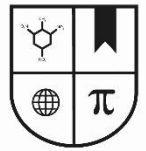


## Assessment Evidence for determining teacher assessed grades in Summer 2021

### **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.



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

AS Mathematics ASMTHU/1/1, ASMTHU/3/1, ASMTHU/4/1 & ASMTHU/5/1

	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	Key Assessment Task 1 Written assessment	Unseen Edexcel exam questions in timed conditions.  Statistics: Chapters 1 to 7 inclusive.	Friday 23rd April	Classroom based, timed, exam-type conditions with a high level of control.	Double marking with another teacher of a sample of 7 papers and agreement of grades in all cases.
Evidence point 2	Key Assessment Task 2 Written assessment	Unseen Edexcel exam questions in timed conditions.  Pure Mathematics: Chapters 1 to 6 inclusive.	Friday 30th April	Classroom based, timed, exam-type conditions with a high level of control.	Double marking with another teacher of a sample of 7 papers and agreement of grades in all cases.
Evidence point 3	Terminal Key Assessment Task Mock Examination Written assessment	Unseen Edexcel exam questions in timed conditions.  Mechanics: Chapters 8 & 9. Pure Mathematics: Chapters 7 to 13 inclusive.	Tuesday 18 <sup>th</sup> May  (Two students completed this assessment remotely, supervised on video via Google Classroom)	Large exam hall, timed, exam-type conditions with a high level of control.	Double marking with another teacher of a sample of 7 papers and agreement of grades in all cases.

### Outline the rationale for the choice of assessment used, i.e. why the evidence above was used and how it supported the grading decision:

Edexcel AS Mathematics is assessed by written examination of Pure Mathematics, Statistics and Mechanics. Therefore, it was natural to imitate this style. A mixture of Edexcel exam questions from 2019, 2018, sample assessments, mock papers and specimen papers was used. Their associated Mark Schemes provided by Edexcel were followed closely in the marking of the questions.

Content from all parts of the AS specification which were studied by the students in remote and face-to-face lessons was examined in the same approximate ratio of Pure Mathematics, Statistics and Mechanics, as outlined by the specification.

The grade boundaries from 2018 and 2019 were considered and a grading system which is more demanding than those years was produced. The rationale is to take into account the fact that the Edexcel exam materials are available online.

These key points allowed the assessment objectives to be achieved.

**Section Manager:** \_\_\_\_\_ **Nikki Nicolaou** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject teacher 1:** \_\_\_\_\_ **Conal Ruddy** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject teacher 2:** \_\_\_\_\_ **Sella Jeyakumar** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_