

Recording Assessment Summer 2021

Subject	Biology (As-level)	Subject code	7401
Awarding Body	AQA	Lead teacher/Academy	Amy Peach / National Academy

Please detail the assessments used for the subject cohort (i.e. assessment resource, mock examination, controlled assessment, homework etc.). The Assessment Evidence Form should include the sources of the assessment evidence being used and the rationale for the choice of evidence, the level of control under which assessments were completed (i.e. exam-type conditions would provide a high degree of control), and any other evidence that explains the determination of the final teacher assessed grades.

Coverage of AOs:

	Type of Assessment	Date of assessment	Unit1 Topic 1 – Biological molecules				Unit 2 Topic 2 – Cells and immunity				Unit 3 Topic 3 Exchange and transport				Unit 4 Topic 4 – Genes & diversity				Unit 5 Practical endorsement				Level of Control
			AO1	AO2	AO3	AO4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
	Eg: Exam, essay...																						L, M, H
Assessment 1: Dec 2020 Mock Exam	Exam	December 2020	x	x	x		x	x	x														H
Assessment 2: As-level paper	Exam style	04/05/21	x	x	x		x	x	x		x	x	x		x	x	x						M
Assessments 3: Topic tests	Exam style questions	Ongoing	x	x	x		x	x	x		x	x	x		x	x	x						L
Assessment 4: Homework	Homework grades	Ongoing	x	x	x		x	x	x		x	x	x		x	x	x						L
Assessment 5: NEA – Practical endorsement	Coursework	Ongoing																				x	L
Assessment 6: Tracking data/AMP	Teacher prediction	N/A	x	x	x		x	x	x		x	x	x		x	x	x					x	N/A

If an assessment objective has been omitted at subject cohort level, please briefly explain why

Outline the rationale for the choice of evidence used i.e. why it was used and how it supported the grading decision

Full As-level exam paper used from 2020 as students have not had whole access to this and the mark schemes. This should make the assessments a more realistic snapshot of the students' abilities. Students are able to take into the assessment 2 sides of A4 as notes to reduce the stress caused by the assessments and to ensure their application of knowledge is assessed as a separate component to recall of knowledge. No content has been omitted as students were taught all lessons online in lockdown.

Fairness and consistency of marking:

	Type of Assessment Eg: Exam, essay...	Date of assessment	Marking method/teacher E.g. Blind marking...	Rationale
Assessment 1: December 2020 Mock Exam	Exam	December 2020	Marked by both course teachers. Sample of papers swapped and moderated to ensure consistency. Further discussion at collaboration meeting.	AQA past exam questions assessing first half of year 12 content and covering all assessment opportunities. Exposure to real exam questions to assess students progress towards final assessment criteria.
Assessment 2: Exam style As-level Assessment	Exam style with support sheet	04/05/21	Marked by both course teachers. Sample of papers swapped and moderated to ensure consistency.	Actual AQA As-level paper 1 from 2020. Real exam questions used to cover all assessment opportunities and make the assessment as realistic as possible.
Assessment 3: Topic tests	Exam style questions	Ongoing over whole course	Marked by class teacher	Real AQA exam questions used to cover all assessment opportunities and make the assessment as realistic as possible.
Assessments 4: Homework	Independent study work	Ongoing over whole course	Discussion between subject teachers to confirm the quality of homework	Assessment of the quality of independent study to determine students' application of understanding and their willingness to read around the subject.
Assessment 8: NEA. Practical Endorsement	Teacher Assessed practical activities to meet specific criteria	Ongoing over whole course	Marked by both course teachers using AQA practical standards. Both teachers qualified to mark these assessments and have relevant documentation to show this.	Assessment of practical skills required to pass the practical endorsement. Universities require these particular skills to be accepted onto further education science courses.
Assessment 9: Tracking data/AMP	Overall progress assessment	Ongoing over whole course	Discussion between teachers using end of topic test data and quality of classwork	Take into consideration the progress throughout the course to make grading fair and consistent with the students abilities over time.

Head of Faculty/Lead Teacher: _____ **Signature:** _____ **Date:** _____

Subject teacher: _____ **Signature:** _____ **Date:** _____