



Policy for Centre Determined Grades

Summer 2021

Adopted by Board of Governors on 20/04/2021

Issued to staff on 20/04/2021

Published to the School Website on 01/07/2021

Responsible: Mrs C White, Mr P McEvoy, Mrs L McCrudden

This Policy will be reviewed and updated annually or as new DE Circulars become available that necessitate a Policy update.



Contents

1. Statement of Intent	Page 3
2. Process Overview	Page 4
3. Training, Support and Guidance	Page 8
4. Appropriate Evidence	Page 9
a. Evidence to be used at GCSE	Page 9
b. Evidence to be used for Level 2 Occupational Studies and Vocational Qualifications	Page 12
c. Evidence to be used at AS	Page 13
d. Evidence to be used at A2	Page 14
5. Centre Determined Grades	Page 16
6. Students Who Are Taught at a Different Centre – St Genevieve’s High School and Workforce Training Services	Page 16
7. Internal Standardisation	Page 16
8. Head of Centre Moderation and Declaration	Page 17
9. Access Arrangements and Special Consideration	Page 18
10. Bias and Discrimination	Page 19
11. Recording Decisions and Retention of Evidence and Data	Page 19
12. Confidentiality	Page 20
13. Malpractice/Maladministration	Page 20
14. Private Candidates	Page 20
15. Conflicts of Interest	Page 21
16. Internal Appeals Procedure Relating to Centre Determined Grades	Page 21
17. Requirements as a JCQ Registered Centre	Page 21
18. Associated/Related Centre Documents	Page 22
19. Appendix	Page 23

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 and CCEA Regulation, 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 De La Salle College staff are outlined below:

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**, Patrick McEvoy, has overall responsibility for De La Salle College 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 **Senior Leaders** will provide support to staff involved in producing Centre Determined Grades through their Link Departments. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training, Patrick McEvoy and Leanne McCrudden, will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. 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 21st May for AS/A2 pupils and 4th June for GCSE pupils.

The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

The **Head of Learning Support** is responsible for sharing access arrangements with staff and ensure the appropriate arrangements are made for all pupils with entitlement.

Heads of Department are responsible for leading and supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control with appropriate access arrangements, and have the information required to make accurate and fair judgements.

They are responsible for identifying and collating the pupil evidence and completing and submitting accurate Department Assessment Plans for A2, AS and GCSE on Microsoft Forms for each qualification in their Dept. and submitting to Patrick McEvoy by 31st March.

They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting (see sample on next page).

Heads of Department are responsible for providing additional support and sharing information via subject specific training to all departmental members. Where appropriate, quality assurance measures will be provided for newly qualified teachers. They are responsible for leading and managing the standardisation and moderation procedures, within their own specific subject, on the Qualification Days and they must arrange for the secure centralised storage of 'subject assessment folders', in line with De La Salle College procedures.

Head of Department Checklist

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

Centre Name:	...
Centre Number:	...
Specification Title/Code:	...
Level:	...

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

Checklist	Y/N
1. Candidates' grades have been determined using the evidence identified. If requested by CCEA, the Candidate Assessment Record and evidence will be completed and provided 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.)	--
Provide detail and justification where you have indicated 'N' to any of the above:	
--	
Head of Department:	Date: --

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).

This document must be completed for subjects requested for review by CCEA. Please 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](#).

Please input the specification unit number to which the assessments relate.

		Assessment 1	Assessment 2	Assessment 3
Type of Assessment		---	---	---
Level of Control H, M, L		---	---	---
Unit 1	AO1	Y/N	---	---
	AO2	Y/N	---	---
	AO3	Y/N	---	---
	AO4	Y/N	---	---
	AO5	Y/N	---	---
Unit 2	AO1	Y/N	---	---
	AO2	Y/N	---	---
	AO3	Y/N	---	---
	AO4	Y/N	---	---
Unit 3	AO1	Y/N	---	---
	AO2	Y/N	---	---
	AO3	Y/N	---	---
	AO4	Y/N	---	---
	AO5	Y/N	---	---
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:				
--				
Head of Department:		--		
Signature:		--		
		Date:	--	

Heads of Department are responsible for completing Departmental Assessment Evidence Grid above (one per qualification) for their overall cohort at A2, AS and GCSE level.

