



Qualifications and  
Curriculum Authority



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



*Rewarding Learning*

# **GCE AS/A level qualification and subject criteria**

## ***Consultation summary reports***

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# PART ONE

## Introduction

QCA's online consultation on the draft GCE AS and A level subject criteria involved seven questionnaires placed on the QCA website between 20 March and 8 May 2006. One questionnaire had a series of generic questions that covered the following 21 subjects:

- art and design
- business studies
- design and technology
- drama and theatre studies
- economics
- English language
- English literature
- English language and literature
- geography
- government and politics
- law
- media studies
- music/music technology
- PE
- religious studies
- sociology.

Another six individual, subject specific questionnaires covered the following:

- classical subjects
- computing
- history
- information and communication technology (ICT)
- modern foreign languages (MFL)
- sciences:
  - biology
  - chemistry
  - physics
  - geology
  - psychology

- environmental science
- electronics.

This report summarises responses to all seven questionnaires. It is divided into two sections:

**Part one** covers the responses of the generic questionnaire by subject. The subjects accounting, citizenship, general studies, history of art and home economics are not reported separately due to low base numbers.

**Part two** covers the results of the six separate questionnaires. The subjects geology, environmental science and electronics will not be reported separately due to low base numbers.

The total number of respondents for the GCE AS/ A level subject criteria consultation was 3,252. The tables below provide details of the responses received by respondent types and the responses received by subjects.

## Responses by respondent type

Respondents were asked to indicate their type, according to the grouping below. For all subjects surveyed (33) there were a total of 3,252 respondents. An initial review of responses to all questions by type was carried out to see if there were any key differences between the main respondent groups (teacher – secondary comprehensive, teacher – secondary selective, teacher – independent, lecturer – further education college, and lecturer – sixth form college). Results are shown below. In general the direction of results is the same, although strength of support varies to some degree.

### Respondents by type:

	%	No.*
Teacher – secondary comprehensive	24.6	739
Teacher – secondary selective	7.2	217
Teacher – secondary modern	1.2	36
Teacher – independent	24.1	724
Lecturer – further education college	5.9	178
Lecturer – sixth form college	12.8	385
Lecturer – tertiary college	1.3	40
Lecturer – university	5.7	172
Member of subject association	1.7	51
Member of teacher association	0.4	13
Member of sector skills council	0.1	2
Awarding body	2.8	83

Employer	0.9	26
Student	5.1	153
Other	6.3	190
<b>Total</b>	<b>100.1</b>	<b>3,009</b>

\* Not all tables total 100 per cent due to rounding up decimal figures.

### Responses by subject:

	%	No.
Accounting	0.8	27
Art and design	2.9	95
Biology	5.4	175
Business studies	2.7	88
Chemistry	7.2	233
Citizenship	1.0	33
Classical subjects	5.2	169
Computing	2.3	84
Design and technology	1.7	55
Drama and theatre studies	1.6	51
Economics	1.8	57
Electronics	0.5	15
English language	2.9	93
English literature	7.7	252
English language and literature	1.6	53
Environmental science	0.2	6
General studies	0.3	10
Geography	4.8	155
Geology	0.3	11
Government and politics	1.2	40
History	9.3	302
History of art	0.4	13
Home economics	0.2	6
ICT	4.0	131
Law	0.9	29
Media studies	4.5	146
MFL	9.3	304
Music/music technology	3.7	121
PE	1.6	52
Physics	7.0	229
Psychology	2.1	68
Religious studies	2.2	71
Sociology	2.4	79
<b>Total</b>	<b>99.7</b>	<b>3,253</b>

Where total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents *who answered the question* and the total number of respondents giving that response is given in brackets.

## Generic questionnaire

Respondents to the generic questionnaire about GCE AS/A level subject criteria include responses to questions on the following subject criteria:

accounting, art and design, business studies, citizenship, computing, design and technology, drama and theatre studies, economics, English language, English literature, English language and literature, general studies, geography, government and politics, history of art, home economics, ICT, law, media studies, music/music technology, PE and religious studies.

Total respondents for the generic questionnaire: 1,526

Due to low base numbers for accounting, citizenship, general studies, history of art and home economics, these subjects will not be reported below.

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* - the total number of respondents who gave that response is in brackets.

### Respondents by type:

	%	No.*
Teacher – secondary comprehensive	24.4	346
Teacher – secondary selective	6.4	91
Teacher – secondary modern	1.3	18
Teacher – independent	21.9	310
Lecturer – further education college	7.4	105
Lecturer – sixth form college	14.1	199
Lecturer – tertiary college	1.5	21
Lecturer – university	4.2	60
Member of subject association	2.0	29
Member of teacher association	0.6	8
Member of sector skills council	0.1	1
Awarding body	3.7	53
Employer	0.5	7
Student	5.6	80
Other	6.2	88
<b>Total</b>	<b>99.9</b>	<b>1,416</b>

(\*Not all tables total 100 per cent due to rounding up of decimal figures.)

## Responses by respondent type

Respondents were asked to indicate their type, according to the grouping above. For all subjects surveyed (21) there were a total of 1526 respondents. An initial review of responses to all questions by type was carried out to see if there were any key differences between the main respondent groups (teacher – secondary comprehensive, teacher – secondary selective, teacher – independent, lecturer – further education college, and lecturer – sixth form college). Results are shown below. In general the direction of results is the same, although strength of support varies to some degree.

### Responses by subject:

	%	No.
Accounting	1.8	27
Art and design	6.2	95
Business studies	5.8	88
Citizenship	2.2	33
Design and technology	3.6	55
Drama and theatre studies	3.3	51
Economics	3.7	57
English language	6.1	93
English literature	16.5	252
English language and literature	3.5	53
General studies	0.7	10
Geography	10.2	155
Government and politics	2.6	40
History of art	0.9	13
Home economics	0.4	6
Law	1.9	29
Media studies	9.6	146
Music/music technology	7.9	121
PE	3.4	52
Religious studies	4.7	71
Sociology	5.2	79
<b>Total</b>	<b>100.2</b>	<b>1,526</b>



## Art and design

Total respondents: 95

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	18.3	15
Teacher – secondary selective	9.8	8
Teacher – secondary modern	2.4	2
Teacher – independent	25.6	21
Lecturer – further education college	12.2	10
Lecturer – sixth form college	12.2	10
Lecturer – tertiary college	0	0
Lecturer – university	4.9	4
Member of subject association	1.2	1
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	3.7	3
Employer	1.2	1
Student	4.9	4
Other	3.7	3
<b>Total</b>	<b>100.1</b>	<b>82</b>

### Aims

90.4 per cent (47) of respondents felt the aims for art and design, as currently stated, were appropriate.

### Content

88.1 per cent (37) of respondents felt the content for art and design was current/up to date.

80.5 per cent (33) of respondents felt the content was appropriately allocated to AS and A2.

85 per cent (34) of respondents felt the A level content would enable appropriate progression to further study in art and design.

### **Assessment objectives**

81.8 per cent (27) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

48.5 per cent (16) of respondents felt there was some overlap between assessment objectives.

93.5 per cent (29) of respondents felt all of the competences were essential to the study of art and design at advanced level.

87.9 per cent (29) of respondents felt no competences that are essential to the study of art and design at advanced level had been omitted.

### **Progression and relative weightings of assessment objectives**

83.9 per cent (26) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

84.4 per cent (27) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

### **Scheme of assessment**

78.6 per cent (22) of respondents felt a four-unit structure was appropriate for art and design.

48.3 per cent (14) of respondents felt there were aspects of this subject that cannot best be assessed through external assessment.

80 per cent (20) of respondents felt there was no rationale for making internal assessment optional.

96.3 per cent (26) of respondents felt the description of synoptic assessment appropriate for art and design.

## **Meeting the aims of the subject criteria**

66.7 per cent (20) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

83.3 per cent (25) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

88 per cent (22) of respondents felt the AEA style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

73.3 per cent (11) of respondents felt that AEA-style assessment should be additional and optional felt that it should be timetabled in the same session as an A2 paper to improve ease of accessibility to candidates.

## Business studies

Total respondents: 88

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	27.7	23
Teacher – secondary selective	6.0	5
Teacher – secondary modern	1.2	1
Teacher – independent	15.7	13
Lecturer – further education college	7.2	6
Lecturer – sixth form college	13.3	11
Lecturer – tertiary college	1.2	1
Lecturer – university	4.8	4
Member of subject association	2.4	2
Member of teacher association	0	0
Member of sector skills council	1.2	1
Awarding body	1.2	1
Employer	1.2	1
Student	9.6	8
Other	7.2	6
<b>Total</b>	<b>99.9</b>	<b>83</b>

### Aims

88.9 per cent (48) of respondents felt the aims for business studies, as currently stated, were appropriate.

### Content

65.9 per cent (27) of respondents felt the content for business studies was current/up to date.

68.3 per cent (28) of respondents felt the content was appropriately allocated to AS and A2.

85.4 per cent (35) of respondents felt the A level content would enable appropriate progression to further study in business studies.

## **Assessment objectives**

87.2 per cent (34) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

70.3 per cent (26) of respondents felt there was no overlap between assessment objectives.

100 per cent (37) of respondents felt all of the competences were essential to the study of business studies at advanced level.

76.9 per cent (30) of respondents felt no competences that are essential to the study of business studies at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

97.2 per cent (35) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

86.1 per cent (31) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

67.6 per cent (23) of respondents felt a four-unit structure was appropriate for business studies.

27.3 per cent (9) of respondents felt there were aspects of business studies that cannot best be assessed through external assessment.

62.5 per cent (20) of respondents felt there was a rationale for making internal assessment optional.

93.9 per cent (31) of respondents felt the description of synoptic assessment was appropriate for business studies.

## **Meeting the aims of the subject criteria**

85.3 per cent (29) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

93.5 per cent (29) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

51.9 per cent (14) of respondents felt the AEA style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

61.1 per cent (11) of respondents felt that AEA-style assessment should be additional and optional felt that it should be timetabled in the same session as an A2 paper to improve ease of accessibility to candidates.

## Design and technology

Total respondents: 55

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	30.8	16
Teacher – secondary selective	5.8	3
Teacher – secondary modern	1.9	1
Teacher – independent	23.1	12
Lecturer – further education college	0	0
Lecturer – sixth form college	1.9	1
Lecturer – tertiary college	0	0
Lecturer – university	11.5	6
Member of subject association	5.8	3
Member of teacher association	1.9	1
Member of sector skills council	0	0
Awarding body	11.5	6
Employer	0	0
Student	3.8	2
Other	1.9	1
<b>Total</b>	<b>99.9</b>	<b>52</b>

### Aims

86.7 per cent (26) of respondents felt the aims for design and technology, as currently stated, were appropriate.

### Content

85.7 per cent (18) of respondents felt the content for design and technology was current/up to date.

80 per cent (16) of respondents felt the content was appropriately allocated to AS and A2.

90 per cent (18) of respondents felt the A level content would enable appropriate progression to further study in design and technology.

## **Assessment objectives**

86.7 per cent (13) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

73.3 per cent (11) of respondents felt there was no overlap between assessment objectives..

85.7 per cent (12) of respondents felt all of the competences were essential to the study of design and technology at advanced level.

76.9 per cent (10) of respondents felt no competences that are essential to the study of design and technology at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

76.9 per cent (10) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

76.9 per cent (10) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

92.3 per cent (12) of respondents felt a four-unit structure was appropriate for design and technology.

46.2 per cent (6) of respondents felt there were aspects of design and technology that cannot best be assessed through external assessment.

92.3 per cent (12) of respondents felt there was no rationale for making internal assessment optional.

76.9 per cent (10) of respondents felt the description of synoptic assessment was appropriate for design and technology.



## **Meeting the aims of the subject criteria**

100 per cent (13) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

80 per cent (8) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

61.5 per cent (8) of respondents felt the AEA style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

83.3 per cent (5) of respondents felt that AEA-style assessment should be additional and optional felt that it should be timetabled in a separate session from A2 papers.

## Drama and theatre studies

Total respondents: 51

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	13.3	6
Teacher – secondary selective	8.9	4
Teacher – secondary modern	6.7	3
Teacher – independent	24.4	11
Lecturer – further education college	6.7	3
Lecturer – sixth form college	22.2	10
Lecturer – tertiary college	4.4	2
Lecturer – university	2.2	1
Member of subject association	0	0
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	6.7	3
Employer	0	0
Student	2.2	1
Other	2.2	1
<b>Total</b>	<b>99.9</b>	<b>51</b>

### Aims

96 per cent (24) of respondents felt the aims for drama and theatre studies, as currently stated, were appropriate.

### Content

87.5 per cent (14) of respondents felt the content for drama and theatre studies was current/up to date.

87.5 per cent (14) of respondents felt the content was appropriately allocated to AS and A2.

87.5 per cent (14) of respondents felt the A level content would enable appropriate progression to further study in drama and theatre studies.

### **Assessment objectives**

54.5 per cent (6) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

54.5 per cent (6) of respondents felt there was overlap between assessment objectives..

90.9 per cent (10) of respondents felt all of the competences were essential to the study of drama and theatre studies at advanced level.

72.7 per cent (8) of respondents felt no competences that are essential to the study of drama and theatre studies at advanced level had been omitted.

### **Progression and relative weightings of assessment objectives**

90 per cent (9) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

80 per cent (8) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

### **Scheme of assessment**

50 per cent (5) of respondents felt a four-unit structure was appropriate for drama and theatre studies.

77.8 per cent (7) of respondents felt there were aspects of drama and theatre studies that cannot best be assessed through external assessment.

88.9 per cent (8) of respondents felt there was no rationale for making internal assessment optional.

55.6 per cent (5) of respondents felt the description of synoptic assessment was appropriate for drama and theatre studies.

## **Meeting the aims of the subject criteria**

87.5 per cent (7) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

87.5 per cent (7) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

75 per cent (6) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

100 per cent (6) of respondents felt that AEA-style assessment should be additional and optional felt that it should be timetabled in a separate session from A2 papers.

