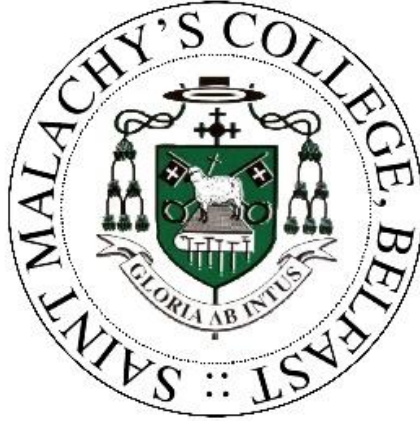


# **St Malachy's College**



## **Centre Determined Grade Policy 2021**

**April 2021**

### Summary

This policy provides guidance for all teaching staff regarding the process to be followed in determining grades for GCSE, AS and A2 level pupils in Summer 2021 in the absence of public examinations as a result of the Covid-19 pandemic

<b>Policy Responsibility:</b>	<b>Mr P McBride (Head of Centre)</b>
<b>Draft version issued to Teaching Staff:</b>	<b>12/04/21</b>
<b>Recommended by Standards &amp; Achievements Committee: (sub-committee of the Board of Governors)</b>	<b>21/04/21</b>
<b>Adopted by Board of Governors:</b>	<b>22/04/21</b>
<b>Final Version issued to Staff</b>	<b>22/04/21</b>
<b>Submitted to CCEA:</b>	<b>23/04/21</b>
<b>Resubmitted to CCEA:</b>	<b>05/05/21</b>
<b>Edited with final updates and submitted to CCEA &amp; JCQ:</b>	<b>21/05/21</b>
<b>Authors:</b>	<b>Mrs L Graham &amp; Mrs S Rayot (Lead Assessors)</b>

## Statement of Intent

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;
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA; 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**, subject- specific guidance and other CCEA 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, 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**. Internal deadlines relating to the steps of the CCEA process are provided in Appendix 1.

## **Roles and Responsibilities**

Roles and responsibilities of **St Malachy's College** staff are outlined below:

### **The Board of Governors**

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

### **The Head of Centre**

- 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) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA.
- The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

### **The Lead Assessors**

The Vice Principal and Head of Sixth Form who represented the College by attending the CCEA Chartered Institute of Educational Assessors (CIEA) training, will act as Lead Assessors in the centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

- The Lead Assessors will also 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, the Head of Centre, VP Curriculum and Head of Sixth Form validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

### **The Examinations Officer**

- The Examinations Officer is responsible for ensuring accurate and timely entries are submitted to CCEA.
- They must ensure that all information from CCEA is shared promptly with all relevant staff.
- The Examinations Officer will ensure that they know, understand and can use the CCEA Centre Manager Applications.
- 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 Departments/ Subject Leaders**

- Heads of Department /Subject Leaders are responsible for supporting departmental staff.
- They will disseminate all guidance and subject specific support material provided by CCEA and will ensure that all relevant 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. (See Appendix 3a)

Additional support and, where appropriate, quality assurance measures will be provided for recently appointed staff and newly qualified teachers.

### **Subject Teachers**

- Subject Teachers are responsible for ensuring that they conduct assessments (which where possible should include the optional assessment resource provided by CCEA)
- 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 complete the Candidate Assessment Record (see appendix 3b) to include 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.
- Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Lead Assessors as required.
- They must securely store and be able to retrieve evidence to support their decisions.

### **The SENCO**

- The SENCO will oversee and support all access arrangements
- The SENCO will keep records of the adjustments made
- The SENCO will provide information on individual student access arrangements which will be disseminated to all staff and inserted within the CAR.

The knowledge, expertise and professionalism of the staff of **St Malachy's College** is central to determining Centre Determined Grades.

## **Training, Support and Guidance**

Teachers involved in determining grades must attend any centre-based training provided. This includes regular briefings for Heads of Department/ Subject Leaders organized by the VP Curriculum. The information must then be disseminated to all staff involved in the Centre Determined Grades Process.

