


AQA GCSE Biology – Higher Tier – 8461H: WBHS Summer 2021 Assessment Record

Record produced and finalised by:

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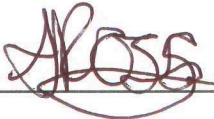
Role: HEAD OF SCIENCE

Signature: 

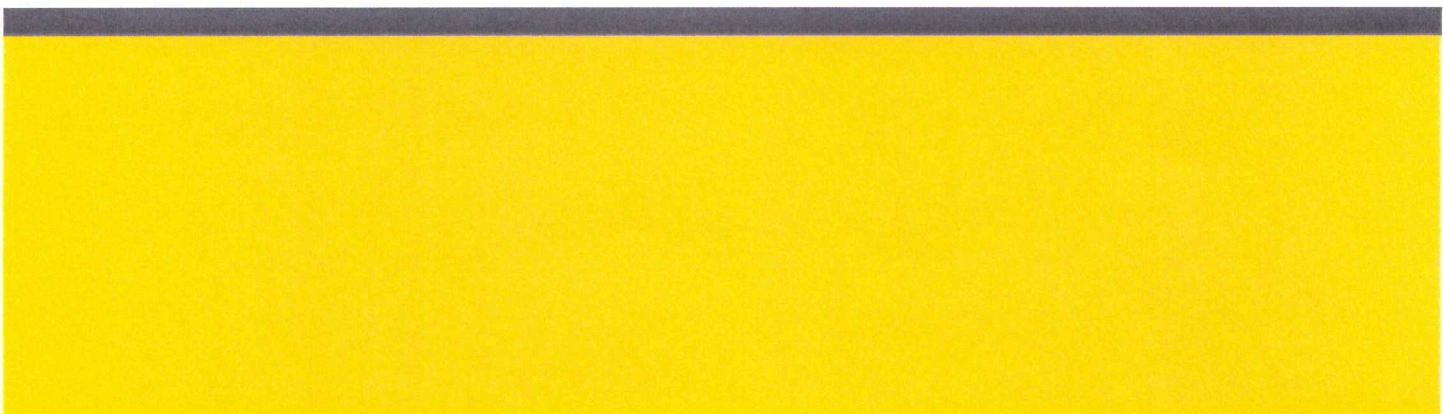
Date: 5 JULY 21

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Role: TEACHER OF SCIENCE

Signature: 

Date: 05.07.21



	Type of Assessment	Assessment objectives			Level of control H, M, L (date of standardisation)
		A01	A02	A03	
Order of priority					
Assessment 1 Learning Check 2- Tuesday 20th April	Past paper exam questions from AQA Exampro tool based on Paper 2 content	Y	Y	Y	H Marking standardised on Wednesday 28th April. Mark schemes adhered to and marking sampled.
Assessment 2 Learning Check 1- Thursday 18th March	Past paper exam questions from AQA Exampro tool based on Paper 1 content	Y	Y	Y	H Marking standardised on Wednesday 28th April. Mark schemes adhered to and marking sampled.
Assessment 3 October 2020 assessment	Paper 1 from Summer 2020 exam series (locked to students at that time.)	Y	Y	Y	H Marking was standardised during Tuesday training and mark schemes were adhered to.
Assessment 4: June 2020 Microsoft forms assessment	Collection of past paper questions and recall questions, assessing learning from lockdown.	Y	Y	Y	L Students given time limit and time was recorded. Mark scheme adhered to.
Assessment 5: January- March 2021 Post live lesson Microsoft forms quizzes	Recall questions after live lessons.	Y			L Time taken was monitored.
Assessment 6: December 2019 4.2 End of topic assessment	Past paper exam questions from AQA Exampro tool.	Y	Y	Y	M Mark scheme was adhered.

Assessment evidence

Year 10 data was used as part of the process when informing decision about grades, but most of the weighting for grading was based on the two most recent assessments in Year 11, as these were carried out in a high control environment and consistency of marking was monitored between the two classes. The consideration of performance in Year 10 was useful when comparing student's pre-pandemic performance, and to check to see where students consistently performed in comparison to their peers and previous cohorts.

Students were issued **Currently Working At** grades during the school reporting schedule, and these was compared between the three Science teachers, but also allowing students to perform at different grades between the three Sciences, due to the nature of the Separate Science course.

Comparative measures have been used between the two teachers of the Triple Science classes. Standardisation has taken place when marking the two most recent assessments, and comparisons of distributions of the marks have been discussed.

Contextually, our centre has been accurate in predicting final grades due to our intensive tracking of progress. The predictions are as a result of considering progress over the 2 years of the GCSE course as evidence by the forementioned **Currently Working At** grades.

Grade boundaries

Grade boundaries were used to inform student progress and were either generated using past papers or a direct translation of grade distribution in internally produced assessments. Grade boundaries reflected the point in the course when students sat assessments, as GCSE questions that were given to students were designed to be attempted after completing an uninterrupted two-year course. We moderated our grade boundaries based on how far along the course the students were, to give students a realistic idea of where they were working at, at that time. Boundaries that were assigned were realistic yet optimistic, based on the department's track record of facilitating excellent student progress through the two-year course, and the significant progress students would make under normal circumstances in the 'final push' towards their GCSE exams.