



St Joseph's College Centre Determined Grade Policy 2021

Adopted by Board of Governors on: 22/04/2021

Issued to staff on: 23/04/2021

Responsible: Principal and Vice Principal

Statement of Intent of the CDG Policy 2021:

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A Level examinations scheduled for Summer 2021.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they were entered and from this provide a grade to CCEA.

The purpose of this policy is:

- To ensure that 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.

[GCSE, AS and A Level Awarding Summer 2021 - Alternative Arrangements - Process for Heads of Centre](#)

[GCSE, AS and A Level Awarding Summer 2021 - Alternative Arrangements - Technical Questions and Answers](#)

[Occupational Studies, Vocational Qualifications and Entry Level Qualifications Awarding Summer 2021 - Alternative Arrangements - Process for Heads of Centre](#)

[JCQ Guidance on the Determination of Grades for A, AS Levels and GCSEs Summer 2021](#)

This policy is built on the direction and guidance of CCEA, but will apply across all awarding bodies. Should any additional information become available from the other awarding bodies this policy will be updated accordingly, unless the guidance directly contradicts the policy as currently agreed and applied.

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.

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 (Principal and Vice Principal), Heads of Department (HoD) and teaching staff	23 rd April 2021
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	23 rd April 2021
		Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policies to be sent to CCEA by 23 April so they are available for review at grade submission stage.	Centre Leadership Team	23 rd April 2021
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	w/b 19 th April 2021
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre Policy.	Centre Leadership Team, HoD and teaching staff	AS/A2 – 14 th May 2021 GCSE – 26 th May 2021
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	AS/A2 – 14 th May 2021 GCSE – 26 th May 2021
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	28 th April 2021 17 th May 2021 26 th May 2021
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	28 th April 2021 17 th May 2021 26 th May 2021
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	AS/A2 – w/b 17 th May 2021 GCSE – w/b 31 st May 2021
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	AS/A21 – 21 st May 2021 GCSE – 4 th June 2021

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	June 2021
		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	August 2021

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

The 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.

The Head of Centre (Principal):

- overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined.

- will ensure that the method of determining grades by the centre (in line with processes published by CCEA and other exam bodies) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA.

- will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.

- will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff and fill in the relevant declaration upon submission of these grades.

The Senior Leadership Team:

- The Principal and Vice Principal, who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training) will disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

- will provide support to staff involved in producing Centre Determined Grades, particularly new teachers.

- have a role in achieving a consistent approach across departments and authenticating/internally moderating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

- will support the Head of Centre in the quality assurance of the final Centre Determined Grades.

The Examinations Officer:

- is responsible for ensuring accurate and timely entries are submitted to CCEA.

- must ensure that all information from CCEA is shared promptly with all relevant staff.

- will ensure that relevant staff know, understand and can use the CCEA Centre Manager Applications.

- 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 **18th June**.

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

The Learning Support Coordinator (LSC):

- must share access arrangements with staff and make the appropriate arrangements.

The Heads of Department:

- are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements.
- are responsible for completing tasks designated by the Principal and attending CDG meetings with the Principal and Vice Principal.
- will be responsible for ensuring that a Head of Department Checklist is completed for each qualification that they are submitting. (Appendix 1)
- are responsible for completing the Departmental Assessment Evidence Grid (one per qualification) for their overall cohort at GCSE, AS and A2 level. (Appendix 2)
- are responsible for providing additional support and sharing information via subject specific guidance to all departmental members. Where appropriate, quality assurance measures will be provided for newly qualified teachers.
- are responsible for leading and managing the standardisation and moderation procedures, within their own specific subject, on the Qualification Procedure Days.
- must complete the requirements for the secure storage of evidence by the designated dates to the Sixth Form Study Room.

The Class teachers

- are responsible for ensuring that they conduct assessments under the centre's appropriate levels of control, where it is safe to do so.
- must ensure that they have sufficient evidence (three pieces of assessment evidence), in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification.
- 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.
- must complete the Candidate Assessment Record, where required, 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. (Appendix 3) This will be made available for candidates sampled by CCEA
- must collate the assessment evidence, ensure records are kept similar to the Candidate Assessment Record and leave this with their HoD for secure storage.
- have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.