Teachers are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate. They must complete the Candidate Assessment Record (see sample on next page) 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 Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions.

Candidate Assessment Record

Records must be retained by the centre containing the information below, in Candidate Assessment Records or similar records. The CCEA assessment record provided below must be submitted for candidates selected for CCEA sampling.

Candidate Name:	<input type="text"/>
Candidate Number:	...
Centre Name:	...
Centre Number:	...
Subject:	...

Select Level:	...
---------------	-----

Section 1: COVID-Related Disruption – Learner Context	Y/N
Did the candidate face additional disruption to their teaching and learning as a result of COVID-19, when compared with 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?	...
If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction): ...	

Section 2: Access Arrangements and Special Consideration	Y/N
Is the candidate entitled to access arrangements?	...
Were the approved access arrangements in place during the assessments used in candidate evidence?	...
Please provide details: ...	

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 Assessment	Mark %	Grade
Assessment 1
Assessment 2
Assessment 3
Overall Grade Awarded			...

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 discretionary variation from the Departmental Assessment Evidence Grid (maximum 50 words): ...
--

Candidate Assessment Record (continued)

Section 4: Teacher Checklist	
Please indicate that you have complied with the conditions outlined below (Y/N). For Conditions 3 and 4, indicate Y, N or N/A.	
Compliance conditions	
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.	...

Teacher Signature:	...	Date:	...
--------------------	-----	-------	-----

Class teachers must securely centrally store and be able to retrieve evidence to support their decisions in line with De La Salle College procedures. Please note, evidence will be required by CCEA within a 48 hour timescale.

The knowledge, expertise and professionalism of the staff of De La Salle College is central to determining Centre Determined Grades.

Training, Support and Guidance

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

De La Salle 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

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Two Lead Assessors, Patrick McEvoy and Leanne McCrudden will attend the CCEA Assessment Support Programme. They 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 webinars, 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. Patrick McEvoy should be notified if no one from a department has been able to attend support meetings and he will consider how this is addressed.

All staff involved in determining grades have accessed and engaged with the following training, support and guidance:

- Online subject support webinars, released from 26th March on a rolling basis.
- Subject support materials from CCEA. GCSE from 26th March; AS & A Level from 19th March
- CCEA data packs – GCE and GCSE results 2017 – 2020 for every subject
- From 29th March, CCEA Assessment Resources and mark schemes
- Ongoing Lead Assessor providing advice and guidance
- Ongoing SLT link providing advice and guidance
- Regular advice & support from CCEA subject officers
- Staff Inset day – ‘GCSE, AS & A Level Summer Awarding Summer 2021’, held on 30th March 2021
- Staff training – updated information from Principals’ Briefing shared with HoDs on 15th April

There will be two ‘Qualification Procedure Days’ to assist in the outlined standardisation, moderation and quality assurance processes. Provisional Dates – 7th May and 20th May.

Appropriate Evidence

De La Salle College will use a range of candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered, and the asterisked evidence will be used if key evidence is not available:

- CCEA assessment resources for 2021;
- CCEA past papers;
- Mock examinations, which relate to the CCEA specification;
- Coursework or controlled assessments, even where not completed;
- Practical activities, carried out under controlled conditions, where it is safe to do so;
- Class tests;
- Homework* (only where suitable);
- Remote assessments* (only where suitable)

De La Salle College will base all evidence on the relevant CCEA qualification specifications as set out in the CCEA Alternative Arrangements – Process for Heads of Centre. Assessment evidence will be flexible to ensure that no pupil is disadvantaged as a result of absences due to COVID-19. Heads of Department are requested to contact their subject officers for guidance on the validity and appropriateness of their proposed evidence.