**St Malachy's College** 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 on the CCEA website at [www.ccea.org.uk/summer2021](http://www.ccea.org.uk/summer2021)

The centre policy will be supported through training provided by CCEA to the Lead Assessors - Vice Principal Curriculum and Head of Sixth Form through the CIEA. These Lead Assessors will disseminate this training, along with information gleaned from the bi-weekly Principal's Briefings, to Heads of Department/Subject Leaders (8 March & 15 March 2021) and to all teachers involved in producing Centre Determined Grades. (Monday 22<sup>nd</sup> March 2021)

If Heads of Department/Subject Leaders are unable to attend subject support meetings, 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. Vice Principal Curriculum should be notified if no one from a department has been able to attend support meetings and she will consider how this is addressed.

## Appropriate Evidence

St Malachy's College will use a range of evidence in arriving at holistic Centre Determined Grades. To ensure fairness to all students, St Malachy's College and individual subject departments will identify and record the evidence they will use to inform grading decisions. Before any final grade is determined all candidates will be informed of the evidence to be used to determine grades through direct communication with subject teachers and a record of this will be kept. At A2/AS this will happen prior to 21 May 2021 and at GCSE prior to 4 June 2021. Parents will also be informed, with this information made available on the College website and explained within a virtual parent information session.

The list below indicates some examples of the types of evidence that will be considered across the range of subjects, and includes evidence which may be used when a substitution is required;

- Mock examinations\*\* completed in March/April 2021(including components of languages carried out in December 2020);
- CCEA/WJEC assessment resources provided in March 2021 to be used during April & May 2021;
- CCEA/WJEC past papers;
- CCEA Single Award Science marks & grades (March 2020 & November 2020);
- Continuous Assessment Tasks\*\* (CATs) – class tests carried out under teacher supervision, completed Sept- Dec 2020 & April- May 2021;
- Coursework or Controlled assessments, even where not completed – where applicable to certain subjects, i.e. subjects in which coursework is a significant element;
- Other assessments completed during the Year 11 GCSE course and conducted under high control (specified within the subject evidence list)
- Other work completed during the AS course, (not the grade awarded)- only used for A2; \*
- Other work completed in class and/or at home. \*

\*Where there is variance from the rest of the students within the subject cohort for a particular student, for example as a result of absence, the actual evidence used and the rationale for the variance will be recorded in the Candidate Assessment Record. In these extreme and rare cases other work, completed in class and/or home and examples of work from AS may have to be used as evidence when students, who due to ongoing pastoral matters, are unable to be present on site and have been unable to complete any of the other examples of Appropriate Evidence listed above. Wherever possible high level control evidence will be used for substituted evidence.

\*\* Mock Examinations used in March 2021, had been prepared for January 2021. It is usual practice within the College for the Continuous Assessments Tasks and Mock Examinations to provide significant challenge for students. These assessments are used to assess thoroughly the skills and content required, ensuring that students recognise the need for adequate preparation still required over the Spring & Summer months when they would normally engage in externally set formal examinations. This fact will be considered when grading Mock Examinations and using it as a piece of evidence to inform the holistic CDG for each student.

Appendix 2 outlines the levels of control for each example of evidence which may be used.

Appendix 5 provides an overview of evidence used in each subject area, at each level of entry.

**St Malachy's College** will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre**. A record of the evidence to be used in each subject area, at each level will be held centrally within the College.

**St Malachy's College** has taken into account the information provided by CCEA about unit omissions (per Statement by the Minister for Education regarding Unit omissions on 17 Dec. 2020) before the cancellation of examinations. These are detailed on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

**St Malachy's** is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by constructing assessments that are based on the learning that is most secure for the candidates. Teachers will be provided with details of disruption to individual pupils' learning due to Covid -19 for each candidate prior to awarding the final CDGs.

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**.

## **Centre Determined Grades**

**St Malachy's College** 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, specimen assessment materials, past papers, controlled 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)

All teachers will complete the Overview Sheet of Candidate Assessment Records and will forward to their Head of Department/Subject Leader. All teachers are responsible for ensuring that all evidence has been stored safely 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.

The following CCEA documentation must be fully and accurately completed and retained securely within the examination vault.

- Candidate Assessment Records; (Individual, when required or the Overview Spreadsheet)
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration
- Evidence

## **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 mark schemes, assessment criteria and standards. This allows for any teachers' differences to be resolved.

Where only one teacher is involved in the assessment process, best practice would be to involve another colleague (either within the College or from the NBALC) with appropriate expertise and experience within the curriculum area to verify standards.

