



**St Colm's High School**  
**Centre Determined Grades**  
**Policy**

**Summer 2021**

Adopted by Board of Governors on 23<sup>rd</sup> April 2021

Issued to staff on 23<sup>rd</sup> April 2021

Responsible: Mr A.Walsh (Principal)

To be read in conjunction with the school's  
Examinations Policy, Assessment Policy and Access Arrangements Policy  
School website: [www.stcolmshigh.org](http://www.stcolmshigh.org)

## Statement of Intent

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May, and June 2021. Instead, by Formal Direction of the Minister dated 2 March 2021, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. This policy, which applies to GCSE, AS and A level qualifications offered by CCEA and all other awarding organisations, is intended to support teachers and school leaders in submitting appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA and other awarding bodies. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations.

The purpose of this policy is:

- to ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments
- to ensure that all staff involved in producing Centre Determined Grades know, understand, and can complete their roles in the process as published by CCEA and any other awarding body
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA and any other awarding body, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA and any other awarding body; and
- to ensure that the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement this policy.

The Centre Determined Grades policy will be in line with CCEA Alternative Arrangements – Process for Heads of Centre, and JCQ guidance for Heads of Centre, subject specific guidance and other CCEA and JCQ guidance and information issued in relation to Summer 2021.

All staff involved in centre determined grades will support the implementation of alternative arrangements as set out by CCEA and any other awarding body including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

## Process Overview

There is a five-step process for the Summer 2021 awarding arrangements as outlined in the CCEA Alternative Arrangements – Process for Heads of Centre.

### **1. Guidance, Information and Readiness (March, April)** ***(Centre Leadership Team, Heads of Department (HOD) and teaching staff)***

CIEA training has been undertaken by the Principal and Vice Principal between 08<sup>th</sup> February and 26<sup>th</sup> March and this training has been disseminated to teaching staff during Inset and after school meetings.

CCEA guidance documentation has been shared, discussed and scrutinised on a whole-school basis. Heads of Department met regularly with their department colleagues to discuss and agree the assessment evidence to be collected and to formulate a plan of action to ensure awarding body deadlines were met. Initial Inset training day for staff (22<sup>nd</sup> March 2021). In addition, our centre has fully participated in support offered by CCEA at the Principal bi-weekly updates and SLT have taken account of the support of other partner bodies, such as EA and CCMS.

Our centres agreed our quality assurance process to ensure consistency across teachers, subjects, and departments. (14<sup>th</sup> April 2021)

Centre policy for awarding Centre Determined Grades developed, documented, and shared with all staff. (19<sup>th</sup> April 2021) CDG Policy to be sent to CCEA by 23<sup>rd</sup> April 2021.

Preliminary consideration of value of available evidence. (Week beginning 14<sup>th</sup> April 2021)

### **2. Evidence Gathering and Provision of Assessment Resource (March, April, and May)** ***(Centre Leadership Team, HOD and teaching staff)***

Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021. This will take place from week beginning 19<sup>th</sup> April 2021 and the collection of all evidence will be completed by 12<sup>th</sup> May 2021 for A/AS level and 24<sup>th</sup> May for CCEA GCSE courses.

### **3. Centre Professional Judgement and Moderation (April and May)** ***(Head of Centre, Senior Leadership Team, Heads of Department (HOD) and teaching staff)***

All available evidence will be moderated in line with centre policy during the week beginning 17<sup>th</sup> May 2021 for A/AS level and during week beginning 24<sup>th</sup> May 2021 for CCEA GCSEs.

Any potential bias in Centre Determined Grades and outcomes will also be considered during this week.

Centre Determined Grade outcomes reviewed by senior leadership teams for A/AS level on 19<sup>th</sup> May 2021 and on the week beginning 31<sup>st</sup> May 2021 for GCSE qualifications.

Head of Centre sign-off and submit of Centre Determined Grades for A/AS level on 20<sup>th</sup> May 2021 during week beginning 31<sup>st</sup> May 2021 for GCSEs, but by 03<sup>rd</sup> June at the latest.

