

## A levels - Assessments used for the determination of Teacher Assessed Grades – Summer 2021

Assessments carried out in December, April and May were undertaken under high control. Work used to contribute to the “Other information” column was carried out under a range of conditions depending on the nature of the assessment used.

**Key**  
 High control = formal supervision, with restricted resources and no assistance  
 Medium control = informal supervision in the classroom, access to limited resources and some assistance  
 Limited control = work completed outside of the classroom, access to a wide range of resources and help as required

Subject	December Assessments	April Assessments	May Assessments	Other Information	Control
Art	N/A	N/A	N/A	Art is 100% NEA this year. Students were assessed on evidence for the AQA assessment objectives evidenced in their portfolio. This work was produced throughout the GCSE course in lesson time, with teacher support and tutorials to set clear targets as work progressed.	Medium
<b>Maximum mark</b>				<b>120</b>	
<b>Biology</b>	Students were assessed on cell membrane transport, digestion of lipids, species diversity, cell membrane structure, antibiotic resistance, dihybrid inheritance, fertilisers, photosynthesis, ecological techniques, nitrogen cycle.	Students were assessed on neurones and reflexes, retina, DNA mutations and cancer, gene regulation.	Students were assessed on succession, recombinant DNA, plant hormones, energy transfers in food chain, respiration, muscle contraction, taxis and kineses, regulation of the heart beat +synoptic questions assessing comprehension and analysis of data skills.	Students completed topic tests under high control, but at different times for different groups. These tests were on respiration, photosynthesis and ecology topics plus an essay on succession done under low control.	High/Low
<b>Maximum mark</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	

<b>Chemistry</b>	Students were assessed on Atomic structure, Amount of substance, Bonding, Chemical equilibria, Le Chatelier's principle and Kc, Equilibrium constant Kp for homogeneous systems, Periodicity, Properties of Period 3 elements and their oxides, Introduction to organic chemistry, Alkanes, Halogenoalkanes, Alkenes, Alcohols, Organic analysis, Optical isomerism, Aldehydes and ketones, Carboxylic acids and derivatives.	Students were assessed on Born-Haber cycles and associated calculations, Acids and Bases and Kinetics, including Y12 work on Energetics and Kinetics.	Students were assessed on Transition metals, Reactions of inorganic ions, Group 7, Group 2, redox, aromatics, amines, polymers, amino acids, NMR, chromatography, knowledge of amounts of substance, bonding and organic molecules needed as background but not specifically assessed.	Other shorter assessments conducted in lessons have been used to determine this component. This covers carboxylic acids, acids and bases, Kp, aromatic molecules and periodicity.	Limited
<b>Maximum mark</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	
<b>Computer Science</b>	Students were assessed on aspects of the specification on the characteristics of contemporary processors, input, output, storage data, software & software development, exchanging data, and the legal, moral, ethical and cultural issues relating to computing.	Students were assessed on operating systems, networks, web technologies, boolean algebra, data structures and coding. Assessment included an essay question to ensure there was sufficient AO3.	Students were assessed on hardware and operating systems. Specific Year 13 content assessed included boolean logic and data structures (programming). There was also some specific content on algorithms as there was less of this in the April assessment. Assessment includes an essay question to ensure AO3 is included alongside AO1 and AO2.	Students were assessed on their NEA (programming project), as they would have been in a 'normal' year. Projects were marked according to normal criteria and internally moderated according to normal measures.	Low
<b>Maximum mark</b>	<b>90</b>	<b>52</b>	<b>112</b>	<b>70</b>	

<b>Drama</b>	Students were assessed on their responses to questions on Deconstructing Texts "Antigone".	Students were assessed on their responses to questions on Analysing Performance, Section A (Heroes and Villains texts).	Students were assessed on their responses to questions on Deconstructing texts - Question 2 only (a synoptic question for entire A-Level course).	Students completed a full NEA unit which incorporated both written and practical aspects - and was representative of what would have been submitted to OCR in a normal year.	Medium
<b>Maximum mark</b>	<b>60</b>	<b>30</b>	<b>30</b>	<b>120</b>	
<b>DT</b>	Students were assessed on key aspects of the specification according to an agreed list of topics circulated in advance for the "Technical Principals" paper (Paper 1).	Students were assessed on key aspects of the specification according to an agreed list of topics circulated in advance for the "Designing and Making Principals" paper (Paper 2).	Students were assessed on key aspects of the specification according to an agreed list of topics circulated in advance for the "Technical Principals" paper (Paper 1) and the "Designing and Making Principals" paper (Paper 2).	Students were assessed on the completion of their NEA project work.	Low
<b>Maximum mark</b>	<b>120</b>	<b>80</b>	<b>200</b>	<b>200</b>	
<b>Economics</b>	Students were assessed on Paper 2. Paper 2 contains elements of Theme 2 and Theme 3. This paper had the same format as a standard A Level Paper 2 including a 60 mark case study and two 20 mark longer answer questions. The content covered by the case study included topics on markets, sales and market share and growth, pricing strategies, emerging markets, poverty, underemployment, and quotas. The longer answer questions examined multinational corporations and quality in manufacturing.	Students were assessed on a Shortened Case Study Paper on Markets and Market Failure. The case study covered costs and revenue, supply and demand, business objectives, and the taxation of demerit goods.	Students were assessed on a paper covering aspects from Paper 1 (Themes 1 and 4) and Paper 3 (synoptic). This paper had the same format as a standard A Level Paper 1 including a 60 mark case study and two 20 mark longer answer questions. The case study covered topics including calculation of costs and profit, product differentiation, business objectives, interest rates, economies of scale and stakeholders. The longer answer questions examined externalities and fiscal policy.	Student performance in exam questions and similar assessments over the course, equally weighted. Allowance was made for absence and calculations adjusted accordingly. Students' exam responses from Y13 have provided a range of evidence. These questions focused on longer answer case study questions (8-12 marks), or 20 mark extended answers where AO3 and AO4 had a higher weighting. This has balanced the AOs covered, where AO1 and AO2 had a higher weighting in the April assessment.	Mixed
<b>Maximum mark</b>	<b>100</b>	<b>42</b>	<b>100</b>	<b>100</b>	

