

St Mary's Christian Brothers' Grammar School

Centre Determined Grades Policy

Summer 2021



Adopted by Board of Governors on April 2021

Issued to staff April 2021

Responsible: Mrs Siobhan Kelly (Head of Centre)

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 Mary's staff are outlined below:

Role	Responsibilities
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.
Head of Centre	<p>The Head of Centre, Mrs Siobhan Kelly, has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined.</p> <p>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.</p> <p>The Head of Centre will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.</p>

Senior Leadership	<p>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.</p> <p>Garvan O'Connor and Michaela Lewis, 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.</p>
Examinations Officer	<p>The Examinations Officer, Alannah McKeown, is responsible for ensuring accurate and timely entries are submitted to CCEA. She must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that she knows, understands and can use the CCEA Centre Manager Applications. She 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.</p> <p>The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.</p>
Heads of Department (HoDs)	<p>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.</p> <p>Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.</p>
Teachers	<p>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. Teachers must complete the Candidate Assessment Record, 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</p>

	<p>conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA.</p> <p>The knowledge, expertise and professionalism of the staff of St Mary's is central to determining Centre Determined Grades.</p>
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Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided.

St Mary's 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

The centre policy will be supported through training provided by CCEA to Senior Leaders (**Garvan O'Connor and Michaela Lewis**) through the CCEA. 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 Curriculum VP (Garvan O'Connor)** should be notified if no one from a department has been able to attend support meetings and he will consider how this is addressed.

Appropriate Evidence

St Mary's 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:

- ARP3 assessment, using CCEA assessment resources for 2021;
- CCEA past papers (in-class assessments);
- ARP2 assessments (Christmas mock exams) which relate to the CCEA specification;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- class tests;
- homework (including work completed remotely)*
- prior attainment (for those who completed an exam module prior to March 2020 – e.g. an AS grade from 2019 or a GCSE module grade from January 2020). This will only apply in limited cases and must be discussed with the Curriculum VP in advance;

St Mary's will base all evidence on the relevant CCEA qualification specifications as set out in the 'CCEA Alternative Arrangements – Process for Heads of Centre'.

St Mary's has taken 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.

Departmental Assessment Evidence Grids will highlight which pieces of evidence departments are using to determine Centre Determined Grades for each award. Students will be made aware of the evidence that will be used to formulate a CDG for each subject. This information will be communicated to parents in writing. A summary of identified pieces of evidence and the associated Assessment Objectives are detailed in **Appendix 5**.

In any case where we are not able to use a pre-identified source of evidence for a pupil, this will be highlighted on his individual Candidate Assessment Record and where appropriate a supplementary piece of evidence may be used if available for that pupil.

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 Mary's 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**

All teachers will complete the Candidate Assessment Record 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.

Internal Standardisation and Moderation

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.

Departments will follow the guidelines provided in St Mary's 'Internal Standardisation and Moderation Process' (see **Appendix 2**).

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

The Candidate Assessment Records 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 will be made by the Head of Department. He/she should complete the relevant checklist, which will record any adjustments and relevant information.

HoDs must confirm completion of the internal standardisation and moderation process by completing and returning the appropriate 'sign off' sheet to the Curriculum VP (**Garvan O'Connor**).

Head of Centre Moderation and Declaration

St Mary's undertakes to have a consistent approach across departments/subjects. Senior Leaders, **Siobhan Kelly, Garvan O'Connor, Michaela Lewis and Amanda Barr**, 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. **SLT** 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 Mary's 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.

Details of the Access Arrangements for St Mary's pupils are shared by the SENco, Amanda Barr. Teachers are required to ensure access arrangements are accommodated during class assessments and to keep a record where an access arrangement could not be provided and the reasons why.

For the ARP3 Assessment (CCEA Summer 2021 Assessment Materials), access arrangements will be accommodated for all those pupils entitled to receive these.

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 Mary's 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 Mary's 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**'. Information on Special Consideration will be gathered centrally by the SLT team,

who will decide which candidates are entitled to Special Consideration and for which assessments. Tariffs will be applied by SLT. Candidate Assessment Records will be pre-populated with all relevant information on Special Consideration. Teachers will be provided with full instructions on how to apply the tariffs for a candidate.

Bias and Discrimination

St Mary's will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Garvan O'Connor and Michaela Lewis 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 (**see Appendices 3 and 4**). 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 retained in a centralised secure location.

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.

Initially, all Centre Determined Grades will be stored on SIMS Assessment module. After moderation, these will be transferred to the online exam portals.

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:

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

Confidentiality

St Mary's 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.

This information was clearly communicated to all teaching staff in advance of the pupils' return to school on 22nd March 2021.

Malpractice/Maladministration

St Mary's 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 be reported 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, 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 Mary's.

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.

St Mary's 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 Mary's internal appeals procedure is available for staff, candidates and parents on the centre website at <https://stmaryscbgs.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 Mary's 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.

