AQA GCSE Computer Science – 8525: WBHS Summer 2021 Assessment Record

Record produced and finalised by:

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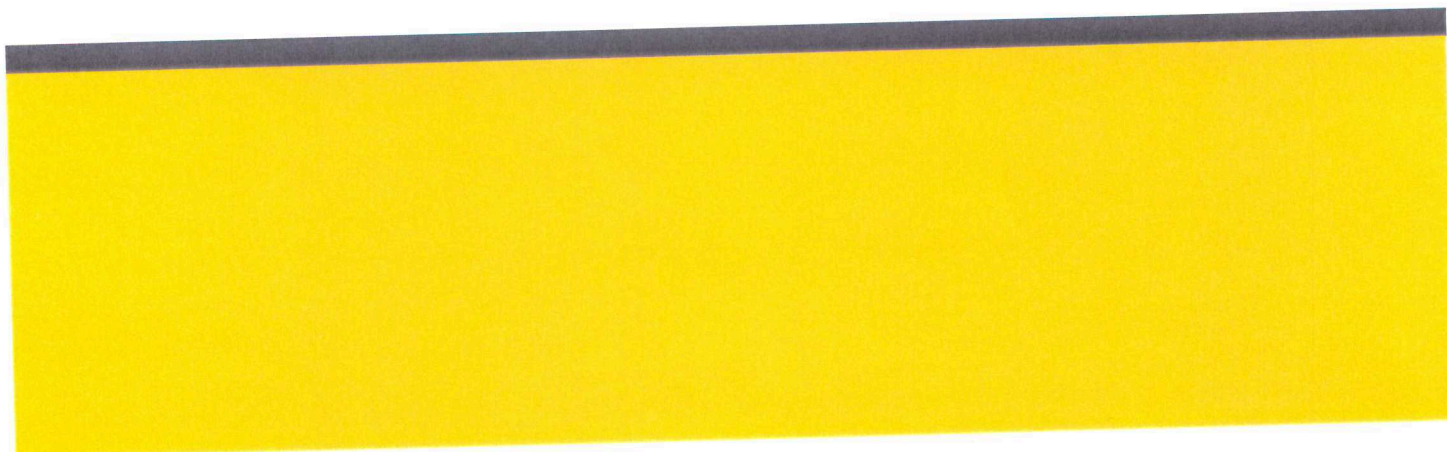Role: HEAD OF COMPUTER SCIENCE

Signature: AR

Date: 7.7.21

Second Verifier: LINDA BUCKLE

Role: DEP. HEADTEACHER.

Signature: L.Buckle

Date: 7.7.21

Whitley Bay High School – Computer Science Assessment grid

GCSE COMPUTER SCIENCE

Assessment Objectives

Assessment objective weightings for GCSE Computer Science

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	7	30	35–40
AO2	28	20	45–50
AO3	15	0	15–20
Overall weighting of components	50	50	100

AO1: Demonstrate knowledge and understanding of the key concepts and principles of computer science.

AO2: Apply knowledge and understanding of key concepts and principles of computer science

AO3: Analyse problems in computational terms:
- to make reasoned judgements
- to design, program, evaluate and refine solutions

Assessment	Date	Assessment Objectives			Control	Standardisation
		A01	A02	A03		
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
Numbers (Data Rep)	Dec 19	▓	▓		**Limited** 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 Dec 19
Flow charts	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 20
Flow and Pseudo code	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 20
Logic Gates	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 20
Data Representation	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 20

Verification and Validation	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 20
Search and Sort Algorithms	Mar 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 Mar 20
Cyber security	Mar 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 Mar 20
CPU and Secondary storage	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
Controlled Assessment – Programming challenge	Sep 19 – Mar 21				**Limited** (Essay emailed to staff during remote learning)	Programming challenge was issued to students as part of the remote learning tasks. 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 +5% 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.