



## Centre-Determined Grades Policy

### **Associated/Related Centre Documents**

- Curriculum Policy
- Complaints Policy
- Target Setting and Monitoring Policy
- Acceptable Use of ICT Policy
- HOD Departmental Minutes (Curriculum AP)
- Head of Department Centre Determined Grades Evidence Grids (Appendix 2)
- Head of Department Centre Determined Grades – Lead Staff (Appendix 3)
- 2020-21 School COVID Attendance Data (Appendix 4) – School Staff only



# STATEMENT

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**Summary:**

To provide an overview of the grading processes of Awarding Organisations for GCSE, AS and A2 level qualifications

**Additional Notes**

Policy Number: 2021/04/23

**History:**

Drafted: 23rd April 2021 by

Áine Leslie: *Vice Principal for Senior School*

## CCEA'S STATEMENT OF INTENT

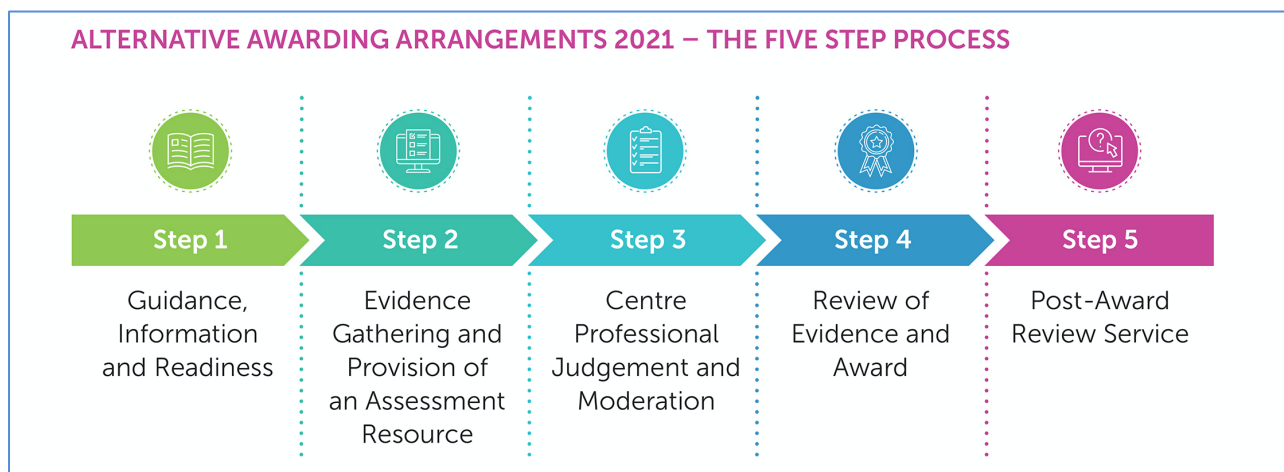
### The purpose of Hazelwood Integrated College's Centre Determined Grading policy is:

- 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 outlined in Appendix 1.



## ROLES AND RESPONSIBILITIES

Chair of the Board of Governors:	Trevor Parkhill MBE
Head of Centre	Maire Thompson
Senior Leadership Team / CDG Team	Centre Determined Grades Team: Catherine Delaney – Exams Officer Tracy Beare – SLT Curriculum Assistant Principal Gavin McIlveen – SLT (Centre Moderation) Kate Crick – SLT (Centre Moderation) Linda Drennan – SLT – AEN Assistant Principal Fiona McKinley – Learning Mentor Niamh McMurray- CIEA Lead Assessor (Centre Moderation) Aine Leslie – CIEA Lead Assessor (Centre Moderation)
Examinations Officer	Catherine Delaney
Heads of Department and Class Teachers	

Roles and responsibilities of Hazelwood Integrated College staff are outlined below, and a timeframe is provided in Appendix 1:

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

**Senior Leadership Team:** 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.

**Chartered Institute of Educational Assessors (CIEA) Lead Assessors:** Disseminate relevant content of the programme to all teachers involved in producing Centre Determined Grades.

**Examinations Officer:** Responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre

Manager Applications. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021. The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

**Heads of Department:** 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. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

**Teachers:** 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 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. The knowledge, expertise and professionalism of the staff of Hazelwood Integrated College is central to determining Centre Determined Grades.

### **TRAINING, SUPPORT AND GUIDANCE**

Teachers involved in determining grades must attend any centre-based training provided and/or access the resources training materials provided.

Hazelwood Integrated 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.orq.uk](http://www.ccea.orq.uk)

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this guidance 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. A member of the Centre Determined Grades Team should be notified if no one from a department has been able to attend support meetings to establish how this will be addressed.

### **APPROPRIATE EVIDENCE**

Hazelwood Integrated College will use the following candidate evidence in arriving at teacher holistic judgments for Centre Determined Grades. \* evidence will be used if key evidence is not available. See Appendix 2 for HoD Evidence submissions.