## Economics

Total respondents: 57

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	20.8	11
Teacher – secondary selective	9.4	5
Teacher – secondary modern	0	0
Teacher – independent	28.3	15
Lecturer – further education college	0	0
Lecturer – sixth form college	13.2	7
Lecturer – tertiary college	0	0
Lecturer – university	3.8	2
Member of subject association	3.8	2
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	7.5	4
Employer	0	0
Student	5.7	3
Other	7.5	4
<b>Total</b>	<b>100.0</b>	<b>53</b>

### Aims

81.1 per cent (30) of respondents felt the aims for economics, as currently stated, were appropriate.

### Content

75 per cent (24) of respondents felt the content for economics was current/up to date.

74.2 per cent (23) of respondents felt the content was appropriately allocated to AS and A2.

66.7 per cent (20) of respondents felt the A level content would enable appropriate progression to further study in economics.

## **Assessment objectives**

81.5 per cent (22) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

84 per cent (21) of respondents felt there was no overlap between assessment objectives..

96.2 per cent (25) of respondents felt all of the competences were essential to the study of economics at advanced level.

76 per cent (19) of respondents felt no competences that are essential to the study of economics at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

95.8 per cent (23) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

95.8 per cent (23) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

80 per cent (20) of respondents felt a four-unit structure was appropriate for economics.

95.8 per cent (23) of respondents felt there were no aspects of economics that cannot best be assessed through external assessment.

56.2 per cent (9) of respondents felt there was no rationale for making internal assessment optional.

100 per cent (24) of respondents felt the description of synoptic assessment was appropriate for economics.

## **Meeting the aims of the subject criteria**

91.3 per cent (21) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

100 per cent (24) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

61.9 per cent (13) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

68.8 per cent (11) of respondents felt that AEA-style assessment should be additional and optional felt that it should be timetabled in a separate session from A2 papers.

## English language

Total responses: 93

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	40.7	35
Teacher – secondary selective	4.7	4
Teacher – secondary modern	0	0
Teacher – independent	12.8	11
Lecturer – further education college	5.8	5
Lecturer – sixth form college	17.4	15
Lecturer – tertiary college	1.2	1
Lecturer – university	1.2	1
Member of subject association	0	0
Member of teacher association	2.3	2
Member of sector skills council	0	0
Awarding body	1.2	1
Employer	0	0
Student	7.0	6
Other	5.8	5
<b>Total</b>	<b>100.1</b>	<b>86</b>

### Aims

90.7 per cent (49) of respondents felt the aims for English language, as currently stated, were appropriate.

### Content

86.2 per cent (25) of respondents felt the content for English language was current/up to date.

70.8 per cent (17) of respondents felt the content was appropriately allocated to AS and A2.

80 per cent (20) of respondents felt the A level content would enable appropriate progression to further study in English language.



## **Assessment objectives**

65.2 per cent (15) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

68.2 per cent (15) of respondents felt there was no overlap between assessment objectives..

87 per cent (20) of respondents felt all of the competences were essential to the study of English language at advanced level.

78.3 per cent (18) of respondents felt no competences that are essential to the study of English language at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

100 per cent (22) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

95.5 per cent (21) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Schemes of assessment**

57.9 per cent (11) of respondents felt a four-unit structure was appropriate for English language.

52.6 per cent (10) of respondents felt there were no aspects of English language that cannot best be assessed through external assessment.

52.6 per cent (10) of respondents felt there was no rationale for making internal assessment optional.

84.2 of respondents felt the description of synoptic assessment was appropriate for English language.

## **Meeting the aims of the subject criteria**

84.2 per cent (16) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

94.7 per cent (18) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

75 per cent (15) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

64.7 per cent (11) of respondents felt that AEA-style assessment should be in the same session as an A2 paper to improve ease of accessibility to candidates.

## English literature

Total responses: 252

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	31.6	73
Teacher – secondary selective	9.1	21
Teacher – secondary modern	0.4	1
Teacher – independent	27.3	63
Lecturer – further education college	3.5	8
Lecturer – sixth form college	10.0	23
Lecturer – tertiary college	0	0
Lecturer – university	1.3	3
Member of subject association	2.6	6
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	3.5	8
Employer	0	0
Student	3.5	8
Other	7.4	17
<b>Total</b>	<b>100.2</b>	<b>231</b>

### Aims

83 per cent (112) of respondents felt the aims for English literature, as currently stated, were appropriate.

### Content

75.8 per cent (72) of respondents felt the content for English literature was current/up to date.

50 per cent (48) of respondents felt the content was appropriately allocated to AS and A2.

73.4 per cent (69) of respondents felt the A level content would enable appropriate progression to further study in English literature.

## **Assessment objectives**

66.7 per cent (58) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

67.1 per cent (55) of respondents felt there was no overlap between assessment objectives..

92.5 per cent (74) of respondents felt all of the competences were essential to the study of English literature at advanced level.

64.6 per cent (51) of respondents felt no competences that are essential to the study of English literature at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

71.2 per cent (57) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

75.6 per cent (59) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

53.9 per cent (41) of respondents felt a four-unit structure was not appropriate for English literature.

65 per cent (52) of respondents felt there were aspects of English literature that cannot best be assessed through external assessment.

50.7 per cent (38) of respondents felt there was a rationale for making internal assessment optional.

83.8 per cent (67) of respondents felt the description of synoptic assessment was appropriate for English literature.

## **Meeting the aims of the subject criteria**

53.8 per cent (42) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

89.7 per cent (70) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

67.1 per cent (49) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

77.8 per cent (42) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

## English literature and language

Total responses: 53

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	31.3	15
Teacher – secondary selective	0	0
Teacher – secondary modern	0	0
Teacher – independent	0	0
Lecturer – further education college	31.3	15
Lecturer – sixth form college	16.7	8
Lecturer – tertiary college	4.2	2
Lecturer – university	2.1	1
Member of subject association	0	0
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	6.2	3
Employer	2.1	1
Student	2.1	1
Other	4.2	2
<b>Total</b>	<b>100.2</b>	<b>48</b>

### Aims

83.8 per cent (31) of respondents felt the aims for English literature and language, as currently stated, were appropriate.

### Content

70.4 per cent (19) of respondents felt the content for English literature and language was current/up to date.

53.8 per cent (14) of respondents felt the content was appropriately allocated to AS and A2.

77.8 per cent (21) of respondents felt the A level content would enable appropriate progression to further study in English literature and language.

### **Assessment objectives**

60.9 per cent (14) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

52.4 per cent (11) of respondents felt there was no overlap between assessment objectives.

95.2 per cent (20) of respondents felt all of the competences were essential to the study of English literature and language at advanced level.

71.4 per cent (15) of respondents felt no competences that are essential to the study of English literature and language at advanced level had been omitted.

### **Progression and relative weightings of assessment objectives**

81.8 per cent (18) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

81.8 per cent (18) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

### **Scheme of assessment**

68.2 per cent (15) of respondents felt a four-unit structure was appropriate for English literature and language.

66.7 per cent (14) of respondents felt there were aspects of English literature and language that cannot best be assessed through external assessment.

55 per cent (11) of respondents felt there was a rationale for making internal assessment optional.

90.5 per cent (19) of respondents felt the description of synoptic assessment was appropriate for English literature and language.

## **Meeting the aims of the subject criteria**

75 per cent (15) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

81 per cent (17) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

81.8 per cent (18) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

68.4 per cent (13) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.



## Geography

Total responses: 155

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	28.8	42
Teacher – secondary selective	10.3	15
Teacher – secondary modern		
Teacher – independent	24.7	36
Lecturer – further education college	4.1	6
Lecturer – sixth form college	8.2	12
Lecturer – tertiary college	1.4	2
Lecturer – university	4.8	7
Member of subject association	3.4	5
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	0	0
Employer	0	0
Student	5.5	8
Other	8.9	13
<b>Total</b>	<b>100.1</b>	<b>146</b>

### Aims

83.1 per cent (74) of respondents felt the aims for geography, as currently stated, were appropriate.

### Content

72.7 per cent (48) of respondents felt the content for geography was current/up to date.

68.9 per cent (42) of respondents felt the content was appropriately allocated to AS and A2.

77 per cent (47) of respondents felt the A level content would enable appropriate progression to further study in geography.

## **Assessment objectives**

82.7 per cent (43) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

70.8 per cent (34) of respondents felt there was no overlap between assessment objectives.

89.6 per cent (43) of respondents felt all of the competences were essential to the study of geography at advanced level.

76.6 per cent (36) of respondents felt no competences that are essential to the study of geography at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

79.2 per cent (38) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

77.1 per cent (37) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

73.9 per cent (34) of respondents felt a four-unit structure was appropriate for geography.

63 per cent (29) of respondents felt there were no aspects of geography that cannot best be assessed through external assessment.

51.2 per cent (21) of respondents felt there was no rationale for making internal assessment optional.

91.5 per cent (43) of respondents felt the description of synoptic assessment was appropriate for geography.

## **Meeting the aims of the subject criteria**

84.4 per cent (38) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

90.7 per cent (39) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

50 per cent (21) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade and 50 per cent (21) of respondents felt the AEA-style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

50 per cent (13) of respondents felt that AEA-style assessment should be in the same session as an A2 paper to improve ease of accessibility to candidates while 50 per cent (13) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

## Government and politics

Total responses: 40

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	21.1	8
Teacher – secondary selective	7.9	3
Teacher – secondary modern	0	0
Teacher – independent	26.3	10
Lecturer – further education college	7.9	3
Lecturer – sixth form college	23.7	9
Lecturer – tertiary college	0	0
Lecturer – university	0	0
Member of subject association	0	0
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	2.6	1
Employer	0	0
Student	7.9	3
Other	2.6	1
<b>Total</b>	<b>100.0</b>	<b>38</b>

### Aims

96.9 per cent (31) of respondents felt the aims for government and politics, as currently stated, were appropriate.

### Content

91.7 per cent (22) of respondents felt the content for government and politics was current/up to date.

81.8 per cent (18) of respondents felt the content was appropriately allocated to AS and A2.

100 per cent (23) of respondents felt the A level content would enable appropriate progression to further study in government and politics.

### **Assessment objectives**

95.2 per cent (20) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

57.1 per cent (12) of respondents felt there was no overlap between assessment objectives.

95.2 per cent (20) of respondents felt all of the competences were essential to the study of government and politics at advanced level.

84.2 per cent (16) of respondents felt no competences that are essential to the study of government and politics at advanced level had been omitted.

### **Progression and relative weightings of assessment objectives**

100 per cent (20) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

95 per cent (19) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

### **Scheme of assessment**

80 per cent (16) of respondents felt a four-unit structure was appropriate for government and politics.

95 per cent (19) of respondents felt there were no aspects of government and politics that cannot best be assessed through external assessment.

58.3 per cent (7) of respondents felt there was no rationale for making internal assessment optional.

94.7 per cent (18) of respondents felt the description of synoptic assessment was appropriate for government and politics.

## **Meeting the aims of the subject criteria**

90 per cent (18) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

100 per cent (18) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

61.1 per cent (11) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

100 per cent (10) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

## Law

Total responses: 29

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	0	0
Teacher – secondary selective	0	0
Teacher – secondary modern	0	0
Teacher – independent	7.1	2
Lecturer – further education college	32.1	9
Lecturer – sixth form college	35.7	10
Lecturer – tertiary college	0	0
Lecturer – university	0	0
Member of subject association	3.6	1
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	3.6	1
Employer	0	0
Student	17.9	5
Other	0	0
<b>Total</b>	<b>100.0</b>	<b>28</b>

### Aims

87.5 per cent (14) of respondents felt the aims for law, as currently stated, were appropriate.

### Content

88.9 per cent (8) of respondents felt the content for law was current/up to date.

88.9 per cent (8) of respondents felt the content was appropriately allocated to AS and A2.

88.9 per cent (8) of respondents felt the A level content would enable appropriate progression to further study in law.

## **Assessment objectives**

100 per cent (5) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

75 per cent (3) of respondents felt there was no overlap between assessment objectives.

100 per cent (4) of respondents felt all of the competences were essential to the study of law at advanced level.

75 per cent (3) of respondents felt no competences that are essential to the study of law at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

100 per cent (5) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

100 per cent (5) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

60 per cent (3) of respondents felt a four-unit structure was not appropriate for law.

100 per cent (5) of respondents felt there were no aspects of law that cannot best be assessed through external assessment.

66.7 per cent (2) of respondents felt there was no rationale for making internal assessment optional.

80 per cent (4) of respondents felt the description of synoptic assessment was appropriate for law.

## **Meeting the aims of the subject criteria**

100 per cent (5) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.



## **Maximising accessibility for all learners**

100 per cent (5) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

60 per cent (3) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

100 per cent (3) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

## Media studies

Total responses: 146

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	28.4	40
Teacher – secondary selective	3.5	5
Teacher – secondary modern	2.8	4
Teacher – independent	7.1	10
Lecturer – further education college	12.1	17
Lecturer – sixth form college	25.5	36
Lecturer – tertiary college	3.5	5
Lecturer – university	3.5	5
Member of subject association	0.7	1
Member of teacher association	0.7	1
Member of sector skills council	0	0
Awarding body	2.8	4
Employer	0.7	1
Student	2.1	3
Other	6.4	9
<b>Total</b>	<b>99.8</b>	<b>141</b>

### Aims

86.6 per cent (84) of respondents felt the aims for media studies, as currently stated, were appropriate.

### Content

86.1 per cent (62) of respondents felt the content for media studies was current/up to date.

68.7 per cent (46) of respondents felt the content was appropriately allocated to AS and A2.

80.9 per cent (55) of respondents felt the A level content would enable appropriate progression to further study in media studies.

## **Assessment objectives**

81.7 per cent (49) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

68.3 per cent (41) of respondents felt there was no overlap between assessment objectives.

90 per cent (54) of respondents felt all of the competences were essential to the study of media studies at advanced level.

78.9 per cent (45) of respondents felt no competences that are essential to the study of media studies at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

79.3 per cent (46) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

78.9 per cent (45) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

71.7 per cent (38) of respondents felt a four-unit structure was not appropriate for media studies.

73.2 per cent (41) of respondents felt there were no aspects of media studies that cannot best be assessed through external assessment.

84.9 per cent (45) of respondents felt there was no rationale for making internal assessment optional.