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

Training, support and guidance:

- St Joseph's College will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk
- The centre policy will be supported through guidance provided by CCEA to the **Senior Leaders** and the training provided through the CIEA Programme.
- **Senior Leaders** will disseminate this training to all teachers involved in producing Centre Determined Grades, via weekly emails, Google Meet and SL/HoD meetings.
- **Heads of Department** will also access any available CCEA guidance, from 19th March onwards.

Appropriate evidence:

St Joseph's College will use a range of candidate evidence in arriving at Centre Determined Grades. Evidence used will be in line with the CCEA Alternative Arrangements – Process for Heads of Centre. The Principal, in advance of grading candidates, will determine key evidence appropriate to the centre's circumstances, along with contingency arrangements, in consultation with the Head of Department, if some of the key evidence is not available for individual candidates.

The evidence being used includes the following and these are undertaken by pupils under High Control conditions:

- Tracking Point 1 – 15th October – 6th November 2020
- Tracking Point 3 - 16th April – 22nd April 2021
- Tracking Point 4 - CCEA assessment resources for 2021 – 7th May – 20th May 2021
- CCEA Module results
- Class Tests

Other evidence will include

- Controlled Assessments
- Internal Assessments

Subject specific evidence being used is detailed in Appendix 4.

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

St Joseph's 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.

Where applicable, St Joseph's 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.

Candidates will be made aware of the evidence that will be used in determining their grades through the sharing of the policy with pupils and parents.

Centre Determined Grades:

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

To make accurate judgements, **class 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 and will forward to their **Heads of Department**.

All **class teachers** are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

Internal Standardisation and Moderation:

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation and moderation and for the **Head of Department** to lead on this.

The purpose of these processes is to provide class teachers with confidence in the marking process and 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 and is in line with normal procedures outlined in our St Joseph's College Assessment Policy.

Internal standardisation and moderation should include agreement on what constitutes top, middle and bottom samples, cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records, or similar records, should form the basis of discussions around decisions made.

As a result of the internal standardisation and moderation processes, it may be necessary for a **class 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 and moderation, any necessary decisions will be made by the **Head of Department**. They should complete the relevant checklist, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration:

St Joseph's College undertakes to have a fair and consistent approach across departments/subjects and this involves the following actions:

- **Senior Leaders** 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.
- **Senior Leaders** will consider unexplained grade profiles (e.g. 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** should keep a record of amended decisions.
- The whole school moderation exercise will include professional discussions with **Heads of Department**.
- **Senior Leaders** will consider both the subject and centre outcomes based on the evidence available.
- The **Head of Centre** will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

Access Arrangements and Special Consideration:

- The **LSC** will ensure access and special consideration arrangements will be in place when assessments are being taken where candidates have agreed access arrangements or reasonable adjustments, as per normal JCQ arrangements. Details on access arrangements can be found in the JCQ document: <https://www.jcq.org.uk/wp-content/uploads/2020/08/AA-regs-2020-2021-version-for-website.pdf>
- Such access and special consideration arrangement decisions should be recorded on the CCEA documentation.
- However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, St Joseph's College, will take account of this when making judgements. The centre will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record, or similar records.
- St Joseph's College will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document: <https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf> and record any illness or personal circumstances, as per normal JCQ arrangements, that may have impacted on a candidate's performance in assessments 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 to the centre in the assessment methods used and in the content that will be assessed.

Bias and Discrimination:

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

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

This will include information on:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
- minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); 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 **class 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
- **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 and within the set 48-hour timescale.

The following documentation must be fully and accurately completed and retained securely by the **Examinations Officer**:

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

Confidentiality:

St Joseph's College will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA requirements.

Malpractice/Maladministration:

St Joseph's College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation.

Any 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.

Candidates in South Belfast Area Learning Community Collaboration

Aquinas Diocesan Grammar School (ADGS) pupils who attend St Joseph's College

The CDG for pupils who attend St Joseph's College for one of their subjects will be shared with Aquinas Diocesan Grammar School (ADGS)

The pupils' assessment folders, containing all relevant evidence, will be retained by St Joseph's College. ADGS will not be involved in the internal processes which finalise the CDG.