- CCEA assessment resources for 2021
- Year 11, 12, 13 and 14 CCEA completed past papers; mock examinations (CCEA); completed/incomplete coursework and controlled assessments applicable to the subject;

- Class tests;
- Track 1 assessment and mark scheme;
- Track 2 assessment and mark scheme;
- Track 3 assessment and mark scheme;
- \*Substantial Homework/Remote Learning Tasks;

Hazelwood Integrated 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.

Heads of Department, where necessary will adapt assessment resources to reflect reduced specification content due to disruption in learning and will record this in the HoD Checklists provided by CCEA based on the Alternative Arrangements – Process for Heads of Centre.

HoD Departmental Minutes of CDG processes and arrangements are maintained centrally with the Curriculum Assistant Principal.

Staff will be provided with an overview of COVID-19 related disrupted learning for cohorts.

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

**May 2021 – Year 12, 13 & 14 Parental Report:** Parents will be made aware of the of the range of evidence that will used in determining grades through the school’s SIMS Assessment reporting process and the college website.

### **CENTRE DETERMINED GRADES**

Hazelwood Integrated College will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding) and skills in regard to the specification content they have covered.

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

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

Information on these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk)

All teachers will complete the 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**

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.

Standardisation will be carried out in line with the school's Curriculum Policy and Target Setting and Monitoring Policy. Where only one teacher is involved in the assessment process a teaching colleague from the school or Area Learning Community will be consulted to verify standards.

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

The Candidate Assessment Records/Cohort Data Spreadsheet 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, which will record any adjustments and relevant information.

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

Hazelwood Integrated College undertakes to have a consistent approach across departments/subjects. The Centre Determined Grades Team 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 Departments. The Centre Determined Grades Team 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), Hazelwood Integrated 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, Hazelwood Integrated 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. Hazelwood Integrated 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**

This section should acknowledge a centre's duties and responsibilities in relation to relevant equality and disability requirements. For example:

Hazelwood Integrated will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

The Centre Determined Grades Team 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 with the school's Acceptable Use of ICT 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. Heads of Departments will securely store evidence within their department or within the Examination Officer's secure storage area (HoDs have noted this in their HoD meeting minutes held centrally by the Curriculum AP).

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

- Candidate Assessment Records / Cohort Data Spreadsheet;
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration.

## **CONFIDENTIALITY**

Hazelwood Integrated 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**

Hazelwood Integrated 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
- 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. The Examinations Officer will only be authorised to download the CCEA Assessment Resources and Mark schemes. Heads of Department must request these from the Examinations Officer.

## **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 Hazelwood Integrated 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.

Hazelwood Integrated 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. Hazelwood Integrated College will have an internal appeals procedure available for staff, candidates and parents from the schools Examination Officer and college website. It will outline the roles and responsibilities for centre staff and provide clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure will be time bound 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.

### **JCQ Appeals Information (20.04.21):**

The appeals process developed for the summer 2021 exam series allows students to appeal their grade. Where students believe they have not received the right grade, they may ask their centre to check whether an administrative or procedural error has been made. If the centre identifies an error with the grade submitted to the awarding body, it may submit a revised grade and a rationale for the grade change to the awarding body. If the awarding body is satisfied with the rationale presented by the centre, it will issue a revised grade.

Where the centre does not believe that an error has been made, a student may ask the centre to submit an appeal to the awarding body on their behalf. ***The centre must submit the student's appeal*** and provide the evidence which determined the student's grade. The awarding body will consider whether the grade reflects an unreasonable exercise of academic judgement and/or that the centre followed its procedures properly and consistently, and/or that the awarding body made an administrative error.

### **Complaints Procedure**

Hazelwood Integrated College's internal complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available on the centre website at <https://www.hazelwoodcollege.co.uk/>

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

Hazelwood Integrated 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.

