



St. Mary's
Grammar School, Magherafelt.



Rainey Endowed School



Magherafelt High School



Sperrin College



St Patrick's College



St Colm's High School



St Conor's College

NORTHERN
Regional College **nrc**

Kilronan Special School
Magherafelt High School
Rainey Endowed School
Sperrin Integrated College
St Colm's High School (Draperstown)
St Conor's College (Clady & Kilrea)
St Mary's Grammar School
St Patrick's College (Maghera)
St Pius X College

Magherafelt & Rural Learning Partnership (MRLP)
Consortium Policy
For Centre Determined Grades
Within the MRLP Consortium
Summer 2021

Adopted by Board of Governors on 21st April 2021

Issued to staff on 23rd April 2021

Responsible: Aine Bradley

(Head of Centre)

To be read in conjunction with each school's
Examinations Policy, Assessment Policy and Access Arrangements Policy

Statement of Intent

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May, and June 2021. Instead, by Formal Direction of the Minister dated 2 March 2021, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. This policy, which applies to GCSE, AS and A level qualifications offered by CCEA and all other awarding organisations, is intended to support teachers and school leaders in submitting appropriate Centre Determined Grades for each student.

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 are entered and from this provide a grade to CCEA and other awarding bodies. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations.

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 and any other awarding body
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA and any other awarding body, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA and any other awarding body; 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, and JCQ guidance for Heads of Centre, subject specific guidance and other CCEA and JCQ 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 and any other awarding body 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.

1. Guidance, Information and Readiness (March, April) ***(Centre Leadership Team, Heads of Department (HoD) and teaching staff)***

CIEA training has been undertaken by designated senior staff and disseminated to teaching staff.

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.

Centres agree their quality assurance process to ensure consistency across teachers, subjects, and departments.

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.

Preliminary consideration of value of available evidence

2. Evidence Gathering and Provision of Assessment Resource (March, April, and May) ***(Centre Leadership Team, HoD and teaching staff)***

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.

All other available evidence collated and documented

3. Centre Professional Judgement and Moderation (April and May) ***(Head of Centre, Centre Leadership Team, Heads of Department (HoD) and teaching staff)***

All available evidence moderated in line with centre policy

Any potential bias in Centre Determined Grades and outcomes considered

Centre Determined Grade outcomes reviewed by senior leadership teams

Head of Centre sign-off and submission of Centre Determined Grades

4. Review of Evidence and Award (June and July) ***(Head of Centre and CCEA personnel)***

Centre evidence and grade outcomes reviewed

If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.

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.

5. Post-Award Review Service (August and September)
(Head of Centre and CCEA personnel)

After the issue of results, students will have the right to appeal to their centres and to CCEA.

Roles and Responsibilities

Roles and responsibilities of Saint Conor's College staff are outlined below:

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

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

The Vice Principal, E McMullan (or other designated person / consortium representative who represents the school for the Magherafelt and Rural Learning Partnership) work collaboratively, communicating with other schools, engage in professional dialogue and ensure there is provision of properly authenticated evidence for Centre Designated Grades which will be moderated by the relevant Head of Centre. Please see addendum for specific details pertaining to Northern Regional College.

The Senior Leadership Team will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable. Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training, M Watson and P Bradley, 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, M Watson, is responsible for ensuring accurate and timely entries are submitted to CCEA or any other awarding body. They must ensure that all information from CCEA or any other awarding body is shared promptly with all relevant staff. The examinations Officer will ensure that they know, understand, and can use the CCEA Centre Manager Applications or any other exam body portal. 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 are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

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. Centres must ensure records are kept similar to 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 CCEA Candidate Assessment Records will be required for the candidates sampled by CCEA. The knowledge, expertise, and professionalism of the staff of Saint Conor's College is central to determining Centre Determined Grades.

Students will be expected to have attendance which is deemed to be acceptable by school (as outlined in the school's attendance policy), to submit work which is the best of their ability, to adhere to school policy and meet internal deadlines for submission of work. Where the centre or individual teachers are put under improper pressure from a candidate to influence the decision-making on a grade this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

Parents should support learners by ensuring good attendance, having awareness of school policy, and ensuring their children adhere to internal deadlines for submission of work. 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 this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided. Saint Conor's College will engage fully with all training and support that CCEA or any other exam board has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the following examination board websites:

www.ccea.org.uk

www.aqa.org.uk

www.eduqas.co.uk

www.ocr.org.uk

<https://qualifications.pearson.com/en/campaigns/pearson-covid-19.html>

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. The Examinations Officer should be notified if no one from a department has been able to attend support meetings and the Head of Centre will consider how this is addressed.

