

AQA A-Level Psychology – 7182: WBHS Summer 2021 Assessment Record

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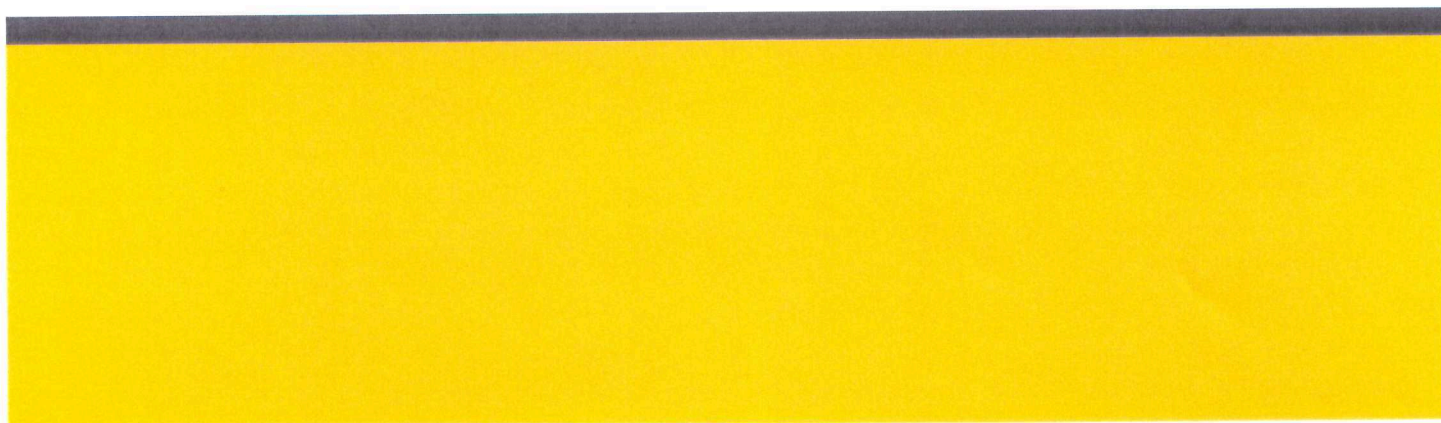
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Date: 5/7/21



A Level Psychology Assessment Grid

Type of Assessment		7182/1 Memory Social Influence Attachment Psychopathology			7182/2 Approaches Biopsychology Research methods* *double weighting			7182/3 Issues and debates Schizophrenia Relationships Addiction			Level of Control H, M, L	Standardisation steps and date/ staff involved	
		AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3			
Assessment 1: <i>Research methods exam section 24 marks</i> May 2021		In class assessment under exam conditions. <i>Exam – questions selected from 2020 Oct series</i>										High - timed, exam conditions with no knowledge of the questions. Noted all late submission/ from home completion as limited control assessment	Standardised marking for each question. Selected 5 scripts to share and triple mark. Use of examiners commentary to ensure consistency with the series. 10.5.21 and 11.05.21
Assessment 2: <i>Research methods forms 38 marks</i> April 2021		In class assessment under exam conditions.										High - timed, exam conditions with no knowledge of the questions. Noted all late submission/ from home completion as	Checked hypotheses for precision marking – selected 3 students per class 27.04.21

											limited control assessment	
Assessment 3: <i>Addiction and Relationships Essays (32 marks)</i> March 2021	In class assessment under exam conditions. Addiction question 2017, Relationships question 3 rd specimen paper										High - timed, exam conditions with no knowledge of the questions. Noted all late submission/ from home completion as limited control assessment	Standardised with exam board materials (3 rd specimen) Double marked 3 scripts per marker for consistency 13.04.21
Assessment 4: <i>Attachment forms 34 marks</i> March 2021	In class assessment under exam conditions.										High - timed, exam conditions with no knowledge of the questions. Noted all late submission/ from home completion as limited control assessment	Marked one high, med and low sample from each class. 1.04.21
Assessment 5: <i>Memory exam section 24 marks</i> Feb 2021	Questions done at home under timed conditions but limited control. (During Remote Learning)										Limited – students completed at home during lockdown. Assessment had hard deadline and was strictly timed for exam conditions. Notes may have been accessed by students.	Standardised 3 student papers – all marked independently and compared. 15.02.21

