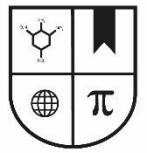


## Assessment Evidence for determining teacher assessed grades in Summer 2021

### **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

AS Chemistry, ASCHEU

	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	<i>Written unseen assessment</i> x 1 paper 30 marks Short and long answer questions from exam board	<b>Foundations in Chemistry</b> Unseen questions covering: Atomic structure and isotopes Compounds, formulae and equations Amount of substance Electron structure Acids Bonding and structure <i>AO1 to A03 covered</i>	Monday 26 <sup>th</sup> April	Classroom based, timed, exam-type conditions. All three groups completed on same day. High control	Another teacher moderated 10% sample
Evidence point 2	<i>Written unseen assessment</i> x 1 paper 32 marks 3xMCQ Short and long answer questions from exam board	<b>Periodic Table</b> Unseen questions covering: Periodicity Ideal Gas Equation Redox Group 2 Group 7 <i>AO1 to A03 covered</i>	Tuesday 4 <sup>th</sup> May Thursday 6 <sup>th</sup> May	Classroom based, timed, exam-type conditions. Two groups completed on Tuesday, one group completed on Thursday (due to timetabling of lessons) High control	Another teacher moderated 20% sample
Evidence point 3	<i>Written unseen assessment</i> x 1 paper 40 marks 7xMCQ Short and long answer questions from exam board	<b>Core Organic Chemistry</b> Unseen questions covering: Basic Concepts and Hydrocarbons Alkenes Alcohols and haloalkanes Analytical techniques <i>AO1 to A03 covered</i>	Tuesday 11 <sup>th</sup> May Thursday 13 <sup>th</sup> May	Classroom based, timed, exam-type conditions. High control. Two groups completed on Tuesday, one group completed on Thursday (due to timetabling of lessons). 9 students were required to self-isolate following a	Another teacher moderated 10% sample

				positive CV-19, so sat an alternative test (same topics and questions) at a later date. 4 students were required to self-isolate and missed assessments for evidence point 2 and 3, so sat an alternative assessment which tested same content as evidence point 2 and 3.	
Evidence point 4	<i>Written unseen assessment</i> Mock Examination x 1 paper 55 marks 6xMCQ Short and long answer questions from exam board	Elements from key assessments 1-3 covered, as well as free radical substitution and shapes of molecules/ions AO1 to AO3 covered	Monday 24 <sup>th</sup> May	Large exam hall, timed, exam-type conditions. All three groups completed on same day. High control	Another teacher moderated 100% of sample

**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 and 2 was covered via face-to-face teaching in teaching block 1, 2, and 4. Therefore we could be confident that students had grasped sufficiently well to be able to produce meaningful and reliable evidence.

While evidence point 3 and parts of 2 was taught primarily while students were in lockdown, it is a key AS topic and was felt to be evidence that would allow us to discriminate across the range of grades. A decision was made to assess students on the theoretical aspects covered in year 1 of the AS level, rather than module 1 (practical skills in written assessment), as would be the case in a normal exam year.

Evidence points 1 – 4 are core topics at AS and form a substantial part of the content on the 2<sup>nd</sup> year of the A level course.

All evidence has been completed using past exam questions and marked using official mark schemes provided by the exam board and with a high degree of control to allow for comparability and fairness across multiple teaching groups.

Section Manager:   Rasha Al - Rabaii   Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject teacher 1:   Jennifer Hollands   Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject teacher 2:   Manoj Thakrar   Signature: \_\_\_\_\_ Date: \_\_\_\_\_