**4. Review of Evidence and Award (June and July)**  
*(Head of Centre and CCEA personnel)*

Centre evidence and grade outcomes reviewed following submission of CDGs to CCEA. All evidence gathered must be stored securely and ready for sampling by CCEA on request before CDGs are submitted. 25<sup>th</sup> May to 30<sup>th</sup> June 2021

If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed by CCEA during the month of June.

Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process. June 2021

**5. Post-Award Review Service (August and September)**  
*(Head of Centre and CCEA personnel)*

After the issue of results, students will have the right to appeal to their centres and to CCEA from 10<sup>th</sup> August 2021.

## Roles and Responsibilities

### Roles and responsibilities of St Colm's High School staff are outlined below:

The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA or any other awarding body of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The **Head of Centre** has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined. **The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff.** The Head of Centre will ensure that the method of determining grades by the centre (in line with processes published by CCEA or any other awarding body) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA or any other awarding body. The Head of Centre will work collaboratively with CCEA or any other awarding body in terms of engaging with professional dialogue and the provision of evidence as requested.

The **Vice Principal** will work collaboratively, communicating with other schools, engage in professional dialogue and ensure there is provision of properly authenticated evidence for Centre Determined Grades which will be moderated by the relevant Head of Centre.

The **Senior Leaders** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable. Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA or any other awarding body. They must ensure that all information from CCEA or any other awarding body is shared promptly with all relevant staff. The examinations Officer will ensure that they know, understand, and can use the CCEA Centre Manager Applications or any other exam body portal. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021. The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

**Heads of Department** are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Heads of Department will ensure that candidate evidence for their subject area has been submitted by the relevant teaching staff before the examining bodies deadline for submission of CDG's and store it securely. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

**Teachers** are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and

that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid, and reliable reflection of the assessed evidence available for each candidate. They must provide a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. All teachers will complete a Candidate Assessment Record for pupils who have experienced disruption. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. All candidate evidence must be submitted to the Head of Department the day before its due with the Examining Authority. The knowledge, expertise, and professionalism of the staff of St Colm's High School is central to determining Centre Determined Grades.

**Students** will be expected to have attendance which is deemed to be acceptable by school as outlined in the school's attendance policy, to submit work, which is the best of their ability, to adhere to school policy and meet internal deadlines for submission of work. Where the centre or individual teachers are put under improper pressure from a candidate to influence the decision-making on a grade this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

**Parents** should support learners by ensuring good attendance, having awareness of school policy, and ensuring their children adhere to internal deadlines for submission of work. Where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

## **Training, Support and Guidance**

Teachers involved in determining grades must attend any centre-based training provided. St Colm's High School will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found at

[ccea.org.uk/](http://ccea.org.uk/)

[edugas.co.uk/](http://edugas.co.uk/)

[ocr.org.uk](http://ocr.org.uk)

[ocnni.org.uk/](http://ocnni.org.uk/)

<https://qualifications.pearson.com/en/campaigns/pearson-covid-19.html>

[ymca.co.uk/](http://ymca.co.uk/)

[libf.ac.uk](http://libf.ac.uk)

[cache.org.uk/](http://cache.org.uk/)

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. The principal should be notified if no one from a department has been able to attend support meetings and the principal will consider how this is addressed.

## Appropriate Evidence

### Alternative Arrangements – Process for Heads of Centre.

St Colm's High School will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered, and the asterisked evidence will be used if key evidence is not available:

- CCEA assessment resources for 2021
- CCEA past papers
- mock examinations, which relate to the CCEA specifications
- coursework or controlled assessments, even where not completed – if applicable to the subject
- class tests
- homework\*
- Any other subject specific evidence\*

Centre Determined Grades and the accompanying candidate evidence must be submitted to the school no later than **20<sup>th</sup> May for AS and A2 and 3<sup>rd</sup> June for GCSE**

Centre Determined Grades must be submitted to CCEA no later than 21<sup>st</sup> May for AS and A2 and 4<sup>th</sup> June for GCSE