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class.

The Candidate Assessment Records or similar (see Appendix 3b) 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:

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

In the context of internal standardisation, any necessary decisions may be made by the Head of Department, or an alternative member of the team with more relevant experience. These decisions must be made in consultation with the Lead Assessors. They should complete the relevant checklist, which will record any adjustments and relevant information.

## Head of Centre Moderation and Declaration

St Malachy's College undertakes to have a consistent approach across departments/subjects. A sub group of Senior Leaders will carry out moderation across the whole centre, 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 subgroup of Senior Leaders will include

- **Head of Centre,**
- **Vice Principal Curriculum,**
- **Vice Principal Pastoral ( GCSE & AS level only),**
- **Head of Sixth Form**
- **Senior Pastoral Leader/SENCO.**

The moderation exercise will include professional discussions with Heads of Department. **The subgroup of 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 Malachy's College 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. The SENCO will ensure that access arrangements and reasonable adjustments are in place to support all students entitled to such arrangements.

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 Malachy's College, in consultation with relevant heads of department, will take account of this when making judgements. The centre 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 Malachy's College 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](#).

Year Heads, Heads of School (KS4 & 5) and Vice Principal Pastoral in consultation with the Examinations Officer will collate all relevant information in regards to pupils' illness or special circumstances and in line with the JCQ tariffs as outlined in the JCQ document, a tariff will be awarded and the rationale for same. Medical or other relevant evidence will be provided as appropriate and will be held centrally. Lost learning, where relevant will be taken into consideration in the evidence used. (Subject Teachers and Heads of Department will have access to this information through the CAR Sheets within SIMs.)



## **Bias and Discrimination**

**St Malachy's College** will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

The Lead Assessors, who engaged in the CIEA training, will disseminate guidance gained from the 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); and 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 stored securely in the examination vault.

It is essential that there are robust, accurate and secure records of decisions (departmental and whole school level) 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 by the Examinations Officer via the CCEA application used to submit the Centre Determined Grades and within the 48 hour timescale.

The following CCEA documentation must be fully and accurately completed and retained securely within the examination vault.

- Candidate Assessment Records; (Individual, when required or the Overview Spreadsheet)
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration
- Evidence

## **Confidentiality**

**St Malachy's College** 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 requirements.

## Malpractice/Maladministration

St Malachy's College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA 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 first be reported to the Lead Assessors, who will, when appropriate, report to CCEA, 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 [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, St Malachy's College will ensure that they have sufficient evidence to confidently submit an objective Centre Determined Grade. This evidence, where possible, should include a current Mock Assessment (March 2021) along with sections from 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 entered by St Malachy's College.

## Exceptional Teaching Arrangements

For subjects where entries have been made for candidates who are registered pupils of the College but educated off site through the Education Authority, St Malachy's College will ensure that it has sufficient evidence to confidently submit an objective Centre Determined Grade.

## Shared Education Consortium Arrangements

- within North Belfast Area Learning Community (NBALC)

For subjects where entries have been made for St Malachy's College candidates who have been taught in another school within the NBALC, it is the responsibility of the teaching centre to determine the grade subject to their own policy.

- For subjects which are taught in both centres, St Malachy's College will consult with the teaching centre and compare evidence on student performance in both centres to determine an agreed grade.
- For subjects which are not delivered in St Malachy's College, the teaching centre will provide the evidence on student performance and St Malachy's College will submit the Centre Determined Grade on the basis of the information provided by the teaching school.

The teaching school will provide a timetable for the assessment schedule and the nature of the assessments that will take place in the teaching school in order to confirm arrangements for pupils and parents.

St Malachy's College has final responsibility for submitting a Centre Determined Grade and must have access to all available students' evidence in the event of this being requested as part of the CCEA sampling process. St Malachy's College will liaise with the teaching school to agree where the evidence will be stored and the format that this will take.

If CCEA undertake a more extensive review of the grades submitted as part of a consortium arrangement, the Head of Centre and Vice Principal Curriculum in St Malachy's College will engage in professional dialogue with the Head of Centre in the teaching school in order to address any concerns.

## 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 issued in March 2021. If the Head of Centre declares a conflict of interest, he will delegate to the Lead Assessors.