Step and Indicative Timeframe	Activity	Personnel
<p>1 Guidance, Information and Readiness (March, April)</p>	<p>CCEA guidance documentation and other relevant awarding bodies guidance shared and understood by staff. Centre participates in support offered by CCEA (Dermot Mullan – Professional Associate Meeting 14th April)</p>	<p>Senior Leadership Team (SLT), Centre Determined Grades CDG) Team, Heads of Department (HoD) and teaching staff</p>
	<p>Agree quality assurance process to ensure consistency across teachers, subjects and departments.</p>	<p>SLT, CDG Team, HoD and teaching staff</p>
	<p>Centre policy for Centre Determined Grades (CDG) developed, documented and shared with staff. Policy submitted to CCEA by 23 April. Available for review at grade submission stage.</p>	<p>SLT</p>
	<p>Preliminary consideration of value of CDG evidence</p>	<p>SLT, CDG Team and HoD 29 &amp; 30 March</p>
<p>2 Evidence Gathering &amp; Provision of Assessment Resource (March, April and May) Qualification Procedure Days (QPD) 14 &amp; 27 May</p>	<p>Completion and marking of defined assessments in line with centre policy; e.g., CCEA assessment resources</p>	<p>SLT, CDG Team, HoD and teaching staff</p>
	<p>All other available evidence collated and documented.</p>	<p>SLT, CDG Team, HoD and teaching staff</p>
<p>3 Centre Professional Judgement &amp; Moderation (April and May) - Qualification Procedure Days 14 &amp; 27 May</p>	<p>HoD submit cohort grids to MT: GCSE: 31st May / A Level: 17th May CDG evidence moderated in line with CDG policy</p>	<p>SLT, CDG Team, HoD and teaching staff</p>
	<p>Any potential bias in CDG and outcomes considered</p>	<p>HoD and teaching staff</p>
	<p>CDG outcomes reviewed by senior leadership teams GCSE: 31st May / A Level: 17th May</p>	<p>SLT and CDG Team</p>
	<p>Head of Centre sign-off and submission of CDG GCSE: 21st May / A Level: 4th June</p>	<p>Principal</p>

Step and Indicative Timeframe		Activity	Personnel
4	Review of Evidence & 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.	Principal, CDG Team and CCEA personnel
5	Post-Award Review Service (August and September)	After results, students will have the right to appeal to their centres and to CCEA. GCSE 12 August / A Level 10 August	Principal, CDG Team and CCEA personnel

## 2.1 – Final GCSE Evidence Subject Overview

20/21	GCSE Subject	Exam Board	No. of Students	Evidence
1	English	CCEA	166	<p><b>Evidence 1:</b> CCEA Assessment Unit 1 Task 2 &amp; 4 – Thursday 29th April Period 1 – AO3: <b>high control</b></p> <p><b>Evidence 2:</b> CCEA Assessment Unit 4 &amp; 5 – Thursday 20th May Period 1 – AO3: <b>high control</b></p> <p><b>Evidence 3:</b> Mock GCSE Exam from December 2020 Unit 4 Task 1: AO4</p>
2	Maths	CCEA	166	<p><b>Evidence 1:</b> December Mock for all Year 12. SIMS Data Drop 2: Covering AO1, AO2, AO3: <b>high control</b></p> <p>*Year 13/14 repeat first piece of evidence will be their AQA external November entry.</p> <p><b>Evidence 2:</b> Assessment 28th April Covering AO1, AO2, AO3: <b>high control</b></p> <p><b>Evidence 3:</b> Assessment 14th May Covering AO1, AO2, AO3: <b>high control</b></p>
3	Art	CCEA	37	<p>CCEA Assessment resources for 2021</p> <p>CCEA Past Papers</p> <p>Mock Examination which relate to the CCEA specification</p> <p>CW and/or controlled assessments</p> <p>Class Tests</p> <p>HW</p> <p>Variety of high, medium and low control</p> <p><b>Year 12 Art &amp; Design</b></p> <p><b>Evidence 1:</b> Component 1 Part A AO1</p> <p><b>Evidence 2:</b> Component 1 Part B AO2</p> <p><b>Evidence 3:</b> Component 1 Part B AO3</p>
4	Photography	AQA	16	<p>CCEA Assessment resources for 2021</p> <p>CCEA Past Papers</p> <p>Mock Examination which relate to the CCEA specification</p> <p>CW and/or controlled assessments</p> <p>Class Tests</p> <p>HW</p> <p>Variety of high, medium and low control</p> <p>Year 12 Photography AQA</p> <p><b>Evidence 1:</b> Unit 1 AO1</p> <p><b>Evidence 2:</b> Unit 1 AO2</p> <p><b>Evidence 2:</b> Unit 1 AO3</p>

## 2.1 – Final GCSE Evidence Subject Overview

20/21	GCSE Subject	Exam Board	No. of Students	Evidence
<b>5</b>	Child Development	CCEA	48	<p><b>Evidence 1:</b> CCEA Assessment - Unit 1 <b>high control</b> - AO1, AO2, AO3</p> <p><b>Evidence 2:</b> Controlled Assessment - completed to first draft of PowerPoint (Medium control) - AO1, AO2, AO3</p> <p><b>Evidence 3:</b> Mock Exam - Unit 2 <b>high control</b> - AO1, AO2, AO3</p>
<b>6</b>	Drama	CCEA	8	<p><b>Evidence 1:</b> Component 2 Scripted Performance – medium control AO1, AO2</p> <p><b>Evidence 2:</b> Component 3 Centre devised Written Exam/Mock – high control AO3, AO4</p> <p><b>Evidence 3:</b> CCEA Assessment Material 2021 (high control) AO3, AO4</p> <p><b>Sources of evidence include:</b>                      CEA Assessment resources for 2021                      Centre devised Component 3 exam, based on CCEA specification for component 3. Homework.                      Internally assessed components assessed via teacher observations of work in progress and /or rehearsal (dress/technical), script readings, performed readings &amp; small audience performances.                      Completed Component 2 &amp; 3 assessments                      Mock assessment (Components 2 &amp; 3) – data drop 1 &amp; 2.                      Assessments in accordance with CCEA specification. Classwork, homework &amp; home learning tasks.</p>
<b>7</b>	English Lit.	CCEA	17	<p><b>Evidence 1:</b> CCEA Assessment Unit 1 “Of Mice and Men” exam AO1/AO2 – <b>high control</b></p> <p><b>Evidence 2:</b> CCEA Assessment Unit 2 “An Inspector calls” exam AO1/AO2 – <b>high control</b></p> <p><b>Evidence 3:</b> Mock exam December 2020 Unit 2 Section A “An Inspector Calls” AO1/AO2 – <b>high control</b></p>

