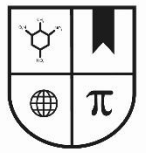


## Assessment Evidence for determining teacher assessed grades in Summer 2021

### **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

A2 Psychology, A2PSYU

	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>Written unseen assessment</i> x 1 paper 40 marks Short and long answer questions from exam board	Social, Cognitive and Learning: <i>Covering</i> <ul style="list-style-type: none"> <li>• <i>Obedience theories</i></li> <li>• <i>Ethics in research</i></li> <li>• <i>Research into reconstructive memory</i></li> <li>• <i>Models of memory</i></li> <li>• <i>Treatments of phobias</i></li> </ul>	Wednesday 21 <sup>st</sup> April	Classroom based, timed, exam-type conditions. Both groups completed on same day. High control	Trained examiner marked 100% of scripts, checked by Head of Dept. and Head of Sixth Form
Evidence point 2	<i>Written unseen assessment</i> x 1 paper 40 marks Short and long answer questions from exam board.	Clinical and Child: <i>Covering</i> <ul style="list-style-type: none"> <li>• <i>Causes of schizophrenia</i></li> <li>• <i>Research into the diagnosis of mental disorders</i></li> <li>• <i>Types of attachment</i></li> <li>• <i>Privation</i></li> </ul>	Wednesday 28 <sup>th</sup> April	Classroom based, timed, exam-type conditions. Both groups completed on same day. High control	Trained examiner marked 100% of scripts, checked by Head of Dept. and Head of Sixth Form
Evidence point 3	<i>Written unseen assessment</i> x 1 paper 40 marks Short and long answer questions from exam board	Research Methods: <i>Covering:</i> <ul style="list-style-type: none"> <li>• <i>Surveys, sampling, research designs, qualitative and quantitative data, hypotheses, IV's and DV's</i></li> <li>• <i>Application question</i></li> </ul>	Wednesday 5 <sup>th</sup> May	Classroom based, timed, exam-type conditions. Both groups completed on same day. High control	Trained examiner marked 100% of scripts, checked by Head of Dept. and Head of Sixth Form
Evidence point 4	<i>Mock Examination</i> <i>Written unseen assessment</i> x 1 paper 60 marks	<i>Covering:</i> <ul style="list-style-type: none"> <li>• <i>Obedience research</i></li> <li>• <i>Models of memory</i></li> <li>• <i>Learning theory</i></li> </ul>	Monday 17 <sup>th</sup> May	Large exam hall, timed, exam-type conditions. All groups completed at same time on same day.	Trained examiner marked 100% of scripts, checked by

	Short and long answer questions from exam board	<ul style="list-style-type: none"> <li>• <i>Causes of phobias</i></li> <li>• <i>Deprivation</i></li> </ul>		High control	Head of Dept. and Head of Sixth Form
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**Outline the rationale for the choice of assessment used, i.e. why the evidence above was used and how it supported the grading decision:**

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. These assessments will assess students on taught content from the specification. 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:** Minal Thaker **Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_