**St Malachy's College** 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 Malachy's College's internal appeals procedure is available for staff, candidates and parents on the centre website at <https://www.stmalachyscollege.com/>. 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.

## Requirements as a JCQ Registered Centre

**St Malachy's College** 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.

- **Curriculum Policy – 2021**
- **Complaints Policy - 2021**
- **Appeals Policy- 2021**
- **Assessment Policy – 2021**
- **Examinations Policy - 2021**

- **Controlled Assessment / Coursework Policy- 2021**

## APPENDIX 1

### FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines	
1	<b>Guidance, Information and Readiness (March, April)</b>	CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	Centre Leadership Team, Heads of Department (HoD) and teaching staff	23 April 2021
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	16 April 2021
		Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage.	Centre Leadership Team	16 April 2021
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	16 April
2	<b>Evidence Gathering and Provision of Assessment Resource (March, April and May)</b>	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.	Centre Leadership Team, HoD and teaching staff	7 May - AS/A2 21 May - GCSE
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	6 May – AS/A2 20 May - GCSE
3.	<b>Centre Professional Judgement and Moderation (April and May)</b>	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff	6 May – AS/A2 CGD Day 1: 7 May 20 May - GCSE CDG Day 2: 21 May
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	6 May – AS/A2 20 May – GCSE
		Centre Determined Grade outcomes reviewed by Lead Assessors & SLT	Centre Leadership Team	11-14 May – AS/A2 24-28 May -GCSE
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	21 May – AS /A2 4 June – GCSE

ALL DEADLINES ONLY RELEVANT TO CCEA

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
4	<b>Review of Evidence and Award (June and July)</b>	Centre evidence and grade outcomes reviewed	CCEA personnel	
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	
		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.	Head of Centre and CCEA personnel	
5	<b>Post-Award Review Service (August and September)</b>	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre and CCEA personnel	

## APPENDIX 2

### DEFINITIONS OF LEVELS OF CONTROL

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

<b>High</b>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"><li>• all students are within direct sight of the teacher/supervisor throughout the session(s);</li><li>• display materials which might provide assistance are removed or covered;</li><li>• there is no access to email, the internet or mobile phones;</li><li>• students complete their work independently;</li><li>• interaction with other students does not occur; and</li><li>• no assistance of any description is provided.</li></ul>
<b>Medium</b>	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none"><li>• there is sufficient evidence to ensure that the individual work can be authenticated; and</li><li>• the work an individual student submits for assessment is their own.</li></ul> <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
<b>Limited</b>	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>

For more information, see the [Summer 2021 Assessment Arrangements](#) page on the CCEA website.

## APPENDIX 3

### CENTRE CHECKLISTS

#### Appendix 3a: Head of Department Checklist

This must be completed for the overall cohort, one for each subject at each qualification level.

<b>Centre Name:</b>	
<b>Centre Number:</b>	
<b>Specification Title/Code:</b>	
<b>Level:</b>	

The Head of Department must complete the following checklist before submitting subject outcomes for internal centre moderation.

<b>Checklist</b>	<b>Y/N</b>
1. Candidates' grades have been determined using only the evidence detailed in the Candidate Assessment Record and this evidence is available, if requested, for review.	
2. The evidence has been authenticated as the candidates' own work.	
3. Internal standardisation has been completed in line with the School Assessment and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available.	
4. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance, and this has been documented.	
7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence.	
8. The Centre Determined Grades for this subject have been signed off as accurate by the Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.)	
<b>Provide detail and justification where you have indicated 'N' to any of the above:</b>	
<b>Head of Department:</b>	
<b>Signature:</b>	<b>Date:</b>



## Departmental Assessment Evidence Grid

**This must be completed by the Head of Department for the overall cohort, one for each subject at each qualification level.**

Please detail the assessments used for the subject cohort (for example CCEA assessment resource, mock examination, controlled assessment and/or homework).

Indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control is provided](#).

