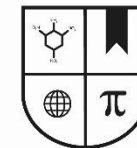


Assessment Evidence for determining teacher assessed grades in Summer 2021

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

Assessment Evidence for determining teacher assessed grades in Summer 2021

GCSE Biology, GRBIOU

	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 1-Exam Paper 1 (Lower grade questions)	<p>Unseen question in timed conditions. 45 minutes</p> <p>AO covered:</p> <table border="1"> <tr> <td>Cell structure</td> <td>4.1.1</td> </tr> <tr> <td>Transport in Cells</td> <td>4.1.3</td> </tr> <tr> <td>Human Defences and Vaccinations</td> <td>4.3.1</td> </tr> </table>	Cell structure	4.1.1	Transport in Cells	4.1.3	Human Defences and Vaccinations	4.3.1	Wednesday 21 st April	Classroom based, timed, exam-type conditions.	Another teacher moderated 20% sample and agreement of grades in all cases.				
Cell structure	4.1.1														
Transport in Cells	4.1.3														
Human Defences and Vaccinations	4.3.1														
Evidence point 2	Key Assessment 2-Exam Paper 1 (Middle grade questions)	<p>Unseen question in timed conditions. 45 minutes</p> <p>AO covered:</p> <table border="1"> <tr> <td>Cell Division</td> <td>4.1.2</td> </tr> <tr> <td>Food Tests</td> <td>4.2.2</td> </tr> <tr> <td>Medicines</td> <td>4.3.1</td> </tr> <tr> <td>Plant Defence</td> <td>4.3.3</td> </tr> <tr> <td>Response to Exercise</td> <td>4.4.2</td> </tr> </table>	Cell Division	4.1.2	Food Tests	4.2.2	Medicines	4.3.1	Plant Defence	4.3.3	Response to Exercise	4.4.2	Wednesday 28 th April	Classroom based, timed, exam-type conditions.	Another teacher moderated 20% sample and agreement of grades in all cases.
Cell Division	4.1.2														
Food Tests	4.2.2														
Medicines	4.3.1														
Plant Defence	4.3.3														
Response to Exercise	4.4.2														
Evidence point 3	Key Assessment 3-Exam Paper 1 (Higher grade questions)	<p>Unseen question in timed conditions. 45 minutes</p> <p>AO covered:</p> <table border="1"> <tr> <td>Blood & Blood vessels</td> <td>4.2.2</td> </tr> <tr> <td>Photosynthesis</td> <td>4.4.1</td> </tr> <tr> <td>Respiration</td> <td>4.4.2</td> </tr> </table>	Blood & Blood vessels	4.2.2	Photosynthesis	4.4.1	Respiration	4.4.2	Wednesday 5 th May	Classroom based, timed, exam-type conditions.	Another teacher moderated 20% sample and agreement of grades in all cases.				
Blood & Blood vessels	4.2.2														
Photosynthesis	4.4.1														
Respiration	4.4.2														

Evidence point 4	Terminal Assessment-Exam Paper 2	<i>Unseen question in timed conditions. 1 hour 15 minutes</i>		Monday 17 th May	<i>Exam Hall based, timed, exam conditions.</i>	<i>Another teacher moderated 20% sample and agreement of grades in all cases.</i>
		<i>AO covered:</i>				
		Brain/Eye, Nervous system	4.5.2			
		Endocrine system	4.5.3			
		Plant Hormones	4.5.4			
DNA, Cell Division & Inheritance	4.6.1					

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

To keep in line with previous GCSE exam format where Paper 1 is assessed first followed by Paper 2.

The specification for Paper 1 was fully covered through lessons, therefore content was split into 3 shorter assessments. By separating the 3 assessments into low, middle and high grade questions, it gave further indication of the learners' ability to apply subject knowledge to different level questions.

The last unit for Paper 2 (Ecology) was omitted from being tested as it was not covered in lessons.

The assessments will measure how students have achieved the following assessment objectives.

AO1: Demonstrate knowledge and understanding of scientific ideas; scientific techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas; scientific enquiry, techniques and procedures.

AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures

Section Manager: _Rasha Al - Rabaii_____Signature: _____Date: _____

Subject teacher 1: Sharon Costello_____Signature: _____Date: _____

Subject teacher 2: Gurpal Bhambra_____Signature: _____Date: _____