Evidence for Eduqas/ WJEC must be submitted to the school no later than 14<sup>th</sup> June

Evidence for Pearson must be submitted to the school no later than 18<sup>th</sup> June

Evidence for OCR must be submitted to the school no later than 28<sup>th</sup> May

Evidence for OCR must be submitted to the school no later than 30<sup>th</sup> June

Evidence for LIBF must be submitted to the school no later than 18<sup>th</sup> June

Evidence for YMCA must be submitted to the school no later than 30<sup>th</sup> June

Evidence for CACHE must be submitted to the school no later than 27<sup>th</sup> April

Student's portfolio / coursework evidence must be authenticated. Evidence submitted should be signed by the pupils. All processes outlined in the school Assessment or Examination Policy should be adhered to

St Colm's High School will base all evidence on the relevant CCEA qualification specifications as set out in the CCEA Alternative Arrangements – Process for Heads of Centre. Likewise, all evidence for other awarding bodies will be based on their guidance for alternative arrangements

St Colm's High School is taking into account the information provided by CCEA about unit omissions before the cancellation of examinations. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website



St Colm's High School is taking into account disruption that candidates have faced to their learning as a result of COVID-19. Any adaptations that have been made will be recorded in the checklists provided by CCEA and will be based on the CCEA Alternative Arrangements – Process for Heads of Centre

Candidates will be made aware of the evidence that will be used in determining their grades minus grade information

## Centre Determined Grades

St Colm's High School will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e., their demonstrated knowledge, understanding and skills in regard to the specification content they have covered.

**To make accurate judgements, teachers must have a clear understanding of:**

- the range of skills, knowledge and understanding covered by the specification.
- the assessment requirements and the structure of the specification.
- the grade descriptions at key grades.
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

**Information on these aspects for each qualification will be drawn from:**

- the CCEA specification and other awarding body specifications
- specimen assessment materials, assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator
- reports, which are available on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk)
- reports, which are available from other awarding body specifications

All teachers will complete a Candidate Assessment Record for pupils who have experienced disruption and will forward to their Head of Department/Subject Leader. All teachers are responsible for ensuring that all evidence is stored safely prior to submission to H.O.D and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

### Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved.

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The identified assessment evidence should form the basis of discussions around decisions made. As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

1. to match the standards as established and understood in the guidance provided; and
2. to bring judgements into line with those of other teachers in the department.

In the context of internal standardisation, any necessary decisions will be made by the Head of Department. They should complete the relevant checklist, which will record any adjustments and relevant information.

### **Head of Centre Moderation and Declaration**

St Colm's High School undertakes to have a consistent approach across departments/subjects.

Heads of Department will carry out moderation, to include a review of marking and the internal standardisation arrangements and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained. The moderation exercise will include professional discussions with Heads of Department and will be minuted.

Senior Leaders will consider both the subject and centre outcomes based on the evidence available. The Head of Centre will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

### **Access Arrangements and Special Consideration**

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), St Colm's High School will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document Adjustments for candidates with disabilities and learning difficulties, which is available on the JCQ website.

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner. However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, St Colm's High School will take account of this when making judgements. Class teachers will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record. St Colm's High School will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document 'A guide to the special consideration process', with effect from 1 September 2020.

## Bias and Discrimination

St Colm's High School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

The Principal will disseminate guidance from the CIEA training on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions)
- minimising bias (how to minimise bias in questions and marking, and hidden forms of bias)
- bias in teacher assessments

To avoid bias and discrimination, all staff involved in Centre Determined Grades will consider that:

- unconscious bias can skew judgements
- the evidence should be valued for its own merit as an indication of performance and attainment
- Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings
- unconscious bias is more likely to occur when quick opinions are formed; and having effective internal standardisation will help to ensure that there is consideration from different perspectives

## Recording Decisions and Retention of Evidence and Data

It is fundamental that teachers and Heads of Department maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network.

