

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.

This Assessment Records takes 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
History Department
GCSE History - J411/_21

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.

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 1- February 2021				Unit 2 and 3 -April 2021				Unit 4 and 5 - N				Level of Control
		AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
Assessment 1: [e.g. Mock examination taken on 3 January 2020]	[e.g. Examination] Public Health Assessment	Y	Y	Y	N									H
Assessment 2: [identifier]	Elizabeth –British Depth Study- Mock					Y		Y	Y					H
Assessment 3: [identifier]	History Around Us									Y	Y			H
Assessment 4: [identifier]	Germany Essay									Y	y			H
Assessment 5	Germany source paper											Y	Y	H

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

All assessment objectives have been met with a larger percentage given to 1 and 2 as reflected in the exam criteria. Therefore students have completed 4 essays to evidence AO1 and 2 whilst source skills and interpretation skills have been evidenced through the Germany and Elizabeth paper

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:-

Assessments reflect the assessment percentage balance

The content to be tested was selected based on the majority of content covered when in school rather than during Lockdown.

Assessments covered all assessment objectives.

All questions were selected using exam board past questions or exemplar materials.

We used an average of 3 grade boundaries and holistic judgement using previous assessments and contextual information to reach overall judgement.

Moderation and standardisation meetings have taken place.

Every student has had at least one piece of work read by two teachers.

No member of staff has marked their own class's assessments.

Subject Title: History GCSE

Subject Code OCR Syllabus B J411/ 21

Head of Department: Kirsty McIntyre Signature: _____ Date: _____

Subject teacher: Josh Hartland Signature: _____ Date: _____