			Assessment 1	Assessment 2	Assessment 3	Assessment 4	
Type of Assessment							
Level of Control H, M, L							
Unit _	AO1	Y/N					
	AO2	Y/N					
	AO3	Y/N					
	AO4	Y/N					
	AO5	Y/N					
Unit _	AO1	Y/N					
	AO2	Y/N					
	AO3	Y/N					
	AO4	Y/N					
	AO5	Y/N					
Unit _	AO1	Y/N					
	AO2	Y/N					
	AO3	Y/N					
	AO4	Y/N					
	AO5	Y/N					
<p><b>If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why:</b></p>   							
<b>Head of Department:</b>							
<b>Signature:</b>						<b>Date:</b>	

## Appendix 3b: Candidate Assessment Record

A CAR Excel Overview sheet of each class/ subject area will be produced and shared with subject teachers. This will then be further populated by the subject teacher with all relevant assessment information and the final CDG. In special cases where a candidate forms part of the sample requested by CCEA or in cases where further detail regarding sections 1,2 or 3 is required, the subject teacher must complete a CAR Sheet for the individual students identified.

<b>Candidate Name:</b>	
<b>Candidate Number:</b>	
<b>Centre Name:</b>	
<b>Centre Number:</b>	
<b>Subject:</b>	

<b>Select Level:</b>	GCE A2	GCE AS	GCSE	BTEC	CTEC
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<b>Section 1: COVID-Related Disruption – Learner Context</b>	<b>Y/N</b>
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared with</u> their class peers?	
Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers?	
<b>If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):</b>	

<b>Section 2: Access Arrangements and Special Consideration</b>	<b>Y/N</b>
Is the candidate entitled to access arrangements?	
Were the approved access arrangements in place during the assessments used in candidate evidence?	
<b>Please provide details:</b>	
Record any enhancements to the mark as a result of a special consideration in line with JCQ – <a href="#">A Guide to the Special Consideration Process</a> .	<b>Tariff</b>
<b>Reason for Special Consideration tariff:</b>	

## Candidate Assessment Record (continued)

### Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

	Date of	Mar	Gra
Assessment 1			
Assessment 2			
Assessment 3			
Assessment 4			

<b>Overall Grade Awarded</b>	
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Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any variation from the **Departmental Assessment Evidence Grid** (maximum 50 words):

## Candidate Assessment Record (continued)

<b>Section 4: Teacher Checklist</b> Please indicate that you have complied with the conditions outlined below (Y/N). For Conditions 3 and 4, indicate Y, N or N/A.	
<b>Compliance conditions</b>	
1. The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me.	
2. The grade awarded has been determined using only the evidence detailed in the Departmental Assessment Evidence Grid. Justification for the need to use any alternative evidence has been provided in Section 3, as per centre policy.	
3. Where applicable, the candidate was given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
4. Where applicable, special consideration was given to the candidate according to the JCQ Special Consideration Guidance, if they were disadvantaged when producing their evidence contributing to their final grade, and this has been documented.	
5. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
6. To the best of my knowledge, the assessment evidence used to contribute to the candidate's overall subject grade is the candidate's own work.	

<b>Teacher Signature:</b>		<b>Date:</b>	
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**APPENDIX 4 - St Malachy's College – Timeline & Stages of Awarding CDGs 2020-21**

**Stage 1**

HODs and subject staff agree on the criteria to be used to determine grades within each qualification. The selected assessments and evidence base to be set out in the Subject Evidence Doc and reflected within the CDG Policy. Initial submission of Subject Evidence Doc to be forwarded to Lead Assessors (LG & SR) by **12<sup>th</sup> April 2021**. After review and discussion, Final submission of Subject Evidence to be submitted to Lead Assessors by **16 April 2021**



**Stage 2**

Working with departmental staff, HoDs to collate relevant evidence & data to produce an individual grade for each candidate. HoD should consider individual cases, the cohort, departmental trends and historical data to inform awarding of grades. Departments to take account of special circumstances (SC) and lost learning due to Covid (LL) in awarding final grade- see CAR Marksheets within SIMS).  
CDG Staff Days: AS / A2 - **Friday 7 May 2021**  
CDG Staff Day: GCSE – **Friday 21 May 2021**



**Stage 3**

HoDs meet with Lead Assessors and representatives from SLT for review of individual grades to be assigned. Review to include individual cases, pupil data across all grade boundaries, grade descriptors, and historic subject trends.  
**AS/A2 grades- 10<sup>th</sup> – 14<sup>th</sup> May**  
**GCSE grades- 24<sup>th</sup>-28<sup>th</sup> May**