Appropriate Evidence

Alternative Arrangements – Process for Heads of Centre.

Saint Conor's College will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered, the asterisked evidence will be used if key evidence is not available:

- CCEA or any other exam board assessment resources for 2021
- CCEA or any other exam board past papers
- mock examinations, which relate to the CCEA or any other exam board specification.
- coursework or controlled assessments, even where not completed – if applicable to the subject
- class tests, tracking assessments
- homework*
- remote learning tasks*
- Any other subject specific evidence*

Evidence for CCEA and all other Examination Boards (AQA, WJEC, OCR, Pearson) must be submitted to the school by the dates outlined in the timetables distributed to parents.

Students' work must be authenticated. Evidence submitted should be signed by the pupil. All processes outlined in the school Assessment or Examination Policy should be adhered to.

Saint Conor'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**. Likewise, all evidence for other awarding bodies will be based on their guidance for alternative arrangements.

Saint Conor's College is taking 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.

Saint Conor's College is taking into account the disruption that candidates have faced to their learning as a result of COVID-19 by adapting assessments to reflect the loss of teaching time and content covered for class groups and individual students during the pandemic. 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**. Pupils will only be examined on the material they have covered.

Candidates will be made aware of the evidence that will be used in determining their centre determined grades in individual subjects. Parents and pupils will have access to a subject evidence appendix in the CDG policy detailing the assessments to be used in each subject at GCSE, AS and A2.

Centre Determined Grades

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

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

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

Information on these aspects for each qualification will be drawn from:

- the CCEA specification and other awarding body specifications
- specimen assessment materials, assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator
- reports, which are available on the CCEA website at www.ccea.org.uk
- reports, which are available from other awarding body specifications

All teachers will complete the relevant Candidate Assessment Records and will forward to their Head of Department/Subject Leader. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

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.

[Please see Saint Conor's College Internal Assessment policy.]

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records should form the basis of discussions around decisions made. As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

1. to match the standards as established and understood in the guidance provided; and
2. 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

Saint Conor's College undertakes to have a consistent approach across departments/subjects.

Senior Leaders M Watson and P Bradley (CEIA TRAINING) will act as Lead Assessors in terms of centre moderation, to include a review of marking and the internal standardisation arrangements and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained. The moderation exercise will include professional discussions with Heads of Department.

Senior Leaders will consider both the subject and centre outcomes based on the evidence available. The Head of Centre will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), Saint Conor's College will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document Adjustments for candidates with disabilities and learning difficulties, which is available on the JCQ website.

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, Saint Conor's 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. Saint Conor's College will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document 'A guide to the special consideration process', with effect from 1 September 2020.

Bias and Discrimination

Saint Conor's College will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders P Bradley and M Watson 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).
- 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.

For retention of electronic records, schools should consider the use of SIMS for GDPR purposes and acceptable use of data. For retention of hard copies of evidence schools should implement their usual secure exam storage procedures as per their assessment 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. The following CCEA documentation must be fully and accurately completed and retained securely:

- Candidate Assessment Records, or similar records.
- Head of Department Checklists and Departmental Assessment Evidence Grid.
- Head of Centre Declaration.

Students Who Are Taught at a Different Centre (Consortium)

Students who are being taught at a different centre from the one where the entry was made should be included in the grading of the centre that made the entry. The centre making the entry should consult with the teaching centre and compare evidence on student performance in both centres to determine an agreed grade. The home centre, which is making the entry for the student, has final responsibility for submitting a Centre Determined Grade. The centre making the entry will need to ensure they have access to all available students' evidence, as this may be requested of them to support the CCEA sampling process.

Please see addendum for specific details regarding Northern Regional College.

Confidentiality

Saint Conor'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 and any other exam board requirements.

