



WOOTTON PARK

'Ipsum quod faciendum est diutius'

Subject Assessment Evidence Record Chemistry

FOR GCSES FOR SUMMER 2021

DRAFT

Assessment Record for determining teacher assessed grades in Summer 2021

Background

Every centre must produce an Assessment Record for each subject cohort, which 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. Here at Wootton Park School our Records will be made up of 3 sections.

Section 1: The Subject Assessment Evidence Record (this document), completed by the Curriculum Lead and shared with the area team, with learners and with parents.

Section 2: The Learner Assessment Record, completed by the class teacher, including a Learner Declaration, the individual learners' Evidence Record, the Grade Descriptors, a rationale for the allocated grade and the a Teacher's Declaration. The first half of which is to be shared with learners before the final grade decision making begins.

Section 3: Variations for Individual Learners Record, centrally collated and kept up to date, these records will be made available to Curriculum Leads and teachers to ensure they are differentiating for learning loss appropriately.

This is an adaptation of the Assessment Record template produced by JCQ and reflects the school's intent to deliver fair, consistent, free from bias and transparent teacher assessment.

These Assessment Records 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
Wootton Park School
Science
Chemistry: 8462

Assessment Evidence Form

This document is intended to detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Subject 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 Variations for Individual Learners and Learner Assessment Record.

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: Chemistry paper 1 Higher (8462/C/1H)			Unit: Chemistry paper 2 Higher (8462/C/2H)			Level of Control
		AO1	AO2	AO3	AO1	AO2	AO3	H, M, L
Evidence 1: Chemistry pre-mock examination taken	<i>Exam</i>	Y	Y	Y				H
Evidence 2: Mock examination taken	<i>Exam</i>	Y	Y	Y				H
Evidence 3: Mock examination Chemistry Paper 1 Part A	<i>Exam</i>	Y	Y	Y				H
Evidence 4: Mock examination Chemistry Paper 1 Part B	<i>Exam</i>	Y	Y	Y				H
Evidence 5: Mock examination Chemistry Paper 2	<i>Open book test</i>				Y	Y	Y	M
Evidence 6: Mock examination Chemistry Paper 2 Part A	<i>Exam</i>				Y	Y	Y	H
Evidence 7: Mock examination Chemistry Paper 2 Part B	<i>Exam</i>				Y	Y	Y	H

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

None of the assessment objectives have been omitted as all content was taught.

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:-

Evidence pieces 1 and 2 comprised of 2 AQA past papers completed under strict exam conditions. The pre-mock was an unlocked paper, however learners were not told they would be completing this paper, but would be sitting a test with exam style questions. The paper sat during the real mock in November 2020, evidence piece 2, was a locked paper again provided by AQA. Marking of the second mock was externally moderated by an Outstanding school in the SWAN teaching alliance and our marking was validated. Evidence in sample numbers 3,4, 6 and 7 was collected after the course had finished and after learners had been provided with a period of study time to allow them to prepare and revise effectively for the assessment series, this was intended to model the preparation stages a learner would have undertaken when sitting typical GCSE examinations in the previous years. It was ensured that even in the shortened tests, all Assessment Objectives were met, and the maths criteria was up to the correct percentage. The open book test, evidence piece 5, was used to identify gaps in learner knowledge and therefore aid in the revision of certain topics, in order to prepare for the Chemistry Paper 2 examinations which, make up evidence pieces 6 and 7. As a result of using the AQA papers throughout assessment, we are able to use AQA grade boundaries in conjunction with grade descriptors provided by JCQ, to ensure fair final grading. We have used evidence that has been collected in school so that we are ensuring that JCQ guidance is being adhered to, exam conditions are enforce so that all evidence pieces are consistent across our cohort, from both the foundation and higher tier, making sure all assessment criteria had been met.

Subject Title: Combined Science: Chemistry

Subject Code: 8462

Curriculum Lead/Lead Teacher: Kim Walker

Signature: _____ Date: _____

Subject teacher: Kim Walker

Signature: _____ Date: _____