St Joseph's College pupils who attend Aquinas Diocesan Grammar School (ADGS):

The CDG for pupils who attend ADGS for one of their subjects will be determined by ADGS as per their policy and shared with St Joseph's College.

The pupils' assessment folders, containing all relevant evidence, will be retained by ADGS.

St Joseph's College will not be involved in the internal processes which finalise the CDG.

Candidates in Collaboration with Workforce Training Organisation

The CDG for pupils who attend Workforce Training Organisation for Occupational Studies will be determined by Workforce and shared with St Joseph's College. The pupils' assessment folders, containing all relevant evidence will be retained by Workforce. St Joseph's College will not be involved in the internal processes which finalise the CDG however, regular meetings between Head of Centre and General Manager, Mr Paul Boyle are scheduled to ensure all procedures are per St Joseph's policy.

Candidates in St Vincent's Centre

The CDG for pupils who attend St Vincent's Centre, will be determined by St Vincent's staff and verified by St Joseph's College in the same method as for all subjects taken in St Joseph's College. The pupils' assessment folders, containing all relevant evidence, will be retained in St Vincent's Centre.

Private Candidates

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

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

Internal Appeals Procedure relating to Centre Determined Grades:

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade.

St Joseph's College internal appeals procedure will be issued on the school website at www.stjosephscollegebelfast.org.uk

It will outline 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 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.

Requirements as a JCQ Centre:

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

APPENDIX 1

CENTRE CHECKLISTS

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:

APPENDIX 2

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](#).

			Assessment 1	Assessment 2	Assessment 3
Type of Assessment					
Level of Control H, M, L					
Unit _	A01	Y/N			
	A02	Y/N			
	A03	Y/N			
	A04	Y/N			
	A05	Y/N			
Unit _	A01	Y/N			
	A02	Y/N			
	A03	Y/N			
	A04	Y/N			
	A05	Y/N			
Unit _	A01	Y/N			
	A02	Y/N			
	A03	Y/N			
	A04	Y/N			
	A05	Y/N			
<p>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:</p>					
Head of Department:					
Signature:				Date:	

APPENDIX 3

Sample 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:	
Candidate Number:	
Centre Name:	
Centre Number:	

Select Level:	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Section 1: COVID-Related Disruption – Learner Context	Y/N
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared with</u> their class peers?	
Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers?	
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:	
Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process .	Tariff
Reason for Special Consideration tariff:	

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	
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Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any 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:

APPENDIX 4

GCSE/LEVEL 2 DEPARTMENTAL EVIDENCE GRID

In St Joseph's College, there are normally three assessment windows, referred to as Tracking Points (TP).

These were scheduled to take place as follows:

TP1 – 15/10/20-21/10/20

TP2 – GCSE Mock Examinations in December

TP3 – 04/03/21 – 10/03/21

Due to the pandemic these were rescheduled as follows:

TP1 – 15/10/20-05/11/20

TP2 – Assessed during remote learning

TP3 – 16/04/21-22/04/21

TP4 – 07/05/21-20/05/21

TP1 and TP3 evidence consist of past paper exams and TP4, the CCEA assessment resources.

In the cases that these were not used other evidence is detailed.

CCEA

DEPARTMENT	Assessment 1 – Tracking Point 1	Assessment 2 – Tracking Point 3	Assessment 3 – Tracking Point 4
BUS & COMM SYS	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
DIGITAL TECHNOLOGY	CCEA Past Paper Exam	CCEA Past Paper Exam	Controlled Assessment
DRAMA	Practical Performance	CCEA Past Paper Exam	CCEA Assessment Resource
ENGLISH LANGUAGE	Controlled Assessment	CCEA Past Paper Exam	CCEA Assessment Resource
ENGLISH LITERATURE	Controlled Assessment	CCEA Past Paper Exam	CCEA Assessment Resource
GEOGRAPHY	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
HEALTH & SOCIAL CARE	Controlled Assessment	CCEA Past Paper Exam	CCEA Assessment Resource
HISTORY	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
HE FOOD & NUTRITION	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
LLW	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
MATHS	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
P E	CCEA Past Paper Exam & Controlled Assessment (Component 3-2 Practicals)	Controlled Assessment (Component 3 Analysis)	CCEA Assessment Resource
R E	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
DOUBLE AWARD SCIENCE	CCEA Module Exams CCEA CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
SINGLE AWARD SCIENCE	CCEA Module Exams	CCEA Past Paper Exam	CCEA Assessment Resource
SPANISH	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
TECH & DESIGN	Controlled Assessment	CCEA Past Paper Exam	CCEA Assessment Resource

