

Assessment Record (optional template):

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.

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

[Ryburn Valley High school]

English department

AQA A- Level English Language - specification code: 7702

Assessment Evidence Form

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.

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					Level of Control H, M, L
		AO1	AO2	AO3	AO4	
Assessment 1: April 2021 mock exam – 90 mins	<i>AQA set question Paper 1 section A – text analysis (Q1,2,3)</i>	Y		Y	Y	high
Assessment 2: April 2021 mock exam – 90 mins	<i>AQA style question Paper 2 section A – language change essay</i>	Y	Y			high
Assessment 3: May 2021 in class assessment – 60 mins	<i>In class assessment – gender and language essay</i>	Y	Y			high
Assessment 4: May 2021 in class assessment – 60 mins	<i>In class assessment – occupation and language essay</i>	Y	Y			high
Assessment 5: Jan 2021 essay for Paper 2 completed via online learning	<i>Accent essay as homework task</i>	Y	Y			low
Assessment 6: May 2021 in class assessment – 90 mins	<i>In class assessment – Paper 2 Question 3 language discourses</i>	Y		Y	Y	high
Assessment 7: Jan 2021 essay for Paper 2 completed via online learning	<i>Language and gender essay as homework task</i>	Y	Y			low
If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:- none omitted						

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 base includes topics and skills that have been studied in depth across Year 12 and 13. The evidence base includes a range of skills (across all assessment objectives) to ensure all students have had the opportunity to demonstrate their knowledge and abilities across the 2 years of study. The evidence base also takes in to account multiple attempts on particular topics to give all students more than one opportunity to demonstrate understanding of content and skills.*

Subject Title: AQA A- Level English Language

Subject Code: 7702

Head of Department: F.Thompson

Signature: F. Thompson

Date: 24/5/21

Subject teacher: J. Doig

Signature: J. Doig

Date: 24/5/21

Variations for Individual Students

[To be completed by the Head of Department for each student where a variation from the Assessment Evidence Grid has been required, or where Access Arrangements or Special Consideration have been taken into account.]

Candidate name: _____

Candidate Number: _____

Centre name: _____

Centre Number: _____

Circle Level:

GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Subject title: _____

Subject Code: _____

Section 1: COVID Related Disruption – Learner Context	Y/N/NA
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID 19, <u>in comparison to</u> their class peers?	
Was there any other specific disadvantage considered for this candidate when compared with other candidates in the year group?	
<p>If ‘yes’ please provide details of how the disadvantage has been considered (including <i>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.</i>)</p>	

Section 2: Access Arrangements/Reasonable Adjustments	Y/N/NA
Is the candidate entitled to Access Arrangements/Reasonable Adjustments?	
Were the approved access arrangements/reasonable adjustments in place for assessments which were used to determine the candidate's grade?	
If 'no' please provide details of how the lack of access arrangements/reasonable adjustments have been taken into account when determining the grade:	

Section 3: Mitigating circumstances (Special Consideration)	Y/N/NA
Has the candidate made a request for mitigating circumstances to be considered, e.g. illness or other personal circumstances?	
Record any actions that have been taken as a result of this request, e.g. making an adjustment in determining the grade or using alternative evidence.	
Reason for mitigating circumstances:	