Associated/Related Centre Documents (can be accessed at <https://stmaryscbgs.com/>)

- Examinations Policy
- AEN Policy
- Internal Appeals Procedure
- Controlled Assessment Policy

Appendix 1 Internal Timeline for managing Centre Determined Grades (CDGs) Process

Outline plan for the return to classes from Monday 22nd March		
Mon 22 nd March	Pupil Induction. Staff who teach Year 12-14 classes collect pupil evidence folders from office.	

	Teacher led revision in class. Staff cover aspects of work taught remotely and allow pupils time to settle back to face-to-face teaching.	
Tue 23 rd March	Teacher led revision in class. Staff cover aspects of work taught remotely and allow pupils time to settle back to face-to-face teaching. New content covered in class where necessary.	
Wed 24 th March	Teacher led revision in class. Staff cover aspects of work taught remotely and allow pupils time to settle back to face-to-face teaching. New content covered in class where necessary.	
Thu 25 th March	Teacher led revision in class. Staff cover aspects of work taught remotely and allow pupils time to settle back to face-to-face teaching. New content covered in class where necessary.	
Fri 26 th March	Teacher led revision in class. Staff cover aspects of work taught remotely and allow pupils time to settle back to face-to-face teaching. New content covered in class where necessary.	
Mon 29 th March	Teacher led revision in class. Staff cover aspects of work taught remotely and allow pupils time to settle back to face-to-face teaching. New content covered in class where necessary. Short class assessments can be conducted, assessed, and put into pupil folders.	
Tue 30 th March	Teacher led revision in class. Staff cover aspects of work taught remotely and allow pupils time to settle back to face-to-face teaching. New content covered in class where necessary. Short class assessments can be conducted, assessed, and put into pupil folders.	<i>DT Meeting after school – time for staff to collate evidence.</i>
Wed 31 st March	Teacher led revision in class. Staff cover aspects of work taught remotely and allow pupils time to settle back to face-to-face teaching. New content covered in class where necessary. Short class assessments can be conducted, assessed, and put into pupil folders.	
Thu 1 st April (Staff INSET)	Departmental Work - CCEA 2021 Assessment Materials <u>DL ARP3 Scripts to TON</u>	<i>INSET moved from 13th April</i>
Fri 2 nd April	EASTER HOLIDAY	
Mon 5 th April	EASTER HOLIDAY	
Tue 6 th April	EASTER HOLIDAY	
Wed 7 th April	EASTER HOLIDAY	
Thu 8 th April	EASTER HOLIDAY	
Fri 9 th April	EASTER HOLIDAY	
Mon 12 th April (Staff INSET)	Standardisation Meetings GCSE/AS/A2 <u>HoD Sign off on Standardisation</u>	
Tue 13 th April	In class preparation work with Year 12-14 pupils before ARP3	
Wed 14 th April	In class preparation work with Year 12-14 pupils before ARP3 <u>GOC to start work on Candidate Assessment Records</u>	
Thu 15 th April	In class preparation work with Year 12-14 pupils before ARP3	
Fri 16 th April	In class preparation work with Year 12-14 pupils before ARP3	
Mon 19 th April	In class preparation work with Year 12-14 pupils before ARP3 <u>HoDs issued with Candidate Assessment Records by GOC – GCSE/AS/A2</u>	
Tue 20 th April	Start of ARP3 Assessments (Use of Adapted CCEA 2021 Materials) HoD meeting	
Wed 21 st April	ARP3 Exams	
Thu 22 nd April	ARP3 Exams	
Fri 23 rd April	ARP3 Exams	
Mon 26 th April	ARP3 Exams	
Tue 27 th April (ARP3 Exams End) (INSET ½ Twilight)	ARP3 Exams finish (a.m.) Staff Marking (From 12.00 plus INSET ½ Twilight)	<i>INSET ½ Twilight moved from 20th April</i>
Wed 28 th April (DT Meeting After School)	Normal class teaching. ARP3 Mop up assessments for absent pupils. Time for staff to collate evidence to include marked adapted assessment materials (DT Meeting).	<i>DT Tue 27th April moved to Wed 28th April</i>
Thu 29 th April	Normal class teaching. ARP3 Mop up assessments for absent pupils.	
Fri 30 th April	Normal class teaching.	