For retention of electronic records, the school will use SIMS for GDPR purposes and acceptable use of data. For retention of hard copies of evidence, the school will implement their usual secure exam storage procedures as per their assessment policy.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals. When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades. The following CCEA documentation must be fully and accurately completed and retained securely:

- Candidate Assessment Records
- Head of Department Checklists and Departmental Assessment Evidence Grid
- Head of Centre Declaration

## Students Who Are Taught at a Different Centre (Consortium)

Students who are being taught at a different centre from the one where the entry was made should be included in the grading of the centre that made the entry. The centre making the entry should consult with the teaching centre and compare evidence on student performance in both centres to determine an agreed grade. The home centre, which is making the entry for the student, has final responsibility for submitting a Centre Determined Grade. The centre making the entry will need to ensure they have access to all available students' evidence, as this may be requested of them to support the CCEA sampling process.

## Confidentiality

St Colm's High School will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA and any other exam board requirements.

## Malpractice/Maladministration

St Colm's High School will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA or any other exam board for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA or any other exam board for investigation, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- deception.
- improper assistance to a candidate.
- failure to appropriately authenticate a candidate's work.
- over-direction of candidates in preparation for assessments.
- the centre submitting grades not supported by evidence or that they know to be inaccurate.
- centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series.
- failure to engage as requested with CCEA during the review stage of the process; and
- failure to keep appropriate records of decisions made and Centre Determined Grades.

The consequences of malpractice or maladministration are as published in the JCQ guidance for suspected Malpractice: Policies and Procedures, which is available on the JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

## Private Candidates

For subjects where entries have been made for private candidates, centres will ensure that they have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, it is essential that these candidates complete the CCEA assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate should be made with the same approach as for all other candidates at St Colm's High School.

### **Conflicts of Interest**

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre. Instances when there may be a conflict include teaching and preparing members of their family or close friends for qualifications that include internally assessed components. The Head of Centre will take the appropriate actions to manage any potential conflicts of interest arising with centre staff, following the requirements set out in **CCEA's Alternative Arrangements – Process for Heads of Centre** document.

St Colm's High School will also carefully consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

### **Internal Appeals Procedure Relating to Centre Determined Grades**

A written internal appeals procedure is available to permit candidates' recourse in relation to the production of a Centre Determined Grade. St Colm's High School internal appeals procedure is available for staff, candidates and parents on the school website. It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure are timebound and in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

### **Complaints Procedure**

St Colm's High School's internal complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available on the school website.

### **Contingency**

In the event of a further lockdown or periods of self-isolation for staff and candidates, the centre will endeavour to complete assessments and carry out all quality assurance procedures in keeping with JCQ regulations and within the deadlines published by awarding bodies. This may result in a reduction in the level of control of assessment evidence but this will be only as a last resort.

### **Requirements as a JCQ Registered Centre**

St Colm's High School has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ General Regulations for Approved Centres, 1 September 2020 to 31 August 2021 to ensure appropriateness for the unique context of Summer 2021 qualifications.

## **Appendices**



## **APPENDIX ONE**

### **EDEXCEL GCSE FINE ART ASSESSMENTS SUMMER 2021**

## APPENDIX TWO

### CCEA GCSE English Language Summer Assessments 2021

#### 12S BWA

9 students in 12S will submit the following evidence:

<b><u>EVIDENCE 1</u></b>	<b><u>EVIDENCE 2</u></b>	<b><u>EVIDENCE 3</u></b>
Unit 1 grades issued by CCEA following external exams taken in January 2020	Unit 2 Formative Assessment record sheets for 2 Speaking & Listening tasks taken in October 2019 and April 2021	Unit 4 mock examination taken as a Christmas assessment in December 2020 and marked using CCEA's accompanying mark scheme

5 students in 12S will submit the following evidence:

<b><u>EVIDENCE 1</u></b>	<b><u>EVIDENCE 2</u></b>	<b><u>EVIDENCE 3</u></b>
Unit 1 CCEA-issued Assessment resource to be taken week commencing Monday 3 <sup>rd</sup> May 2021	Unit 2 Formative Assessment record sheets for 2 Speaking & Listening tasks taken in October 2019 and April 2021	Unit 4 mock examination taken as a Christmas assessment in December 2020 and marked using CCEA's accompanying mark scheme