Malpractice/Maladministration

Saint Conor's College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA or any other exam board 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 or any other exam board for investigation, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

- deception.
- improper assistance to a candidate.
- failure to appropriately authenticate a candidate's work.
- over-direction of candidates in preparation for assessments.
- the centre submitting grades not supported by evidence or that they know to be inaccurate.
- centres entering candidate(s) who were not originally intending to cash in a grade in the Summer 2021 series.
- failure to engage as requested with CCEA during the review stage of the process; and
- failure to keep appropriate records of decisions made and Centre Determined Grades.

The consequences of malpractice or maladministration are as published in the JCQ Guidance Suspected Malpractice: Policies and Procedures, which is available on the JCQ website, and include the risk of a delay to candidates receiving their grades, up to and including removal of centre status.

Private Candidates

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

Saint Conor'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

We are awaiting CCEA requirements when the CCEA awarding organisation appeals process is confirmed. It must make clear the roles, responsibilities and steps involved in the internal appeals procedure.

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Saint Conor's College's internal appeals procedure will be available for staff, candidates and parents on the centre website at www.stconorscollege.com following the issue of results. 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 will be time-bound and will be 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

Saint Conor'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.

Associated/Related Centre Documents

Examinations Handbook

School Complaints Policy

Examinations Policy

Assessment Policy

Access Arrangements Policy

(Appendix 1)**GCSE Subject Assessment Evidence**

The following individual subject assessments will be used to determine each candidate's grade.

Subject	English Language CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Speaking and Listening	Medium/High
2	Unit 3 Part 2: Study of Written Language	High
3	Unit 1 CCEA Assessment Resource	High

Subject	Mathematics CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Class test: Geometry and Measure and Data Handling	High
2	Class test: M2/M3/M4	High
3	CCEA Assessment Resource	High

Subject	DA Science CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	CCEA Assessment Resource - B2 Biology paper (F / H)	High
2	CCEA Assessment Resource - C2 Chemistry paper (F / H)	High
3	CCEA Assessment Resource - P2 Physics paper (F / H)	High

Subject	SA Science CCEA
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Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	CCEA Unit 1 Biology Module result	High
2	CCEA Unit 2 Chemistry Module result	High
3	CCEA Assessment Resource – Unit 3 Physics paper (F)	High

Subject	Agriculture CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	CCEA Assessment Resource	High
2	Controlled Assessment	Medium
3	Christmas Mock 2020	High

Subject	Art and Design AQA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Final Outcome	High
2	Observational studies	Medium
3	Contextual Reference	Medium

Subject	Business & Communication Systems CCEA
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Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Tracking Test	High
2	Tracking Test	High
3	CCEA Assessment Resource	High

Subject	Business Studies CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	CCEA Assessment Resource	High
2	Mock Exam December 2020	High
3	Controlled Assessment	Medium

Subject	Child Development CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020	High
2	Past Paper	High
3	CCEA Assessment Resource	High

Subject	Construction and the Built Environment CCEA	
Level	GCSE	

Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Unit 2 - Class Test	High
2	Unit 4 – CAD Controlled Assessment	Medium
3	Unit 2 -CCEA Assessment Resource (Exam)	High

Subject	Digital Technology CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020	High
2	St Conor’s Mid Term Assessment (April Completion)	High
3	CCEA 2021 Summer GDG21 Assessment Resources	High

Subject	English Literature CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Unit 2 Mock Exam, Section: A Drama	High
2	CA Unit 3: Study of Shakespeare	Medium
3	CCEA Assessment Resource Unit 2, Section B – Poetry	High

Subject	Food and Nutrition CCEA	
Level	GCSE	

Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020	High
2	Past Paper	High
3	CCEA Assessment Resource	High

Subject	French CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Listening – Past paper 2019	High
2	Writing – Past paper question	High
3	CCEA Assessment Resource – Reading	High

Subject	Geography CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020	High
2	End of Topic Tracking Test on Development	High
3	CCEA Assessment Resource	High

Subject	History CCEA	
Level	GCSE	

Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020.	High
2	PPQ from 2019 paper all on Germany Section	High
3	CCEA Assessment Resource. All questions answered, no omissions	High