	ARP3 Mop up assessments for absent pupils.	
Mon 3 rd May	HOLIDAY	
Tue 4 th May	Final collation of evidence for all pupils in Year 13 and 14 classes. Quality checks by HoDs/SLT where necessary.	DT – AS/A2 STs Begin process for 'Best Fit Grades'
Wed 5 th May	Final collation of evidence for all pupils in Year 13 and 14 classes. Quality checks by HoDs/SLT where necessary.	
Thu 6 th May	Final collation of evidence for all pupils in Year 13 and 14 classes. Quality checks by HoDs/SLT where necessary.	
Fri 7 th May (Pupils finish early at 12.45)	Final collation of evidence for all pupils in Year 13 and 14 classes. Staff formulation and collation of Year 13/14 CDGs on SIMs marksheets and work on comments for Year 12-14 pupils (13.30 – 15.15)	DT(13.30 – 15.15) – AS/A2 STs Finalise process for 'Best Fit Grades'
Mon 10 th May	Normal Classes. Final collation of evidence for all pupils in Year 13 and 14 classes.	
Tue 11 th May	Normal Classes. Final collation of evidence for all pupils in Year 13 and 14 classes.	
Wed 12 th May (Staff INSET)	Standardisation and Moderation meetings for AS/A2 content. Final adjustment of AS/A2 CDGs on SIMs. Submission by STs of all AS/A2 pupil evidence folders to HoDs and folders of evidence transferred to P33. Departments who have small numbers/no pupils studying AS/A2 begin GCSE Standardisation and Moderation meetings. HoD sign off on Moderation Process AS/A2 STs complete Candidate Assessment Records	INSET moved from 26 th May
Thu 13 th May	Normal Classes. Final collation of evidence for all pupils in Year 12 classes.	
Fri 14 th May	Normal Classes. Final collation of evidence for all pupils in Year 12 classes. SLT Moderation of AS/A2 Work.	
Mon 17 th May	Transfer of AS/A2 CDGs from SIMs to exam-based portals (AMK) for submission. Assessments for Year 12 pupils (run by subject teachers in class)	
Tue 18 th May (DT Meeting)	Transfer of AS/A2 CDGs from SIMs to exam-based portals (AMK) for submission. Assessments for Year 12 pupils (run by subject teachers in class)	DT – GCSE STs Begin process for 'Best Fit Grades'
Wed 19 th May	Assessments for Year 12 pupils (run by subject teachers in class)	
Thu 20 th May	Assessments for Year 12 pupils (run by subject teachers in class)	
Fri 21 st May (DL for the submission of all AS/A2 CDGs on Exam Portals) (Pupils finish early at 12.45)	Assessments for Year 12 pupils (run by subject teachers in class) Transfer of AS/A2 CDGs from SIMs to exam-based portals (AMK) for submission. Final collation of evidence for all pupils in Year 12 classes. (Staff formulation and collation of Year 12 CDGs on SIMs marksheets and work on comments for Year 12-14 pupils (13.30 – 15.15) Dismissal of all Year 13 & 14 pupils.	DT(13.30 – 15.15) – GCSE STs Finalise process for 'Best Fit Grades'
Mon 24 th May	Normal Classes Year 8-12 pupils. Final collation of evidence for all pupils in Year 12 classes.	
Tue 25 th May (Staff INSET)	Standardisation and Moderation meetings for GCSE content. Final adjustment of GCSE CDGs on SIMs.	Additional INSET Issued by DENI

	Submission by STs of all GCSE pupil evidence folders to HoDs and folders of evidence transferred to P33. Transfer of AS/A2 CDGs from SIMs to exam-based portals (AMK) for submission.	<i>(DT Meeting used to schedule work for pupils working from home on Wed 26th May)</i>
Wed 26 th May (Pupils Working Remotely)	Standardisation and Moderation meetings for GCSE content. Final adjustment of GCSE CDGs on SIMs. Submission by STs of all GCSE pupil evidence folders to HoDs and folders of evidence transferred to P33. Transfer of AS/A2 CDGs from SIMs to exam-based portals (AMK) for submission. <u>HoD sign off on Moderation Process</u> <u>GCSE STs complete Candidate Assessment Records</u>	<i>(Remote learning day for all pupils)</i>
Thu 27 th May	Normal Classes Year 8-12 pupils. Final collation of evidence for all pupils in Year 12 classes.	
Fri 28 th May	Normal Classes Year 8-12 pupils. Final collation of evidence for all pupils in Year 12 classes. <u>SLT Moderation of GCSE Work.</u>	
Mon 31 st May	Transfer of GCSE CDGs from SIMs to exam-based portals (AMK) for submission.	
Tue 1 st June	Transfer of GCSE CDGs from SIMs to exam-based portals (AMK) for submission.	<i>DT Meeting after school – time for staff to see AMK regarding final adjustments to evidence/grading for GCSE.</i>
Wed 2 nd June	Transfer of GCSE CDGs from SIMs to exam-based portals (AMK) for submission.	
Thu 3 rd June	Transfer of GCSE CDGs from SIMs to exam-based portals (AMK) for submission.	
Fri 4th June <i>(DL for the submission of all GCSE CDGs on Exam Portals)</i>	Transfer of GCSE CDGs from SIMs to exam-based portals (AMK) for submission. <u>Dismissal of all Year 12 pupils.</u>	

Appendix 2 Internal Standardisation and Moderation Process

Standardisation process

What is the purpose of standardisation?

- It ensures that all assessors are marking to the same standard.
- It ensures that all assessments are marked accurately and fairly.

The standardisation process is designed to ensure **all** teachers within a department mark candidates' work consistently and accurately across cohorts/classes. All teachers involved in the assessment of the cohort must attend the standardisation meeting. Where there is more than one assessor in a centre, assessors must ensure that they interpret the mark scheme or assessment criteria in the same way. Where there is only one assessor, eg in a small entry subject, a second opinion should be sought. It establishes common standard of marking that will be used to maintain the quality of marking during the marking period.

Effective standardisation will ensure every candidate in the centre will be awarded the mark he deserves and that no candidate will be advantaged or disadvantaged.

