

## Recording Assessment Summer 2021

<b>Subject</b>	<b>History GCSE</b>	<b>Subject code</b>	<b>8145</b>
<b>Awarding Body</b>	<b>AQA</b>	<b>Lead teacher/Academy</b>	<b>M Jones (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	Unit1 BB Conflict & Tension 1918-1939				Unit 2 AA Britain Health & the people.				Unit 3 BC Elizabethan England 1568-1603				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 conditions	December 2020	x	x	x		x	x	x										H
Assessment 2:	Controlled Assessment	Wk 19/04/21									x	x		x					M
Assessment 3:	Controlled Assessment	Wk 04/05/21					x	x	x										M
Assessment 4:	Controlled Assessment	Wk 17/05/21	x	x															M
Assessments 5: Prior	In class assessment	December 2019	x	x	x														L
Assessment 6: Prior	In class assessment	October 2020					x	x			x	x							L
Assessment 7: Prior	In class assessment	February 2021																	L
Assessment 8: Tracking data/AMP	Teacher prediction	N/A	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

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

December 2020 mock under exam conditions and although representing students attainment at an early stage of the course, it is under exam conditions. Assessments 2-4 used exam board questions under controlled conditions at the end of the academic course representing the culmination of student skill and understanding. Assessments 5-7 represent 3 in class assessments from across the 2 academic years and across topics and AO's not covered in Assessments 1-4.

**Fairness and consistency of marking:**

	Type of Assessment Eg: Exam, essay...	Date of assessment	Marking method/teacher E.g. Blind marking...	Rationale
Assessment 1: December 2020 Mock Exam	Full paper Mock Exam	December 2020	Blind marking of own classes. Moderation by subject lead. AQA exam board mark schemes used.	Own class marking was to inform individualised feedback to students.
Assessment 2:	Part paper mock exam	Wk 19/04/21	Blind marking of entire paper by 1 teacher. Moderation by subject lead	Single teacher marking to ensure consistency.
Assessment 3:	Part paper mock exam	Wk 04/05/21	Blind marking of entire paper by 1 teacher. Moderation by subject lead	Blind marking removed any bias. Moderation of sample by subject lead to ensure accuracy of marking.
Assessment 4:	Part paper mock exam	Wk 17/05/21	Blind marking of entire paper by 1 teacher. Moderation by subject lead	
Assessments 5: Prior	Essay		Teacher marking using AQA mark scheme	Class teacher marking to inform feedback to students and teacher awareness of students strength's & areas to develop.
Assessment 6: Prior	Essay		Teacher marking using AQA mark scheme	
Assessment 7: Prior	Essay		Teacher marking using AQA mark scheme	All students across the year group completed the same key assessments, with the same time to answer, exam conditions and mark scheme for consistency.
Assessment 8: Tracking data/AMP	Review of student performance across term			

Head of Faculty/Lead Teacher: Michael Jones Signature: \_\_\_\_\_ Date: 28/04/21

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