85.2 per cent (46) of respondents felt the description of synoptic assessment was appropriate for media studies.

## **Meeting the aims of the subject criteria**

78.2 per cent (43) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

92.3 per cent (48) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

56.9 per cent (29) of respondents felt the AEA style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

55.9 per cent (19) of respondents felt that AEA-style assessment should be in the same session as an A2 paper to improve ease of accessibility to candidates.

## Music/music technology

Total responses: 121

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	12.8	15
Teacher – secondary selective	4.3	5
Teacher – secondary modern	0	0
Teacher – independent	48.7	57
Lecturer – further education college	1.7	2
Lecturer – sixth form college	9.4	11
Lecturer – tertiary college	0.9	1
Lecturer – university	8.5	10
Member of subject association	0.9	1
Member of teacher association	1.7	2
Member of sector skills council	0	0
Awarding body	2.6	3
Employer	0.9	1
Student	5.1	6
Other	2.6	3
<b>Total</b>	<b>100.1</b>	<b>117</b>

### Aims

86.4 per cent (57) of respondents felt the aims for music, as currently stated, were appropriate.

### Content

79.2 per cent (38) of respondents felt the content for music was current/up to date.

67.4 per cent (31) of respondents felt the content was appropriately allocated to AS and A2.

69.6 per cent (32) of respondents felt the A level content would enable appropriate progression to further study in music.

## **Assessment objectives**

84.6 per cent (33) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

70.3 per cent (26) of respondents felt there was no overlap between assessment objectives.

86.5 per cent (32) of respondents felt all of the competences were essential to the study of music at advanced level.

64.9 per cent (24) of respondents felt no competences that are essential to the study of music at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

75 per cent (27) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

77.1 per cent (27) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Schemes of assessment**

81.8 per cent (27) of respondents felt a four-unit structure was not appropriate for music.

59.4 per cent (19) of respondents felt there were no aspects of music that cannot best be assessed through external assessment.

67.9 per cent (19) of respondents felt there was no rationale for making internal assessment optional.

80.6 per cent (25) of respondents felt the description of synoptic assessment was appropriate for music.

## **Meeting the aims of the subject criteria**

86.7 per cent (26) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

90.3 per cent (28) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

55.2 per cent (16) of respondents felt the AEA style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

73.3 per cent (11) of respondents felt that AEA-style assessment should be in the same session as an A2 paper to improve ease of accessibility to candidates.

## Physical education (PE)

Total responses: 52

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	18.0	9
Teacher – secondary selective	8.0	4
Teacher – secondary modern	2.0	1
Teacher – independent	20.0	10
Lecturer – further education college	2.0	1
Lecturer – sixth form college	18.0	9
Lecturer – tertiary college	4.0	2
Lecturer – university	10.0	5
Member of subject association	2.0	1
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	2.0	1
Employer	0	0
Student	6.0	3
Other	8.0	4
<b>Total</b>	<b>100.0</b>	<b>50</b>

### Aims

82.1 per cent (23) of respondents felt the aims for PE, as currently stated, were appropriate.

### Content

73.7 per cent (14) of respondents felt the content for PE was current/up to date.

73.7 per cent (14) of respondents felt the content was appropriately allocated to AS and A2.

78.9 per cent (15) of respondents felt the A level content would enable appropriate progression to further study in PE.



## **Assessment objectives**

73.3 per cent (11) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

92.9 per cent (13) of respondents felt there was no overlap between assessment objectives.

93.3 per cent (14) of respondents felt all of the competences were essential to the study of PE at advanced level.

80 per cent (12) of respondents felt no competences that are essential to the study of PE at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

80 per cent (12) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

71.4 per cent (10) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

84.6 per cent (11) of respondents felt a four-unit structure was appropriate for PE.

64.3 per cent (9) of respondents felt there were aspects of PE that cannot best be assessed through external assessment.

69.2 per cent (9) of respondents felt there was no rationale for making internal assessment optional.

84.6 per cent (11) of respondents felt the description of synoptic assessment was appropriate for PE.

## **Meeting the aims of the subject criteria**

92.3 per cent (12) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

75 per cent (9) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

54.5 per cent (6) of respondents felt the AEA style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

71.4 per cent (5) of respondents felt that AEA-style assessment should be in a separate session to A2 papers.

## Religious studies

Total responses: 71

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	12.3	8
Teacher – secondary selective	9.2	6
Teacher – secondary modern	4.6	3
Teacher – independent	32.3	21
Lecturer – further education college	0	0
Lecturer – sixth form college	10.8	7
Lecturer – tertiary college	1.5	1
Lecturer – university	6.2	4
Member of subject association	6.2	4
Member of teacher association	1.5	1
Member of sector skills council	0	0
Awarding body	6.2	4
Employer	0	0
Student	4.6	3
Other	4.6	3
<b>Total</b>	<b>100.0</b>	<b>65</b>

### Aims

84.6 per cent (33) of respondents felt the aims for religious studies, as currently stated, were appropriate.

### Content

80 per cent (24) of respondents felt the content for religious studies was current/up to date.

89.3 per cent (25) of respondents felt the content was appropriately allocated to AS and A2.

77.8 per cent (21) of respondents felt the A level content would enable appropriate progression to further study in religious studies.

## **Assessment objectives**

84 per cent (21) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

78.3 per cent (18) of respondents felt there was no overlap between assessment objectives.

90.9 per cent (20) of respondents felt all of the competences were essential to the study of religious studies at advanced level.

85.7 per cent (18) of respondents felt no competences that are essential to the study of religious studies at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

95.2 per cent (20) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

90.9 per cent (20) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

76.2 per cent (16) of respondents felt a four-unit structure was appropriate for religious studies.

76.2 per cent (16) of respondents felt there were no aspects of religious studies that cannot best be assessed through external assessment.

52.6 per cent (10) of respondents felt there was no rationale for making internal assessment optional.

71.4 per cent (15) of respondents felt the description of synoptic assessment was appropriate for religious studies.

## **Meeting the aims of the subject criteria**

81 per cent (17) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

85.7 per cent (18) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

61.1 per cent (11) of respondents felt the AEA style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

81.8 per cent (9) of respondents felt that AEA-style assessment should be in a separate session to A2 papers.

## Sociology

Total responses: 79

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	27.3	21
Teacher – secondary selective	2.6	2
Teacher – secondary modern	2.6	2
Teacher – independent	6.5	5
Lecturer – further education college	18.2	14
Lecturer – sixth form college	22.1	17
Lecturer – tertiary college	3.9	3
Lecturer – university	3.9	3
Member of subject association	1.3	1
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	1.3	1
Employer	0	0
Student	7.8	6
Other	2.6	2
<b>Total</b>	<b>100.1</b>	<b>77</b>

### Aims

89.8 per cent (44) of respondents felt the aims for sociology, as currently stated, were appropriate.

### Content

65.6 per cent (21) of respondents felt the content for sociology was current/up to date.

75.8 per cent (25) of respondents felt the content was appropriately allocated to AS and A2.

81.8 per cent (27) of respondents felt the A level content would enable appropriate progression to further study in sociology.

## **Assessment objectives**

92.9 per cent (26) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

75 per cent (21) of respondents felt there was no overlap between assessment objectives..

85.2 per cent (23) of respondents felt all of the competences were essential to the study of sociology at advanced level.

96.3 per cent (26) of respondents felt no competences that are essential to the study of sociology at advanced level had been omitted.

## **Progression and relative weightings of assessment objectives**

70.4 per cent (19) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

77.8 per cent (21) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

60.7 per cent (17) of respondents felt a four-unit structure was appropriate for sociology.

67.9 per cent (19) of respondents felt there were no aspects of sociology that cannot best be assessed through external assessment.

56.5 per cent (13) of respondents felt there was a rationale for making internal assessment optional.

85.7 per cent (24) of respondents felt the description of synoptic assessment was appropriate for sociology.

## **Meeting the aims of the subject criteria**

78.6 per cent (22) of respondents having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

## **Maximising accessibility for all learners**

92 per cent (23) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

61.9 per cent (13) of respondents felt the AEA style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

50 per cent (9) of respondents felt that AEA-style assessment should be in the same session as an A2 paper to improve ease of accessibility to candidates and 50 per cent (9) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.



## PART TWO

### Classical subjects

Total respondents for classical subjects: 169

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

#### Respondents by type:

	%	No.
Teacher – secondary comprehensive	12.0	20
Teacher – secondary selective	7.8	13
Teacher – secondary modern	0	0
Teacher – independent	50.9	85
Lecturer – further education college	1.8	3
Lecturer – sixth form college	4.8	8
Lecturer – tertiary college	0	0
Lecturer – university	7.8	13
Member of subject association	1.8	3
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	1.8	3
Employer	0.6	1
Student	7.2	12
Other	3.6	6
<b>Total</b>	<b>100.1</b>	<b>167</b>

#### Aims

97 per cent (97) of respondents felt the aims were appropriate for all the subjects covered by these subject criteria.

#### Content

88.9 per cent (64) of respondents felt the content for classical subjects was current/up to date.

73.9 per cent (51) of respondents felt the content was appropriately allocated to AS and A2.

91.5 per cent (65) of respondents felt the A level content would enable appropriate progression to further study in classical subjects.

54.9 per cent (39) of respondents agreed that in Section 3.2 it is not necessary to require candidates for classical civilisation to include topics relating to both Greeks and Romans.

64.2 per cent (43) of respondents agreed that in Section 3.4 it is not necessary to state the minimum number of lines from texts in Latin/classical Greek.

57.8 per cent (37) of respondents agreed that in Section 3.5 it is not necessary to require candidates for ancient history to include topics from both Greek and Roman history.

68.7 per cent (46) of respondents felt that Section 3 as a whole is sufficiently clear about what must be included in specifications while allowing reasonable flexibility.

### **Assessment objectives**

88.1 per cent (59) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

75.4 per cent (49) of respondents felt there was no overlap between assessment objectives.

96.9 per cent (63) of respondents felt all of the competences were essential to the study of classical subjects at advanced level.

87.7 per cent (57) of respondents felt that no competences essential to the study of classical subjects at advanced level had been omitted.

### **Progression and relative weightings of assessment objectives**

88.9 per cent (56) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

85.7 per cent (54) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

59.4 per cent (38) of respondents agreed that a four-unit structure was appropriate for classical subjects.

72.3 per cent (47) of respondents felt there were no aspects of classical subjects that cannot best be assessed through external assessment.

53.8 per cent (28) of respondents felt there was a rationale for making internal assessment optional.

90.6 per cent (58) of respondents felt that the description of synoptic assessment was appropriate for classical subjects.

## **Meeting the aims of the subject criteria**

89.1 per cent (57) of respondents felt that having had an opportunity to review the content, assessment objectives and the scheme of assessment, the stated aims of the qualification are met by these criteria.

90.5 per cent (57) of respondents felt that the subject criteria covered all the classical subjects successfully.

## **Maximising accessibility for all learners**

93.7 per cent (59) of respondents did not see any requirements in these criteria that you believe might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

65.6 per cent (40) of respondents felt the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

55.8 per cent (24) of respondents felt that the AEA-styled assessment should be timetabled in a separate session from A2 papers.

## Computing

Total respondents: 84

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	7.3	6
Teacher – secondary selective	3.7	3
Teacher – secondary modern	1.2	1
Teacher – independent	9.8	8
Lecturer – further education college	1.2	1
Lecturer – sixth form college	22	18
Lecturer – tertiary college	1.2	1
Lecturer – university	36.6	30
Member of subject association	1.2	1
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	1.2	1
Employer	0	0
Student	6.1	5
Other	8.5	7
<b>Total</b>	<b>100.0</b>	<b>82</b>

### Aims

73.8 per cent (31) of respondents felt that the aims for computing, as currently stated, were appropriate.

### Content

57.1 per cent (16) of respondents felt that the content for computing was not current/up to date.

60 per cent (15) of respondents felt the content was appropriately allocated to AS and A2.

53.8 per cent (14) of respondents felt the A level content would enable appropriate progression to further study in computing.

### **Assessment objectives**

71.4 per cent (15) of respondents felt the assessment objectives indicated clearly what is to be assessed by the qualification.

85.7 per cent (18) of respondents felt there was no overlap between assessment objectives.

65 per cent (13) of respondents felt that all of the competences were essential to the study of computing at advanced level.

57.1 per cent (12) of respondents felt that competences essential to the study of this subject at advanced level had been omitted.

### **Progression and relative weightings of assessment objectives**

76.2 per cent (16) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

81 per cent (17) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

85.7 per cent (18) of respondents felt a four-unit structure was appropriate for computing.

61.9 per cent (13) of respondents felt there were no aspects of computing that cannot best be assessed through external assessment.

75 per cent (15) of respondents felt there was no rationale for making internal assessment optional.

85 per cent (17) of respondents felt the description of synoptic assessment was appropriate for computing.

## **Meeting the aims of the subject criteria**

61.9 per cent (13) of respondents, having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification are met by the criteria.

## **Maximising accessibility for all learners**

100 per cent (21) respondents felt that none of the requirements in the criteria might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

57.1 per cent (12) of respondents felt the AEA-style assessment should be integrated into A2 and therefore compulsory for all candidates, where high level of performance would be recognised through the introduction of additional grades above grade A.

66.7 per cent (8) of respondents felt the AEA-style assessment should be timetabled in a separate session to A2 papers.

## History

Total respondents: 302

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	31.6	95
Teacher – secondary selective	9	27
Teacher – secondary modern	0.3	1
Teacher – independent	23.3	70
Lecturer – further education college	4.7	14
Lecturer – sixth form college	11.6	35
Lecturer – tertiary college	2.7	8
Lecturer – university	5.6	17
Member of subject association	0.7	2
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	1	3
Employer	1	3
Student	4.3	13
Other	4.3	13
<b>Total</b>	<b>100.1</b>	<b>301</b>

### Aims

88.2 per cent (165) of respondents felt that the aims for history, as currently stated, were appropriate.

### Content

86.1 per cent (118) of respondents felt the content for history was current/up to date.

75.8 per cent (100) of respondents felt the content was appropriately allocated to AS and A2.