There will be a discussion of marking issues, including:

- full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate for each item being marked
- handling of unexpected, yet acceptable, answers (consideration should be given to points/answers which may not be included in the mark scheme).
- where changes are made to the original mark scheme, the revised mark scheme will be agreed by all teachers in the department and updated by the Head of Department.

Internal Standardisation/Moderation

Internal Standardisation/Moderation is undertaken to ensure that standards are aligned within each department. All teachers involved in the assessment of the cohort must attend the moderation sessions.

Teachers will be required to bring a range of samples (from each grade boundary and may also include samples of work from students who might be between grade boundaries) to the moderation meeting.

The moderation process is an opportunity to ensure that the mark scheme has been applied correctly (ie accuracy and consistency of marking).

- Teachers must consider the samples against the standardised mark scheme. Judgements should be based on the evidence of the candidate's individual academic performance and must not be influenced by any other factor.
- Teachers should note the mark they have awarded for each sample on a post-it and stick this on the sample assessment.
- Each assessment should be moderated by more than one other teacher.
- A discussion of the marks resulting from both the original marking and re-marking should be held to explore the reasons for any significant discrepancies which appear.
- If it is found that the original marks awarded by one or more teachers do have to be adjusted, agreement should be reached on the adjustment(s) needed. For each

Band/Level/Grade, consideration must be given to the amount of adjustment to be applied to all candidates in that Band/Level/Grade.

- If substantial adjustments are found to be necessary, the Head of Department must direct the original marker to reconsider the marks for all candidates in his/her class. Once this has been completed, the Head of Department should request a further sample from that teacher to ensure the marking is accurate and consistent. Another teacher should assess the new sample alongside the HoD and the original marker.

Centre Moderation

Members of SLT will review Centre Determined Grades across the centre to ensure fairness to all candidates and that standards are consistent.

Appendix 3 BIAS AND DISCRIMINATION

As outlined in the CCEA 'GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre':

- each Centre Determined Grade must be **an objective decision based on evidence of a student's knowledge, understanding and skills in relation to the subject.**
- other factors **should not** affect this judgement.
- when making judgements, there is always the possibility of bias, even if unconsciously, which may originate from assumptions or stereotypes based on characteristics.

What is unconscious bias?

- underlying attitudes and stereotypes that people attribute to another person or group of people, without realising, that may affect how they understand or make judgements about that person or group.

Centre Determined Grades

- judgements must **be based on the evidence of the pupil's individual academic performance** rather than positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or performance of their siblings.
- judgements must be as consistent and objective as possible.
- evidence should be valued for its own merit as an indication of performance and attainment.

*****Being aware of the possibility of bias reduces the chance that it will influence your decision-making. A conscious effort must be made to avoid bias.*****

Sources of unfairness and bias

- **situations/contexts** (where assessment is conducted or the format of assessment chosen)
- **difficulty** (eg of question, decide in advance how appropriate the question is to ensure it is neither too difficult or too easy, that it assesses what the students have been taught and the assessment objectives outlined in the specification)
- **presentation and format** (eg how the question appears on the page, use of colour or tables and if this makes information confusing or clear)
- **language** (needs to be clear and accessible to all students in the cohort sitting the assessment)
- **conditions for assessment** (need to be consistent for the whole cohort/class)
- **marker preconceptions** (awarded mark should be based on the quality of the response and not influenced by other factors eg messy handwriting or a previously well-written response earlier in the paper so the next ones are marked generously – the 'halo' effect).

How can we minimise bias?

- in questions? (eg references to locations or class, gender or cultural/ethnic assumptions)
- in marking? (eg messy handwriting or SPG issues)
- blind or cross-marking exercises
- moderation of assessments at departmental level and further moderation of departmental samples by Lead Assessors.

Appendix 4

Information for centres about making objective Judgements (Ofqual)

<https://www.gov.uk/government/publications/information-for-centres-about-making-objective-judgements>

1. About this document

1.1 Who this document is for

This document is for teachers who are involved in making judgements that will support qualification awarding in 2021. It is designed to help teachers make those judgements as objectively as possible, to promote fairness and minimise bias. This document applies in cases where teacher judgements determine the final grade for a particular qualification. It also applies in cases where teacher judgements contribute to the final grade. It applies equally to judgements relating to students based at centres and those who are either home-educated or are private candidates.

1.2 How this document relates to other information

This document does not set out the specific requirements about how teacher judgements should be made, or the evidence that should be taken into account in making judgements for particular qualifications. Awarding organisations are providing guidance to centres about the approach to be taken for their qualifications. This will include requirements relating to quality assurance processes that should be put in place by centres. For further advice and information about making judgements, centres are advised to contact their awarding organisation. For GCSEs, AS and A levels, Advanced Extension Awards and Project qualifications, Ofqual has also produced 'Information for Heads of Centre on the submission of teacher assessed grades in summer 2021'.

1.3 Context

Due to the ongoing impact of the coronavirus (COVID-19) pandemic, government has cancelled exams in summer 2021 for many qualifications. In many cases, teachers^{[\[footnote 1\]](#)} in centres (schools and colleges) are instead being asked to make judgements to either determine, or contribute to, a student's final grade.