**Stage 4**

Grades are finalised.  
Once review is completed and outcomes agreed upon, Departmental Determined Grades evolve and are accepted as Centre Determined Grades.  
**AS/ A2 Signed off by Head of Centre & Lead Assessors: Tuesday 18 May 2021**  
**GCSE Signed off by Head of Centre & Lead Assessors: Tuesday 1 June 2021.**



**Stage 5**

Final grades are saved to CCEA portal by Exams Officer with support from HOD  
**AS/A2: no later than Wednesday 19 May 2021**  
**GCSE: no later than Wednesday 2 June**



**Stage 6**

Final Grades confirmed, checked and then submitted to CCEA portal & other exam boards by Exams Officer & VP Curriculum.  
Head of Centre signs off submission  
**AS/A2: no later than Friday 21 May 2021**  
**GCSE: no later than Friday 4 June 2021**

**APPENDIX 5 - St Malachy's College Evidence Overview for GCSE, AS and A2.**

**Overview of A2 Evidence – Year 14**

<b>Summer 2021</b>	<b>Type of Assessment - CCEA</b>			
<b>Subject</b>	<b>Evidence 1</b>	<b>Evidence 2</b>	<b>Evidence 3</b>	<b>Reserve</b>
<b>Applied ICT (OCR)</b>	Coursework Unit 1	Coursework Unit 12	Coursework Unit 43	Coursework Unit 2
<b>Art</b>	A21 Coursework Unit (AO1)	A21 Coursework Unit (AO2)	A21 Coursework Unit (AO3)	N/A
<b>Biology</b>	Mock Examinations	CCEA A.R.	CCEA Past Paper Questions	
<b>Business Studies</b>	CCEA A.R	Mock Examination	CAT 2	CAT 1
<b>Business Studies (at BRA)</b>	Track 2 Christmas 2020	Track 3 May 2021	Track 1 Oct 2020	(ref BRA CDG Policy)
<b>Chemistry</b>	CATs Av Term 1	Mock Examination	CCEA A.R	N/A
<b>Computing (WJEC)</b>	Coursework (Unit 5)	Mock Examination	April CAT Assessment	CAT
<b>Drama (WJEC)</b>	Coursework to include Monologue/Duologue	Mock Examination	CATs	N/A
<b>Economics</b>	CAT 1	Mock Examination	CCEA A.R	N/A
<b>Economics WJEC (at BRA)</b>	Term 1 Class Tests	Mock Examination Dec 2020	April/ May Assessments	(ref BRA CDG Policy)
<b>English Literature</b>	CCEA A.R Shakespeare CAT – CCEA Past Paper	Mock Examination Poetry		Examples of Classwork & Homework
<b>French</b>	Mock Examination Unit 1 & 2	Mock Examination Unit 3	CCEA A.R	Oral Exam
<b>Further Mathematics AS in Year 14</b>	CAT 1 Pure Maths	CAT 2 CCEA A R Mechanics	CAT 2 Pure Maths	Examples of Classwork & Homework
<b>Further Mathematics A2 in 1 year</b>	Mock Examination (Pure & Mechanics)	CAT 4 CCEA A.R. (Pure)	CAT 4 CCEA A.R. (Mechanics)	Examples of Classwork & Homework
<b>Geography</b>	Mock Examination (Physical)	Mock Examination (Human)	CCEA A.R	CATs
<b>Health and Social Care</b>	Coursework Supporting the Family	Mock Examination	CCEA A.R	CATs
<b>History</b>	Mock Examination	CAT 3	CATs 1&2 Av	Past questions