## 2.1 – Final GCSE Evidence Subject Overview

20/21	GCSE Subject	Exam Board	No. of Students	Evidence
<b>8</b>	History	CCEA	39	<p>For <b>Year 12</b> the History department will use the following sources of evidence, in addition to their Christmas mock (SIMs data drop 2) which were returned to pupils.</p> <p><b>1) One <i>Unit 1 Nazi Germany</i> paper done in high control conditions assessing:</b>  <b>AO1:</b> demonstrate knowledge and understanding of the key features and characteristics of the period studied.  <b>AO1 and AO2:</b> demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: significance/causation/consequence/difference</p> <p><b>2) One <i>Unit 1 Northern Ireland</i> paper done in high control conditions assessing:</b>  <b>AO3:</b> Comprehension from sources.  <b>AO3:</b> Analysis and evaluation of source utility to make substantiated judgements.  <b>AO3:</b> Analysis and evaluation of source reliability to make substantiated judgements.</p> <p><b>3) One <i>CCEA Assessment Resource</i> (with one modification to question 4) done in high control conditions covering AO1-3.</b></p>
<b>9</b>	Hospitality	CCEA	66	<p><b>Evidence 1:</b> Mock Exam - Unit 1 <b>high control</b> - AO1, AO2, AO3  <b>Evidence 2:</b> Controlled Assessment - Task 1 &amp; Function Practical (Medium control) - AO1, AO2, AO3  <b>Evidence 3:</b> CCEA Assessment - Unit 1 <b>high control</b> - AO1, AO2, AO3</p>
<b>10</b>	MIA	CCEA	13	<p>CCEA Assessment resources for 2021  CCEA Past Papers  Mock Examination which relate to the CCEA specification  CW and/or controlled assessments  Class Tests  HW</p> <p>Variety of high, medium and low control</p> <p><b>Year 12 MIA:</b></p> <p>Evidence 1 AO3  Evidence 2 AO2a  Evidence 3 AO2b</p>
<b>11</b>	Science DA	CCEA	45	<p><b>Evidence 1:</b> Biology B1 Module result: <b>high control:</b> AO1, AO2, AO3  <b>Evidence 2:</b> CCEA Biology B2 Assessment resource: <b>high control</b> I: AO1, AO2, AO3  <b>Evidence 3:</b> Chemistry C2 assessment: high control: AO1, AO2, AO3</p>



## 2.1 – Final GCSE Evidence Subject Overview

20/21	GCSE Subject	Exam Board	No. of Students	Evidence
<b>12</b>	Science SA	CCEA	118	<p><b>Evidence 1:</b> Biology Module result: <b>high control</b> I: AO1, AO2, AO3</p> <p><b>Evidence 2:</b> CCEA Physics assessment resource – amended AO1, AO2, AO3: <b>high control</b></p> <p><b>Evidence 3:</b> Other Physics assessment – <b>high control</b> AO1, AO2, AO3</p>
<b>13</b>	Spanish	CCEA (Last year AQA)	38	<p><b>Evidence 1:</b> Adapted CCEA resource – <b>high control</b> – Reading Unit 3 Thursday 6th May</p> <p><b>Evidence 2:</b> Adapted CCEA resource: Unit 4 Writing – <b>high control</b> – Wednesday 12th May</p> <p><b>Evidence 3:</b> CCEA foundation paper resource: Listening Unit 1 – Thursday 13th May – <b>high control</b></p> <p><b>Evidence 4:</b> Year 12 SIMS assessment: December 2020: Christmas Mock Reading/Writing paper- Medium control – exam conditions</p>
<b>14</b>	Construction	CCEA	19	<p>Assessment 1 = CCEA Assessment Resource (AO1) Unit 1 External <i>Exam</i> <b>high control</b> Using new released CCEA Assessment resources Time = RR to look over questions that will give a true reflection on pupil's efforts this year</p> <p>Assessment 2 = CCEA Controlled Assessment Resource (A02) Unit 3 Practical – <i>Table</i> <b>high control</b> Time = Completed in Year 11 – RR/RH internal moderation of pupil's work</p> <p>Assessment 3 = CCEA Controlled Assessment Resource (A01/A03) Unit 3 Practical – <i>Table Evaluation</i> <b>high control</b> Time = Pupils reflect on practical work taken from Year 11 and begin evaluation from 22/03/21</p>