This document was first issued in 2020 and, following consultation, has been updated to reflect the approach being taken to assessment in 2021. It is based on existing research and analysis about how centre-based assessments can be carried out as objectively as possible.

2. Making objective judgements

Assessing students' performance objectively is crucial to determining outcomes that are as fair as possible and minimise bias. Centres are advised to make all relevant staff aware of information within this guidance. The next sections set out what centres can do to ensure their judgements are as objective as possible, by:

- basing decisions on evidence
- being aware of unconscious effects on objectivity
- using other evidence to identify possible bias
- reviewing judgements with others

Following these steps could help a centre to assure itself that it has effectively fulfilled relevant duties to promote equality and avoid discrimination, as set out in the Equality Act 2010.

3. Basing decisions on evidence

Each teacher assessed grade or outcome should be a holistic professional judgement, balancing different sources of evidence. Judgements should be based on records and evidence that demonstrate a student's performance in relation to the subject content that they have been taught.

Other factors should not affect this judgement. These include characteristics protected under equalities legislation such as a student's sex, race/ethnicity, religion/belief, disability status, gender reassignment or sexual orientation. These also include factors such as social background (including culture or family), socio-economic status, or perceived English language proficiency (where this is not relevant to the knowledge, skills and understanding being assessed).

Similarly, judgements should not be affected by a student's behaviour (positive or negative), character or personality, appearance, performance of their siblings, parental opinions or the knowledge of grades needed to meet a university offer.

4. Being aware of unconscious effects on objectivity

Without always realising it, everyone holds unconscious beliefs about others. These can be based on things like social factors or identities of others, as detailed above. There is a risk that objective judgements can be affected by unconscious beliefs and other types of bias.

Centres are urged to reflect on and question whether any of their judgements might be affected by factors not based on evidence of performance, such as unconscious beliefs or types of bias. These factors can affect judgements of student performance and can also affect the perception of particular pieces of evidence.

Centres should be aware of:

- confirmation bias, for example noticing only evidence about a student that fits with pre-existing views about them
- halo effects, for example where a particularly positive impression of a student overly accentuates their actual knowledge, skills and abilities. Or the opposite, where negative impressions or low expectations of a student hides their actual knowledge, skills and abilities
- primacy effects, for example giving undue weight to 'first impressions' of a student
- recency effects, for example giving undue weight to the most recent interaction with a student
- selective perceptions, for example giving undue weight to a student's performance on a particular piece of work
- contrast effects, for example over-estimating a student's likely performance having first considered a large number of students who are all at a much lower standard
- exception effects, for example, under- or over-grading a student's performance if it is significantly out of line with (above or below) other students in that centre
- conformity bias, for example, placing undue weight on the opinions of others where these are not necessarily supported by the evidence
- affinity bias, having a more favourable impression of a student's performance because the student or their qualities/attributes are relatable or similar to one's own qualities or attributes

This is not an exhaustive list, but is designed to raise awareness of the main biases that could negatively impact on the quality of centre judgements.

5. Using other evidence to identify possible bias

Other relevant sources of evidence may be available that could help to check whether there might be bias in judgements. Analysis may be useful to identify whether there may be any indications of systematic under- or over-grading (indicative of possible bias) in judgements made for different groups of students. This could relate to students with particular protected characteristics or from different socio-economic backgrounds.

For example, by comparing UCAS predictions with exam outcomes from previous years, a centre may find that it has routinely under-estimated predicted A level maths grades compared to grades actually achieved for students with particular characteristics; or routinely over-estimated target English language GCSE grades compared to grades actually achieved for students with particular characteristics. Any evidence of possible bias can be useful in challenging and quality assuring judgements.

When considering the evidence available and possible uses, centres should also consider possible limitations. For example, significant personnel changes may mean that effects in previous years may not be assumed to carry forward. Centres will also need to be aware of the need to avoid over- or under-compensating for any effects that may be found.

6. Reviewing judgements with others

Dialogue with others can support effective reflection and review and help minimise bias. It can be used to check that judgements are evidence-based, to challenge any possible biases and to review any other evidence that may identify possible bias. Questions or concerns teachers may have about how to deal with possible bias can also be resolved through dialogue. Dialogue can include reviews with and between teachers, SENCos [\[footnote 2\]](#) or other SEND experts, subject teams, Heads of Departments and Heads of Centres (and dialogue with other centres if this can be carried out in line with local public health restrictions). In particular, consulting SENCos, or other SEND experts in quality assurance processes may help prevent possible biases or unconscious effects from affecting judgements for students with special educational needs or disabilities.

7. Conclusion

Centre judgements should be determined by the specific performance of each student in relation to each qualification. Following the steps outlined above can help a centre assure itself that it has maximised objectivity and avoided bias in the judgements that it has made.

