

# AQA GCSE Religious Studies – 8062BA: WBHS Summer 2021 Assessment Record

**Record produced and finalised by:**

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Role: Ho D Philosophy + Ethics/RE

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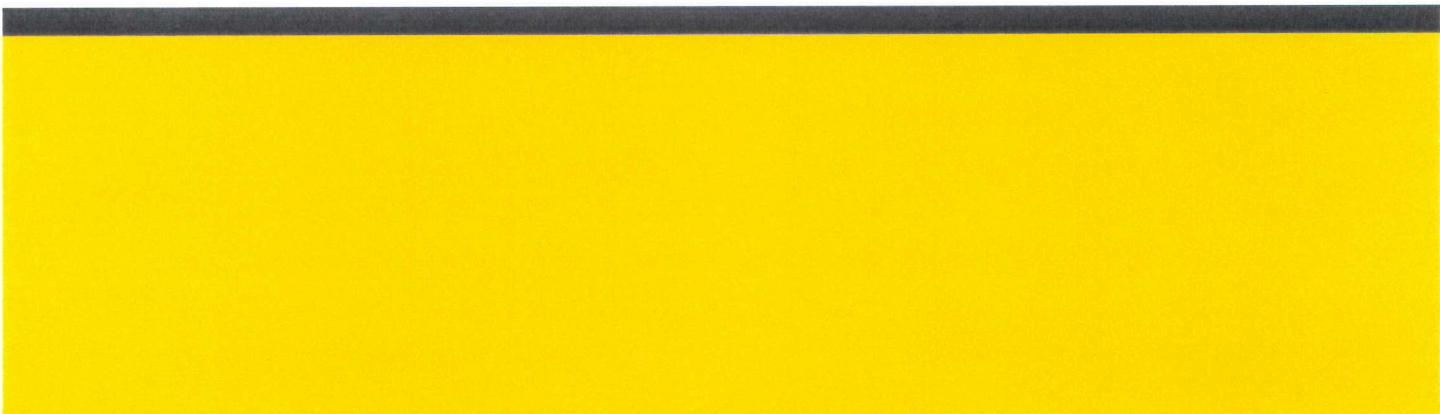
Date: 6/7/21

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Role: Teacher

Signature: 

Date: 7/7/21



	Type of Assessment	Unit 1: Beliefs and Practices: Christianity and Buddhism		Unit 2: Thematic Studies		Level of Control H, M, L	Standardisation
		AO1	AO2	AO1	AO2		
Assessment 1: Beliefs and Practices: Christianity module assessment	Examination December 2019	Y	Y			H – In classroom, no previous knowledge of questions. Exam conditions	Mark scheme agreed, cross marking HH, GM. December 2019
Assessment 2: Beliefs & Practices: Buddhism Module Assessment	Examination June 2020	Y	Y			L: Conducted at home during lockdown.	Mark scheme agreed, sampling of questions, HH, DEB June 2020
Assessment 3: Thematic Studies Relationships and Family	Examination Oct 1 <sup>4</sup> h-18 <sup>th</sup> 2020			Y	Y	H - in classroom – exam conditions no prior knowledge of questions	Mark scheme agreed, sampling of questions. HH DEB October 14-18 2020
Assessment 4: Thematic Studies, Religion and Life	Examination 1 <sup>4</sup> h-18 <sup>th</sup> Dec			Y	Y	H – In classroom, exam conditions, no previous knowledge of questions	Mark scheme agreed, sampling of questions HH DEB December 16-22 2020
Assessment 5: Thematic Studies, Crime and Punishment	Examination March 22-26			Y	Y	L – Conducted at home during lockdown	Mark scheme agreed, sampling of questions HH DEB March 24-31 2021
Assessment 6: Thematic Studies: Social	Examination May 5-12 <sup>th</sup> 2021			Y	Y	H – In classroom, no prior knowledge of	Mark scheme agreed, cross marking HH DEB May 8-14 2021

Justice and Human Rights						questions, exam conditions	
Assessment 7: Beliefs and Practices assorted questions	Assessed questions May 14-28 <sup>th</sup> 2021	Y	Y			M- in classroom over a series of lessons, exam conditions.	Mark scheme agreed, cross marking HH DEB May 14-28 2021
<p><b>All units (2) covered across the two years.</b></p> <p><b>If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-</b></p> <p>Both assessment objectives covered across two years. The weighting for the GCSE is:-</p> <p>AO1 50%</p> <p>AO2 50%</p>							
<p><b>Outline the rationale for the choice of assessment evidence used, i.e. why the evidence above was used and how it supported the grading decision:-</b></p> <p>We have covered both GCSE units which consist of 2 examinations testing the same skills and using the same set of standard question types. The two assessment objectives are therefore tested in all assessments. The first unit, "Beliefs and Practices" was mainly assessed in Y10. However, this unit is the foundation for Unit 2, which looks at how beliefs and practices related to various themes. The assessments for Unit 2 have all been done in Y11. Although there is only one full assessment of Unit 1 in Y11, due to time constraints, the Unit 2 assessments cover both the skills, question types and knowledge needed for completion of Unit 1. We have also covered some extra questions from Unit 1 to ensure student knowledge. There have also been some extra Paper 1 questions done in class, in order to ensure coverage,</p>							

although not a complete module assessment - again due to time constraints. We are confident that the assessments give a fair picture of attainment across both units. For all assessments, whether limited, medium or high control, there has been consistent attainment across the board, in line with what we might have expected from the range of students we have and with previous years' results. I am confident that our assessments effectively support the grading decisions.

Note on standardisation: I was the only teacher for GCSE Religious Studies 2019-2020 and the class was a small one. Hence, I marked all the assessments. In 2020/21 the work was sampled by another member of the department, who is now also teaching GCSE (to Y10) and so is familiar with the mark scheme.