82.2 per cent (106) of respondents felt the A level content would enable appropriate progression to further study in history.

51.6 per cent (69) of respondents felt the revisions to content ensure that A level specifications require candidates to study a greater range and breadth of content than at present.

## **Assessment objectives**

87.5 per cent (105) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

78.8 per cent (89) of respondents felt there was no overlap between assessment objectives.

93.9 per cent (107) of respondents felt all of the competences were essential to the study of history at advanced level.

87.5 per cent (98) of respondents felt that no competences essential to the study of history at advanced level been omitted.

73.4 per cent (80) of respondents felt that the assessment objectives achieve greater coherence with GCSE and key stage 3 history.

## **Progression and relative weightings of assessment objectives**

90 per cent (99) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

82.2 per cent (97) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

60.9 per cent (67) of respondents felt a four-unit structure was appropriate for history.

61.7 per cent (71) of respondents said they did not think there were aspects of history that cannot best be assessed through external assessment.



63.9 per cent (62) of respondents felt that there was a rationale for making internal assessment optional.

87.2 per cent (95) of respondents felt the description of synoptic assessment was appropriate for history.

### **Meeting the aims of the subject criteria**

82.6 per cent (90) of respondents, having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

### **Maximising accessibility for all learners**

94.5 per cent (103) of respondents did not see any requirements in these criteria that they felt might restrict any disabled candidates' access to the qualification.

### **Stretch and challenge**

57 per cent (57) of respondents felt that the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

68.9 per cent (51) of respondents felt the AEA-style assessment should be timetabled in a separate session to A2 papers.

## Information and communication technology (ICT)

Total respondents: 131

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	33.8	44
Teacher – secondary selective	3.8	5
Teacher – secondary modern	2.3	3
Teacher – independent	16.2	21
Lecturer – further education college	6.9	9
Lecturer – sixth form college	13.1	17
Lecturer – tertiary college	0.8	1
Lecturer – university	6.2	8
Member of subject association	0.8	1
Member of teacher association	0.8	1
Member of sector skills council	0.8	1
Awarding body	0.8	1
Employer	0.8	1
Student	7.7	10
Other	5.4	7
<b>Total</b>	<b>100.2</b>	<b>130</b>

### Aims

76.8 per cent (63) of respondents felt that the aims for ICT, as currently stated, were appropriate.

### Content

63 per cent (34) of respondents felt the content for ICT was current/up to date.

72.3 per cent (34) of respondents felt the content was appropriately allocated to AS and A2.

70 per cent (35) of respondents felt the A level content would enable appropriate progression to further study in ICT.

## **Assessment objectives**

81.8 per cent (36) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

59.5 per cent (25) of respondents felt there was no overlap between assessment objectives, ie do any competences occur in more than one assessment objective.

72.5 per cent (29) of respondents felt all of the competences were essential to the study of ICT at advanced level.

75.6 per cent (31) of respondents felt that no competences essential to the study of ICT at advanced level been omitted.

## **Progression and relative weightings of assessment objectives**

92.3 per cent (36) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

82.5 per cent (33) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

78.9 per cent (30) of respondents felt a four-unit structure was appropriate for ICT.

52.6 per cent (20) of respondents felt there were no aspects of ICT that cannot best be assessed through external assessment.

73 per cent (27) of respondents felt there was no rationale for making internal assessment optional.

89.5 per cent (34) of respondents felt the description of synoptic assessment was appropriate for ICT.

## **Meeting the aims of the subject criteria**

64.9 per cent (24) of respondents, having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification are met by these criteria.

## **Maximising accessibility for all learners**

97 per cent (32) of respondents felt that there were no requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

59.4 per cent (19) of respondents felt the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

59.1 per cent (13) of respondents felt the AEA-style assessment should be timetabled in the same session as an A2 paper to improve ease of accessibility to candidates.

## Modern foreign languages (MFL)

Total respondents: 304

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	27.4	83
Teacher – secondary selective	7.6	23
Teacher – secondary modern	2.0	6
Teacher – independent	30.7	93
Lecturer – further education college	3	9
Lecturer – sixth form college	10.2	31
Lecturer – tertiary college	0.7	2
Lecturer – university	1.7	5
Member of subject association	2.3	7
Member of teacher association	1.0	3
Member of sector skills council	0	0
Awarding body	3.3	10
Employer	0.3	1
Student	5.0	15
Other	5.0	15
<b>Total</b>	<b>100.2</b>	<b>303</b>

### Aims

90.5 per cent (172) of respondents felt the aims for MFL, as currently stated, were appropriate.

### Content

77.9 per cent (106) of respondents felt the content was up to date and relevant for MFL.

60.6 per cent (80) of respondents agreed that the final sentence of Section 3.2 makes it clear that candidates at AS level should be familiar with the contemporary society, culture and cultural heritage of a country where the language is spoken.

87.4 per cent (111) of respondents agreed that the final sentence of Section 3.3 makes it clear that candidates at A2 should have studied aspects of the contemporary society, culture and cultural heritage of a country where the language is spoken.

59.1 per cent (78) of respondents did not agree that the removal of the requirement relating to transfer of meaning does not in itself weaken the A level standard.

64.6 per cent (84) of respondents felt the content was appropriately distributed between AS and A2.

80.3 per cent (106) of respondents felt the content would enable progression to further study in MFL.

68.2 per cent (90) of respondents agreed that these lists of the grammar and structure of French, German and Spanish that candidates will be expected to have studied and drawn on when responding to tasks are appropriate both at AS and at A2.

### **Assessment objectives**

80.5 per cent (99) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

69.4 per cent (77) of respondents felt there was no overlap between assessment objectives.

92 per cent (104) of respondents felt that all of the competences were essential to the study of MFL at advanced level.

64 per cent (73) of respondents felt that no competences that are essential to the study of this subject at advanced level had been omitted.

### **Progression and relative weightings of assessment objectives**

83 per cent (93) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

83.6 per cent (92) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

50.5 per cent (56) of respondents felt a four-unit structure was appropriate for MFL.

77.3 per cent (85) of respondents agreed that the agreement concerning the specifications for certain languages having just one unit of assessment at AS and one unit at A2 arrangement should continue.

82.4 per cent (89) of respondents felt there were not there aspects of this subject that cannot best be assessed through external assessment.

51.6 per cent (47) of respondents felt that there was no rationale for making internal assessment optional.

83 per cent (88) of respondents felt that the description of synoptic assessment was appropriate for MFL.

## **Meeting the aims of the subject criteria**

77.7 per cent (80) of respondents felt that having had an opportunity to review the content, assessment objectives and the scheme of assessment, the stated aims of the qualification were met by these criteria.

80.9 per cent (89) of respondents did not see any requirements in these criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

81 per cent (85) of respondents felt that the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

62.4 per cent (58) of respondents felt the AEA-styled assessment should be timetabled in a separate session to A2 papers.

## Science

Total responses: 738

Where the number of total respondents and total respondent types differ, this is where responses were not given.

Response rates to each question do not necessarily equal the total subject respondents. Percentages given are the percentage of respondents who *answered the question* and the total number of respondents giving that response is given in brackets.

### Respondents by subject:

	%	No.
Biology	23.7	175
Chemistry	31.6	233
Physics	31.1	229
Geology	1.5	11
Psychology	9.2	68
Environmental science	0.8	6
Electronics	2	15
<b>Total</b>	<b>99.9</b>	<b>737</b>

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	24.3	172
Teacher – secondary selective	8.2	58
Teacher – secondary modern	1.1	8
Teacher – independent	21.3	151
Lecturer – further education college	6.5	46
Lecturer – sixth form college	12.4	88
Lecturer – tertiary college	1.1	8
Lecturer – university	7.2	51
Member of subject association	1.6	11
Member of teacher association	0.1	1
Member of sector skills council	0	0
Awarding body	2.4	17
Employer	1.8	13
Student	3.2	23
Other	8.7	62
<b>Total</b>	<b>99.9</b>	<b>709</b>



## **Aims**

82.1 per cent (412) of respondents felt that the aims for their subject, as currently stated, were appropriate.

## **Content**

66.7 per cent (246) of respondents felt the content for their subject current/up to date.

51.8 per cent (187) of respondents felt the content was not appropriately allocated to AS and A2.

78.3 per cent (281) of respondents felt the A level content would enable appropriate progression to further study in their subject.

69.4 per cent (243) of respondents felt the content in their subject appendix was specified to an appropriate level of detail and in the most appropriate format.

77.2 per cent (261) of respondents felt that skills were still emphasised sufficiently in the criteria although the skills section has been removed from the new draft criteria (experiment and investigation, planning, implementing, analysing evidence and drawing conclusions, evaluating evidence and procedures) and subsumed within the assessment objectives.

## **Assessment objectives**

83 per cent (253) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

78.2 per cent (222) of respondents felt there was no overlap between assessment objectives.

87.9 per cent (255) of respondents felt all of the competences were essential to the study of their subject at advanced level.

71.4 per cent (205) of respondents felt that no competences essential to the study of their subject at advanced level been omitted.

74.1 per cent (197) of respondents felt the assessment objectives (and in particular AO3) adequately ensure progression from the new key stage 4 programme of study on “How science works?”

## **Progression and relative weightings of assessment objectives**

77.9 per cent (225) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

80.1 per cent (230) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

Which model do you prefer?

- 15.2 per cent (46) preferred model 1
- 16.6 per cent (50) preferred model 2
- 17.2 per cent (52) preferred model 3
- 51 per cent (154) said they preferred none of them.

59.7 per cent (175) of respondents felt there were aspects of their subject that cannot best be assessed through external assessment.

71.7 per cent (185) of respondents who felt that there should be internal assessment, said there was no rationale for making it optional.

89.2 per cent (257) of respondents felt the description of synoptic assessment was appropriate for their subject.

## **Meeting the aims of the subject criteria**

60.9 per cent (173) of respondents, having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by these criteria.

## **Maximising accessibility for all learners**

84.6 per cent (231) of respondents saw no requirements in the criteria that they believed might restrict any disabled candidates' access to the qualification.

## **Stretch and challenge**

64.4 per cent (179) of respondents felt the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

59 per cent (115) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

## Science: Biology

Total responses: 175

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	18.9	32
Teacher – secondary selective	5.3	9
Teacher – secondary modern	0.6	1
Teacher – independent	23.1	39
Lecturer – further education college	11.8	20
Lecturer – sixth form college	14.2	24
Lecturer – tertiary college	1.8	3
Lecturer – university	5.9	10
Member of subject association	2.4	4
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	3.0	5
Employer	0	0
Student	4.1	7
Other	8.9	15
<b>Total</b>	<b>100.0</b>	<b>169</b>

### Aims

87.4 per cent (104) of respondents felt that the aims for biology, as currently stated, were appropriate.

### Content

66.7 per cent (58) of respondents felt the content for biology was current/up to date.

66.7 per cent (58) of respondents felt the content was not appropriately allocated to AS and A2.

84.3 per cent (70) of respondents felt the A level content would enable appropriate progression to further study in biology.

51.9 per cent (42) of respondents felt the content in their subject appendix was specified to an appropriate level of detail and in the most appropriate format.

72.2 per cent (57) of respondents felt that skills were still emphasised sufficiently in the criteria although the skills section has been removed from the new draft criteria (experiment and investigation, planning, implementing, analysing evidence and drawing conclusions, evaluating evidence and procedures) and has been subsumed within the assessment objectives.

## **Assessment objectives**

83.6 per cent (61) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

74.3 per cent (52) of respondents felt there was no overlap between assessment objectives.

87.3 per cent (62) of respondents felt all of the competences were essential to the study of biology at advanced level.

75.4 per cent (52) of respondents felt that no competences essential to the study of biology at advanced level been omitted.

75.9 per cent (41) of respondents felt the assessment objectives (and in particular AO3) adequately ensure progression from the new key stage 4 programme of study on "How science works?"

## **Progression and relative weightings of assessment objectives**

75 per cent (51) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

78.3 per cent (54) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

Which model do you prefer?

- 27.5 per cent (19) preferred model 1
- 17.4 per cent (12) preferred model 2
- 17.4 per cent (12) preferred model 3
- 37.7 per cent (26) said they preferred none of them.

51.5 per cent (34) of respondents felt there were aspects of biology that cannot best be assessed through external assessment.

64.8 per cent (35) of respondents who felt that there should be internal assessment, said there was no rationale for making it optional.

90.9 per cent (60) of respondents felt the description of synoptic assessment was appropriate for biology.

### **Meeting the aims of the subject criteria**

63.6 per cent (42) of respondents, having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by these criteria.

### **Maximising accessibility for all learners**

83.6 per cent (56) of respondents saw no requirements in the criteria that they believed might restrict any disabled candidates' access to the qualification.

### **Stretch and challenge**

56.7 per cent (38) of respondents felt the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

53.5 per cent (23) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

## Science: Chemistry

Total responses: 233

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	22.7	51
Teacher – secondary selective	12.0	27
Teacher – secondary modern	0.9	2
Teacher – independent	23.1	52
Lecturer – further education college	4.4	10
Lecturer – sixth form college	9.3	21
Lecturer – tertiary college	0.4	1
Lecturer – university	5.3	12
Member of subject association	0.9	2
Member of teacher association	0.4	1
Member of sector skills council	0	0
Awarding body	2.7	6
Employer	5.3	12
Student	2.7	6
Other	9.8	22
<b>Total</b>	<b>99.9</b>	<b>225</b>

### Aims

87.6 per cent (141) of respondents felt that the aims for chemistry, as currently stated, were appropriate.

### Content

82 per cent (91) of respondents felt the content for chemistry was current/up to date.

77.8 per cent (84) of respondents felt the content was not appropriately allocated to AS and A2.

89.2 per cent (99) of respondents felt the A level content would enable appropriate progression to further study in chemistry.

79.8 per cent (87) of respondents felt the content in their subject appendix was specified to an appropriate level of detail and in the most appropriate format.

82.4 per cent (89) of respondents felt that skills were still emphasised sufficiently in the criteria although the skills section has been removed from the new draft criteria (experiment and investigation, planning, implementing, analysing evidence and drawing conclusions, evaluating evidence and procedures) and has been subsumed within the assessment objectives.