## 2.1 - Final GCSE Evidence Subject Overview VOCATIONAL

20/21	L2 Course	No. of Students	Evidence
<b>1</b>	RE (OCN) Grade B	166	<p>NON Exam Assessments – Coursework 5 pieces of work for each student as evidence Unit 8 Marriage Work Unit 7 Unit 9 to be completed, marked with top sheet and M2</p> <p>Internal verification will take place on units 7, 8 and 9 and assessments noted on the TAG grid.</p>
<b>2</b>	ICT (OCN NI) (Year 11) Grade B	42	<p><b>OCN Level 2 IT Applications:</b> 4 completed coursework portfolios: Using the Internet Email software skills Word Processing Spreadsheet Software No information as yet regarding moderation</p>
<b>3</b>	Art OS (CCEA L2) Technology & Innovation (D*/D/M/P)	16	<p><b>Year 12 Occupational Studies</b> <b>Evidence 1:</b> AO1 Digital Imaging Unit – Theory – Medium control <b>Evidence 2:</b> AO2 Digital Imaging Unit – Photoshop projects - Medium control <b>Evidence 2:</b> AO3 Digital Imaging Unit – Task evaluations - Medium control</p> <p>1 Unit being provided. This is a 100% coursework course.</p>
<b>4</b>	TD OS (CCEA L2) Construction – Bench Joinery (D*/D/M/P)	16	<p><b>Assessment 1</b> = CCEA Controlled Assessment (A01, A02, A03) Unit 16 – Controlled Assessment – Bench Joinery Table <b>high control</b> Time = Pupils completed questions (A01) and practical (A02) in Year 11, class will complete their evaluations (A03) in class time from 22/03/21</p>

## 2.1 - Final GCSE Evidence Subject Overview VOCATIONAL

20/21	L2 Course	No. of Students	Evidence
5	Performance S (CCEA L2) Grade B	14	<p><b>Evidence 1:</b> Unit 1 Working in the Performing Arts 1.1 Describe a performing arts organisation, its function and relation to other areas in the industry</p> <p><b>Evidence 2:</b> Unit 1 Working in the Performing Arts 2:1: Describe a job role from the performance area of employment and how it relates to other roles in the same and different areas of the industry; and 2:2 describe a job role from the arts administration or production area of employment and how it relates to other roles from the same and different areas of the industry.</p> <ul style="list-style-type: none"> <li>• Unit 1 Portfolio – completed with learning outcomes and assessment criteria completed</li> </ul> <p><b>Evidence 3:</b> Unit 2 Develop Performance Skills (Learning outcome 1 completed: Be able to demonstrate and develop technique for performance. Including assessment criteria: 1:1 assess present level of practical skill in chosen art form; 1.2 recognise current strengths and weaknesses; 1.3 demonstrate the ability to develop and apply new skills; 1.4 demonstrate safe working practices within chosen art form)</p> <p>Work in Progress for Unit 2, learning outcome 2.2 Know how to practise to improve (Assessment Criteria 2.1 &amp; 2.2)</p>
6	DA ICT (BTEC) (D*/D/M/P)	22  27	<p><b>Year 12: BTEC Level 2 Certificate in ICT (SA)</b> Unit 13: Website development (completed CW Portfolio) Unit 3: A Digital Portfolio (completed CW Portfolio) Unit 1: The Online World (completed in Year 11) No SV assigned for level 2 in 20/21</p> <p><b>Year 12: OCN Level 2 Certificate in IT applications (SA)</b> 4 completed Coursework portfolios Using the internet Email software skills Word processing Spreadsheet Software No information as yet regarding moderation</p>
7	OCN Level 2 OCN NI IT applications	7	<p>4 completed Coursework portfolios Using the internet Email software skills Word processing Spreadsheet Software No information as yet regarding moderation</p>
8	H&SC (BTEC) (D*/D/M/P)	36	<p><b>Year 12 BTEC:</b> Exam results from January and mock and class tests. Only 1 assignment/partial unit will be completed to award teacher assessed grades.</p>
9	Bus Std. (BTEC) (D*/D/M/P)	44	<p>Non exam Assessment Coursework: <b>Other: Past papers, Homework and Coursework</b></p>