NON-CCEA EXAMINATION BOARDS

EDEXCEL - ART	Portfolio of Evidence		
OCR - CREATIVE I MEDIA	OCR Past Paper Exam	OCR Assessment Resource	Coursework
WJEC - MEDIA STUDIES	WJEC Past Paper Exam – Section A	WJEC Past Paper Exam	Controlled Assessment
OCN NI - CRAFT, IT, RE, SCIENCE, VOCATIONAL SERVICES	Portfolio of Evidence		

WORKFORCE TRAINING ORGANISATION – CCEA OCCUPATIONAL STUDIES

Engineering & Engineering Services

Unit 36 Basic Fast Fit Operations

Design and Creativity

Unit 31 Patisserie and Baking

Unit 26 Creative Hair Styling Setting Techniques

GCE - AS/LEVEL 3 DEPARTMENTAL EVIDENCE GRID

CCEA			
DEPARTMENT	Assessment 1	Assessment 2	Assessment 3
ENGLISH LITERATURE	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
HEALTH & SOCIAL CARE	Coursework	CCEA Past Paper Exam	CCEA Assessment Resource
HISTORY	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
LIFE & HEALTH SCIENCE (Double Award)	AS4/AS6 Portfolio	CCEA Past Paper Exam	CCEA Assessment Resource – Physics and Biology
MATHS	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
PERFORMING ARTS	Portfolio-Summary of research & skills audit	Portfolio-a record of work, risk assessment and evaluation	Practical-solo presentation/performance
R E	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
GCSE FURTHER MATHS	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
NON CCEA EXAMINATION BOARDS			
DEPARTMENT	Assessment 1	Assessment 2	Assessment 3
OCR Cambridge Technical ICT	OCR Past Paper Exam	OCR Past Paper Exam	OCR Assessment Resource
EDEXCEL BTEC Travel & Tourism	Portfolio of Evidence		
AQUINAS			
CHEMISTRY	As per ADGS policy		
P E	As per ADGS policy		
AQA - PSYCHOLOGY	As per ADGS policy		

GCE - A2 DEPARTMENTAL EVIDENCE GRID

CCEA			
DEPARTMENT	Assessment 1	Assessment 2	Assessment 3
HEALTH & SOCIAL CARE	Coursework	CCEA Past Paper Exam	CCEA Assessment Resource
HISTORY	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
LIFE & HEALTH SCIENCE (Single Award)	A21 Portfolio	CCEA Past Paper Exam	CCEA Assessment Resource
MATHS	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
PERFORMING ARTS	Portfolio-Written report	Practical – Presentation/Interview	Portfolio – Promotional Portfolio and Evaluation
R E	CCEA Past Paper Exam	CCEA Past Paper Exam	CCEA Assessment Resource
NON CCEA EXAMINATION BOARDS			
OCR Cambridge Technical ICT	Coursework & OCR Past Paper Exam	Internally set exam	OCR Assessment Resource & Coursework
EDEXCEL BTEC SPORT & BTEC TRAVEL & TOURISM	Portfolio of Evidence Portfolio of Evidence		
AQA A2 Tech & Design		AQA Past Paper Exam	AQA Assessment Resource
	Portfolio of Evidence		
AQUINAS			
BIOLOGY	As per ADGS policy		
CHEMISTRY	As per ADGS policy		
ENGLISH LITERATURE	As per ADGS policy		
WJEC - SOCIOLOGY	As per ADGS policy		