## **Assessment objectives**

83.7 per cent (82) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

76.8 per cent (73) of respondents felt there was no overlap between assessment objectives.

89.2 per cent (83) of respondents felt all of the competences were essential to the study of chemistry at advanced level.

65.2 per cent (60) of respondents felt that no competences essential to the study of chemistry at advanced level been omitted.

76.9 per cent (70) of respondents felt the assessment objectives (and in particular AO3) adequately ensure progression from the new key stage 4 programme of study on "How science works?"

## **Progression and relative weightings of assessment objectives**

78.4 per cent (76) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

79.4 per cent (77) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

Which model do you prefer?

- 9.2 per cent (9) preferred model 1
- 15.3 per cent (15) preferred model 2
- 18.4 per cent (18) preferred model 3
- 57.1 per cent (56) said they preferred none of them.



67.7 per cent (65) of respondents felt there were aspects of chemistry that cannot best be assessed through external assessment.

73.3 per cent (66) of respondents who felt that there should be internal assessment, said there was no rationale for making it optional.

92.8 per cent (90) of respondents felt the description of synoptic assessment was appropriate for chemistry.

### **Meeting the aims of the subject criteria**

70.5 per cent (67) of respondents, having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by these criteria.

### **Maximising accessibility for all learners**

76.1 per cent (67) of respondents saw no requirements in the criteria that they believed might restrict any disabled candidates' access to the qualification.

### **Stretch and challenge**

71.1 per cent (64) of respondents felt the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

59.7 per cent (40) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

## Science: Physics

Total responses: 228

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	28.7	62
Teacher – secondary selective	8.8	19
Teacher – secondary modern	1.9	4
Teacher – independent	21.3	46
Lecturer – further education college	3.2	7
Lecturer – sixth form college	14.8	32
Lecturer – tertiary college	1.4	3
Lecturer – university	7.9	17
Member of subject association	0.9	2
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	0.5	1
Employer	0.5	1
Student	2.3	5
Other	7.9	17
<b>Total</b>	<b>100.1</b>	<b>216</b>

### Aims

73.9 per cent (109) of respondents felt that the aims for physics, as currently stated, were appropriate.

### Content

51.8 per cent (58) of respondents felt the content for physics was current/up to date.

75 per cent (84) of respondents felt the content was not appropriately allocated to AS and A2.

67.6 per cent (76) of respondents felt the A level content would enable appropriate progression to further study in physics.

74.5 per cent (76) of respondents felt the content in their subject appendix was specified to an appropriate level of detail and in the most appropriate format.

76 per cent (73) of respondents felt that skills were still emphasised sufficiently in the criteria although the skills section has been removed from the new draft criteria (experiment and investigation, planning, implementing, analysing evidence and drawing conclusions, evaluating evidence and procedures) and has been subsumed within the assessment objectives.

## **Assessment objectives**

82.6 per cent (71) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

81.6 per cent (62) of respondents felt there was no overlap between assessment objectives.

87.7 per cent (71) of respondents felt all of the competences were essential to the study of physics at advanced level.

74.1 per cent (60) of respondents felt that no competences essential to the study of physics at advanced level been omitted.

69.1 per cent (56) of respondents felt the assessment objectives (and in particular AO3) adequately ensure progression from the new key stage 4 programme of study on "How science works?"

## **Progression and relative weightings of assessment objectives**

75 per cent (60) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

80.5 per cent (62) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

Which model do you prefer?

- 12.4 per cent (11) preferred model 1
- 6.7 per cent (6) preferred model 2
- 10.1 per cent (9) preferred model 3
- 70.8 per cent (63) said they preferred none of them.

55.7 per cent (49) of respondents felt there were aspects of physics that cannot best be assessed through external assessment.

69.3 per cent (52) of respondents who felt that there should be internal assessment, said there was no rationale for making it optional.

87.7 per cent (71) of respondents felt the description of synoptic assessment was appropriate for physics.

### **Meeting the aims of the subject criteria**

59.3 per cent (58) of respondents, having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by these criteria.

### **Maximising accessibility for all learners**

84.6 per cent (231) of respondents saw no requirements in the criteria that they believed might restrict any disabled candidates' access to the qualification.

### **Stretch and challenge**

64.4 per cent (179) of respondents felt the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

59 per cent (115) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

## Science: Psychology

Total respondents: 68

### Respondents by type:

	%	No.
Teacher – secondary comprehensive	35.3	24
Teacher – secondary selective	2.9	2
Teacher – secondary modern	1.5	1
Teacher - independent	16.2	11
Lecturer – further education college	10.3	7
Lecturer – sixth form college	4.4	3
Lecturer – tertiary college	1.5	3
Lecturer – university	11.8	8
Member of subject association	0	0
Member of teacher association	0	0
Member of sector skills council	0	0
Awarding body	2.9	2
Employer	0	0
Student	5.9	4
Other	5.9	4
<b>Total</b>	<b>100</b>	<b>68</b>

### Aims

83 per cent (39) of respondents felt the aims for psychology, as currently stated, were appropriate.

### Content

74.3 per cent (26) of respondents felt the content for psychology was current/up to date.

66.7 per cent (22) of respondents felt the content was appropriately allocated to AS and A2.

70.6 per cent (24) of respondents felt the A level content would enable appropriate progression to further study in psychology.

70.6 per cent (24) of respondents felt the content in their subject appendix was specified to an appropriate level of detail and in the most appropriate format.

90.6 per cent (29) of respondents felt that skills were still emphasised sufficiently in the criteria, although the skills section has been removed from the new draft criteria (experiment and investigation, planning, implementing, analysing evidence and drawing conclusions,

evaluating evidence and procedures) and has been subsumed within the assessment objectives.

## **Assessment objectives**

82.1 per cent (23) of respondents felt the assessment objectives indicate clearly what is to be assessed by the qualification.

76 per cent (19) of respondents felt there was no overlap between assessment objectives.

92.3 per cent (24) of respondents felt all of the competences were essential to the study of psychology at advanced level.

88.5 per cent (205) of respondents felt no competences that are essential to the study of psychology at advanced level had been omitted.

68.2 per cent (15) of respondents felt the assessment objectives (and in particular AO3) adequately ensure progression from the new key stage 4 programme of study on 'How science works'?

## **Progression and relative weightings of assessment objectives**

92 per cent (23) of respondents felt the relative weightings of the assessment objectives were appropriate at AS.

88 per cent (22) of respondents felt the relative weightings of the assessment objectives were appropriate at A2.

## **Scheme of assessment**

Which model do you prefer?

22.2 per cent (6) preferred model 1

37 per cent (10) preferred model 2

33.3 per cent (9) preferred model 3

7.4 per cent (2) said they preferred none of them.

41.7 per cent (10) of respondents felt that there were aspects of psychology that cannot best be assessed through external assessment.

76.2 per cent (16) of respondents who felt that there should be internal assessment, said there was no rationale for making it optional.

80 per cent (20) of respondents felt that the description of synoptic assessment was appropriate for psychology.

### **Meeting the aims of the subject criteria**

83.3 per cent (20) of respondents, having had an opportunity to review the content, assessment objectives and the scheme of assessment, felt that the stated aims of the qualification were met by the criteria.

### **Maximising accessibility for all learners**

100 per cent (25) of respondents saw no requirements in the criteria that they believed might restrict any disabled candidates' access to the qualification.

### **Stretch and challenge**

56.5 per cent (13) of respondents felt the AEA-style assessment should be additional to the A level paper and optional for the candidate, where performance would be graded separately from the A level grade.

64.7 per cent (11) of respondents felt that AEA-style assessment should be in a separate session from A2 papers.

# Appendix

## Questions for consultation on the GCE AS/A level subject criteria (generic questionnaire)

### About this questionnaire

The GCE AS/A level subject criteria inform the creation of specifications by awarding bodies. Please complete the following questionnaire to indicate whether you feel that they are appropriate for your subject.

### Completing the questionnaire

It should take no more than about 20 minutes to complete the questionnaire.

This questionnaire can only be completed if you remain online.

There are 10 sections. You will be guided through the sections in numerical order. It is probably easiest to understand the questions if they are answered in order, but at any stage while completing the questionnaire you can go back to previous sections to revise an answer. You can do this by clicking on the previous section button at the bottom of the page. The questionnaire stores your responses as you move between sections.

### Submitting the questionnaire

Please submit your questionnaire by 8 May 2006.

When you reach the end of the last section you will find a button labelled Submit. Clicking on this button will automatically send us your completed questionnaire. At any point before clicking Submit you can revise your answers. Your response will make a difference.

If you have any queries about the questionnaire please contact Michael Kennedy at QCA on 020 7509 5314 or [kennedym@qca.org.uk](mailto:kennedym@qca.org.uk).



## Questions

1. Please indicate which set of GCE criteria your are responding to:

Accounting
Art and design
Business studies
Citizenship
Design and technology
Drama and theatre Studies
Economics
English language
English literature
English language and literature
General studies
Geography
Government and politics
History of art
Home economics
Law
Media studies
Music/music technology
PE
Religious studies
Sociology

2. In what capacity are you responding to this questionnaire?

- Teacher
  - Secondary comprehensive
  - Secondary selective

- Secondary modern
  - Independent
  - Other
  - Lecturer
    - Further education college
    - Sixth-form college
    - Tertiary college
    - University
    - Other
  - Member of a subject association
  - Member of a teacher association
  - Awarding body
  - Employer
  - Member of a sector skills council
  - Student
- Other – please state

### 3. Aims

The aims should provide an aspirational statement about what a student will gain from studying the qualification.

#### 3a. Do you think that the aims for this subject, as currently stated, are appropriate?

Yes/No

If not, please indicate what you think should be changed or added.

### 4. Content

The content in the subject criteria represents the **core** material (skills, knowledge and understanding) that should be present in all specifications and thus for all students, irrespective of awarding body. Note that this does not make up the total content of a final specification. Awarding bodies introduce additional and optional material that make the volume of material to be studied appropriate for an A level subject.

The content for each subject has been reviewed to ensure that it meets current requirements. Content demands have been increased at A2.

#### 4a. Is the content for this subject current/up-to-date?

Yes/No

If not, please explain why not.

- 4b.** Is the content appropriately allocated between AS and A2?

Yes/No

If not, please explain why not.

- 4c.** Does the A level content enable appropriate progression to further study in this subject?

Yes/No

If not, please explain why not.

**5. Assessment objectives**

Assessment objectives have to assess the content of the qualification. They should include the essential competences that students need to demonstrate, eg knowledge and understanding, application of knowledge and understanding, analysis, synthesis, evaluation, practical skills. There should be no overlap between assessment objectives in respect of these competences in order to avoid over-assessment/repetition.

- 5a.** Do the assessment objectives indicate clearly what is to be assessed by the qualification?

Yes/No

If not, please explain why not.

- 5b.** Is there any overlap between assessment objectives, ie do any competences occur in more than one assessment objective?

Yes/No

If yes, please give details.

- 5c.** Are all of the competences essential to the study of this subject at advanced level?

Yes/No

If not, which is/are not essential?

- 5d.** Have any competences that are essential to the study of this subject at advanced level been omitted?

Yes/No

If yes, which competences do you think should be added?

**6. Progression and relative weightings of assessment objectives**

There should be a clear progression from AS to A2. The greater demand at A2 is reflected in greater importance being given to the higher order skills (eg evaluation, synthesis). These higher order skills are given a greater weighting in the assessment objectives.

- 6a.** Are the relative weightings of the assessment objectives appropriate at AS?

Yes/No

If not, please explain why not.

- 6b.** Are the relative weightings of the assessment objectives appropriate at A2?

Yes/No

If not, please explain why not.

**7. Scheme of assessment**

As part of this review, there is an intention to reduce the burden of assessment, and to this end, subjects, where possible, have been asked to move to a four-unit structure (2AS + 2A2 units).

In addition, to improve the reliability of assessment, internal assessment will be included only where necessary.

- 7a.** Is a four-unit structure appropriate for this subject?

Yes/No

If not, please explain why not.

- 7b.** Are there aspects of this subject that **cannot** best be assessed through external assessment?

Yes/No

If yes, please identify the aspect(s) and explain why they **cannot** best be assessed through external assessment.

- 7c.** If you think that there should be internal assessment, is there a rationale for making it **optional**?

Yes/No

If yes, please give details.

- 7d.** Is the description of synoptic assessment appropriate for this subject?

Yes/No

If not, please explain why not.

## **8. Meeting the aims of the subject criteria**

It is important that the aims of the qualification are met collectively by the choice of content, assessment objectives and the scheme of assessment.

- 8a.** Having had an opportunity to review the content, assessment objectives and the scheme of assessment, do you think that the stated aims of the qualification are met by these criteria?

Yes/No

If not, please explain why not.

## **9. Maximising accessibility for all learners**

The regulatory authorities wish to ensure that these criteria fully meet the Disability Discrimination Act. We therefore need to check whether there are any requirements in these criteria that might form an unnecessary barrier to candidates with disabilities.

- 9a.** Do you see any requirements in these criteria that you believe might restrict any disabled candidates' access to the qualification?

Yes/No

If so, please list them in the table and indicate whether you believe the requirement to be essential, desirable or not needed in the assessment of this subject.

Requirement restricting access	Disability group(s) likely to be restricted	Essential	Desirable	Not needed

## 10. Stretch and challenge

The White Paper remit requested that AEA-style material be introduced into A levels to stretch the most able and recognise their achievement through an appropriate grading system.

We are taking this opportunity to seek your views on how best this might work in your subject. The regulatory authorities will be commissioning awarding bodies to trial various models of this in spring and summer 2006. The final decision will be based on all of the evidence. In all cases grade A will be set at the same standard as previously.

### 10a. Should the AEA-style assessment be:

- (i) additional to the A level paper and optional for the candidate? In this model, performance would be graded separately from the A level grade?

**OR**

- (ii) integrated into A2 and therefore compulsory for all candidates? In this model, high level of performance would be recognised through the introduction of additional grades above grade A?

**10b.** If you think that it should be additional and optional, should the AEA-style assessment be timetabled:

(i) in the same session as an A2 paper to improve ease of accessibility to candidates?