Evidence to be used at GCSE

Specification	Assessments	Format	Type of Assessment	Notes
Art & Design	Assessment 1	practical	Controlled Assessment	
	Assessment 2	practical	Coursework portfolio	component 1 part A
	Assessment 3	practical	Coursework portfolio	component 1B A01, A02, A03 no final outcome
	Contingency	practical	Controlled assessment	
Business Studies	Assessment 1	written	Class test	Past paper & SAM material
	Assessment 2	written	Class test	Past paper question activity
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class test	
Digital Technology: Programming	Assessment 1	written	Mock exam	Past paper questions
	Assessment 2	written	exam	CCEA Assessment Resource Unit 4
	Assessment 3	written	exam	CCEA Assessment Resource Unit 1
	Contingency	practical	Controlled Assessment	
Digital Technology:	Assessment 1	Written	Mock exam	Past paper questions
	Assessment 2	Written	exam	CCEA Assessment Resource Unit 3

Multimedia	Assessment 3	practical	Controlled Assessment	Unit 2
	Contingency	written	Mock exam	Past paper questions
Drama	Assessment 1	Practical	Mock exam	Dress rehearsal recording
	Assessment 2	written	Past paper resource	CCEA Assessment Resource
	Assessment 3	written	Past paper resource	CCEA Assessment Resource
	Contingency	written	Class test	Past paper questions
English Language	Assessment 1	written	exam	CCEA Assessment Resource. Unit 4A
	Assessment 2	written	exam	CCEA Assessment Resource. Unit 4B
	Assessment 3	Written	exam	CCEA Assessment Resource. Unit 1A
	Contingency	Written	Mock exam	Self devised assessment
English Literature	Assessment 1	Written	exam	CCEA Assessment Resource. Unit 2
	Assessment 2	written	exam	CCEA Assessment Resource. Unit 1
	Contingency	written	classwork	
Geography	Assessment 1	written	exam	CCEA Assessment Resource. Unit 1
	Assessment 2	written	exam	CCEA Assessment Resource. Unit 2
	Assessment 3	written	exam	CCEA Assessment Resource. Fieldwork
	Contingency	written	Class test	Past paper questions
HE: Food & Nutrition	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	written	exam	Past paper questions
	Assessment 3	written	Controlled Assessment	All written tasks
	Contingency	written	Controlled assessment & past paper questions combined	
History	Assessment 1	written	Class test	Past paper resources
	Assessment 2	written	Class test	Past paper resources
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class test	Past paper questions
Irish	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	listening	exam	CCEA Assessment Resource
	Assessment 3	reading	exam	CCEA Assessment Resource
	Contingency	reading	Class test	Past paper
Journalism	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	practical	Controlled Assessment	Includes written element
	Assessment 3	written	Past paper resources	
	Contingency	written	Class test	1 hr Past paper question
	Assessment 1	written	Past paper resources	

Learning for Life & Work	Assessment 2	written	Mock exam	
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class test	Past paper questions
Mathematics	Assessment 1	written	Mock exam/class test	Past paper questions
	Assessment 2	written	Class test/exam	Past paper resources/CCEA Assessment Resource
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class test	Past paper questions
Moving Image Art	Assessment 1	practical	coursework	Component 3 no film – includes written element
	Assessment 2	written	Past paper resources	Component 1
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class test	Past paper questions
Music	Assessment 1	practical	Controlled Assessment	Individual recorded performance
	Assessment 2	written	Controlled Assessment	Compositions with commentary sheet
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Classwork/homework	
Physical Education	Assessment 1	written	Mock exam	Unit 1
	Assessment 2	written	exam	CCEA Assessment Resource
	Assessment 3	Practical	Controlled Assessment	
	Contingency	written	Mock exam	Past paper questions
Religious Studies	Assessment 1	written	exam	Past paper resources
	Assessment 2	written	exam	CCEA Assessment Resource
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	Written	Class test	
Motor Vehicle & Road User Studies	Assessment 1	Practical	Controlled Assessment	Riding test
	Assessment 2	written	Controlled Assessment	Investigative study
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	Written	Class test	
Science Single	Assessment 1	written	exam	Prior module unit results
	Assessment 2	written	Mock exam	
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Mock exam	Past paper questions – Dec tracker
Science Double	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	written	Mock exam	past paper questions