#### 12T & YEAR 13 UMA

<b><u>EVIDENCE 1</u></b>	<b><u>EVIDENCE 2</u></b>	<b><u>EVIDENCE 3</u></b>
<u>Section A only</u> of Unit 4 CCEA-issued Assessment resource to be taken week commencing Monday 3 <sup>rd</sup> May 2021	Unit 2 Formative Assessment record sheets for 2 Speaking & Listening tasks taken in October 2019 and April 2021	Unit 1 mock examination taken as a Christmas assessment in December 2020 and marked using CCEA's accompanying mark scheme

## APPENDIX THREE

### OCNNI Essential Skills in Communications Levels 1 & 2 Summer 2021

For both Level 1 and Level 2 qualifications where students are being allocated CDG's, centres must provide the following evidence:

<b>EVIDENCE 1</b>	<b>EVIDENCE 2</b>	<b>EVIDENCE 3</b>
Eligibility criteria listing	Up to 6 pieces of formative evidence which will consist of : 3 x reading/writing tasks completed in class. 1 x mock exam taken in December 2020 and marked using accompanying marked scheme. 2x Speaking & Listening portfolios.	2 x Speaking & Listening portfolios (1 to be completed when students return after Easter)

We are not required to provide a CDG for any learner who passed the exam before Christmas. These students will just complete their Speaking & Listening portfolios and submit results as per usual working processes.

## APPENDIX FOUR

### Pearson Edexcel BTEC Level 2 First Award in Travel & Tourism Assessments Summer 2021

<b>Unit 1 Evidence</b>	<b>Unit 2 Evidence</b>	<b>Unit 3 Evidence</b>	<b>Unit 5 Evidence</b>	<b>Holistic Q- TAG</b>
<b>CAG from June 2020</b>	<b>CAG from June 2020</b>	<b>Fully Completed Unit</b>	<b>Classwork Task - Learning Aim A</b>	
			<b>Research and produce an information sheet on climate and seasons for 4 destinations</b>	

## APPENDIX FIVE

### CCEA GCSE Child Development Assessments Summer 2021

<b>Evidence 1 Controlled Assessment completed</b>	<b>Evidence 2 Halloween Assessment completed</b>	<b>Evidence 3 Assessment Resource</b>	<b>Centre Determined Grade</b>
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## APPENDIX SIX

### CCEA Occupational Studies – Design & Creativity Assessments Summer 2021

Year 11

One completed unit – Contemporary Cuisine - CCR

<b>AO1 Recall &amp; Knowledge</b>	<b>AO2 Practical Application</b>	<b>AO3 Analyse &amp; Evaluate work</b>	<b>Centre determined Grade</b>
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### CCEA Occupational Studies – Design & Creativity Assessments Summer 2021

Year 12

One completed unit – Contemporary Cuisine - CCR

<b>AO1 Recall &amp; Knowledge</b>	<b>AO2 Practical Application</b>	<b>AO3 Analyse &amp; Evaluate work</b>	<b>Centre Determined Grade</b>
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## APPENDIX SEVEN

### CCEA GCE Health & Social Care Assessments Summer 2021

#### AS – Promoting Quality Care & Communication in Health Social Care and Early Years Settings

<b>Evidence 1 – Completed portfolio for Promoting Quality Care</b>	<b>Evidence 2 – Completed Portfolio for Communication</b>	<b>Centre Determined Grade</b>
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### CCEA GCE Health & Social Care

#### A2 Health & Social Care – Public Health & Health Promotion & Supporting the Family

<b>Evidence 1 – Completed portfolio for Public Health &amp; Health Promotion</b>	<b>Evidence 2 – Completed portfolio for Supporting the Family</b>	<b>Centre Determined Grade</b>
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\*Reference to question 31 in 'Technical Questions & Answers' Schools may decide that 2 good pieces will be enough.

## APPENDIX EIGHT

### CCEA Double Award Science Assessments Summer 2021

For the majority of candidates, we intend to use B1 and C1 module scores as evidence for centre determined grades.