**OR**

(ii) in a separate session from A2 papers?

## **Questionnaire for the GCE AS/A level subject criteria for classical subjects**

### **About this questionnaire**

The GCE AS/A level subject criteria inform the creation of specifications by awarding bodies. Please complete the following questionnaire to indicate whether you feel that they are appropriate for classical subjects

### **Completing the questionnaire**

It should take no more than about 20 minutes to complete the questionnaire.

This questionnaire can only be completed if you remain online.

There are nine sections. You will be guided through the sections in numerical order. It is probably easiest to understand the questions if they are answered in order, but at any stage while completing the questionnaire you can go back to previous sections to revise an answer. You can do this by clicking on the previous section button at the bottom of the page.

### **Submitting the questionnaire**

Please submit your questionnaire by 8 May 2006.

When you reach the end of the last section you will find a button labelled 'Submit'.

Clicking on this button will automatically send us your completed questionnaire. At any point before clicking 'Submit' you can revise your answers. Your response will make a difference.

If you have any queries about the questionnaire please contact Michael Kennedy at QCA on 020 7509 5314 or [kennedym@qca.org.uk](mailto:kennedym@qca.org.uk).



## Questions

1. In what capacity are you responding to this questionnaire?

- Teacher
  - Secondary comprehensive
  - Secondary selective
  - Secondary modern
  - Independent
  - Other
- Lecturer
  - Further education college
  - Sixth-form college
  - Tertiary college
  - University
  - Other
- Member of a subject association
- Member of a teacher association
- Awarding body
- Employer
- Member of a sector skills council
- Student
- Other – please state

## 2. Aims

The aims should provide an aspirational statement about what a student will gain from studying the qualification.

2a. Are the aims appropriate for all the subjects covered by these subject criteria?

Yes/No

If not, please indicate what you think should be changed or added.

### **3. Content**

The content in the subject criteria represents the **core** material (skills, knowledge and understanding) that should be present in all specifications and thus for all students, irrespective of awarding body. Note that this does not make up the total content of a final specification. Awarding bodies introduce additional and optional material that make the volume of material to be studied appropriate for an A level subject.

The content for each subject has been reviewed to ensure that it meets current requirements. Content demands have been increased at A2.

**3a.** Is the content for these subjects current/up-to-date?

Yes/No

If not, please explain why not.

**3b.** Is the content appropriately allocated between AS and A2?

Yes/No

If not, please explain why not.

**3c.** Does the A level content enable appropriate progression to further study in these subjects?

Yes/No

If not, please explain why not.

**3d.** Do you agree that in Section 3.2 it is not necessary to require candidates for Classical Civilisation to include topics relating to both Greeks and Romans?

Yes/No

If not, please explain why not.

**3e.** Do you agree that in Section 3.4 it is not necessary to state the minimum number of lines from texts in Latin/Classical Greek?

Yes/No

If not, please explain why not.

- 3f.** Do you agree that in Section 3.5 it is not necessary to require candidates for Ancient History to include topics from both Greek and Roman history?

Yes/No

If not, please explain why not.

- 3g.** Do you think that Section 3 as a whole is sufficiently clear about what must be included in specifications while allowing reasonable flexibility?

Yes/No

If not, please explain why not.

**4. Assessment objectives**

Assessment objectives have to assess the content of the qualification. They should include the essential competences that students need to demonstrate, eg knowledge and understanding, application of knowledge and understanding, analysis, synthesis, evaluation, practical skills. There should be no overlap between assessment objectives in respect of these competences in order to avoid over-assessment/repetition.

- 4a.** Do the assessment objectives indicate clearly what is to be assessed by the qualifications?

Yes/No

If not, please explain why not.

- 4b.** Is there any overlap between assessment objectives, ie do any competences occur in more than one assessment objective?

Yes/No

If yes, please give details.

- 4c.** Are all of the competences essential to the study of these subjects at advanced level?

Yes/No

If not, which is/are not essential?

- 4d.** Have any competences that are essential to the study of this subject at advanced level been omitted?

Yes/No

If yes, which competences do you think should be added?

**5. Progression and relative weightings of assessment objectives**

There should be a clear progression from AS to A2. The greater demand at A2 is reflected in greater importance being given to the higher order skills (eg evaluation, synthesis). These higher order skills are given a greater weighting in the assessment objectives.

- 5a.** Are the relative weightings of the assessment objectives appropriate at AS?

Yes/No

If not, please explain why not.

- 5b.** Are the relative weightings of the assessment objectives appropriate at A2?

Yes/No

If not, please explain why not.

**6. Scheme of assessment**

As part of this review, there is an intention to reduce the burden of assessment, and to this end, subjects, where possible, have been asked to move to a four-unit structure (2AS + 2A2 units).

In addition, to improve the reliability of assessment, internal assessment will be included only where necessary.

**6a.** Is a four-unit structure appropriate for these subjects?

Yes/No

If not, please explain why not.

**6b.** Are there aspects of these subjects that **cannot** best be assessed through external assessment?

Yes/No

If yes, please identify the aspect(s) and explain why they **cannot** best be assessed through external assessment.

**6c.** If you think that there should be internal assessment, is there a rationale for making it **optional**?

Yes/No      If yes, please give details.

**6d.** Is the description of synoptic assessment appropriate for these subjects?

Yes/No

If not, please explain why not.

## **7. Meeting the aims of the subject criteria**

It is important that the aims of the qualifications are met collectively by the choice of content, assessment objectives and the scheme of assessment.

**7a.** Having had an opportunity to review the content, assessment objectives and the scheme of assessment, do you think that the stated aims of the qualifications are met by these criteria?

Yes/No

If not, please explain why not.

**7b.** The new subject criteria have been designed to cover all classical subjects, as is the case at GCSE. Do you think that the subject criteria cover all the classical subjects successfully?

Yes/No

If not, please explain why not.

**8. Maximising accessibility for all learners**

The regulatory authorities wish to ensure that these criteria fully meet the Disability Discrimination Act. We therefore need to check whether there are any requirements in these criteria that might form an unnecessary barrier to candidates with disabilities.

**8a.** Do you see any requirements in these criteria that you believe might restrict any disabled candidates' access to the qualification?

Yes/No

If yes, please list them in the table and indicate whether you believe the requirement to be essential, desirable or not needed in the assessment of this subject.

Requirement restricting access	Disability group(s) likely to be restricted	Essential	Desirable	Not needed

## **9. Stretch and challenge**

The White Paper remit requested that AEA-style material be introduced into A levels to stretch the most able and recognise their achievement through an appropriate grading system.

We are taking this opportunity to seek your views on how best this might work in your subject. The regulatory authorities will be commissioning awarding bodies to trial various models of this in spring and summer 2006. The final decision will be based on all of the evidence. In all cases grade A will be set at the same standard as previously.

### **9a.** Should the AEA-style assessment be:

- (i) additional to the A level paper and optional for the candidate? In this model, performance would be graded separately from the A level grade?

**OR**

- (ii) integrated into A2 and therefore compulsory for all candidates? In this model, high level of performance would be recognised through the introduction of additional grades above grade A?

### **9b.** If you think that it should be additional and optional, should the AEA-style assessment be timetabled:

- (i) in the same session as an A2 paper to improve ease of accessibility to candidates?

**OR**

- (ii) in a separate session from A2 papers?

## **Questionnaire for the GCE AS/A level subject criteria for computing**

### **About this questionnaire**

The GCE AS/A level subject criteria inform the creation of specifications by awarding bodies. Please complete the following questionnaire to indicate whether you feel that they are appropriate for computing.

### **Completing the questionnaire**

It should take no more than about 20 minutes to complete the questionnaire.

This questionnaire can only be completed if you remain online.

There are nine sections. You will be guided through the sections in numerical order. It is probably easiest to understand the questions if they are answered in order, but at any stage while completing the questionnaire you can go back to previous sections to revise an answer. You can do this by clicking on the previous section button at the bottom of the page. The questionnaire stores your responses as you move between sections.

### **Submitting the questionnaire**

Please submit your questionnaire by 8 May 2006.

When you reach the end of the last section you will find a button labelled 'Submit'. Clicking on this button will automatically send us your completed questionnaire. At any point before clicking 'Submit' you can revise your answers. Your response will make a difference.

If you have any queries about the questionnaire please contact Michael Kennedy at QCA on 020 7509 5314 or [kennedym@qca.org.uk](mailto:kennedym@qca.org.uk).



## Questions

1. In what capacity are you responding to this questionnaire?

- Teacher
  - Secondary comprehensive
  - Secondary selective
  - Secondary modern
  - Independent
  - Other
- Lecturer
  - Further education college
  - Sixth-form college
  - Tertiary college
  - University
  - Other
- Member of a subject association
- Member of a teacher association
- Awarding body
- Employer
- Member of a sector skills council
- Student
- Other – please state

## 2. Aims

The aims should provide an aspirational statement about what a student will gain from studying the qualification.

2a. Do you think that the aims for this subject, as currently stated, are appropriate?

Yes/No

If not, please indicate what you think should be changed or added.

## 3. Content

The content in the subject criteria represents the **core** material (skills, knowledge and understanding) that should be present in all specifications and thus for all

students, irrespective of awarding body. Note that this does not make up the total content of a final specification. Awarding bodies introduce additional and optional material that make the volume of material to be studied appropriate for an A level subject.

The content for each subject has been reviewed to ensure that it meets current requirements. Content demands have been increased at A2.

**3a.** Is the content for this subject current/up-to-date?

Yes/No

If not, please explain why not.

**3b.** Is the content appropriately allocated to AS and A2?

Yes/No

If not, please explain why not.

**3c.** Does the A level content enable appropriate progression to further study in this subject?

Yes/No

If not, please explain why not.

#### **4. Assessment objectives**

Assessment objectives have to assess the content of the qualification. They should include the essential competences that students need to demonstrate, eg knowledge and understanding, application of knowledge and understanding, analysis, synthesis, evaluation, practical skills. There should be no overlap between assessment objectives in respect of these competences in order to avoid over-assessment/repetition.

**4a.** Do the assessment objectives indicate clearly what is to be assessed by the qualification?

Yes/No

If not, please explain why not.

- 4b.** Is there any overlap between assessment objectives, ie do any competences occur in more than one assessment objective?

Yes/No

If yes, please give details.

- 4c.** Are all of the competences essential to the study of this subject at advanced level?

Yes/No

If not, which is/are not essential?

- 4d.** Have any competences that are essential to the study of this subject at advanced level been omitted?

Yes/No

If yes, which competences do you think should be added?

**5. Progression and relative weightings of assessment objectives**

There should be a clear progression from AS to A2. The greater demand at A2 is reflected in greater importance being given to the higher order skills (eg evaluation, synthesis). These higher order skills are given a greater weighting in the assessment objectives.

- 5a.** Are the relative weightings of the assessment objectives appropriate at AS?

Yes/No

If not, please explain why not.

- 5b.** Are the relative weightings of the assessment objectives appropriate at A2?

Yes/No

If not, please explain why not.

## 6. Scheme of assessment

As part of this review, there is an intention to reduce the burden of assessment, and to this end, subjects, where possible, have been asked to move to a four-unit structure (2AS + 2A2 units). In addition, to improve the reliability of assessment, internal assessment will be included only where necessary.

**6a.** Is a four-unit structure appropriate for this subject?

Yes/No

If not, please explain why not.

**6b.** Are there aspects of this subject that **cannot** best be assessed through external assessment?

Yes/No

If yes, please identify the aspect(s) and explain why they **cannot** best be assessed through external assessment.

**6c.** If you think that there should be internal assessment, is there a rationale for making it **optional**?

Yes/No

If yes, please give details.

**6d.** Is the description of synoptic assessment appropriate for this subject?

Yes/No

If not, please explain why not.

## 7. Meeting the aims of the subject criteria

It is important that the aims of the qualification are met collectively by the choice of content, assessment objectives and the scheme of assessment.

**7a.** Having had an opportunity to review the content, assessment objectives and the scheme of assessment, do you think that the stated aims of the qualification are met by these criteria?

Yes/No

If not, please explain why not.

**8. Maximising accessibility for all learners**

The regulatory authorities wish to ensure that these criteria fully meet the Disability Discrimination Act. We therefore need to check whether there are any requirements in these criteria that might form an unnecessary barrier to candidates with disabilities.

**8a.** Do you see any requirements in these criteria that you believe might restrict any disabled candidates' access to the qualification?

Yes/No

If yes, please list them in the table below and indicate whether you believe the requirement to be essential, desirable or not needed in the assessment of this subject.

Requirement restricting access	Disability group(s) likely to be restricted	Essential	Desirable	Not needed

**9. Stretch and challenge**

The White Paper remit requested that AEA-style material be introduced into A levels to stretch the most able and recognise their achievement through an appropriate grading system.

We are taking this opportunity to seek your views on how best this might work in your subject. The regulatory authorities will be commissioning awarding bodies to trial various models of this in spring and summer 2006. The final decision will be based on all of the evidence. In all cases grade A will be set at the same standard as previously.

**9a.** Should the AEA-style assessment be:

- (i) additional to the A level paper and optional for the candidate? In this model, performance would be graded separately from the A level grade?

**OR**

- (ii) integrated into A2 and therefore compulsory for all candidates? In this model, high level of performance would be recognised through the introduction of additional grades above grade A?

**9b.** If you think that it should be additional and optional, should the AEA-style assessment be timetabled:

- (i) in the same session as an A2 paper to improve ease of accessibility to candidates?

**OR**

- (ii) in a separate session from A2 papers?

## **Questionnaire for the GCE AS/A level subject criteria for history**

### **About this questionnaire**

The GCE AS/A level subject criteria inform the creation of specifications by awarding bodies. Please complete the following questionnaire to indicate whether you feel that they are appropriate for history.

### **Completing the questionnaire**

It should take no more than about 20 minutes to complete the questionnaire.

This questionnaire can only be completed if you remain online.

There are nine sections. You will be guided through the sections in numerical order. It is probably easiest to understand the questions if they are answered in order, but at any stage while completing the questionnaire you can go back to previous sections to revise an answer. You can do this by clicking on the previous section button at the bottom of the page.