1. In this context the term teacher is used to encompass any member of staff at a centre who is involved in the delivery and assessment of the qualification. [↩](#)
2. Special Educational Needs Co-ordinators, sometimes also known as SENDCos (Special Educational Needs and Disability Co-ordinators) [↩](#)

Appendix 5

Subject	Level	Identified Pieces of evidence			Assessment Objectives Covered		
		Assessment 1	Assessment 2	Assessment 3	Assessment 1	Assessment 2	Assessment 3
Art	GCSE	Experimental Portfolio (H)	Component B Play (M)	Skilled Based Drawing/EXAM (H)	Unit Identified on DA Grid AO1, AO2, AO3, AO4	Unit Identified on DA Grid AO1, AO2, AO3, AO4	Unit Identified on DA Grid AO3
Art	AS	Experimental Portfolio (H)	Development and Planning (M)	Cubism (M)	Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3, AO4	Unit Identified on DA Grid AO1, AO2, AO3, AO4
Art	A2	Practical Investigation (H)	Thematic Investigation (M)	Planning (H)	Unit Identified on DA Grid AO1, AO2, AO3, AO4	Unit Identified on DA Grid AO1, AO2, AO3, AO4	Unit Identified on DA Grid AO1, AO4
MIA	GCSE	Storyboard and 1 minute (H)	Statement of Intent (M)	Director's Notebook (H)	Unit Identified on DA Grid AO1, AO2	Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3
MIA	AS	Illustrated Essay (H)	Directors NB and Pre Production (H)	Exam (H)	Unit Identified on DA Grid AO3	Unit Identified on DA Grid AO2	Unit Identified on DA Grid AO1, AO3
MIA	A2	Illustrated Essay (H)	Directors NB and Pre Production (H)	Exam (H)	Unit Identified on DA Grid AO3	Unit Identified on DA Grid AO2	Unit Identified on DA Grid AO1, AO3
French	GCSE	ARP3 Reading adapted paper (H)	ARP3 Writing adapted paper (H)	ARP3 Listening adapted paper (H)	Unit 3 AO3	Unit 1 AO4 Unit 4 AO4	Unit 1 AO1
French	AS	ARP2 Mock (H)	Class test based on CCEA past papers (H)	ARP3 adapted CCEA Paper (H)	Unit 2 AO2, AO3	Unit 2 AO1, AO3	Unit 2 AO1, AO2
French	A2	ARP2 Mock (H)	Class test based on CCEA past papers (H)	ARP3 adapted CCEA Assessment Paper (H)	Unit 2 AO2, AO3	Unit 2 AO3	Unit 2 AO1, AO2
Geography	GCSE	Class Tests including ARP1, ARP2 and Class Test (H))	Class test (H)	CCEA Assessment ARP 3 (H)	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3
Geography	AS	Class test (H)	Class test (H)	CCEA Assessment ARP3 (H)	Unit 1 AO1, AO2, AO3	Unit 1 AO1, AO2	Unit 1 AO1, AO2, AO3
Geography	A2	ARP1 Exam or ARP2 Exam (H)	Mock Exam (H)	CCEA Assessment ARP3 (H)	Unit 1 AO1, AO2, AO3	Unit 1 AO1, AO2 Unit 2 AO1, AO2	Unit 1 AO1, AO2, AO3
History	GCSE	ARP2 (H)	ARP3 (H)	Class Test (H)	Unit 1 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3
History	AS	ARP2 (H)	ARP3 (H)	Class Test (H)	Unit 2 AO1	Unit 2 AO1	Unit 2 AO1
History	A2	ARP2 (H)	ARP3 (H)	Class Test (H)	Unit 1 AO1	Unit 1 AO1	Unit 1 AO1
Digital Tec (MM)	GCSE	CCEA Assessment Resource (H)	Controlled Assessment Database only (M)	Class Test (H)	Unit 2 AO1, AO2, AO3	Unit 3 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3
Digital Tec (Prog.)	GCSE	CCEA Assessment Resource (H)	Controlled Assessment Database only (M)	Class Assessment (H)	Unit 4 AO1, AO2, AO3	Unit 5 AO1, AO2, AO3	Unit 4 AO1, AO2, AO3
Digital Tec	AS	CCEA Assessment Resource (H)	Xmas exam 2020 (H)	Class Assessment (H)	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3
Digital Tec	A2	CCEA Assessment Resource (H)	Coursework (H)	Class Assessment (H)	Unit 1 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3