	3 rd specimen paper plus exampro questions										
Assessment 6: Biopsychology Exam section 24 marks DEC 2020	In class assessment under exam conditions. Exam – 3 rd specimen paper									High - timed, exam conditions with no knowledge of the questions. Noted all late submission/ from home completion as limited control assessment	Standardised using the exam board materials – Q8 and Q11 8.12.20
Assessment 7: Psychopathology exam section 24 marks NOV 2020	In class assessment under exam conditions. Exam – questions from 2019 paper									High - timed, exam conditions with no knowledge of the questions. Noted all late submission/ from home completion as limited control assessment	Marks checked on Q16 neural explanations OCD 10.11.20
Assessment 8 Approaches exam questions 19 marks OCT 2020	In class assessment under exam conditions. Exam – questions from exampro. Focused on A01 and A02 exam skills (areas									High - timed, exam conditions with no knowledge of the questions. Noted all late submission/ from home completion as	Marks checked on 3 questions – script sharing and triple marking. 20.10.20

	of weakness during lockdown)										limited control assessment	
Research project July 2020	Project conducted over 4 weeks. Full research report submission.										Limited – time to redraft and respond to advice – checkpoints throughout.	Marking grid used to standardise marks. Staff checked samples of marking from each other. SEPT 2020
Trial AS assessment Memory and Social influence Jan 2020	In class assessment under exam conditions. Exam – 3 rd specimen AS paper 1.										High - timed, exam conditions with no knowledge of the questions.	Marking shared and standardised during department meetings. FEB 2020
Extra Considerations												
Lockdown work completed	Both % and average score for quality. Quality assessed by score out of 100 tracked for every lesson.										Limited – represents note taking and keeping. Access to resources.	Consistency between and within classes checked during department time
<p>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</p> <p>n/a</p>												

Outline the rationale for the choice of assessment evidence used, i.e., why the evidence above was used and how it supported the grading decision: -

Emphasis has been on past questions and using a range of papers which have been previously standardised with set grade boundaries etc to ensure high standard of assessment and moderation have been achieved. Some multiple choice and application assessment has also been constructed to allow further opportunity for students to demonstrate they meet the assessment objectives consistently.

Where exam questions have been used this has been kept at 24 marks to ensure provision of special exam arrangements can be utilised by students who access these, while maintaining a high degree of control. This also has given equal weighting to assessment to help determine consistent TAGs. All module areas have been assessed, as have all assessment objectives on a range of exam-based assessments. In fact, students have been assessed on over 80% of the specification highlighted and have studied 100% of specified content from the exam board. Research methods has been assessed across all papers with the usual weighting of 25% of assessed questions on all papers in mind. This includes mathematical content which has been assessed throughout.

Research projects, while less standardised, provide excellent evidence for knowledge, application and evaluation of research methods over a large-scale piece of work and have been considered as evidence of skills which students have had less opportunity to demonstrate over the 2 years of study than would usually happen. Weighting has been given however to more recent Year 13 assessment, reflecting the progress of students across the course and in line with Ofqual guidance regarding later assessments providing a better representation of a student's final grade.

This cohort have faced considerable challenge with a high percentage of disruption even during onsite teaching between September-January and March - May due to periods of self-isolation for students and staff, despite this they have studied all content and been assessed on most topic areas. Topics assessed above represent a good selection of A Level content.

The evidence set out here covers a wide range of subject content and assessments have been based on exam board mark schemes and grade descriptors. Each assessment has been subject to standardisation at a teacher and department level and grades, at a whole school level. Therefore, we are confident the Centre Assessed Grades submitted for this course are accurate.