

# Assessment Record: English Language

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FOR GCSEs FOR SUMMER 2021



Assessment Record for determining teacher assessed grades in Summer 2021  
HEATHFIELD COMMUNITY SCHOOL  
ENGLISH DEPARTMENT  
AQA GCSE ENGLISH LANGUAGE 8700

**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	8700						Level of Control H, M, L	Rationale
		AO1	AO2	AO3	AO4	AO5	AO6		
<b>Assessment 1:</b> <i>Mock examination taken on 16<sup>th</sup> November 2020</i>	November 2019 8700/1 Full Paper 1 Explorations in Creative Reading and Writing	Y	Y	N	Y	Y	Y	H	Full mock exam was completed under exam conditions in the first term of 2021. We can confidently assert that high conditions were observed and can consider evidence if the standard is higher than the more-recent assessments.
<b>Assessment 2:</b> <i>Series of controlled assessments taken in lesson time between 10<sup>th</sup> -31<sup>st</sup> March 2021</i>	November 2020 8700/2 Full Paper 2 Writers' Viewpoints and Perspectives	Y	Y	Y	N	Y	Y	H	Class time has been used to assess these questions. Teachers have worked to a set of guidelines in delivering these assessments under high control. Extra time/access arrangements have been given to those who are eligible and opportunities to complete tasks remotely for those affected by Covid and/or illness.
<b>Assessment 3:</b> <i>Remote assessment taken between 1<sup>st</sup> -18<sup>th</sup> April 2021</i>	November 2020 8700/1 Q5 Paper 1 Explorations in Creative Reading and Writing	N	N	N	N	Y	Y	L	Students have already completed a piece which assesses these objectives under high control twice (assessment 1 and assessment 2). The opportunity to complete a remote task was given in order to allow students a further opportunity to provide evidence. Work was handwritten (unless using word processor, where spellcheck was turned off) in order to accurately assess AO6. Lower levels of control will be taken into consideration where this piece has been submitted.

<b>Assessment 4: Series of controlled assessments taken in lesson time between 20<sup>th</sup> April- 3<sup>rd</sup> May 2021</b>	November 2020 8700/1 Q3 & Q4 Paper 1 Explorations in Creative Reading and Writing	N	Y	N	Y	N	N	H	Class time has been used to assess these questions. Teachers have worked to a set of guidelines in delivering these assessments under high control. Extra time/access arrangements have been given to those who are eligible and opportunities to complete tasks remotely for those affected by Covid and/or illness. The rationale behind including these questions is guided by the need to re-assess AO4 since the objective has only been assessed once previously under high-control (assessment 1). Assessment 2 has covered AO2, however the structural focus from Paper 1 hasn't been covered since assessment 1, hence the reason for its inclusion here.
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Overall, students have been given the opportunity to cover all assessment objectives in the recent controlled-assessment period (8<sup>th</sup> March – 7<sup>th</sup> May) under high-control. In cases where students may have outperformed in their Paper 1 mock from November (assessment 1), we have included this in the evidence. We have done so because this mock examination was completed in exam conditions under high control and assessment was preceded by standardisation and followed by moderation. The subsequent assessments (assessments 2-4) have also been preceded by departmental standardisation tasks for all assessment objectives and moderation has been completed within the department, utilising the experience and expertise of examiners within the team.

Subject Title: AQA GCSE ENGLISH LANGUAGE

Subject Code 8700

Head of Department: Helen Harper

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