	Assessment 3	written	Mock exam	Past paper questions
	Contingency	written	Mock exam	Past paper questions – Dec tracker
Spanish	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	listening	exam	CCEA Assessment Resource
	Assessment 3	reading	Exam (written)	CCEA Assessment Resource
	Contingency	reading	Written class test	Past paper
Statistics	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	written	exam	CCEA Assessment Resource
	Contingency	written	Homework questions	CCEA SAM
Technology & Design	Assessment 1	practical	Controlled Assessment	Design Folder
	Assessment 2	written	exam	CCEA Assessment Resource
	Assessment 3	written	Class tests	Past paper questions
	Contingency	written	Class tests	Past paper questions

Evidence to be used for Level 2 Occupational Studies and Vocational Qualifications

Specification	Assessments	Format	Type of Assessment	Notes
Occ Studies Construction	Assessment 1	Written & practical	Controlled Assessment	A01 Unit 18
	Assessment 2		Controlled Assessment	A02 Unit 18
	Assessment 3		Controlled Assessment	A01 Unit 16
Occ Studies Construction (Workforce)	Assessment 1	Written & Practical	Controlled Assessment	Unit 16 Bench Joinery. Portfolio based - Course booklets & observation sheets with photographs. Completed.
	Assessment 2	Written & Practical	Controlled Assessment	Unit 18 Carpentry & Joinery. Portfolio based - Course booklets & observation sheets with photographs
	Assessment 3	Written & Practical	Tutor observation	Unit 16 Bench Joinery. Completed
Occ Studies Mechanics (Workforce)	Assessment 1	Written & Practical	Controlled Assessment	Unit 36 Basic Fast Operations. Portfolio based - Course booklets & observation sheets with photographs. Completed.
	Assessment 2	Written & Practical	Controlled Assessment	Unit 37 Basic Vehicle Body work. Portfolio based - Course booklets & observation sheets with photographs
	Assessment 3	Photographic	Tutor observation	Unit 36 Basic Fast Operations
Occ Studies Design & Creativity	Assessment 1	written	Internal	Unit 24 A01 Assessments 1-16
	Assessment 2	practical	Controlled Assessment	Unit 24 A02 Cookery practical & photographs
	Assessment 3	written	Controlled Assessment	Unit 24 A03 Evaluation tasks
	Contingency		Controlled Assessment	Unit 31 A01
Preparation for Adult Life	Assessment 1	written	Controlled Assessment	Unit 7 booklet
	Assessment 2	written	Controlled Assessment	Unit 8 booklet

Certificate	Assessment 3	written	Controlled Assessment	Unit 10 booklet
	Contingency	written	Controlled Assessment	Unit 1 booklet

Evidence to be used at AS

Specification	Assessments	Format	Type of Assessment	Notes
Chemistry	Assessment 1	written	Mock exam	
	Assessment 2	written	Mock exam	
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	Written	Class test	Past paper questions – Dec tracker
Digital Technology	Assessment 1	written	Mock exam	
	Assessment 2	written	Mock exam	
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class work	
English Language (WJEC)	Assessment 1	written	Mock exam	Unit 1 Section A 2016
	Assessment 2	written	Mock exam	Unit 1 Section B 2017
	Contingency	written	Past paper essay question	Unit 2 2017 1B
History	Assessment 1	written	Class test	Past paper resource
	Assessment 2	written	Class test	Past paper resource
	Assessment 3	written	exam	Past paper
	Contingency	written	Classwork/homework	Past paper essay questions
Life & Health Sciences	Assessment 1	written	Controlled Assessment	Practical write-up
	Assessment 2	written	Mock exam	
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	Written	Class test	Past paper questions – Dec tracker
Mathematics	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	written	exam	CCEA Assessment Resource
	Assessment 3	written	Past paper resources	Class test
	Contingency	written	Past paper questions	Class test
Moving Image Art	Assessment 1	practical	coursework	Includes written element – unit 1 – no film
	Assessment 2	written	Class test	Past paper resources
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class test	Past paper – October tracking