### **Submitting the questionnaire**

Please submit your questionnaire by 8 May 2006.

When you reach the end of the last section you will find a button labelled 'Submit'. Clicking on this button will automatically send us your completed questionnaire. At any point before clicking 'Submit' you can revise your answers. Your response will make a difference.

If you have any queries about the questionnaire please contact Michael Kennedy at QCA on 020 7509 5314 or [kennedym@qca.org.uk](mailto:kennedym@qca.org.uk).

## Questions

1. In what capacity are you responding to this questionnaire?

- Teacher
  - Secondary comprehensive
  - Secondary selective
  - Secondary modern
  - Independent
  - Other
- Lecturer
  - Further education college
  - Sixth-form college
  - Tertiary college
  - University
  - Other
- Member of a subject association
- Member of a teacher association
- Awarding body
- Employer
- Member of a sector skills council
- Student
- Other – please state

2. **Aims**

The current list of aims in the GCE A level history subject criteria has been revised. This is to ensure that the aims better reflect the nature and purpose of A Level history and that there is a greater degree of consistency in history across the whole of the 11-19 phase.

The revised list includes some broad, aspirational aims that set out the purpose of A Level history along with more specific aims that set out what the candidate will gain from studying the qualification.

2a. Do you think that the aims for this subject, as currently stated, are appropriate?

Yes/No



If not, please indicate what you think should be changed or added.

### **3. Content**

The content in the subject criteria represents the **core** material (skills, knowledge and understanding) that should be present in all specifications and thus for all students, irrespective of awarding body. Note that this does not make up the total content of a final specification. Awarding bodies introduce additional and optional material that make the volume of material to be studied appropriate for an A level subject.

The content for each subject has been reviewed to ensure that it meets current requirements. Content demands have been increased at A2.

**3a.** Is the content for this subject current/up-to-date?

Yes/No

If not, please explain why not.

**3b.** Is the content appropriately allocated between AS and A2?

Yes/No

If not, please explain why not.

**3c.** Does the A level content enable appropriate progression to further study in this subject?

Yes/No

If not, please explain why not.

**3d.** Will the revisions to content ensure that A level specifications require candidates to study a greater range and breadth of content than at present?

Yes/No

If not, please explain why not.

**4. Assessment objectives**

Assessment objectives have to assess the content of the qualification. They should include the essential competences that students need to demonstrate, eg knowledge and understanding, application of knowledge and understanding, analysis, synthesis, evaluation, practical skills. There should be no overlap between assessment objectives in respect of these competences in order to avoid over-assessment/repetition.

**4a.** Do the assessment objectives indicate clearly what is to be assessed by the qualification?

Yes/No

If not, please explain why not.

**4b.** Is there any overlap between assessment objectives, ie do any competences occur in more than one assessment objective?

Yes/No

If yes, please give details.

**4c.** Are all of the competences essential to the study of this subject at advanced level?

Yes/No

If not, which is/are not essential?

**4d.** Have any competences that are essential to the study of this subject at advanced level been omitted?

Yes/No

If yes, which competences do you think should be added?

**4e.** Do the assessment objectives achieve greater coherence with GCSE and key stage 3 history?

Yes/No

If not, please explain why not.

**5. Progression and relative weightings of assessment objectives**

There should be a clear progression from AS to A2. The greater demand at A2 is reflected in greater importance being given to the higher order skills (eg evaluation, synthesis). These higher order skills are given a greater weighting in the assessment objectives.

**5a.** Are the relative weightings of the assessment objectives appropriate at AS?

Yes/No

If not, please explain why not.

**5b.** Are the relative weightings of the assessment objectives appropriate at A2?

Yes/No

If not, please explain why not.

**6. Scheme of assessment**

As part of this review, there is an intention to reduce the burden of assessment, and to this end, subjects, where possible, have been asked to move to a four-unit structure (2AS + 2A2 units).

In addition, to improve the reliability of assessment, internal assessment will be included only where necessary.

**6a.** Is a four-unit structure appropriate for this subject?

Yes/No

If not, please explain why not.

**6b.** Are there aspects of this subject that **cannot** best be assessed through external assessment?

Yes/No

If yes, please identify the aspect(s) and explain why they **cannot** best be assessed through external assessment.

- 6c.** If you think that there should be internal assessment, is there a rationale for making it **optional**?

Yes/No

If yes, please give details.

- 6d.** Is the description of synoptic assessment appropriate for this subject?

Yes/No

If not, please explain why not.

## **7. Meeting the aims of the subject criteria**

It is important that the aims of the qualification are met collectively by the choice of content, assessment objectives and the scheme of assessment.

- 7a.** Having had an opportunity to review the content, assessment objectives and the scheme of assessment, do you think that the stated aims of the qualification are met by these criteria?

Yes/No

If not, please explain why not.

## **8. Maximising accessibility for all learners**

The regulatory authorities wish to ensure that these criteria fully meet the Disability Discrimination Act. We therefore need to check whether there are any requirements in these criteria that might form an unnecessary barrier to candidates with disabilities.

- 8a.** Do you see any requirements in these criteria that you believe might restrict any disabled candidates' access to the qualification?

Yes/No

If yes, please list them in the table below and indicate whether you believe the requirement to be essential, desirable or not needed in the assessment of this subject.

Requirement restricting access	Disability group(s) likely to be restricted	Essential	Desirable	Not needed

## 9. Stretch and challenge

The White Paper remit requested that AEA-style material be introduced into A levels to stretch the most able and recognise their achievement through an appropriate grading system.

We are taking this opportunity to seek your views on how best this might work in your subject. The regulatory authorities will be commissioning awarding bodies to trial various models of this in spring and summer 2006. The final decision will be based on all of the evidence. In all cases grade A will be set at the same standard as previously.

### 9a. Should the AEA-style assessment be:

- (i) additional to the A level paper and optional for the candidate? In this model, performance would be graded separately from the A level grade?

**OR**

- (ii) integrated into A2 and therefore compulsory for all candidates? In this model, high level of performance would be recognised through the introduction of additional grades above grade A?

**9b.** If you think that it should be additional and optional, should the AEA-style assessment be timetabled:

- (i) in the same session as an A2 paper to improve ease of accessibility to candidates?

**OR**

- (ii) in a separate session from A2 papers?

## Questionnaire for the GCE AS/A level subject criteria for ICT

### **About this questionnaire**

The GCE AS/A level subject criteria inform the creation of specifications by awarding bodies. Please complete the following questionnaire to indicate whether you feel that they are appropriate for ICT.

### **Completing the questionnaire**

It should take no more than about 20 minutes to complete the questionnaire.

This questionnaire can only be completed if you remain online.

There are nine sections. You will be guided through the sections in numerical order. It is probably easiest to understand the questions if they are answered in order, but at any stage while completing the questionnaire you can go back to previous sections to revise an answer. You can do this by clicking on the previous section button at the bottom of the page. The questionnaire stores your responses as you move between sections.

### **Submitting the questionnaire**

Please submit your questionnaire by 8 May 2006.

When you reach the end of the last section you will find a button labelled Submit. Clicking on this button will automatically send us your completed questionnaire. At any point before clicking Submit you can revise your answers. Your response will make a difference.

If you have any queries about the questionnaire please contact Michael Kennedy at QCA on 020 7509 5314 or [kennedym@qca.org.uk](mailto:kennedym@qca.org.uk).

## Questions

1. In what capacity are you responding to this questionnaire?

- Teacher
  - Secondary comprehensive
  - Secondary selective
  - Secondary modern
  - Independent
  - Other
- Lecturer
  - Further education college
  - Sixth-form college
  - Tertiary college
  - University
  - Other
- Member of a subject association
- Member of a teacher association
- Awarding body
- Employer
- Member of a sector skills council
- Student
- Other – please state

## 2. Aims

The aims should provide an aspirational statement about what a student will gain from studying the qualification.

2a. Do you think that the aims for this subject, as currently stated, are appropriate?

Yes/No

If not, please indicate what you think should be changed or added.

## 3. Content

The content in the subject criteria represents the **core** material (skills, knowledge and understanding) that should be present in all specifications and thus for all



students, irrespective of awarding body. Note that this does not make up the total content of a final specification. Awarding bodies introduce additional and optional material that make the volume of material to be studied appropriate for an A level subject.

The content for each subject has been reviewed to ensure that it meets current requirements. Content demands have been increased at A2.

**3a.** Is the content for this subject current/up-to-date?

Yes/No

If not, please explain why not.

**3b.** Is the content appropriately allocated to AS and A2?

Yes/No

If not, please explain why not.

**3c.** Does the A level content enable appropriate progression to further study in this subject?

Yes/No

If not, please explain why not.

#### **4. Assessment objectives**

Assessment objectives have to assess the content of the qualification. They should include the essential competences that students need to demonstrate, eg knowledge and understanding, application of knowledge and understanding, analysis, synthesis, evaluation, practical skills. There should be no overlap between assessment objectives in respect of these competences in order to avoid over-assessment/repetition.

**4a.** Do the assessment objectives indicate clearly what is to be assessed by the qualification?

Yes/No

If not, please explain why not.

- 4b.** Is there any overlap between assessment objectives, ie do any competences occur in more than one assessment objective?

Yes/No

If yes, please give details.

- 4c.** Are all of the competences essential to the study of this subject at advanced level?

Yes/No

If not, which is/are not essential?

- 4d.** Have any competences that are essential to the study of this subject at advanced level been omitted?

Yes/No

If yes, which competences do you think should be added?

**5. Progression and relative weightings of assessment objectives**

There should be a clear progression from AS to A2. The greater demand at A2 is reflected in greater importance being given to the higher order (eg evaluation, synthesis). These higher order skills are given a greater weighting in the assessment objectives.

- 5a.** Are the relative weightings of the assessment objectives appropriate at AS?

Yes/No

If not, please explain why not.

- 5b.** Are the relative weightings of the assessment objectives appropriate at A2?

Yes/No

If not, please explain why not.

## 6. Scheme of assessment

As part of this review, there is an intention to reduce the burden of assessment, and to this end, subjects, where possible, have been asked to move to a four-unit structure (2AS + 2A2 units).

In addition, to improve the reliability of assessment, internal assessment will be included only where necessary.

**6a.** Is a four-unit structure appropriate for this subject?

Yes/No

If not, please explain why not.

**6b.** Are there aspects of this subject that **cannot** best be assessed through external assessment?

Yes/No

If yes, please identify the aspect(s) and explain why they **cannot** best be assessed through external assessment.

**6c.** If you think that there should be internal assessment, is there a rationale for making it **optional**?

Yes/No

If yes, please give details.

**6d.** Is the description of synoptic assessment appropriate for this subject?

Yes/No

If not, please explain why not.

## 7. Meeting the aims of the subject criteria

It is important that the aims of the qualification are met collectively by the choice of content, assessment objectives and the scheme of assessment.

- 7a.** Having had an opportunity to review the content, assessment objectives and the scheme of assessment, do you think that the stated aims of the qualification are met by these criteria?

Yes/No

If not, please explain why not.

**8. Maximising accessibility for all learners**

The regulatory authorities wish to ensure that these criteria fully meet the Disability Discrimination Act. We therefore need to check whether there are any requirements in these criteria that might form an unnecessary barrier to candidates with disabilities.

- 8a.** Do you see any requirements in these criteria that you believe might restrict any disabled candidates' access to the qualification?

Yes/No

If so, please list them in the table below and indicate whether you believe the requirement to be essential, desirable or not needed in the assessment of this subject.

Requirement restricting access	Disability group(s) likely to be restricted	Essential	Desirable	Not needed

## **9. Stretch and challenge**

The White Paper remit requested that AEA-style material be introduced into A levels to stretch the most able and recognise their achievement through an appropriate grading system.

We are taking this opportunity to seek your views on how best this might work in your subject. The regulatory authorities will be commissioning awarding bodies to trial various models of this in spring and summer 2006. The final decision will be based on all of the evidence. In all cases grade A will be set at the same standard as previously.

### **9a.** Should the AEA-style assessment be:

- (i) additional to the A level paper and optional for the candidate? In this model, performance would be graded separately from the A level grade?

**OR**

- (ii) integrated into A2 and therefore compulsory for all candidates? In this model, high level of performance would be recognised through the introduction of additional grades above grade A?

### **9b.** If you think that it should be additional and optional, should the AEA-style assessment be timetabled:

- (i) in the same session as an A2 paper to improve ease of accessibility to candidates?

**OR**

- (ii) in a separate session from A2 papers?

## Questionnaire for the GCE AS/A level subject criteria for MFL

### About this questionnaire

The GCE AS/A level subject criteria inform the creation of specifications by awarding bodies. Please complete the following questionnaire to indicate whether you feel that they are appropriate for MFL.

### Completing the questionnaire

It should take no more than about 20 minutes to complete the questionnaire.

This questionnaire can only be completed if you remain online.

There are nine sections. You will be guided through the sections in numerical order. It is probably easiest to understand the questions if they are answered in order, but at any stage while completing the questionnaire you can go back to previous sections to revise an answer. You can do this by clicking on the previous section button at the bottom of the page.

### Submitting the questionnaire

Please submit your questionnaire by 8 May 2006.

When you reach the end of the last section you will find a button labelled Submit. Clicking on this button will automatically send us your completed questionnaire. At any point before clicking Submit you can revise your answers. Your response will make a difference.

If you have any queries about the questionnaire please contact Michael Kennedy at QCA on 020 7509 5314 or [kennedym@qca.org.uk](mailto:kennedym@qca.org.uk).

## Questions

1. In what capacity are you responding to this questionnaire?

- Teacher
  - Secondary comprehensive
  - Secondary selective
  - Secondary modern
  - Independent
  - Other
- Lecturer
  - Further education college
  - Sixth-form college
  - Tertiary college
  - University
  - Other
- Member of a subject association
- Member of a teacher association
- Awarding body
- Employer
- Member of a sector skills council
- Student
- Other – please state

## 2. Aims

The aims should provide an aspirational statement about what a student will gain from studying the qualification.

2a. Do you think that the aims for this subject, as currently stated, are appropriate?