## 2.1 - Final GCSE Evidence Subject Overview VOCATIONAL

20/21	L2 Course	No. of Students	Evidence
<b>10</b>	Travel & Tourism BTEC L2	39	<p><b>Year 12 BTEC (18th June)</b></p> <p><b>Evidence 1:</b> Internal assessment – Unit 3 assignments. Learning Aim 1, 2 &amp; 3. Fully or partially completed <b>high control</b></p> <p><b>Evidence 2:</b> Partially completed unit 4 (medium control)</p> <p><b>Evidence 3:</b> Grade trackers of achievement 2019 – 2020 (N/A control)</p>
<b>11</b>	Sports Studies (OCN) L2 DA (D*/D/M/P)	27	<p>Non – Exam Assessments – coursework</p> <ol style="list-style-type: none"> <li>1) Sports coaching unit</li> <li>2) Impact of training</li> </ol>
<b>12</b>	Sports Studies (OCN) L2 SA	15	<p>Non – Exam Assessments – coursework</p> <ul style="list-style-type: none"> <li>• Applied Fitness Testing for Sport &amp; Exercise</li> </ul>
<b>13</b>	DA PT (CCEA L2) Grade BB	60	<p>Non – Exam Assessments – coursework</p> <p>Moderation as normal</p> <p>Year 12: Class 1 – Career Planning</p> <p>Year 12: Class 2 – Career Planning &amp; Presentation skills</p> <p>Year 12: Class 3 - Community Project &amp; Career Planning</p> <p>Year 12: Class 4 - Community Project &amp; Career Planning</p> <p>Year 12: Class 5: - Presentation skills &amp; Career Planning</p>
<b>14</b>	*PSD (ASDAN) Grade B	165	<p><b>ASDAN MODULES</b></p> <p>Year 10 Healthy Living / Individual Rights and Responsibilities    Already moderated and cashed in</p> <p>Year 11 Parental Awareness / Managing Own Money</p> <p>Year 12 Making the Most of Leisure Time / Preparation for Work</p> <p>This means that the majority of Y12 pupils have three modules to have completed for external moderation – Y11 Parental Awareness, Y12 Making the Most of Leisure Time and Y12 Preparation for Work.</p>

## 2.2 – AS Evidence Subject Overview

20/21	AS Level Subject	Exam Board	No. of students	Evidence
1	Applied Life & Health Sciences	CCEA	7	Year 13 Life and Health Sciences: 1) CCEA Chemistry paper (amended) 2) CCEA Biology paper (amended) 3) Continual assessment average score
2	Art & Photography	CCEA	29	<b>Year 13 Art &amp; Design</b> Evidence 1: Unit 1 AO1 Evidence 2: Unit 1 AO2 Evidence 3: Unit 1 AO3  <b>Year 13 Photography</b> Evidence 1 Unit 1 AO1 Evidence 2 Unit 1 AO2 Evidence 3 Unit 1 AO3  CCEA Assessment resources for 2021 CCEA Past Papers Mock Examination which relate to the CCEA specification CW and/or controlled assessments Class Tests HW  Variety of high, medium and low control
3	MIA	CCEA	14	<b>Year 13 MIA</b> Evidence 1 AO3 Evidence 2 AO2a Evidence 3 AO2b
4	Drama	CCEA	13	1) Unit 1 Summary of Research & Skills Audit 2) Unit 1 Repertoire 1 Record of Work 3) Unit 1 Repertoire 1 Risk Assessment and Recording of Performance
5	English Literature	CCEA	9	<b>AS Level English Literature</b> A wide range of assessments to include mock exams, Controlled Assessments and essays
6	H&SC	CCEA	30	Unit 2 coursework and CCEA assessment resource. Possibly 1 other assessment/short test as CCEA resource may not provide sufficient exam questions on the areas taught.

## 2.2 – AS Evidence Subject Overview

20/21	AS Level Subject	Exam Board	No. of students	Evidence
7	History	CCEA	8	<p>For <b>Year 13</b> the History department will use the following sources of evidence:</p> <p><b>1) Three AS Unit 1</b> papers done in <b>high control</b> conditions assessing:</p> <p><b>AO1:</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p><b>AO2:</b> Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p> <p><b>AO3:</b> Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p> <p><b>Two papers will be set by the department and one CCEA resource will be used.</b></p> <p><b>2) Two AS Unit 2</b> papers done in <b>high control</b> conditions assessing:</p> <p><b>AO1:</b> Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p><b>Two papers will be set by the department.</b></p>
8	Media Studies	WJEC	10	<p><b>WJEC AS and A level</b></p> <p>A wide range of assessments to include mock exams, Controlled Assessments and essays</p>