The third piece of evidence will be the CCEA assessment tool for B2.

#### COVID-Related Disruption

Some candidates did not have an opportunity to resit their B1 or C1 Modules due to the cancellation of the exams.

- Any candidate that would have been entered to resit B1 will be offered the opportunity to sit the CCEA B1 Assessment tool.
- Any candidate that would have been entered to resit C1 will be offered the opportunity to sit the CCEA C1 Assessment tool.

If the student does not wish to complete the alternative assessments, we will use their C1 and B1 module scores.

If a pupils scored better in the module than they do in the alternative assessment, we will use their module score (as would normally be the case in module resits).

#### Timeline

B2 CCEA Assessment Task 6<sup>th</sup> May.

B1 alternative assessment CCEA B1 Assessment task 14<sup>th</sup> May.

C1 alternative assessment CCEA C1 Assessment task 28<sup>th</sup> May.



## **APPENDIX NINE**

### **CCEA GCSE Learning for Life and Work**

9 of the 10 pupils completed 2 full past papers in high controlled conditions in Personal Development and Citizenship during the December mock window. I have these past papers in my possession and they will be used as evidence.

For these 9 students I also plan to complete the CCEA assessment material for Employability. This means that all of the modules will have been completed in full and a robust CDG can be calculated.

1 pupil did not complete any mocks in December so he will therefore complete all of the CCEA assessment materials. This will allow me to gather information from each area, enabling me to calculate his CDG.

## APPENDIX TEN

### CCEA Occupational Studies – Business & Services Summer Assessment 2021

Unit 9 Modern Office Procedures: Assessment Evidence Tracker							
1							
2	AO1 Recall of Knowledge (Assessment 1)		AO2 Practical Knowledge (Assessment 2)				A03 (Assessment 3)
3	Health & Safety, Environment & Related Careers	Materials and related Skills and Knowledge	Remittance Log	Electronic Database	Electronic Diary	Manual Diary	Company Logo, Business Card, Letterhead & Compliment Slip  Final evaluations 1/3/4

## APPENDIX ELEVEN

### London Institute of Banking & Finance Assessments Summer 2021

- Part A (Unit 1) of the course- 2 x multiple choice past papers. I have selected paper D as the first piece of evidence to be completed under controlled conditions in class next Tuesday (30<sup>th</sup> March). Pupils are aware of this and are happy to progress. Patricia will complete the second paper, she will choose between papers A & C and complete next week also in the same manner.
- Part B (Unit 1) of the course- Past paper questions around the case study Sam & Emily. I suggest we select 2x 5 marks questions, 1 x 10-mark question and 1 x 15-mark question for pupils to complete after Easter (w/c 19<sup>th</sup> April) under controlled conditions.
- Part B (Unit 2) of the course – I suggest we select 2/3 non case study questions from the LIBF assessment tool kit, release date 31<sup>st</sup> March 2021. These questions will also be completed under controlled conditions w/c 3<sup>rd</sup> May.
- Submission of TAG's 18<sup>th</sup> June 2021
- Exam board will randomly select schools to verify evidence after the above date

## **APPENDIX TWELVE**

### **Pearson BTEC Level 3 Extended Diploma in Sports Assessments Summer 2021**

Pearson BTEC Level 3 National Extended Diploma in Sport.

Unit Submission:

Unit 1. Anatomy and Physiology

Unit 4. Sports Leadership (externally SV'd)

Unit 5. Application of Fitness Testing

Unit 7. Practical Sports Performance

Unit 9. Research Methods (permitted omission)

Unit 17. Sports Injury Management

Unit 19. Development and Provision of Sport and Physical Activity

## APPENDIX THIRTEEN

### CCEA GCSE MATHEMATICS ASSESSMENTS SUMMER 2021

#### Year 13/14 CCEA GCSE Repeat Maths CGA, JMK

Assessment 1	Assessment 2	Assessment 3
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)

#### Year 14 CCEA GCSE Repeat Maths CGA

Assessment 1	Assessment 2	Assessment 3
2020 Jan M2	2020 Jan M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)

