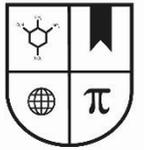


## Assessment Evidence for determining teacher assessed grades in Summer 2021

### **Assessment Evidence Form**

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



UXBRIDGE COLLEGE  
SIXTH FORM

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## Assessment Evidence for determining teacher assessed grades in Summer 2021

### A2 English Literature, A2ELTU

	Type of assessment	Description of assessment (to include, where possible the AO covered)	Date of completion	Conditions of completion	Details of quality assurance
Evidence point 1	x 1 paper 30 marks Choice of two essay questions – long answer Post-2000 Specified Poetry: one comparative essay question on an unseen modern poem written post- 2000 and one named poem from the studied contemporary text (AO1, AO2, AO4 assessed)	<b>Poetry: Poems of the Decade &amp; Unseen</b> students answer one question from a choice of two, comparing an unseen poem with a named poem from their studied contemporary text	Wednesday 21 <sup>st</sup> April	Classroom based, timed, exam-type conditions. All students completed on same day. High control 70 minutes	Another teacher moderated 15% sample
Evidence point 2	x 1 paper 35 marks Choice of two essay questions – long answer (AO1, AO2, AO3, AO5 assessed)	<b>Drama paper:</b> students answer one question from a choice of two on their studied text: <i>Hamlet</i>	Wednesday 28 <sup>th</sup> April	Classroom based, timed, exam-type conditions. All students completed on same day. High control 75 minutes	Another teacher moderated 15% sample
Evidence point 3	Mock Examination x 1 paper 35 marks Choice of two essay questions – long answer (AO1, AO2, AO3, AO5 assessed)	<b>Drama paper:</b> students answer one question from a choice of two on their studied text: <i>Hamlet</i>	Monday 17 <sup>th</sup> May	Classroom based, timed, exam-type conditions. All students completed on same day. High control 75 minutes	Another teacher moderated 15% sample
Evidence point 4	Non Examined Assessment Students produced one assignment:  one extended comparative essay referring to two texts	<b>Coursework: South African Literature.</b>  Students choose a question from a choice of 4 or create one of their own	Submission May 2021	Coursework All students have been working on this since September 2020 where some guidance was given in class - once a focus had been	Another teacher moderated 15% sample

	<p>(AO1, AO2, AO3, AO4, AO5 assessed)          advisory total word count is 2500–3000 words</p> <p>total of 60 marks available.</p>	<p>with teacher approval. They choose two texts to discuss from a choice of 4. All AOs are assessed.</p> <p><b>Main texts:</b>          Coetzee, J. M. <i>Disgrace</i>. London: Vintage, 2000</p> <p>Wicomb, Zoë. <i>Playing in the Light</i>. New York: The New Press, 2006</p> <p>Fugard, Athol. <i>The Township Plays</i> Oxford: OUP, 1993</p> <p>Gordimer, Nadine. <i>The House Gun</i>. London: Bloomsbury, 1999</p> <p>Compare your two chosen texts in relation to:</p> <p>The techniques used to present language as a theme, <i>or</i></p> <p>The techniques used to present how characters are silenced and speak out, <i>or</i></p> <p>The techniques used to present privacy as a theme, <i>or</i></p>		<p>agreed with lecturer students worked on it predominantly independently</p>	
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		<p>The techniques used to present conflict as a theme, <i>or</i></p> <p><i>Another focus agreed with your teacher</i></p> <p>In your essay you must consider:</p> <p>literary techniques and their effects relevant contextual factors</p> <p>critics' responses to the texts</p> <p>links between the two main texts</p>			
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**Outline the rationale for the choice of assessment used, i.e. why the evidence above was used and how it supported the grading decision:**

A substantial part of the content for evidence points 1, 2, 3 & 4 were covered via face-to-face teaching. These assessments have been chosen as they are believed to be the fairest representation of the student's performance across the subject.

These assessments provide a broad range of assessment opportunities and adequately cover the assessment objectives of the specification.

All evidence has been completed using past exam questions and marked using official mark schemes provided by the exam board.

Section Manager: \_Nikki Nicolaou\_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject teacher 1: \_Nikki Nicolaou\_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_