## 2.2 – AS Evidence Subject Overview VOCATIONAL

20/21	AS Level Subject	No. of students	Evidence
<b>1</b>	Hospitality (BTEC)	15	Discussed QCF – allowed to drop one unit (Unit 22) all other units must be fully completed. Deadline for inputted grades is 18th June (Guidance to follow). Tracking system will be used – similar to last year to record grades in all 6 completed units. SB & CMcG to complete trackers for each unit as normal until new guidance is provided
<b>2</b>	Construction (BTEC)	14	BTEC Construction Level 3 Non Exam Assessment - Coursework
<b>3</b>	Business Studies (BTEC)	22	BTEC examinations have been cancelled and past papers, homework and coursework to date will be used to assess the unit grade for students. This work will be held in centre until called for by the SV.
<b>4</b>	IT (BTEC)	34	Year 13: Level 3 National Extended Certificate in IT Unit 3: Using Social Media in Business (completed CW portfolio, not to be SV'ed until 21/22) Unit 2: Creating systems to manage information. Controlled assessment cancelled. Mock past papers to be used.
<b>5</b>	Child Development (BTEC)	7	<b>BTEC Child Development</b> <ul style="list-style-type: none"> <li>• Non exam assessment coursework.</li> <li>• Units 1, 2 &amp; 5 to be completed</li> <li>• Trackers completed for each of the 3 units.</li> </ul>
<b>6</b>	T&T (BTEC)	12	Exam entries made for BTEC as per guidance. CH covering theory of Unit 3 Marketing in T & T and then starting Unit 9 Visitor attractions. Possible trip to a visitor attraction of government guidance permits.
<b>7</b>	Sports Studies OCR	13	OCR Cambridge Technical Introductory diploma in Sport Level 3 – OCR will ask for TAGS for non-certificating students in Autumn 2021. All units to me marked, assessed and IV as normal working procedures.

## 2.3 - Final A2 Evidence Subject Overview

20/21	A2 Level Subject	Exam Board	No. of students	Evidence
1	Art & Photography	CCEA	22	<p>CCEA Assessment resources for 2021  CCEA Past Papers  Mock Examination which relate to the CCEA specification  CW and/or controlled assessments  Class Tests  HW</p> <p>Variety of high, medium and low control</p> <p><b>Year 14 Art &amp; Design</b>  Evidence 1 Unit 1 AO1  Evidence 2 Unit 1 AO2  Evidence 3 Unit 1 AO3</p> <p><b>Year 14 Photography</b>  Evidence 1 Unit 1 AO1  Evidence 2 Unit 1 AO2  Evidence 3 Unit 1 AO3</p>
2	MIA	CCEA	12	<p><b>Year 14 MIA</b>  Evidence 1 AO3 - Film Analysis 1/ Film Analysis 2/Creative Intentions  Evidence 2 AO2 a - Script/Storyboard/Shot List  Evidence 3 AO2b - Shot List/Director's notebook</p>
3	Performing Arts (Drama)	CCEA	6	<p>GCE A2 Performing Arts Assessments:</p> <ol style="list-style-type: none"> <li>1) Unit 1 Planning for Employment - Witten Report</li> <li>2) Promotional Portfolio</li> <li>3) Audition &amp; Interview</li> </ol>
4	English Literature	CCEA	10	<p>CCEA Assessment Blake poetry  Formal school exam "The Taming of the Shrew"  Formal school exam unseen Poetry</p> <p><b>Evidence 1</b> (High Control) CCEA 'A' Level Assessment Unit 2 Section A Study of Poetry Pre1900 - William Blake (AO1, AO2, AO3, AO4)</p> <p><b>Evidence 2</b> (High Control) Formal School Examination (Apr 21) Unit 1 Shakespearean Genres - "The Taming of the Shrew" (AO1, AO2, AO3, AO4, AO5)</p> <p><b>Evidence 3</b> (High Control) Formal School Examination (May 21) Unit 2 Section B Unseen Poetry (AO1, AO2, AO5)</p>



## 2.3 - Final A2 Evidence Subject Overview

20/21	A2 Level Subject	Exam Board	No. of students	Evidence
5	H&SC	CCEA	18	<p>2 pieces of coursework completed and a shortened case study exam using the CCEA assessment resource paper (high control). All 3 sources in line with CCEA evidence requirements.</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the specified content (AO1);</li> <li>• apply knowledge, understanding and skills to a variety of health, social care and early years contexts (AO2); and</li> <li>• investigate, analyse and evaluate acquired knowledge and understanding, present arguments, make reasoned judgements and draw conclusions (AO3).</li> </ul>
6	History	CCEA		<p>Year 13: X3 Unit 1 Papers – high control – 2 department assessments and 1 CCEA resource</p> <p>Year 14: X3 Unit 2 papers – high control - 2 department assessments</p>
7	Media Studies	WJEC	13	<p><b>WJEC AS and A level</b></p> <p>A wide range of assessments to include mock exams, Controlled Assessments and examination questions to cover all AOs except AO3; both high level and medium control.</p>
8	Religion	CCEA	1	TBC by External Teacher

