

AQA A-Level Geography – 7037: WBHS Summer 2021 Assessment Record

Record produced and finalised by:

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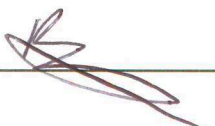
Role: HEAD OF GEOGRAPHY

Signature: 

Date: 6/7/21

Second Verifier: BEN BERRY

Role: TEACHER OF GEOGRAPHY

Signature: 

Date: 06.07.21



Whitley Bay High School – Geography Department A Level Assessment grid

Assessment	Date	Assessment Objectives			Control	Standardisation
		A01	A02	A03		
Hazards essay	13 th May 2021				High Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by lead physical teacher for accuracy of marking. 13th May – BPB, JGG and DVP
Hazards – 4, 6 and 9 mark	18 th March 2021				High Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by lead physical geography teacher for accuracy of marking. 19th March – BPB, JGG and DVP
Contemporary Urban Environments – 4 and 6 mark questions	23 rd March 2021				High Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by HoD for accuracy of marking. 24th March – KPC, CLH and EWW
Contemporary Urban Environments - 9 mark question	9 th March 2021				Medium (Microsoft Forms assignment was set under timed conditions)	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by HoD for accuracy of marking 10th March 2021 – KPC, CLH and EWW
NEA	1 st March 2021				Limited Students carried out data collection either independently or with teacher support and then wrote up their investigation independently at home following generic guidance issued by the department.	<ul style="list-style-type: none"> Mark schemes were used and adhered to. 3 sample NEAs were marked by each member of the department and awarding of marks were debated to reach an agreed standard. 23rd March 2021 – KPC, BPB, JGG, CLH, DVP and EWW.
Coastal landscapes essay	Feb 2021				Limited (Essay emailed to staff during remote learning)	<ul style="list-style-type: none"> Mark schemes were used and adhered to Upper, middle and lower band scripts from each class were checked by lead physical geography teacher for accuracy of marking (staff emailed sample to BPB).
Changing places essay	Feb 2021				Limited (Essay emailed to staff during remote learning)	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by HoD for accuracy of marking (staff emailed sample to KPC)

Water and Carbon cycle End of Unit test	2 nd Nov 2020				High Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by HoD for accuracy of marking. 2nd Nov 2020- BPB, JGG and DVP
Global Systems and Global Governance End of Unit Test	19 th Oct 2020				High Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by HoD for accuracy of marking. 19th Oct 2020 - KPC, CLH and EWW
Lockdown essay Human	23 rd June 2020				Limited (Essay emailed to staff during remote learning)	<ul style="list-style-type: none"> Mark schemes were used and adhered to.
Lockdown essay Physical	30 th June 2020				Limited (Essay emailed to staff during remote learning)	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by HoD for accuracy of marking.
Coastal landscapes End of Unit test	10 th March 2020				High Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by HoD for accuracy of marking.
Changing places End of Unit test	17 th Jan 2020				High Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.	<ul style="list-style-type: none"> Mark schemes were used and adhered to. Upper, middle and lower band scripts from each class were checked by HoD for accuracy of marking.

AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales (30–40%).

AO2: Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues (30–40%).

AO3: Use a variety of relevant quantitative, qualitative and fieldwork skills to:

- investigate geographical questions and issues
- interpret, analyse and evaluate data and evidence
- construct arguments and draw conclusions (20–30%).

4.2.1 Assessment objective weightings for A-level Geography

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Component 1	Component 2	Component 3	
AO1	15 – 20	15 – 20	0	30 – 40
AO2	14 – 19	14 – 19	2	30 – 40
AO3	1 – 6	1 – 6	18	20 – 30
Overall weighting of components	40	40	20	100

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**.

A Level geography students are usually assessed in two separate examinations (in addition to a NEA), which cover topics taught across the two-year course. Topics are taught within this subject as discrete units of work and students are assessed on this work upon the completion of teaching. It was therefore important that Yr.12 data should be used as part of the **holistic approach** to awarding grades.

All assessments used with our students have been taken from the AQA exam board **secure site** 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)

Boundaries

Any grade boundaries generated for purposes of reflecting progress in examinations are based on the published boundaries for the exam series.

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. Standardisation discussions have centred on the interpretation of mark schemes and what is considered an acceptable and credit worthy response by students. Sample scripts were then moderated by the lead 'human' teacher (KPC) and lead 'physical' geography teacher (BPB) for each class to ensure that mark schemes have been adhered to by staff and as such, we are confident the Centre Assessed Grades submitted for this course are accurate.