER TIER ONLY - Some questions omitted, and Paper 3 questions added because of content not taught. The questions omitted and added have come from similar areas of the paper to attempt to keep in line with grade boundaries.	Y	Y	Y	H
<p>If an assessment objective has been omitted at subject cohort level, please briefly outline the reasons why: - All AOs have been assessed.</p>					
<p>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: - Mock exams in March were used because they were our usual assessments for the year 11 mock weeks. To assess using the previous June sitting. This is usually used because they cannot be accessed at the time of sitting the mock. This year they could be found. Secondly topics taught in those two papers were largely all taught.</p> <p>The altered shadow November set was used because again students would not be able to find the exact questions – and Edexcel released these because of this reason. We have made slight question alterations to make sure we are only assessing the students on topics that they have been taught, this only affected Higher Tier.</p> <p>The students' highest grade is the grade that they will be given.</p>					

Subject Title: GCSE Mathematics

Subject Code 1M1A

Head of Department: Mr F Blackwood

Date: 06/05/21