Yes/No

If not, please indicate what you think should be changed or added.

## 3. Content

The content in the subject criteria represents the **core** material (skills, knowledge and understanding) that should be present in all specifications and thus for all students, irrespective of awarding body. Note that this does not make up the total content of a final specification. Awarding bodies introduce additional and optional material that make the volume of material to be studied appropriate for an A level subject.

The content for each subject has been reviewed to ensure that it meets current requirements. Content demands have been increased at A2.

**3a.** Is the content up-to-date and relevant for this subject?

Yes/No

If not, please explain why not.

**3b.** The revised criteria no longer include an Assessment Objective that relates to knowledge and understanding of aspects of the society, culture and cultural heritage of a country where the language is spoken. The removal of former Assessment Objective 4 does not, however, imply the removal of prescribed texts and/or topics.

Do you agree that the final sentence of Section 3.2 makes it clear that candidates at AS level should be familiar with the contemporary society, culture and cultural heritage of a country where the language is spoken?

Yes/No

If not, please explain why not.

**3c.** Do you agree that the final sentence of Section 3.3 makes it clear that candidates at A2 should have studied aspects of the contemporary society, culture and cultural heritage of a country where the language is spoken?

Yes/No



If not, please explain why not.

- 3d.** The revised criteria no longer include a requirement that candidates transfer meaning from the modern foreign language into English, Welsh or Irish and vice versa. This does not, however, rule out the possibility that an awarding body may wish to include this as a means of assessment.

Do you agree that the removal of the requirement relating to transfer of meaning does not in itself weaken the A level standard?

Yes/No

If not, please explain why not.

- 3e.** Is the content appropriately distributed between AS and A2?

Yes/No

If not, please explain why not.

- 3f.** Does the content enable progression to further study in this subject?

Yes/No

If not, please explain why not.

- 3g.** Appendix 1 sets out the grammar and structures of French, German and Spanish that candidates for these languages will be expected to have studied and to draw on when responding to tasks set. (The grammar and structures for other languages should be comparable to these.) These lists, which take account of GCSE requirements, have only minor changes from those appended to the current subject criteria. (These changes are intended merely to improve alignment with GCSE requirements.)

Do you agree that these lists are appropriate both at AS and at A2?

Yes/No

If not, please explain why not. If you think any item(s) should be removed or reallocated please specify which and why.

**4. Assessment objectives**

Assessment objectives have to assess the content of the qualification. They should include the essential competences that students need to demonstrate, eg knowledge and understanding, application of knowledge and understanding, analysis, synthesis, evaluation, practical skills. There should be no overlap between assessment objectives in respect of these competences in order to avoid over-assessment/repetition.

- 4a.** Do the assessment objectives indicate clearly what is to be assessed by the qualification?

Yes/No

If not, please explain why not.

- 4b.** Is there any overlap between assessment objectives, ie do any competences occur in more than one assessment objective?

Yes/No

If yes, please give details.

- 4c.** Are all of the competences essential to the study of this subject at advanced level?

Yes/No

If not, which is/are not essential?

- 4d.** Have any competences that are essential to the study of this subject at advanced level been omitted?

Yes/No

If yes, which competences do you think should be added?

## **5. Progression and relative weightings of assessment objectives**

There should be a clear progression from AS to A2. The greater demand at A2 is reflected in greater importance being given to the higher order skills (eg evaluation, synthesis). These higher order skills are given a greater weighting in the assessment objectives.

**5a.** Are the relative weightings of the assessment objectives appropriate at AS?

Yes/No

If not, please explain why not.

**5b.** Are the relative weightings of the assessment objectives appropriate at A2?

Yes/No

If not, please explain why not.

## **6. Scheme of assessment**

As part of this review, there is an intention to reduce the burden of assessment, and to this end, subjects, where possible, have been asked to move to a four-unit structure (2AS + 2A2 units).

In addition, to improve the reliability of assessment, internal assessment will be included only where necessary.

**6a.** Is a four-unit structure appropriate for this subject?

Yes/No      If not, please explain why not.

**6b.** The footnote to Section 5.1 explains that, subject to agreement with the regulatory authorities, specifications for certain languages may have just one unit of assessment at AS and one unit at A2. This arrangement is intended to facilitate the continued availability of AS and A level specifications for languages for which the number of candidates is small.

Do you agree that this arrangement should continue, bearing in mind that its removal might lead to a reduction in the number of languages for which AS and A level specifications are available?

Yes/No      If not, please explain why not.

**6c.** Are there aspects of this subject that **cannot** best be assessed through external assessment?

Yes/No

If yes, please identify the aspect(s) and explain why they **cannot** best be assessed through external assessment.

**6d.** If you think that there should be internal assessment, is there a rationale for making it **optional**?

Yes/No

If yes, please give details.

**6e.** Is the description of synoptic assessment appropriate for this subject?

Yes/No

If not, please explain why not.

**7. Meeting the aims of the subject criteria**

It is important that the aims of the qualification are met collectively by the choice of content, assessment objectives and the scheme of assessment.

**7a.** Having had an opportunity to review the content, assessment objectives and the scheme of assessment, do you think that the stated aims of the qualification are met by these criteria?

Yes/No

If not, please explain why not.

**8. Maximising accessibility for all learners**

The regulatory authorities wish to ensure that these criteria fully meet the Disability Discrimination Act. We therefore need to check whether there are any requirements in these criteria that might form an unnecessary barrier to candidates with disabilities.

- 8a.** Do you see any requirements in these criteria that you believe might restrict any disabled candidates' access to the qualification?

Yes/No

If yes, please list them in the table below and indicate whether you believe the requirement to be essential, desirable or not needed in the assessment of this subject.

Requirement restricting access	Disability group(s) likely to be restricted	Essential	Desirable	Not needed

**9. Stretch and challenge**

The White Paper remit requested that AEA-style material be introduced into A levels to stretch the most able and recognise their achievement through an appropriate grading system.

We are taking this opportunity to seek your views on how best this might work in your subject. The regulatory authorities will be commissioning awarding bodies to trial various models of this in spring and summer 2006. The final decision will be based on all of the evidence. In all cases grade A will be set at the same standard as previously.

**9a.** Should the AEA-style assessment be:

- (i) additional to the A level paper and optional for the candidate? In this model, performance would be graded separately from the A level grade?

**OR**

- (ii) integrated into A2 and therefore compulsory for all candidates? In this model, high level of performance would be recognised through the introduction of additional grades above grade A?

**9b.** If you think that it should be additional and optional, should the AEA-style assessment be timetabled:

- (i) in the same session as an A2 paper to improve ease of accessibility to candidates?

**OR**

- (ii) in a separate session from A2 papers?

## **Questionnaire for the GCE AS/A level subject criteria for science**

### **About this questionnaire**

The GCE AS/A level subject criteria inform the creation of specifications by awarding bodies. Please complete the following questionnaire to indicate whether you feel that they are appropriate for science.

### **Completing the questionnaire**

It should take no more than about 20 minutes to complete the questionnaire.

This questionnaire can only be completed if you remain online.

There are nine sections. You will be guided through the sections in numerical order. It is probably easiest to understand the questions if they are answered in order, but at any stage while completing the questionnaire you can go back to previous sections to revise an answer. You can do this by clicking on the previous section button at the bottom of the page.

### **Submitting the questionnaire**

Please submit your questionnaire by 8 May 2006.

When you reach the end of the last section you will find a button labelled Submit. Clicking on this button will automatically send us your completed questionnaire. At any point before clicking Submit you can revise your answers. Your response will make a difference.

If you have any queries about the questionnaire please contact Michael Kennedy at QCA on 020 7509 5314 or [kennedym@qca.org.uk](mailto:kennedym@qca.org.uk).

## Questions

1. In what capacity are you responding to this questionnaire?

- Teacher
  - Secondary comprehensive
  - Secondary selective
  - Secondary modern
  - Independent
  - Other
- Lecturer
  - Further education college
  - Sixth-form college
  - Tertiary college
  - University
  - Other
- Member of a subject association
- Member of a teacher association
- Awarding body
- Employer
- Member of a sector skills council
- Student
- Other – please state

2. **Aims**

The aims should provide an aspirational statement about what a student will gain from studying the qualification.

2a. Do you think that the aims for this subject, as currently stated, are appropriate?

Yes/No

If not, please indicate what you think should be changed or added.

3. **Content**



The content in the subject criteria represents the **core** material (skills, knowledge and understanding) that should be present in all specifications and thus for all students, irrespective of awarding body. Note that this does not make up the total content of a final specification. Awarding bodies introduce additional and optional material that make the volume of material to be studied appropriate for an A level subject.

The content for each subject has been reviewed to ensure that it meets current requirements. Content demands have been increased at A2.

**3a.** Is the content for this subject current/up-to-date?

Yes/No

If not, please explain why not.

**3b.** Is the content appropriately allocated between AS and A2?

Yes/No

If not, please explain why not.

**3c.** Does the A level content enable appropriate progression to further study in this subject?

Yes/No

If not, please explain why not.

**3d.** Is the content in your subject appendix specified to an appropriate level of detail and in the most appropriate format?

Yes/No

If not, please explain why not.

**3e.** The skills section has been removed from the new draft criteria (experiment and investigation, planning, implementing, analysing evidence and drawing conclusions, evaluating evidence and procedures) and has been subsumed within the assessment objectives. Are skills still emphasised sufficiently in the criteria?

Yes/No

If not, please explain why not.

**4. Assessment objectives**

Assessment objectives have to assess the content of the qualification. They should include the essential competences that students need to demonstrate, eg knowledge and understanding, application of knowledge and understanding, analysis, synthesis, evaluation, practical skills. There should be no overlap between assessment objectives in respect of these competences in order to avoid over-assessment/repetition.

- 4a.** Do the assessment objectives indicate clearly what is to be assessed by the qualification?

Yes/No

If not, please explain why not.

- 4b.** Is there any overlap between assessment objectives, ie do any competences occur in more than one assessment objective?

Yes/No

If yes, please give details.

- 4c.** Are all of the competences essential to the study of this subject at advanced level?

Yes/No

If not, which is/are not essential?

- 4d.** Have any competences that are essential to the study of this subject at advanced level been omitted?

Yes/No

If yes, which competences do you think should be added?

- 4e.** Do the assessment objectives (and in particular AO3) adequately ensure progression from the new key stage 4 programme of study on “How Science Works”?

Yes/No

If not, please explain why not

**5. Progression and relative weightings of assessment objectives**

There should be a clear progression from AS to A2. The greater demand at A2 is reflected in greater importance being given to the higher order skills (eg evaluation, synthesis). These higher order skills are given a greater weighting in the assessment objectives.

- 5a.** Are the relative weightings of the assessment objectives appropriate at AS?

Yes/No

If not, please explain why not.

- 5b.** Are the relative weightings of the assessment objectives appropriate at A2?

Yes/No

If not, please explain why not.

**6. Scheme of assessment**

As part of this review, there is an intention to reduce the burden of assessment, and to this end, subjects, where possible, have been asked to move to a four-unit structure (2AS + 2A2 units).

In addition, to improve the reliability of assessment, internal assessment will be included only where necessary.

The effect of changing to this structure can be exemplified as follows:

Model 1:

No direct assessment of practical work. All assessment objectives assessed through external written assessment.

Unit 1	AS	Written examination
Unit 2	AS	Written examination
Unit 3	A2	Written examination
Unit 4	A2	Written examination

Model 2:

Direct assessment of practical work at AS and A2.

Unit 1	AS	Assessment of practical work
Unit 2	AS	Written examination
Unit 3	A2	Assessment of practical work
Unit 4	A2	Written examination

Model 3:

Direct assessment of practical work only at A2. Assessment objectives assessed through external assessment at AS.

Unit 1	AS	Written examination
Unit 2	AS	Written examination
Unit 3	A2	Assessment of practical work
Unit 4	A2	Written examination

**6a.** Which model do you prefer?

Model 1      Model2      Model 3      None of these

If none of these, please describe your preferred model.

**6b.** Are there aspects of this subject that **cannot** best be assessed through external assessment?

Yes/No

If yes, please identify the aspect(s) and explain why they **cannot** best be assessed through external assessment.

- 6c.** If you think that there should be internal assessment, is there a rationale for making it **optional**?

Yes/No

If so, please give details.

- 6d.** Is the description of synoptic assessment appropriate for this subject?

Yes/No

If not, please explain why not.

**7. Meeting the aims of the subject criteria**

It is important that the aims of the qualification are met collectively by the choice of content, assessment objectives and the scheme of assessment.

- 7a.** Having had an opportunity to review the content, assessment objectives and the scheme of assessment, do you think that the stated aims of the qualification are met by these criteria?

Yes/No

If not, please explain why not.

**8. Maximising accessibility for all learners**

The regulatory authorities wish to ensure that these criteria fully meet the Disability Discrimination Act. We therefore need to check whether there are any requirements in these criteria that might form an unnecessary barrier to candidates with disabilities.

- 8a.** Do you see any requirements in these criteria that you believe might restrict any disabled candidates' access to the qualification?

Yes/No

If yes, please list them in the table and indicate whether you believe the requirement to be essential, desirable or not needed in the assessment of this subject.

Requirement restricting access	Disability group(s) likely to be restricted	Essential	Desirable	Not needed

## 9. Stretch and challenge

The White Paper remit requested that AEA-style material be introduced into A levels to stretch the most able and recognise their achievement through an appropriate grading system.

We are taking this opportunity to seek your views on how best this might work in your subject. The regulatory authorities will be commissioning awarding bodies to trial various models of this in spring and summer 2006. The final decision will be based on all of the evidence. In all cases grade A will be set at the same standard as previously.

### 9a. Should the AEA-style assessment be:

- (i) additional to the A level paper and optional for the candidate? In this model, performance would be graded separately from the A level grade?

**OR**

- (ii) integrated into A2 and therefore compulsory for all candidates? In this model, high level of performance would be recognised through the introduction of additional grades above grade A?

### 9b. If you think that it should be additional and optional, should the AEA-style assessment be timetabled:

- (i) in the same session as an A2 paper to improve ease of accessibility to candidates?

**OR**

- (ii) in a separate session from A2 papers?