## 2.3 - Final A2 Evidence Subject Overview VOCATIONAL

20/21	A2 Level Subject	No. of students	Evidence
<b>1</b>	H&SC (BTEC)	8	Reduced Assessment as per BTEC Guidance Year 14 – Health Promotion Unit coursework/Coursework to be sent to Standards Verifier. Unit 4 - Development through the life stages
<b>2</b>	Hospitality (BTEC)	9	Non exam assessment Coursework. Units 1, 2, 3, 6, 10 & 12 to be completed (Unit 22 dropped) Trackers completed for each of the 6 units
<b>3</b>	Construction (BTEC)	7	<b>BTEC Construction Level 3</b> Non Exam Assessment - Coursework
<b>4</b>	Business Studies (BTEC)	16	Non exam Assessment Coursework: Year 14 Unit 13 for moderation Non Exam Assessment Coursework: Unit 3 for moderation  <b><i>Other: Past papers, Homework and Coursework</i></b>
<b>5</b>	Public Services (BTEC)	17	Level 3: Year 14 – Coursework – Non exam assessment
<b>6</b>	IT (BTEC)	32	Year 14: Level 3 Subsidiary Diploma in IT 1 unit allowed to be dropped. 2 coursework units completed. Unit 2: Computer systems (completed CW portfolio, requested by SV) Unit 43: Multimedia systems (completed CW portfolio)
<b>7</b>	T&T (BTEC)	21	<b>Year 14 Travel &amp; Tourism BTEC</b> <b>Evidence 1</b> Internal Assessment - Unit 8 fully or partially completed assignments (LO 1-5) (High control) <b>Evidence 2</b> Internal Assessment - Unit 6 fully or partially completed assignments (LO 1-5) (High control) <b>Evidence 3</b> Grade Trackers of achievement 2019-20 (N/A control)
<b>8</b>	Science (BTEC) Year 14 Year 13 - CCEA	6	<b>Year 13:</b> CCEA Amended Chemistry paper/ Amended Biology paper / Continual assessment – average score Year 14: HD/KD working with SV on unit to be sampled
<b>9</b>	Sports Studies OCR	7	Department on Track to have completed 5.5 /6 units. Unit 1: Principles of Anatomy and physiology in Sport – completed Unit 2 Sports Coaching – externally moderated & banked Unit 3 Current issues in sport – in progress to complete on time Unit 4 The physiology of fitness – completed Unit 12 Leadership in Sport – IN progress Unit 25 Fitness testing for Sport & exercise – in progress to complete on time

## APPENDIX 3: HOD NOMINATED TEACHERS LEADING FINAL GRADE SUBMISSIONS

### **Drama/Performing Arts**

*Year 12 GCSE Drama*

L. McCartan & Maria Robb

*Year 12 L2 Performance Skills*

L. McCartan & Selina Dutton

*Year 13 GCE Performing Arts*

L. McCartan & Maria Robb

*Year 14 GCE Performing Arts*

L. McCartan & Maria Robb

### **Subject: PE OCR/OCN NI**

Stephen McGlennon

Kathryn Reid

### **History: CCEA**

Mrs Anna Maltman

Mr Gavin Brown

### **RE: OCN NI**

Mr Brendan O'Loan

Mr Peter Thompson

### **PSD: ASDAN**

Mrs Kate Crick

Mrs Carol O'Hara

### **BTEC Health & Social Care & A level**

Gavin McIlveen

Ciaran McEneaney

### **Science: CCEA Year 13 (Year 14 BTEC)**

Hilary Donnan

Katie Donnolly

### **Drama: CCEA**

Liam McCartan

Maria Robb

### **Maths: CCEA**

Niamh McMurray

Carol O'Hara

### **HE/Child Development/ Hospitality CCEA/BTEC**

Stephanie Brown

Grainne Moore

### **Geography/Travel & Tourism**

Hilda Thompson

Courtney Hill

### **TD/ Construction/Bench Joinery**

Ricki Reid

Rachael Horan

### **English**

Anne McLaughlin

Ian Palmer

### **Business Studies**

Trevor Kelly

Wendy McConnell

### **Languages**

Terri-Louise Thompson

Aislinn O'Neill

### **ICT**

Claire Spratt

Natasha McCracken

### **Public Services**

Trevor Kelly

Stuart Cole

### **Art**

Joanne Fitzpatrick

Maria O'Hagan

### **Photography**

Joanne Fitzpatrick

Maria O'Hagan

### **Moving Image Arts**

Joanne Fitzpatrick

John Lynch

### **Occupational Studies Art**

Joanne Fitzpatrick

Laura Dynes

### **Princes Trust**

Suzanne Wardlow

Stacey Delaney Gregg

## APPENDIX 4: ATTENDANCE MINUS COVID SEPTEMBER 2020–MARCH 2021

Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Whole School
93.91	91.79	91.17	91.96	90.74	93.85	91.16%	92.01