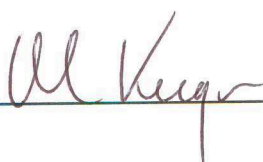


AQA GCSE Combined Science: Trilogy – 8464: WBHS Summer 2021 Assessment Record

Record produced and finalised by:

Head of Department: ALAN KEEGAN

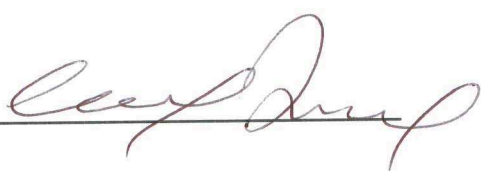
Role: HEAD OF SCIENCE

Signature: 

Date: 5 JULY 21

Second Verifier: ALEX HUNTLEY

Role: HEAD OF ENVIRONMENTAL SCIENCE

Signature: 

Date: 5 JULY 2021



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

Yr.10 data **has** been used as part of the holistic approach to awarding grades. This has been especially helpful when considering pre-pandemic performance and adjusting our teaching and learning to address any problems students faced through this extremely challenging period. The data we considered from this year comprises of end of unit tests and homework scores. There are 3 science teachers involved in teaching each student and they meet regularly to discuss and review student progress. The **Currently Working At** grades issued to students during the school's reporting schedule are a result of these conversations and reflect the students **combined** performance in Biology, Chemistry and Physics.

Contextually, our centre has been accurate at predicting final grades due to our intensive tracking of progress. If anything, we tend to slightly under-estimate (2018 being the most dramatic case in point, but that was the first year the new science syllabus was examined). The predictions are a result of considering progress over the 2 years of the GCSE course as evidenced by the forementioned **Currently Working At** grades.

Table to show predicted value added and final (awarded) value added (vs FFT50)

	Predicted VA (Feb)	Final VA (June series)
2017	+0.4	+0.4
2018	+0.4	+0.7
2019	+0.6	+0.7

However, there has been a greater weighting placed on Yr.11 assessments reflecting the progress of students across the two years of the course. This is also in line with the guidance provided by Ofqual regarding later assessments providing a better representation of a student's final grade.

Tier of entry

All students in our opinion have sat papers which reflect the most appropriate tier of entry. As Head of Science the single most important decision that I make in the run in to GCSE exams is helping the students select the correct tier of entry to ensure that they gain the best possible final marks. Given the possibility of students not grading on the Higher paper if we mis-enter, we are utterly forensic in our approach to selection. So much so that we have had only **one** student obtain the 4-3 (catch-all) grade on the Combined Science Higher paper, out of the hundreds of entries we have made over the last 3 years. This is even taking into consideration that in 2018 the 3-3 boundary was temporarily created to ensure that too many students nationally didn't fall over the "cliff-edge" and not grade.

Boundaries

Any grade boundaries generated for purposes of reflecting progress in examinations are based on the published boundaries for the exam series (if appropriate) or a direct translation of percentages to our internally produced tests. Whilst acknowledging the absolute merits of setting past-exam questions in assessing student's understanding and progress, they are designed to be fully answered at the end of two years of study. Thus, asking students in October of Y10 (for example) to answer questions designed for student in May / June of Y11 is somewhat unfair. Therefore, we moderate our grade awards based on how far through the course the students are. We aim to be informative but encouraging. Given our previous success of accurately predicting final outcomes this approach has worked in previous years including the 2017 to 2019 exam seasons.

Because this evidence covers such a broad range of the subject content and assessments have been based on exam board mark schemes and grade descriptors and have been subject to moderation and standardisation at a teacher, departmental and whole school level we are confident the Centre Assessed Grades submitted for this course are accurate.

	Type of Assessment	Combined Science			Level of Control H, M, L (Dates of standardisation)
Order of priority		AO1	AO2	AO3	
Assessment 1: [Chemistry, Physics and Biology Paper 2 assessments WC 13 April 2021]	<i>Tiered examination constructed to reflect a wide range of content and all AOs.</i> <i>Questions selected from November 2020 papers and AQA Exampro tool.</i>	Y	Y	Y	H (Chemistry marking standardised on Tuesday 13 April. Physics standardised on Tuesday 20 April. Biology standardised on Tuesday 27 April) Mark schemes adhered to and marking sampled.
Assessment 2: [Chemistry, Physics and Biology assessments Paper 1 assessment October 2020]	<i>Tiered examination. Paper 1 from Summer exam series 2019 (locked to students at that time).</i>	Y	Y	Y	H (Tuesday training time given over to standardisation in accordance with examiners report) Mark schemes adhered to and marking sampled.
Assessment 3: [Biology assessment March 16 th]	<i>Assessment based on lockdown work, constructed using AQA Exampro tool.</i>	Y	Y	Y	H (Standardised on Monday 21 March and returned to students). This paper was completed in High Control conditions.
Assessment 4: [Chemistry and Physics assessments – online Feb / March 2021]	<i>Assessment based on lockdown work, constructed using AQA Exampro tool.</i>	Y	Y	Y	L (Timed Microsoft Form)
Compensatory considerations					
<i>Weekly homework quizzes (September – December 2020)</i>	<i>Designed to encourage development of recall of knowledge (in isolation)</i>	Y			H (Students tested weekly on home-learning under exam conditions in class. Marked by teacher).
<i>End of unit tests Biology, Chemistry, Physics (September 2019 – December 2020)</i>	<i>Constructed using AQA Exampro tool.</i>	Y	Y	Y	H Mark schemes closely adhered to. Head of Science continuously checking closely for between class variation.