

# AQA GCSE Mathematics – 8300: WBHS Summer 2021 Assessment Record

Record produced and finalised by:

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Role: HEAD OF DEPARTMENT (MATHS)

Signature: 

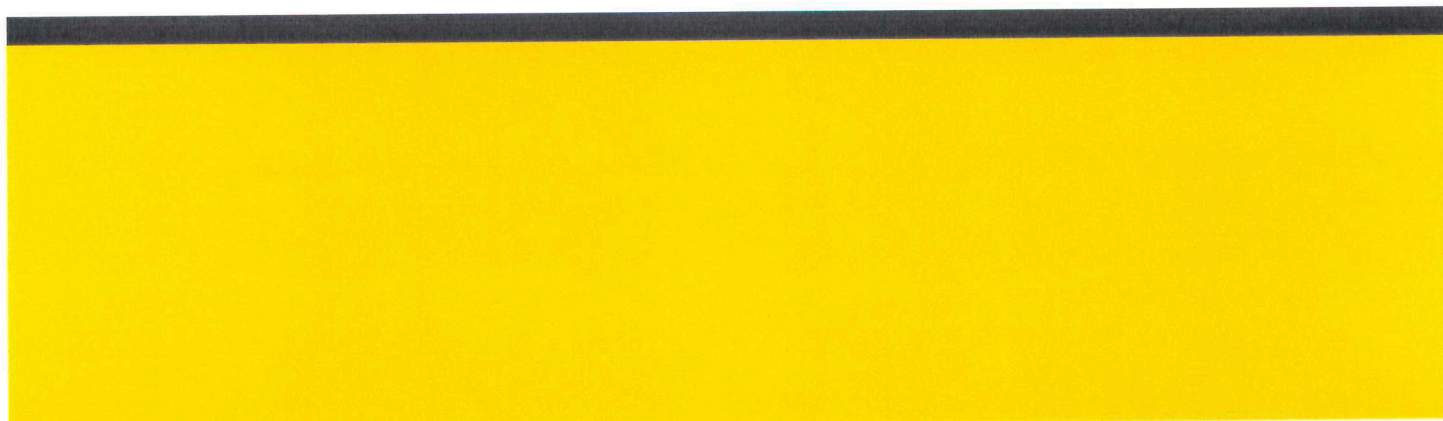
Date: 6/7/21

Second Verifier: CHRIS JOHNSON

Role: 2<sup>nd</sup> IN MATHS

Signature: 

Date: 6/7/21



## **Assessment Record Rational for all Centre Assessed Grades**

We have used formal, written assessments to help determine what grades students are working at as we feel this is the best way to test student understanding. This is also how students are assessed under normal circumstances in maths. These assessments have been taken in high control conditions (unless where this has not been possible due to lockdown) to ensure the work assessed is a students' own. Across these assessments we have covered all topic areas and within each topic area (in most cases) there have been questions assessing all assessment criteria's so we are confident that there has been a breadth of coverage.

We either created our own assessments using past exam questions to ensure an appropriate level of challenge or used past papers created by the exam boards. Both enabled us to use mark schemes provided by the exam board to ensure consistency in marking. Across the selection of assessments, students were told which broad topics would be on each assessment to ensure that students had a fair chance to show us what they could and couldn't do. Grade boundaries have been produced using historical grade distributions for the relevant qualification at this school.

For any students who have missed an assessment, we used the remaining assessments to inform their assessed grade. For the very small number of students who missed several assessments we have also used classwork and homework tasks to help inform their grade.

## GCSE Maths AQA 8300 - Information

### Subject Content

1. Number
2. Algebra
3. Ratio, Proportion and Rates of Changes
4. Geometry and Measures
5. Probability
6. Statistics

### Assessment Objectives

AO1: Use and apply standard techniques.

- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions.

AO2: Reason, interpret and communicate mathematically

- make deductions, inferences and draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present arguments and proofs
- assess the validity of an argument and critically evaluate a given way of presenting information.

AO3: Solve problems within mathematics and in other contexts

- translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
- make and use connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions to identify how they may have been affected by assumptions made.

## Whitley Bay High School – Maths Department – AQA GCSE 8300 - HIGHER TIER – Assessment Grid

Classes assessed - 11X1, 11X2, 11X3, 11X4, 11Y1, 11Y2, 11Y3, 11Y4

**Standardisation:** All assessments are made up of exam questions from past papers and are marked using exam board mark schemes. Teachers have been trained to follow mark schemes and can consistently award marks as the mark scheme indicates. Any additional special cases or areas of perceived ambiguity are discussed and agreed as a department to ensure absolute consistency between teachers.

