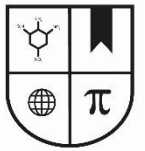


Assessment Evidence for determining teacher assessed grades in Summer 2021

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 History, GRHISU

	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>Class essay</i>	<i>Unseen question in timed conditions. Question was not published.</i>	<i>Friday 23rd April</i>	<i>Classroom based, timed, exam-type conditions.</i>	<i>Another teacher moderated 20% sample and agreement of grades in all cases.</i>
Evidence point 2	<i>Class essay</i>	<i>Unseen question in timed conditions. Question was not published.</i>	<i>Friday 30th April</i>	<i>Classroom based, timed, exam-type conditions.</i>	<i>Another teacher moderated 20% sample and agreement of grades in all cases.</i>
Evidence point 3	<i>Class essay</i>	<i>Unseen question in timed conditions. Question was not published.</i>	<i>Friday 14th May</i>	<i>Classroom based, timed, exam-type conditions.</i>	<i>Another teacher moderated 20% sample and agreement of grades in all cases.</i>
Evidence point 4	<i>Mock Examination Essay</i>	<i>Unseen question in timed conditions. Essay questions were not published.</i>	<i>Thursday, 20th May</i>	<i>Classroom based, timed, exam-type conditions.</i>	<i>Another teacher moderated 20% sample and agreement of grades in all cases.</i>

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

The assessment questions were of the same type as those set in usual-year exams. The weighting of AOs corresponded closely to the usual mark scheme. To prevent students writing out pre-prepared answers, the questions were created by the teacher. . Where students' results seemed noticeably out of line with class assessments, papers were re-marked/moderated.

All evidence has been completed using past exam questions and marked using official mark schemes provided by the exam board.

Section Manager: Esther King Signature: _____ Date: _____

Subject teacher 1: Theodore Hobson Signature: _____ Date: _____

Subject teacher 2: Hywel Nelson Signature: _____ Date: _____