Media Studies (WJEC)	Assessment 1	written	Mock exam	Unit 1 2018 – from Example 1
	Assessment 2	practical	Coursework (NEA)	Unit 2 2018 includes written element
	Contingency	written	Class test	Past paper
Government & Politics	Assessment 1	written	Class test	Past paper questions
	Assessment 2	written	Class test	Past paper questions
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class test	Past paper questions
Religious Studies	Assessment 1	written	Class test	
	Assessment 2	written	exam	CCEA Assessment Resource
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Controlled assessment	Timed essay from past paper

Evidence to be used at A2

Specification	Assessments	Format	Type of Assessment	Notes
Biology	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	written	exam	CCEA Assessment Resource
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	Written	Class test	Past paper questions – Dec tracker
Digital Technology	Assessment 1	written	Mock exam	Past paper questions
	Assessment 2	written	exam	CCEA Assessment Resource
	Assessment 3	practical	Controlled Assessment	CCEA Assessment Resource
	Contingency	written	Mock exam	Past paper questions
English Language (WJEC)	Assessment 1	written	Mock exam	Unit 3 2019 q2 – from Example 2
	Assessment 2	written	Mock exam	Unit 4 2018 q2 – from Example 2
	Assessment 3	written	Exam past paper	From unit 4
	Contingency	written	Classwork	Past paper essay question
History	Assessment 1	written	Class test	Past paper resource
	Assessment 2	written	Class test	Past paper resource
	Assessment 3	written	Class test	Past paper resource
	Contingency	written	Class test	Past paper resource
Life & Health Sciences	Assessment 1	written	Mock exam	
	Assessment 2	written	Mock exam	
	Assessment 3	written	exam	CCEA Assessment Resource

	Contingency	Written	Class test	Past paper questions – Dec tracker
Journalism	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	written	coursework	
	Assessment 3	written	Mock exam - past paper	
	Contingency	written	Class test	Past paper questions
Media Studies (WJEC)	Assessment 1	written	Mock exam - past paper	Unit 3 SAMs – from example 1
	Assessment 2	practical	Coursework (NEA)	Unit 4, includes written element
	Contingency	written	Class test	Past paper questions
Government & Politics	Assessment 1	written	Class test	Past paper questions
	Assessment 2	written	Mock exam - Past paper	Past paper questions
	Assessment 3	written	exam	CCEA Assessment Resource
	Contingency	written	Class test	Past paper questions
Religious Studies	Assessment 1	written	exam	CCEA Assessment Resource
	Assessment 2	written	exam	CCEA Assessment Resource
	Assessment 3	written	Class test	
	Contingency	written	Controlled assessment	Timed essay

De La Salle College 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.

De La Salle College is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by allowing adaptations to assessments where the full specification content has not been able to be completed within the normal timescale. 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. Where adaptations to assessments have been made at an individual level, these will be recorded in the Candidate Assessment Record. Where adaptations to assessments have been made at cohort level, these will be recorded in the Departmental Assessment Evidence Grid.

Candidates will be made aware of the evidence that will be used in determining their grades, via communication with pupils and parents. Candidates will be made aware of their attainment in remaining assessments, but the Centre Determined Grade will not be disclosed and there will not be an opportunity for candidates to re-sit their assessment if dissatisfied with their attainment.

Any adaptations that have been made will be recorded in the checklists provided by CCEA and will be based on the CCEA Alternative Arrangements – Process for Heads of Centre.

Candidates will be made aware of the evidence that will be used in determining their grades.

Centre Determined Grades

Each department in De La Salle 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

All class teachers will complete the Candidate Assessment Record (see previous section for template) and will forward to their Head of Department/Subject Leader. All class teachers are responsible for ensuring that all evidence has been stored centrally, safely and is accessible to support the CCEA Review of Evidence and Award process, in line with De La Salle College procedures. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

Students Who Are Taught at a Different Centre – St Genevieve’s High School and Workforce Training Services

De La Salle pupils being taught at St Genevieve’s High School and Workforce Training Services will be included in the grading of De La Salle College. De La Salle College will consult with both providers and compare student performance to determine an agreed grade. De La Salle College has final responsibility for submitting the Centre Determined Grade. De La Salle College will obtain all available student evidence provided by St Genevieve’s High School and Workforce Training Services as this may be requested as part of the sample.