Irish	GCSE	ARP 3 - Writing Section A and Selection of Reading Paper Questions (H)	Listening (H)	Written Essay (H)	Unit 3 AO3, AO4	Unit 1 AO1	Unit 4 AO4
Irish	AS	ARP 3 - Reading Comprehension & Translation Irish to English (H)	Listening (H)	Extended Writing Essay on Film (H)	Unit 2 AO2, AO3	Unit 2 AO1	Unit 3 AO2, AO3, AO4
Irish	A2	ARP 3 - Reading Comprehension & English to Irish Translation (H)	Listening (H)	Gap Fill Exercise (H)	Unit 2 AO2, AO3	Unit 2 AO1	Unit 2 AO2, AO3
Gaeilge	GCSE	ARP 3 - Reading comprehension and Translation Irish to English (H)	Translation English to Irish (H)	Written Essay (M)	Unit Identified on DA Grid AO2	Unit Identified on DA Grid AO3	Unit Identified on DA Grid AO3
Mathematics	GCSE	ARP3 Adapted CCEA 2021 Assessments (M2/3/4) (H)	ARP3 Adapted CCEA 2021 Assessments (M5/6/7/8) Paper 1 & 2 (H)	Specimen/ Past Paper (M2/M3/M4) (H)	Unit Identified on DA Grid AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3
Mathematics	AS	ARP 3 (Easter exam) (H)	Class Test (H)	Class Test (H)	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3
Mathematics	A2	ARP 3 (Easter exam) (H)	Class Test (H)	Class Test (H)	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3
Further Maths	GCSE	ARP 3 (Easter exam) (H)	Class Test (H)	Class Test (H)	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3
Further Maths	AS	ARP 3 (Easter exam) (H)	Class Test (H)	Class Test (H)	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3
Statistics	GCSE	ARP3 CCEA 2021 Adapted Materials Unit 2 (H)	ARP3 CCEA 2021 Adapted Materials Unit 1 (H)	Specimen/ Past Paper Unit 1 (H)	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3	Unit Identified on DA Grid AO1, AO2, AO3 Unit 2 AO1, AO2, AO3 Unit Identified on DA Grid AO1, AO2, AO3

Music	GCSE	Final performance exam-recording (H)	Composition A score (M)	Final listening exam paper-part A and B (2 classes) (H)	Unit 1 AO1	Unit 2 AO2	Unit 3 AO3, AO4
Music	AS	Raw mix recording and Final mix recording (M)	Final listening exam paper (H)	Final written exam paper (H)	Unit 2 AO2	Unit 3 AO3, AO4	Unit 3 AO3, AO4
Religion	GCSE	ARP 2 Mock (H)	In-class end of topic test (H)	CCEA Assessment Resource (H)	Unit 6 AO1, AO2	Unit 6 AO1, AO2	Unit 6 AO1, AO2
Religion	AS	Christmas Mock (H)	Authenticated Homework Essays (M)	CCEA Assessment Resource (H)	Unit 1 AO1, AO2	Unit 1 AO1	Unit 1 AO1, AO2
DA Science	GCSE	CCEA Resource (H)	CCEA Resource (H)	CCEA Resource (H)	Unit 4 AO1, AO2, AO3	Unit 5 AO1, AO2, AO3	Unit 6 AO1, AO2, AO3
SA Science	GCSE	GCSE SA Chemistry MODULE (H)	GCSE SA Biology MODULE (H)	CCEA RESOURCE test (H)	Unit 1 AO1, AO2	Unit 2 AO1, AO2	Unit 3 AO1, AO2, AO3
Single Chemistry	GCSE	CCEA Resource (H)	Topic Tests (H)	CCEA Practical Resource (H)	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3	Unit 3 AO1, AO2, AO3
Single Physics	GCSE	CCEA Resource (H)	ARP2 (H)	Practical/ class assessments (H)	Unit 2 AO1, AO2	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3 Unit 3 AO1, AO2, AO3
Biology	AS	CCEA Resource Test (H)	Topic Tests (H)	CCEA Resource Test (H)	Unit 1 AO1, AO2, AO3 Unit 2 AO1, AO2	Unit 1 AO1, AO2, AO3	Unit 3 AO3
Biology	A2	CCEA Resource Test (H)	Topic Tests (H)	CCEA Resource Test (H)	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3	Unit 3 AO1, AO2, AO3
Chemistry	AS	CCEA Resource (H)	CCEA Resource (H)	Topic Tests (H)	Unit 1 AO1, AO2	Unit 2 AO1, AO2, AO3 Unit 3 AO3	Unit 3 AO3
Chemistry	A2	CCEA Resource (H)	CCEA Resource (H)	CCEA Resource (H)	Unit 1 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3	Unit 3 AO1, AO3
Physics	AS	CCEA Resource (H)	CCEA Resource (H)	Topic Tests (H)	Unit 2 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3
Physics	A2	CCEA Resource (H)	CCEA Resource Test (H)	Topic Tests (H)	Unit 2 AO1, AO2	Unit 1 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3
Spanish	GCSE	ARP3 CCEA Listening Paper – modified (H)	ARP3 CCEA Reading Paper – modified (H)	ARP3 CCEA Writing Paper – modified (H)	Unit 1 AO1	Unit 3 AO3	Unit 4 AO4
Spanish	AS	CCEA Past Paper - used as a class test (H)	CCEA Past Paper - used as a class test (H)	ARP3 CCEA Paper – modified (H)	Unit 2 AO1	Unit 2 AO3	Unit 2 AO2
Spanish	A2	ARP2 Christmas Mock (full 2019 Past Paper - Unit 2 Section A & B) (H)	CCEA Past Paper - used as a class test (H)	ARP3 CCEA Paper – modified (H)	Unit 2 AO1, AO2, AO3	Unit 2 AO2	Unit 2 AO2, AO3
Craft	GCSE	Investigation of Joining Techniques in Wood	Health and Safety in working with hand tools and Machining	Manufactured piece suited to developed skills and inspired by Craft Practitioners	Unit 1 AO1, AO2, AO3		
UBELT	GCSE	Pupil Portfolio of Evidence	Pupil Portfolio of Evidence	Pupil Portfolio of Evidence	Understanding Business Planning	Understanding how to manage money	Holiday Planning
Business Studies	GCSE	ARP 2 (H) Xmas mock based on unit 2 (HR and Business Growth) PPQs	ARP 3 (H) CCEA assessments – unit 2 – Q1 and Q2 (HR and growth topics)	Class tests based on unit 2 HR and Growth (H) PPQs and teacher led assessments.	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3
Business Studies	AS	ARP 2 Xmas mock CCEA PPQs (H)	ARP 3 CCEA assessments Unit 1 - AS1 (H)	Class tests PPQs – based on unit ½ (H)	Unit identified on DA grid AO1, AO2, AO3, AO4	Unit identified on DA grid AO1, AO2, AO3, AO4	Unit identified on DA grid AO1, AO2, AO3, AO4

