

# Assessment Record (optional template):

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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  
Ryburn Valley High School  
Computing  
GCSE Computer Science – J276

**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 Computer systems (J276/01)				Unit Computational thinking, algorithms and programming (J276/02)								Level of Control H, M, L
		AO1	AO2	AO3		AO1	AO2	AO3						
Assessment 1: <i>End of topic test</i> 2.5 Translators and compilers	<i>End of unit test</i>	N	N	N		N	Y	N						H
Assessment 2: <i>End of topic test</i> 2.6 Data representation pt 1	<i>End of unit test</i>	N	N	N		N	Y	N						H
Assessment 3: <i>End of topic test</i> 2.6 Data representation pt 2	<i>End of unit test</i>	N	N	N		N	Y	N						H
Assessment 4: <i>End of topic test</i> 1.7 Systems software	<i>End of unit test</i>	Y	N	N		N	N	N						H
Assessment 5: <i>End of topic test</i> 1.8 Ethical, environmental, legal issues	<i>End of unit test</i>	Y	N	N		N	N	N						H
Assessment 6: <i>End of topic test</i> 2.4 Computing Logic	<i>End of unit test</i>	N	N	N		N	Y	N						H

Assessment 7: <i>End of topic test</i> 2.3 Producing Robust Programs	<i>End of unit test</i>	N	N	N		N	Y	N							H
Assessment 8: <i>End of topic test</i> 1.4 Wired & Wireless	<i>End of unit test</i>	Y	N	N		N	N	N							H
Assessment 9 : December – Winter Mock	Mock Assessment out of 70 marks	Y	N	N		Y	N	N							H
Assessment 10: April - Spring Mock	Mock Assessment out of 80 marks	Y	N	N		Y	N	N							H

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

**The Non External Assessment -**

Following notification from Ofqual, the rules were relaxed regarding supervision of the Programming Project. The work was set for students to complete remotely, however due to disruption many students have struggled to access the project where as some students completed the project fully. With this in mind, it was decided that omitting the NEA as an assessment objective and focusing on exam theory assessments which overlap with the assessment practical of the NEA would support teachers with a more accurate reflection of assessment evidence.

**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 above evidence covers a breadth of assessment of key learning and knowledge obtained of the unit 1 and unit 2 sections of the J276 specification. Following the teaching of each topic within the two units, students completed an end of unit test. Mock assessments were also used

to combine multiple assessment objectives across the specification. Assessments were moderated and grade boundaries applied were Summer 2019.

Subject Title: \_GCSE Computer Science\_\_\_\_\_ Subject Code \_J276\_\_\_\_\_

Head of Department: \_Lee Cleary\_\_\_\_\_ Signature: \_L.Cleary\_\_\_\_\_ Date: \_28.04.21\_\_\_\_\_

Subject teacher: \_Paul Slater\_\_\_\_\_ Signature: \_P.Slater\_\_\_\_\_ Date: \_28.04.21\_\_\_\_\_