<b>Irish</b>	Mock Examination (Module 2)	Mock Examination (Module 3)	CCEA A.R	CAT Term 1
<b>Journalism</b>	Mock Examination CCEA A.R & Past Paper Questions	Coursework		
<b>Mathematics 2 year course</b>	Mock Examination	CAT 4	CAT Term 1	Examples of Classwork & Homework
A2 Mathematics - 1 Year course - see AS ( Year 13) Evidence Sheet				
<b>Moving Image Art</b>	Mock Examination	Coursework		Filmic Showreel
<b>Music (at BRA and St Malachy's)</b>	CCEA A.R	Mock Examination	Controlled Assessment - Performance (unit 1)	Controlled Assessment - Composition
<b>Physics</b>	CATs Term 1	Mock Examination	CCEA A.R	N/A
<b>Politics</b>	Mock Examination	CCEA A.R	CCEA A.R	CAT
<b>Religious Studies</b>	Mock Examination Paper 1	Mock Examination Paper 2	CCEA A.R	CCEA A.R
<b>Sociology WJEC (at Dominican College Fortwilliam)</b>	WJEC Internal Assessment 1: Unit 3	WJEC Internal Assessment 2: Unit 3	Mock Exam Unit 4	(See Dominican College CDG Policy)
<b>Spanish</b>	Mock Examination (Unit 2)	CAT	CCEA A.R (Unit 2)	CATs / Past Papers
<b>Sports Studies</b>	Controlled Assessment	Mock Examination	CCEA A.R	
<b>Technology and Design</b>	Mock Examination	CAT	CCEA A.R	N/A
<b>Travel and Tourism (BTEC)</b>	No CDG being issued – BTEC result based upon coursework pieces submitted throughout the two academic years 2019-20, 2020-21			

### Overview of AS Evidence – Year 13

Summer 2021	Type of Assessment - CCEA			
Subject	Evidence 1	Evidence 2	Evidence 3	Reserve
<b>Applied ICT</b>	Coursework Unit 1	Coursework Unit 12	Coursework Unit 43	
<b>Art</b>	Coursework (AO1)	Coursework (AO2)	Coursework (AO3)	N/A
<b>Biology</b>	Mock Examination	CCEA A.R.	CCEA Past Paper Questions	
<b>Business Studies</b>	CCEA A.R	Mock Examination	CAT 2	CAT 1
<b>Business Studies (at BRA)</b>	Track 2 Dec 2020	Track 3 April 2021		(Ref BRA CDG Policy)
<b>Chemistry</b>	CAT Av. Term 1	Mock Examination	CCEA A.R	N/A
<b>Drama (WJEC)</b>	Group Performance	CAT Av. Term 1	Mock Examination	N/A
<b>English</b>	CCEA Past Papers – (Poetry) CCEA A.R (Poetry) CCEA A.R (Drama)	CCEA Past Papers/ CATs (Prose)		
<b>Economics</b>	CAT 1	Mock Examination	CCEA A.R	N/A
<b>Food &amp; Nutrition Science (at BRA)</b>	Track 1 (3 Topic Tests)	Track 2: Mock Examinations – Dec 2020	April Assessment	(Ref BRA CDG Policy)
<b>French</b>	Mock Examination (Unit 1 & 2)	Mock Examination (Unit 3)	CCEA A.R	Oral Exam
<b>Geography</b>	Mock Examination (Physical)	Mock Examination (Human)	CCEA A.R	CATs
<b>Geography (at Dominican )</b>	Internal Assessment AS2 & AS3	Internal assessment AS1	CCEA A R	(Ref Dominican College CDG Policy)
<b>Health and Social Care</b>	Coursework Communication in Care Settings	Mock Examination	CCEA A.R	CATs
<b>History</b>	Mock Examination	April CAT 3 Adapted CCEA AR	CATs Av. (1 & 2)	AS1 Past Paper questions
<b>Irish</b>	CAT Term 1	Mock Examination	CCEA A.R	N/A
<b>Journalism</b>	Mock Examination	Coursework		Unit 1 Section A Part



	CCEA A.R & Past Paper Questions			1
<b>A2 Mathematics 1 year</b>	CAT 4	Mock Examination	CAT 7 CCEA A.R.	N/A
<b>AS Mathematics with A2 in 1 Year</b>	Mock Examination	CAT 5 CCEA A.R.	CAT 1 & CAT 2	N/A
<b>Mathematics</b>	Mock Examination	CAT 4	CAT 5	CAT 1
<b>Moving Image Art</b>	Mock Examination	Coursework		Filmic Showreel
<b>Music (Edexcel)</b>	2 year course – No AS grade awarded in 2021			
<b>Sports Studies</b>	Coursework	Mock Examination	CCEA A.R	
<b>Physics</b>	CAT Av Term 1	Mock Examination	CCEA A.R	N/A
<b>Politics</b>	Mock Examination Unit 1	Mock Examination Unit 2	CCEA A.R Unit 2	CAT
<b>Religious Studies</b>	Mock Examination Paper 1	Mock Examination Paper 2	CCEA A.R	CCEA A.R
<b>Spanish</b>	CAT 1 Term 1	Mock Examination Unit 2	CCEA A.R Unit 2	N/A
<b>Technology and Design</b>	Mock Examination	CAT	CCEA A.R	N/A

