AQA A-Level Computer Science – 7517D: WBHS Summer 2021 Assessment Record

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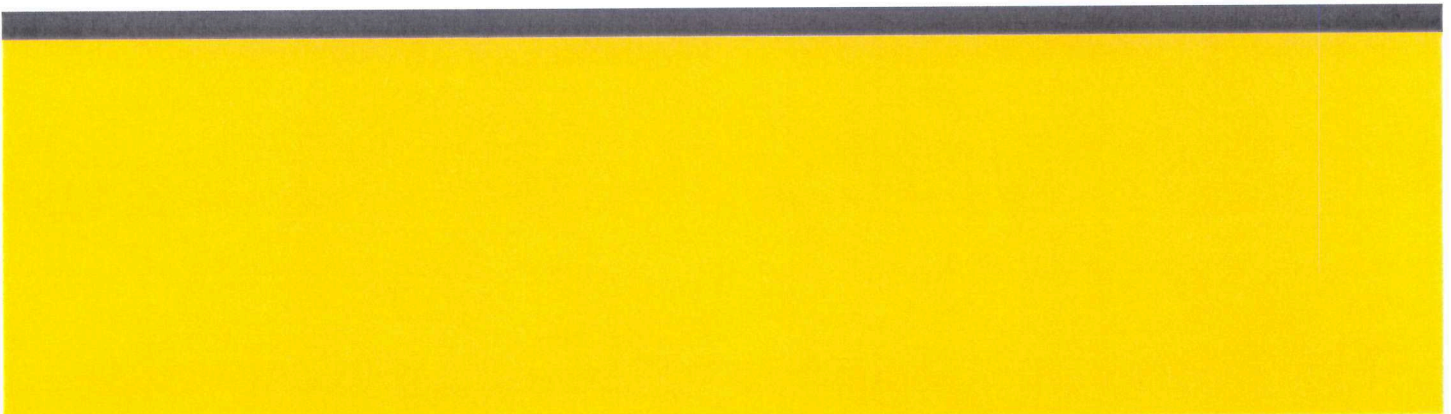
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Whitley Bay High School – Computer Science Assessment grid

A LEVEL COMPUTER SCIENCE

Assessment Objectives	
Weighting of assessment objectives for A-level Computer Science	• **AO1:** Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

Weighting of assessment objectives for A-level Computer Science

Assessment objectives (AO)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	NEA	
AO1	8	22	0	30
AO2	12	16	2	30
AO3	20	2	18	40
Overall weighting of components	40	40	20	100

• **AO1:** Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

• **AO2:** Apply knowledge and understanding of the principles and concepts of computer science, including to analyse problems in computational terms.

• **AO3:** Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions.

Assessment	Date	Assessment Objectives			Control	Standardisation
		A01	A02	A03		
Numbers Bench test 1	Sep 19				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Sep 19
Twos Compliment Test 2	Sep 19				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Sep 19
Coding Systems	Oct 19				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Oct 19
Encryption	Oct 19				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Oct 19
Translators / OS	Nov 19				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Nov 19
Boolean Algebra	Nov 19				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Nov 19
FE Cycle	Dec 19				**High**	Questions used in tests are past paper questions with published standardised mark schemes. Papers

					Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Dec 19
Moral, Ethical and Communication Basics	Jan 20				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Jan 19
Networking	Jan 20				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Jan 19
BT 1 1,2,3	Feb 20				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Feb 19
BT 2 4,5	Feb 20				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Feb 19
Object Oriented Programming	Oct 19				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Oct 19
Paper 1 Mock	Apr 21				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ Apr 21

Trail Exam Programming	Apr 21				**Limited** (Essay emailed to staff during remote learning)	Students carried out this work remotely and no guarantee can be given that additional resources or assistance was given.
Trail Exam Theory	Apr 21				**Limited** (Essay emailed to staff during remote learning)	Students carried out this work remotely and no guarantee can be given that additional resources or assistance was given.
Turing Machines	May 21				**High** Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	Questions used in tests are past paper questions with published standardised mark schemes. Papers are marked by the class teacher using the mark scheme. 3 papers from each class are moderated by TRR / ASJ May 21
None Examined Assessment	Jun 19 – Apr 21				**Limited** (Essay emailed to staff during remote learning)	Students carried out this work remotely and no guarantee can be given that additional resources or assistance was given.

Rationale for the choice of assessment evidence used.

The assessment evidence used covers a comprehensive range of the specification **provided by the exam board** and reflects **all the assessment objectives**.

Our scheme of work and assessment, with exception of dates and regularity, has largely remained largely unchanged for this cohort. We study the course in the units / modules specified and assess students' knowledge at the end of each unit. Assessments are as true to the final assessment as we can manage, using past paper questions to give students a variety of the type of questions they can expect to answer within their final examinations.

All assessments used with our students have been taken from Exampro in the form of previous assessment material. This ensures fairness, as students are unable to assess the questions prior to the assessment itself.

Measures were put into the assessment process to ensure that students were not able to acquire any advantage by being able to complete the assessment significantly after other classes (all students were given the assessment on the same day where possible)

Boundaries

Any grade boundaries generated for purposes of reflecting progress in examinations are based on the published boundaries for the exam series, however we do add +10% to these boundaries. We do this as assessments only cover a certain aspect of the course therefore often inflating grades.

As assessments covers such a broad range of the subject content and have been based on exam board mark schemes and grade descriptors, moderation and standardisation has taken place at department level. We have two classes in this cohort, both take the same assessments and marking is completed by the

class teacher using official mark scheme for the questions. A random selection of class tests are taken by the other teacher and remarked to check for consistency in marking of the longer more subjective questions.