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 and moderation and for the Head of Department to lead on this.

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. This allows for any teachers' differences to be resolved and is in line with normal procedures outlined in our De La Salle College Controlled Assessment Policy. Internal standardisation should include agreement on the evidence that reflects every grade awarded, 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. They should complete the relevant checklist (see previous template), which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

De La Salle College undertakes to have a consistent approach across departments/subjects and this involves the following actions:

- Senior Leaders/Lead Assessors will carry out whole school moderation, after departmental processes have been completed, to include a review of marking and the internal standardisation and moderation arrangements, and will investigate whether decisions have been justified. This will be from 12th May for A & AS Level and Level 3; and from 26th May for GCSE and Level 2.
- Senior Leaders/Lead Assessors will consider unexplained grade profiles or anomalies (eg a pupil attaining A grades in the majority of their subjects and then a marked decrease in another) and this may result in a review of the evidence used or remarking.
- Senior Leaders/Lead Assessors should keep a record of amended decisions.
- The whole school moderation exercise will include professional discussions with Heads of Department.
- Senior Leaders/Lead Assessors 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

The Head of Learning Support will ensure access arrangements will be in place when assessments are being taken where candidates have agreed access arrangements or reasonable adjustments, as per normal JCQ arrangements. The Exams Officer will ensure any special consideration requests are processed and applied in accordance with JCQ requirements.

- Such access and special consideration arrangement decisions should be recorded on the CCEA documentation.
- Arrangements and recording of any illness or personal circumstances, as per normal JCQ arrangements, that may have impacted on a candidate's performance in assessments, should also be included on the relevant CCEA documentation.
- Please note, special consideration should not, as with in any year, be applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the flexibility afforded in the assessment methods used and in the content that will be assessed.
- Centre Determined Grades are based on the evidence produced by the candidate.

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), De La Salle 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.

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, De La Salle College will take account of this when making judgements. Class teachers will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record. De La Salle 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](#)

Bias and Discrimination

De La Salle College will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Lead Assessors, Patrick McEvoy & Leanne McCrudden will disseminate guidance from the CIEA training on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

- Sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
- Minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); 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 electronically on the C2k network and, where necessary, be stored in secure location in hard copy. (De La Salle College Online Safety Policy)

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades within the set 48 hour timescale.

The following documentation must be fully and accurately completed and retained securely:

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

Confidentiality

De La Salle 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

De La Salle 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 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, De La Salle College 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 De La Salle College.

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.

De La Salle 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. De La Salle College's Examination Appeals Policy 2021 will be available for staff, candidates and parents on the centre website at <https://www.delasallecollege.org.uk/2021awardingarrangements>. 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

De La Salle 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.

Associated/Related Centre Documents

De La Salle College Examinations Policy

De La Salle College Examinations Contingency Plan

De La Salle College Controlled Assessment Policy

De La Salle College Communication Policy

De La Salle College Complaints Procedure

De La Salle College Examination Appeals 2021 Policy

De La Salle College Online Safety Policy

Appendix 1

FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines	
1	Guidance, Information and Readiness (March, April)	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	Mid April
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	Mid April
		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	Mid April
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	Mid April
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	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	6 th May (A/AS) 19 th May GCSE
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	6 th May A/AS 19 th May GCSE
3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff	7 th May A/AS 20 th May GCSE
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	7 th May A/AS 20 th May GCSE
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	14 th May A/AS 28 th May GCSE
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	21 st May A/AS 4 th June GCSE

Appendix 1 (continued)

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines
4	Review of Evidence and Award (June and July)	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	Post-Award Review Service (August and September)	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre and CCEA personnel