

AQA GCSE Geography – 8035: WBHS Summer 2021 Assessment Record

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Whitley Bay High School – Geography Department GCSE Assessment grid

Assessment	Date	Assessment Objectives				Control	Standardisation
		A01	A02	A03	A04		
Urban Issues and Challenges End of unit test	4 th May 2021					<p style="text-align: center;">High</p> <p>Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance</p>	<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. May 11th 2021 – KPC, BPB, JGG, CLH, JDM, DVP and EWW.
Issue Evaluation and unseen fieldwork	22 nd March 2021					<p style="text-align: center;">Medium</p> <ul style="list-style-type: none"> Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance. In accordance with exam board rules, students were issued with the advance information booklet prior to the assessment which was then used in the assessment. 	<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. (13th April 2021)
The Living World End of unit test	22 nd Feb 2021					<p style="text-align: center;">Limited</p> <p>(Microsoft Forms assessment set during remote learning)</p>	<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. (22nd Feb 2021)
Changing Economic world End of unit test	14 th Dec 2020					<p style="text-align: center;">High</p> <p>Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.</p>	<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. (16th Dec 2020)
Changing UK landscapes End of unit test	14 th Sept 2020					<p style="text-align: center;">High</p> <p>Assessment was conducted in test conditions within a classroom, students were not informed of the questions being asked in advance.</p>	<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 (18th Sept 2020)

Challenge of Natural Hazards End of unit test	21 st Oct 2019					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.
Urban Issues and Challenges End of unit test	9 th Dec 2019					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.

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales (15%).

AO2: Demonstrate geographical understanding of; concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes (25%).

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements (35%, including 10% applied to fieldwork context(s)).

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (25%, including 5% used to respond to fieldwork data and context(s)).

Assessment objective weightings for GCSE Geography

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	7.5	7.5	0	15
AO2	11	11	3	25
AO3	8.5	8.5	18	35
AO4	8	8	9	25
Overall weighting of components	35	35	30	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**.

GCSE geography students are usually assessed in three separate examinations, 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.10 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 assessed in the same week)

The final two assessment have been specifically selected to allow **equality** for students who have been impacted more severely by the pandemic (in the form of multiple periods of self-isolation) than their peers.

- Time was spent in lessons after the reopening of schools revisiting a unit of work taught prior to the pandemic being declared and any subsequent school closures (urban issues and challenges) which was then followed by an assessment.
- In addition, the decision was made to assess the AO4 objective more thoroughly by assessing questions and themes that would normally appear on the paper 3 geography examination. Lessons were prepared to specifically teach the students fieldwork skills so that they would be able to answer the unseen fieldwork questions (familiar fieldwork question were removed by the exam board following a review after schools were closed) in their penultimate assessment.

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.

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 Head of Departments (KPC) 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.