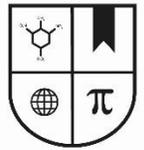


## Assessment Evidence for determining teacher assessed grades in Summer 2021

### **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

GCSE English, GRELAU

	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 40 marks Students will read two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader	Paper 2: Writers' Viewpoints and Perspectives <b>Paper 2: Section A</b> one non-fiction text and one literary non-fiction text	W/c 29 <sup>th</sup> March	Classroom based, timed, exam-type conditions. All students completed within the week. Medium level of control 53 minutes	Moderation across the team of teachers
Evidence point 2	x 1 paper 40 marks Students will produce a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A	<b>Paper 2: Section B</b> writing to present a viewpoint	w/c 19 <sup>th</sup> April	Classroom based, timed, exam-type conditions. All students completed within the week. Medium level of control 53 minutes	Moderation across the team of teachers
Evidence point 3	Mock Examination Two papers assessing a range of the Assessment Objectives	Two papers assessing a range of the Assessment Objectives	w/c 17 <sup>th</sup> May	Classroom based, timed, exam-type conditions. All students completed on the same day. High control X2 60 minute papers	Moderation across the team and across College

### 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:   Theodore Hobson   Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject teacher 2:   Rav Lall   Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Subject teacher 4:   Esther King   Signature: \_\_\_\_\_ Date: \_\_\_\_\_