

## Recording Assessment Summer 2021

<b>Subject</b>	<b>AS Chemistry</b>	<b>Subject code</b>	<b>H032</b>
<b>Awarding Body</b>	<b>OCR</b>	<b>Lead teacher/Academy</b>	<b>Ben Walton / NCEA</b>

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.

### Coverage of AOs:

	Type of Assessment	Date of assessment	Unit 1				Unit 2				Unit 3				Unit 4				Level of Control
			AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	
	Eg: Exam, essay...																		L, M, H
Assessment 1: Dec 2020 Mock Exam	Exam	December 2020	X	X	X		X	X	X		X	X	X						H
Assessment 2: Snapshot Assessment	Exam-style questions	May 2021	X	X	X						X	X	X						M
Assessment 3:																			
Assessment 4:																			
Assessments 5: Prior	Homework Grades	Ongoing	X	X	X		X	X	X		X	X	X						L
Assessment 6: Prior	Year 12 January Exam	December 2020	X	X	X		X	X	X		X	X	X						H
Assessment 7: Prior																			
Assessment 8: NEA	Practical Endorsement Evidence	Ongoing through year 12													X	X	X		L
Assessment 9: Tracking data/AMP	Teacher prediction	N/A	X	X	X		X	X	X		X	X	X		X	X	X		N/A

If an assessment objective has been omitted at subject cohort level, please briefly explain why

N/A

Outline the rationale for the choice of evidence used i.e. why it was used and how it supported the grading decision

Mock exams and snapshot assessments gave an idea of the students' ability to answer questions of a suitable level of challenge in an environment that would previously have been used to assess grades.

Homework tasks give students opportunities to develop responses and use external sources to demonstrate application of knowledge rather than recall of facts.

Practical Activities have been selected by the exam board to provide evidence towards the practical endorsement component of the course and CPAC criteria. Some skills assessed as part of the PAGs are examinable rather than evidence towards the practical endorsement, so these can be used as evidence towards Teacher Assessed Grades (in a low control setting)

**Fairness and consistency of marking:**

	<b>Type of Assessment Eg: Exam, essay...</b>	<b>Date of assessment</b>	<b>Marking method/teacher E.g. Blind marking...</b>	<b>Rationale</b>
Assessment 1: December 2020 Mock Exam	Exam	December 2020	Single teacher for consistency of application of mark scheme. Blind marking with dialogue and moderation in collaboration meeting	To ensure fairness and consistency in the application of the mark scheme
Assessment 2: Snapshot 1	Exam with support sheet	April 2021	Single teacher for consistency of application of mark scheme. Blind marking with moderation of two papers	To ensure fairness and consistency in the application of the mark scheme
Assessment 3:				
Assessment 4:				
Assessments 5: Prior				
Assessment 6: Prior				
Assessment 7: Prior				
Assessment 8: NEA	Data generated from practical experiments and answers to questions	Throughout the course	Marked by teacher who taught that unit	To allow for context of the lesson (errors in equipment or experiment that can be witnessed by the teacher present)
Assessment 9: Tracking data/AMP			Discussion before input	To ensure grades are fair and accurate.

**Head of Faculty/Lead Teacher:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject teacher:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_