Business Studies	A2	ARP 2 Xmas mock – CCEA PPQs (H)	ARP 3 CCEA assessments – unit A21 (H)	Class tests PPQs based on unit A21 (M)	Unit identified on DA grid AO1, AO2, AO3, AO4	Unit identified on DA grid AO1, AO2, AO3, AO4	Unit identified on DA grid AO1, AO2, AO3, AO4
BCS	GCSE	ARP 2 Xmas mock – unit 2 theory – PPQs (H)	ARP 3 - CCEA assessments – Unit 2 (H)	Controlled assessment (H)	Unit 2 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3	Unit 3 AO1, AO2, AO3
Sports Studies	GCSE	CCEA Assessment Resource (H)	Mock Exam (ARP2) (H)	Component 3a Evidence Record Sheet (M)	Unit 1 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3	Unit 1 AO4 Unit 3 AO4
Politics	GCSE	ARP2 - International Politics in Action Test paper (H)	CCEA Provided Tests - Combined Exam Paper 2021 - Unit 1 & Unit 2 (H)	CCEA Provided - Controlled Assessment – 2021 (H)	Unit 1 AO1, AO2, AO3 Unit 2 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3 Unit 2 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3 Unit 2 AO1, AO2, AO3
Politics	AS	ARP2 Test - Elements of British Politics (H)	ARP3 Assessment CCEA 2021 Materials - NI Politics (H)	ARP3 Assessment CCEA 2021 Materials - British Politics (H)	Unit 2 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3
Politics	A2	Political Power & Political Ideas (AGP21) CCEA Past Paper (ARP2) (H)	Comparative Government (AGP22) CCEA Past Paper (ARP2) (H)	CCEA Provided 2021 Exam Paper - Political Power & Political Ideas (AGP21) (H)	Unit 1 AO1, AO2, AO3 Unit 2 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3 Unit 2 AO1, AO2, AO3	Unit 1 AO1, AO2, AO3 Unit 2 AO1, AO2, AO3
English	GCSE	Exam-style Writing Task - Personal Writing OR Writing for Purpose (H)	Modified CCEA Assessment (Unit 4 Personal Writing) (H)	Exam-Style Reading Tasks - CCEA Assessment (Unit 1) or Specimen Paper (Unit 4) (H)	Unit 1 AO4 Unit4 AO4	Unit 4 AO4	Unit 1 AO3 Unit 4 AO3
English Lit	GCSE	Exam-Style Question on 'An Inspector Calls' (H)	Modified CCEA Assessment on Conflict Anthology (H)	Exam-Style Question on Conflict Anthology (H)	Unit 2 AO1, AO2	Unit 2 AO1, AO2, AO3, AO4	Unit 2 AO1, AO2, AO3, AO4
English Lit	AS	Past Paper Question (H)	CCEA Assessment (H)	Exam-style Question (H)	Unit 1 AO1, AO2, AO3, AO5	Unit 2 AO1, AO2, AO3, AO5	Unit 2 AO1, AO2, AO3, AO5
English Lit	A2	Coursework (M)	CCEA Assessment (H)	Exam-Style Question (M)	Unit 3 AO1, AO2, AO3, AO4, AO5	Unit 1 AO1, AO2, AO3, AO4, AO5	Unit 1 AO1, AO2, AO3, AO4, AO5
LLW	GCSE	CCEA Assessment (H)	In-class assessment based on CCEA assessment with modification (H)	In-class assessment using a past paper (H)	Unit 1 AO1, AO2, AO3	Unit 2 AO1, AO2, AO3	Unit 3 AO1, AO2, AO3
Private Candidate	GCSE Eng	Prior Attainment (H)	CCEA Assessment (H)	Controlled Assessment (H)	Unit 4 AO3, AO4	Unit 1 AO3, AO4	Unit 3 AO3, AO4
Private Candidate	GCSE Eng	Prior Attainment (H)	Prior Attainment (H)	Controlled Assessment (H)	Unit 1 AO3, AO4	Unit 4 AO3, AO4	Unit 3 AO2, AO3