<b>English Literature</b>	Students were assessed on Unseen poetry and the comparison of two set texts.	Students were assessed on Set text poetry: Feminine Gospels.	Students were assessed on Drama set text (Othello) and Unseen Prose.	NEA - completed in accordance with usual specification rules (e.g. restrictions on amount of teacher feedback at drafting stage).	Limited
<b>Maximum mark</b>	<b>50</b>	<b>25</b>	<b>50</b>	<b>35</b>	
<b>F Maths</b>	Students were assessed on a Core Pure 1 Paper (AS).	Students were assessed on their knowledge of the specification on Further applied (FS1 Ch 2, 3, 4, 7; FM1 Ch 1-4) - topics covered were Poisson distribution, Geometric and negative binomial distributions, hypothesis testing and Probability generating functions, plus Momentum, impulse and collisions, Work, energy and power, and Elastic strings and springs.	Students were assessed on their knowledge of the specification on Core (further) Pure 2 Chapters 1-6 - topics covered were Complex numbers, Series, Calculus methods, Polar coordinates and Hyperbolic functions.	This mark was a combination of unit tests completed in years 12 and 13, testing topics Polynomials, Series, Matrices and transformations, Calculus methods, Mathematical Induction, Vectors, further mechanics and further statistics.	High
<b>Maximum mark</b>	<b>80</b>	<b>39</b>	<b>75</b>	<b>50</b>	
<b>French</b>	Students were assessed on their listening and reading comprehension skills, their study of a Literary text and also their translation skills both in and out of the target language.	Students were assessed on their analytical response to either of the set texts studied over the course.	Students were assessed using a reduced synoptic paper to include listening, reading, translation - Music, New Technologies, Youth and Politics, Cinema, Family, Volunteering, Crime and Punishment, Culture.	Students were assessed on their Individual Research Project presentation and a 10 minute discussion.	High
<b>Maximum mark</b>	<b>78</b>	<b>40</b>	<b>67</b>	<b>35</b>	

<b>German</b>	Students were assessed on their listening and reading comprehension skills and also their translation skills both in and out of the target language.	Students were assessed on their analytical response to either of the set texts studied over the course.	Students were assessed using a reduced synoptic paper to include listening, reading, translation - Festivals, Music, Racism, Youth and Politics, Culture, New Technologies, Berlin.	Students were assessed on their Individual Research Project presentation and a 10 minute discussion.	High
<b>Maximum mark</b>	<b>76</b>	<b>40</b>	<b>68</b>	<b>35</b>	
<b>Geography</b>	Students were assessed on globalisation, superpowers, water cycle & water security.	Students were assessed on migration, identity and sovereignty.	Students were assessed on water and security issues, globalisation and superpowers as well as some Y12 work on tectonics.	Students completed their NEA (independent Investigations). This mark has been combined with teacher marks of examination style questions completed through year 13.	Limited
<b>Maximum mark</b>	<b>88</b>	<b>38</b>	<b>87</b>	<b>90</b>	
<b>History</b>	Students were assessed using a source-based question on Terror in the USSR and an essay question on English foreign policy 1540 – 1558.	Students were assessed on the Russian section of the course through an essay question on the Great Patriotic War.	Students were assessed on both the Tudors and Russian sections of the course, using a sources question on terror in Russia in the 1930s and an essay question on Elizabethan religious policy.	Students completed their Non-Examined Assessment (NEA) on the unification of Germany.	Limited
<b>Maximum mark</b>	<b>55</b>	<b>25</b>	<b>55</b>	<b>40</b>	
<b>Latin</b>	Students have been assessed on a prose translation, questions on the prose literature text and on the verse literature text.	Students have been assessed on a prose translation passage.	Students have been assessed on the prose literature text and on the verse literature text.	A range of classwork (including in-class tests) and homework assignments covering language prose translation, and both prose and verse literature units.	Medium & Limited
<b>Maximum mark</b>	<b>90</b>	<b>50</b>	<b>61</b>	<b>20</b>	