#### Year 13 CCEA GCSE Repeat Maths MBO JMK

Assessment 1	Assessment 2	Assessment 3
M2 Jun 2019	M6 P1 CCEA Assess Tool	Hybrid
M2 Jun 2019	M6 P1 CCEA Assess Tool	Hybrid

#### Year 13 CCEA GCSE Repeat Maths MBO

Assessment 1	Assessment 2	Assessment 3
M1 CCEA Assess Tool	M5 Non Calc.paper Jun19	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun19	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun19	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun19	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun19	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun19	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun19	M1 Hybrid paper

M1 CCEA Assess Tool M5 Non Calc.paper Jun19 M1 Hybrid paper

**Year 12 CCEA GCSE Maths GDA group 1**

**Assessment 1**

2019 M6P1-non cal  
 2019 M7P1- non cal  
 2019 M7P1- non cal  
 2019 M7P1- non cal  
 2019 M7P1- non cal  
 2019 M7P1- non cal  
 2019 M6P1-non cal  
 2019 M6P1-non cal  
 2019 M8P1- non cal  
 2019 M6P1-non cal  
 2019 M6P1-non cal  
 2019 M6P1-non cal  
 2019 M6P1-non cal  
 2019 M6P1-non cal  
 2019 M8P1- non cal  
 2019 M6P1-non cal  
 2019 M6P1-non cal

**Assessment 2**

CCEA Access Tool M2  
 CCEA Access Tool M3  
 CCEA Access Tool M3  
 CCEA Access Tool M3  
 CCEA Access Tool M2  
 CCEA Access Tool M3  
 CCEA Access Tool M2  
 CCEA Access Tool M2  
 CCEA Access Tool M4  
 CCEA Access Tool M2  
 CCEA Access Tool M2  
 CCEA Access Tool M2  
 CCEA Access Tool M4  
 CCEA Access Tool M2  
 CCEA Access Tool M2  
 CCEA Access Tool M4  
 CCEA Access Tool M2  
 CCEA Access Tool M2

**Assessment 3**

M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper  
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 M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper  
 M2M6 past papers- hybrid paper

**Year 12 CCEA GCSE Maths CSK group 2**

**Assessment 1**

M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020  
 M2 Jan 2020

**Assessment 2**

M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019  
 M6 P1 non cal June 2019

**Assessment 3**

CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2  
 CCEA Access Tool Hybrid paper M2

**Year 12 CCEA GCSE Maths JMK group 3**

**Assessment 1**

M1 CCEA Assess Tool  
 M1 CCEA Assess Tool  
 M2 Jun 2019

**Assessment 2**

M5 Non Calc.paper Jun 2019  
 M5 Non Calc.paper Jun 2019  
 M6 P1 CCEA Assess Tool

**Assessment 3**

M1 Hybrid paper  
 M1 Hybrid paper  
 Hybrid

M1 CCEA Assess Tool	M5 Non Calc.paper Jun 2019	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun 2019	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun 2019	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun 2019	M1 Hybrid paper
M1 CCEA Assess Tool	M5 Non Calc.paper Jun 2019	M1 Hybrid paper

**Year 12 CCEA GCSE Maths GDA Group 1**

<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper
2018 M1	CCEA TASK M5P1-non cal	M1 M5 past papers- Hybrid paper

**Year 11 CCEA GCSE Maths**

<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
2019 M3	2019 M7 Paper 1 non calc	Hybrid from assessment tool (M3 M7)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M3	2019 M7 Paper 1 non calc	Hybrid from assessment tool (M3 M7)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M7 Paper 1 non calc	Hybrid from assessment tool (M2 M7)
2019 M3	2019 M7 Paper 1 non calc	Hybrid from assessment tool (M3 M7)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M7 Paper 1 non calc	Hybrid from assessment tool (M2 M7)
2019 M2	2019 M7 Paper 1 non calc	Hybrid from assessment tool (M2 M7)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)

