GCSE Chemistry Triple Set 11A ( Sasha Bailie) and 11B (Marion Ferra)

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| --- | --- | --- | --- | --- | --- |
| Evidence Base | Type of Assessment | Triple Chemistry | | | Level of control ( H,M,L) |
| AO1 | AO2 | AO3 |
| Paper 2 2020 | Secure AQA exam paper 2020- summative | Y | Y | Y | H |
| Paper 1 2019 | Secure AQA exam Paper 2019- summative | Y | Y | Y | H |
| Paper 1 2020 | Secure AQA exam Paper 2020-summative | Y | Y | Y | L – completed in lessons but online during remote learning |
| Quantitative Chemistry assessment made from exampro questions ( F) and (H) | Summative test quantitative questions Higher /37  Foundation /41 | y | y | y | H |
| End of Unit tests Paper 1 that were completed in class.  C1,2,3,4,5 | Kerboodle end of Unit tests- used summative and formative during the course | Y | Y | Y | H |
| End of Unit tests Paper 2 completed in class  C9,10,11,12 | tests Kerboodle end of Unit tests- used summative and formative during the course | Y | Y | Y | H |
| End of unit tests paper 1 and 2 completed remotely  C7, C13, C14 | Kerboodle end of Unit tests- used summative and formative during the course | y | y | y | L – completed in lessons but online during remote learning. |

**If an assessment objective has been omitted at subject cohort level please briefly outline the reasons why:-**

All our tests are a combination of AO1,2,3.

**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:-**

Full assessments by paper are really helpful in helping us to see how well students have developed their knowledge of the topics taught, their working scientifically skills and their maths skills. We also are able to use grade boundaries from the papers which help us improve the accuracy of our grades. The decision to include quantitative chemistry assessment was after seeing that many students struggled with the paper 1 quantitative chemistry – this was retaught and tested as a final assessment. There may be the occasional end of topic test missing for individual students where they were absent and have not caught up o the missing test.

End of Unit tests allow us to see how they have done by topic over the whole course. These have been used formatively too, so students may have gone to make improvements following feedback and further teaching following these assessments. There may be the occasional end of topic test missing for individual students where they were absent and have not caught up on the missing test.

**Subject Title: GCSE Triple Chemistry Subject Code 8462**

**Head of Department:** Marion Ferra **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Subject teacher:** Marion Ferra **Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**