<b>Maths</b>	Students have been assessed on Differentiation, Integration, Trigonometry, Binomial distribution and SUVAT equations of motion, a significant amount of content from the year 1 course.	Students have been assessed on Y2 Applied chapters 1, 4-7 (Correlation/Regression, Moments, Projectiles, Applications of forces).	Students have been assessed on Y2 Pure Chapters 1, 2, 5, 6, 7, 8, 9, 11 (selected sub-topics): Arc length and sector area, Modulus functions, Rcos(theta - alpha), Parametric equations, inc. differentiation, Implicit differentiation, Calculus methods (differentiation) and Calculus methods (integration).	This mark is a weighted average of unit tests completed through years 12 and 13.	High
<b>Maximum mark</b>	<b>76</b>	<b>40</b>	<b>99</b>	<b>100</b>	
<b>Music</b>	Students were assessed on their aural skills plus classical, jazz and programme set works covered since September 2020.	Students completed a test (3 x 10 mark questions) on material covered to date including Classical Instrumental and Programme Music.	Students completed a Listening and Appraising examination.	NEA consisting of a 6 minute Performance   Recital (video evidence) and a Free Composition (score and audio evidence).	Medium
<b>Maximum mark</b>	<b>100</b>	<b>100</b>	<b>105</b>	<b>60</b>	
<b>Physics</b>	Students have been assessed on their knowledge and understanding of Thermal Physics and Ideal Gases, Electricity, Quantum Phenomena, Materials.	Students have been assessed on their knowledge and understanding of Simple Harmonic Motion, Waves.	Students have been assessed on their knowledge and understanding of Optics, Newton's law and Force & Momentum, Electric fields, Capacitors, Radioactivity and Nuclear Physics.	Students have been assessed on their knowledge and understanding of Circular Motion, Waves, Optics, Forces, Electric and Gravitational Fields, Radioactivity, and Required practical write ups.	Medium
<b>Maximum mark</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	

<b>Politics</b>	Students have been assessed on their knowledge of the Civil rights in the US and the US President sections of the course. Each topic was split into 3 sections as follows: 2 x 9 mark questions, 1 extract 25 mark question and a comparative essay question. All questions were compulsory. One of the 9 mark questions was comparative and employed the cultural/structural/rational choice element.	Students were assessed on their knowledge of core ideologies (socialism, conservatism, liberalism) using 3 x 9 mark questions.	Students were assessed on the ideology of conservatism and the Supreme Court in the US, using 25 mark extract questions.	Students were assessed on various aspects of the UK politics part of the specification. The assessments included a mix of extract-based questions and essays.	Limited
<b>Maximum mark</b>	<b>68</b>	<b>27</b>	<b>50</b>	<b>125</b>	
<b>Psychology</b>	Students were assessed on their knowledge and understanding of the following year 12 material: Social, Attachment, Memory and Psychopathology using locked questions and mark schemes from AQA and assessing all AOs.	Students were assessed on their knowledge and understanding of Research Methods and Stress using locked questions and mark schemes from AQA and assessing all AOs.	Students were assessed on their knowledge and understanding of Approaches, Bio-psychology, Addiction and Gender using locked questions and mark schemes from AQA and assessing all AOs except in gender where AQA unlocked and made available to students.	All available classwork, homework and end of topic assessments were taken into account this includes Issues and debates that was the only topic not tested in formal assessments. All assessments are made using questions and mark schemes from AQA and assessing all AOs including AO2 - design skills not covered in the other assessments.	Limited
<b>Maximum mark</b>	<b>96</b>	<b>48</b>	<b>96</b>	<b>100</b>	
<b>RS</b>	Students were assessed on Philosophy of Religion and Ethics.	Students were assessed on Buddhism and gender and Buddhism and the challenges of secularism.	Students were assessed on conscience, miracles, and self, death and afterlife.	Students were assessed on Philosophy of Religion and Ethics.	Limited
<b>Maximum mark</b>	<b>100</b>	<b>30</b>	<b>50</b>	<b>50</b>	

<b>Spanish</b>	Students were assessed on their listening and reading comprehension skills and also their translation skills from Spanish to English.	Students were assessed on their analytical response to either of the set texts studied over the course.	Students were assessed using a reduced synoptic paper to include listening, reading, translation - Idols, Festivals, Politics, New Technologies, Immigration, Work.	Students were assessed on their Individual Research Project presentation and a 10 minute discussion.	High
<b>Maximum mark</b>	<b>90</b>	<b>40</b>	<b>78</b>	<b>35</b>	
<b>EPQ</b>	N/A	N/A	N/A	Students completed their final report, but did not give their presentation or complete their EPQ log. A comprehensive marking criteria was written to be used by supervisors to grade the reports without the evidence of the presentation and EPQ log. The grading of all reports was standardised by the EPQ teaching team.	Limited
<b>Maximum mark</b>				<b>Grade only</b>	