## Overview of GCSE Evidence – Year 12, Year 11 Mathematics and Year 10 Irish

Summer 2021	Type of Assessment - CCEA			
Department	Evidence 1	Evidence 2	Evidence 3	Reserve
<b>Art</b>	Part A-Students worked on this Unit Part B CCEA -new theme	Found across Component 1	Found across Component 1	Found across Component 1
<b>Biology</b>	Mock Examination	CCEA A.R.	CCEA Past Paper Questions (Unit 2 and 3)	CCEA Past Paper Questions
<b>Chemistry</b>	CATs Av. Term 1	Mock Examination	CCEA A.R	N/A
<b>Computing</b>	Mock Examination	CAT 1	CAT 2	
<b>Double Award Science</b>	Biology Mock Examination & CCEA A.R.	Chemistry Mock Examination & CCEA A.R.	Physics Mock Examination & CCEA A.R.	CATs (CCEA Past Paper Questions)
<b>Drama</b>	Monologue/Duologue	Mock Examination	CCEA A.R	CATs
<b>English Language</b>	Controlled Assessment	Mock Examination		CCEA A.R
<b>English Literature</b>	Controlled Assessment	CCEA A.R		
<b>Food and Nutrition</b>	Controlled Assessment	Mock Examination	CCEA A.R	CATs
<b>Further Mathematics</b>	Mock Examination	CAT 4	CAT 5	N/A
<b>French</b>	CAT 1	Mock Examination	CCEA A.R	Year 11 Oral
<b>Gaeilge</b>	CAT 1 Speaking	Mock Examination	CCEA A.R Translation	N/A
<b>Geography</b>	Mock Examination Topic 1	Mock Examination Topic 2	CCEA A.R	CATs
<b>History</b>	Mock Examination	April CAT 3	CAT Av ( 1 & 2)	Past Paper questions
<b>Irish</b>	CAT Term 1	Mock Examination	April Assessment CCEA PPQ	CCEA Past Papers
<b>Leisure, Travel and Tourism</b>	CATs	Mock Examination	CCEA A.R	CATs
<b>Mathematics Y11 1 year course</b>	CAT 4 Mock 2 CCEA A R	CAT 5 CCEA AR	CAT 3 Mock 1	CAT 1

<b>Mathematics Y12 M4 /M8</b>	CAT Term 1	Mock Examination	CAT 3 CCEA A.R.	Examples of Classwork & Homework
<b>Mathematics Y12 M3/M7</b>	CAT Term 1	Mock Examination	CAT 3 CCEA A.R.	Examples of Classwork & Homework
<b>Mathematics Transition Group M3/M7 to M4/M8</b>	Mock Examination	CAT 3 CCEA A.R.	CAT 4 CCEA A. R.	CAT Term 1
<b>Moving Image Art</b>	Mock Examination	Component 3 Controlled Assessment		Component 2 Controlled Assessment
<b>Music</b>	Mock Listening Exam (Unit 3)	Controlled Assessment Recorded Performance ( Unit 1)	CCEA A.R	Composition
<b>PE</b>	Mock Examination	Controlled Assessment (Practical)	CCEA A.R	CATs Term 1
<b>Physics</b>	Winter Examination Year 11 ( Unit 2)	Mock Examination (Unit 1 & 3)	CCEA A.R	CATs Term 1
<b>Religious Studies</b>	Mock Examination	CCEA AR	CAT (PPQs – April)	CAT (PPQs – Oct)
<b>Single Award Science</b>	CCEA Chemistry Module – March 2020	CCEA Biology Module – Nov 2020 or Biology Mock	Physics; Av. of CATS	CCEA A.R
<b>Spanish</b>	Mock Examination (Reading)	April Assessment (Listening)	CCEA A.R. (Writing)	Mock Examination (Writing )
<b>Technology and Design</b>	Coursework Unit 3	Mock Examination Unit 2	CCEA A.R	CAT