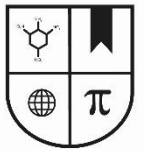


## Assessment Evidence for determining teacher assessed grades in Summer 2021

### **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 Chemistry, GRCHEU

	Type of assessment	Description of assessment (to include, where possible the AO covered)	Date of completion	Conditions of completion	Details of quality assurance
<b>Evidence point 1</b>	<i>Written unseen assessment</i> x 1 paper 34 marks (HT) Short and long answer questions from exam board	<b>Organic chemistry and the rate and extent of chemical change (paper 2)</b> Unseen questions covering: 4.6 Rate of Reactions 4.7 Alkane and Alkenes 4.7 Carboxylic Acids <i>AO1 to A03 covered</i>	Friday 23 <sup>rd</sup> April	Classroom based, timed, exam-type conditions. All 3 groups completed on same day. High control	Another teacher double marked 10% sample
<b>Evidence point 2</b>	<i>Written unseen assessment</i> x 1 paper 34 marks Short and long answer questions from exam board	<b>Chemical Analysis, Chemistry of the atmosphere, Organic chemistry (Paper 2)</b> Unseen questions covering: 4.8. Quantitative Analysis 4.8 Organic Chemistry (Hydrocarbons) 4.8 Chromatography 4.9 Atmospheric Pollution <i>AO1 to A03 covered</i>	Friday 7 <sup>th</sup> May	Classroom based, timed, exam-type conditions. All 3 groups completed on same week. High control	Another teacher double marked 10% sample
<b>Evidence point 3</b>	<i>Written unseen assessment</i> Mock Examination x 1 paper 34 marks Short and long answer questions from exam board	<b>Atomic Structure and the Periodic Table; Bonding, Structure and Properties of Matter; Quantitative Chemistry; Chemical Changes; Energy Changes (Paper 1)</b> Unseen questions covering: 4.1 Group 7 4.3 Structure and bonding (giant covalent, ionic, simple covalent) 4.4 Quantitative chemistry (law of conservation of mass, atom economy, titration calculations) 4.4 Metals and reactivity series, calculation of RAM 4.5 Energy changes, measuring energy change during a titration <i>AO1 to A03 covered</i>	Tuesday 18 <sup>th</sup> May	Large exam hall (West Wing), timed, exam-type conditions. All 3 groups completed on same day. High control	Another teacher double marked 10% 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 point 1 and 3 were covered via face-to-face teaching and so therefore we could be confident that students had grasped sufficiently well to be able to produce meaningful and reliable evidence. Much of evidence point 2 was covered during remote teaching due to lockdown, but revised upon return to face-to-face teaching.

The evidence covered a range of assessment objectives and a breadth of the GCSE syllabus. The students were only assessed on content taught during the academic year. The choice of topics allowed for coverage across the full grade range so as to support grading decisions.

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 - Rabai\_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject teacher 1:** \_Manoj Thakrar\_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Subject teacher 2:** \_Jennifer Hollands\_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_