2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M3	2019 M7 Paper 1 non calc	Hybrid from assessment tool (M3 M7)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M2	2019 M7 Paper 1 non calc	Hybrid from assessment tool (M2 M7)
2019 M2	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M2 M6)
2019 M3	2019 M6 Paper 1 non calc	Hybrid from assessment tool (M3 M7)



## APPENDIX FOURTEEN

### CCEA GCSE IRISH Assessments Summer 2021

#### Assessment 1

CCEA Assessment  
Tool - Listening  
(Higher)

#### Assessment 2

CCEA Assessment Tool -  
Reading (Higher)

#### Assessment 3

CCEA Assessment  
Tool - Writing -  
paper spans both  
Tiers

## **APPENDIX FIFTEEN**

### **CCEA GCSE History Assessments Summer 2021**

#### **Evidence 1- 2018 Past paper Nazi Germany only**

Q1- Selection of 1 marker questions

Q2- Consolidation of power

Q3- Young People

Q4- Propaganda and censorship

Q5- Women

(40 Marks)

A01 & A02

#### **Evidence 2- Northern Ireland 1965- 1998                      2018 Past Paper**

But Q7 & 8 are from the 2019 past paper

Q7- & Q8- The Anglo Irish Agreement

Q9 & Q10 – Arrival of British Troops

Q11- 1 marker questions- need to take out - Good Friday Agreement

Q12- Policies of O'Neill

Reasons of the Civil Rights Movement

Reasons for Internment

(40 Marks)

A01, A02, A03 assessed

#### **Evidence 3 – CCEA Assessment material with the exception of Q4 and Q12**

Q1- Selection of 1 marker questions

Q2- Two actions to reduce employment

Q3- Effect of war on Germany

Q4- Police State ( 2019)

Q5 – Young people

A01 & A02

Q7 – Direct Rule 1972

Q8 – housing 1960's

Q9 & Q10 – Source question reasons for interment

Q11A - O'Neill

Q11B - O'Neill reforms

Q11C - Effect of hunger strikes

Q11D- Substitute 2 marker question

Q12- Resignation of O'Neill

Re emergency of paramilitaries ( 2019)

Reasons for Hunger Strikes 1981 (2019)

(80 Marks)

A01, A02, A03.

## **APPENDIX SIXTEEN**

### **CCEA Entry level RE Assessment Summer 2021**

Year 12

Four booklets completed out of a possible six:

Normally candidates complete six booklets but CCEA guidance in September said it was acceptable to use four. The units are :

Life and death issues

Addiction

Christian Marriage

Famous Followers of Religion

## APPENDIX SEVENTEEN

### OCR ITQ Vocational Qualification Assessments Summer 2021

<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>	<b>Assessment 4</b>
OCR Unit 78 - Word Processing Software – Completed and banked	OCR Unit 59 Designing an e-Presentation – Completed and banked	OCR Unit 70 Spreadsheet Software – Omitted as a permitted reduction in assessment but will still be taught	OCR Unit 2 Improving Productivity Using ICT Evidence Review Form ERF – currently being taught and will be completed and ready for sampling

## **APPENDIX EIGHTEEN**

### **Pearson BTEC Level 3 Subsidiary Diploma in Business Assessments Summer 2021**

#### **Year 14 Class**

- Omit and bank Unit 4 Business Communication (has to be declared)
- Assess P1-P3 of Unit 3 Introduction to Marketing from term 1
- Assess P1-P3 of Unit 5 Business Accounting from term 1
- P4-P6 & P4-5 from respective Units 3 and 5 to be banked
- Submission of QTAG's 18<sup>th</sup> June 2021

## APPENDIX NINETEEN

### CONSORTIUM ARRANGEMENTS

- CCEA GCE Art – Host School – FHC
- CCEA GCE History – Host School LCC
- ✓ Candidates are entered by own school and programmes are delivered by host school
- ✓ Evidence will be gathered and retained at host schools in keeping with their own CDG policies
- ✓ Host schools are responsible for standardisation procedures and for the submission of assessments for moderation purposes
- ✓ Appeals or complaints will be processed by the host schools