Assessment	Number			Algebra			Ratio, Proportion and Rates of Change			Geometry and Measures			Probability			Statistics			Level of Control
	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
End of Half term Assessment 1 X - 21 <sup>st</sup> Oct 20 Y - 23 <sup>rd</sup> Oct 20																			High *SI - Limited
End of Half term Assessment 2 – X – 16 <sup>th</sup> Dec 20 Y – 18 <sup>th</sup> Dec 20																			High *SI - Limited
End of Half term Assessment 3 X - 10 <sup>th</sup> Feb 21 Y - 12 <sup>th</sup> Feb 21																			Limited – completed remotely
End of Half term Assessment 4 X - 24 <sup>th</sup> March 21 Y – 26 <sup>th</sup> March 21																			High
Revision Assessment 1 X - 28 <sup>th</sup> April 21 Y – 30 <sup>th</sup> April 21																			High
Revision Assessment 2 X - 24 <sup>th</sup> May 21 Y – 25 <sup>th</sup> May 21																			High

### Comments

- All GCSE content was taught and assessed
- When students were absent for exams (high controlled) we offered catch up session that were also high control
- SI – self isolating students completed assessment at home



## Whitley Bay High School – Maths Department – AQA GCSE 8300 – FOUNDATION TIER – Assessment Grid

Classes assessed - 11X6, 11X7, 11X8, 11Y6, 11Y7, 11Y8

**Standardisation:** All assessments are made up of exam questions from past papers and are marked using exam board mark schemes. Teachers have been trained to follow mark schemes and can consistently award marks as the mark scheme indicates. Any additional special cases or areas of perceived ambiguity are discussed and agreed as a department to ensure absolute consistency between teachers.

Assessment	Number			Algebra			Ratio, Proportion and Rates of Change			Geometry and Measures			Probability			Statistics			Level of Control
	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
End of Half term Assessment 1 X - 21 <sup>st</sup> Oct 20 Y - 23 <sup>rd</sup> Oct 20																			High *SI – Limited
End of Half term Assessment 2 – X – 16 <sup>th</sup> Dec 20 Y – 18 <sup>th</sup> Dec 20																			High *SI – Limited
End of Half term Assessment 3 X - 10 <sup>th</sup> Feb 21 Y - 12 <sup>th</sup> Feb 21																			Limited – completed remotely
End of Half term Assessment 4 X - 24 <sup>th</sup> March 21 Y – 26 <sup>th</sup> March 21																			High
Revision Assessment 1 X - 28 <sup>th</sup> April 21 Y – 30 <sup>th</sup> April 21																			High
Revision Assessment 2 X - 24 <sup>th</sup> May 21 Y – 25 <sup>th</sup> May 21																			High

### Comments

- All GCSE content was taught and assessed
- When students were absent for exams (high control) we offered catch up session that were also high control
- SI – self isolating students completed assessment at home

## Whitley Bay High School – Maths Department – AQA GCSE 8300 – Assessment Grid

Students assessed – JW and WT

**Standardisation:** All assessments are made up of exam questions from past papers and are marked using exam board mark schemes. Teachers have been trained to follow mark schemes and can consistently award marks as the mark scheme indicates. Any additional special cases or areas of perceived ambiguity are discussed and agreed as a department to ensure absolute consistency between teachers.

Assessment	Number			Algebra			Ratio, Proportion and Rates of Change			Geometry and Measures			Probability			Statistics			Level of Control
	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
End of Half term Assessment – Y10 Week beginning 21 <sup>st</sup> Oct 2019																			High
End of Half term Assessment – Y10 Week beginning 9 <sup>th</sup> Dec 2019																			High
End of Half term Assessment – Y10 Week beginning 10 <sup>th</sup> Feb 2020																			High

### Comments

- These students have been absent from school for the majority of Y11 so we have used assessments from Y10 to help decide CAG.



## Whitley Bay High School – Maths Department – AQA GCSE 8300 – Higher/Foundation Crossover – Assessment Grid

Classes assessed – 11X5 and 11Y5

**Standardisation:** All assessments are made up of exam questions from past papers and are marked using exam board mark schemes. Teachers have been trained to follow mark schemes and can consistently award marks as the mark scheme indicates. Any additional special cases or areas of perceived ambiguity are discussed and agreed as a department to ensure absolute consistency between teachers.

Assessment	Number			Algebra			Ratio, Proportion and Rates of Change			Geometry and Measures			Probability			Statistics			Level of Control
	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	AO1	AO2	AO3	
End of Half term Assessment 1 X - 21 <sup>st</sup> Oct 20 Y - 23 <sup>rd</sup> Oct 20																			High *SI – Limited
End of Half term Assessment 2 – X – 16 <sup>th</sup> Dec 20 Y – 18 <sup>th</sup> Dec 20																			High *SI – Limited
End of Half term Assessment 3 X - 10 <sup>th</sup> Feb 21 Y - 12 <sup>th</sup> Feb 21																			Limited – completed remotely
End of Half term Assessment 4 X - 24 <sup>th</sup> March 21 Y – 26 <sup>th</sup> March 21																			High
Revision Assessment 1 X - 28 <sup>th</sup> April 21 Y – 30 <sup>th</sup> April 21																			High
Revision Assessment 2 – X - 24 <sup>th</sup> May 21 Y – 25 <sup>th</sup> May 21																			High

### Comments

- All GCSE content was taught and assessed
- When students were absent for exams (high controlled) we offered catch up session that were also high control
- SI – self isolating students completed assessment at home

1 student assessed – ST

[illegible]