Subject	IRISH CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	CCEA PAST PAPER HIGHER WRITING TASK-AO4 (14/04/21)	HIGH
2	CCEA LISTENING ASSESSMENT RESOURCE-AO1 (12/05/21)	HIGH
3	CCEA READING ASSESSMENT RESOURCE-AO3 (26/05/21)	HIGH

Supplementary Evidence Collected-Halloween Higher Reading Past Paper, Winter Mock Listening & Reading Past Papers-All High Control

Subject	Learning for Life and Work CCEA
Level	GCSE

Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	CCEA Assessment Resource (Unit 2 - Personal Development)	High
2	Mock Exam December 2020(Employability)	High
3	Controlled Assessment Task (Part A and Part B)	Medium

Subject	MVRUS CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	CCEA Assessment Resource	High
2	Mock Exam December 2020	High
3	Halloween Assessment – Oct 2020	High

Subject	Occupational Studies CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Health & Safety	Medium
2	Data storage	Medium
3	Dealing with customer complaints	Medium

Subject	Physical Education Wjec eduqas
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Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020	High
2	Internal Assessment (May) – on material sent from Eduqas	High
3	Practical Assessment	Medium

Subject	Religious Studies CCEA	
Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Unit 6: Topic Test: Modern Warfare (A01 & A02)	High
2	Unit 6: Topic Test: Contemporary Issues in Christianity (A01 & A02)	High
3	Unit 6: CCEA Assessment Resource (A01 & A02)	High

Subject	Technology and Design AQA
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Level	GCSE	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020	High
2	Coursework	High
3	AQA Past Paper – Section A	Medium

A2 level Subject Assessment Evidence

Please note these are the individual subject assessments that will be used to collect evidence to determine each candidate's grade.

Subject	Biology	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Christmas Mock Exam 2020	High
2	CCEA Assessment Resource Unit 1	High
3	CCEA Assessment Resource Unit 2	High

Subject	Chemistry	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	A2 Past Paper Unit 1	High
2	A2 Repurposed Paper Unit 1	High
3	A2 Repurposed Paper Unit 3	High

Subject	English Literature	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020, Unit 2, section B: Unseen Poetry	High
2	Unit 3: Independent Study	Medium
3	CCEA Assessment Resource Unit 2	High

Subject	Geography	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Christmas Mock Exam 2020	High
2	Mock test CCEA A22 2018	High
3	CCEA Assessment Material	High

Subject	Health and Social Care	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	A2 2: Body Systems & Physiological Disorders	Medium
2	A2 1 Applied Research	Medium
3	A2 5 Supporting the Family	Medium

Supplementary Evidence A2 4: Public Health

Medium

Subject	IRISH	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	CCEA EXTENDED WRITING PAST PAPER- AO2, AO3, AO4 (13/04/21)	HIGH
2	CCEA LISTENING ASSESSMENT RESOURCE- AO1 (06/05/21)	HIGH
3	CCEA READING ASSESSMENT RESOURCE- AO2 (13/05/21)	HIGH

Supplementary Evidence Collected-Halloween & Winter Mock Assessments-All High Control

Subject	OCR Cambridge Technicals in IT	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Unit 12 – Website Production	High
2	Unit 6 – E Commerce	High

Subject	Maths	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Class Tracking Test	High
2	Class Tracking Test	High
3	CCEA Assessment resource	High

Subject	Religious Studies	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Unit 5: Topic 2 Timed essay (A01 & A02)	High
2	Unit 5: Synoptic Question Timed essay (A01 & A02)	High
3	Unit 5: CCEA Assessment Resource (A01 & A02)	High

Subject	Technology AQA	
Level	A2	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Christmas Mock Exam 2020 (Paper 1)	High
2	Coursework	High
3	Assessment Paper 2	Medium

AS level Subject Assessment Evidence

Please note these are the individual subject assessments that will be used to collect evidence to determine each candidate's grade

Subject	Biology	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Christmas Mock Exam 2020	High
2	CCEA Assessment Resource Unit 1	High
3	CCEA Assessment Resource Unit 2	High

Subject	Chemistry	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	AS Past Paper Unit 1	High
2	AS Repurposed Paper Unit 1	High
3	AS Repurposed Paper Unit 3	High

Subject	Health & Social Care	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	AS2 – Communication in HSC & EYS	Medium
2	AS1 – Promoting Quality Care	Medium
3	AS4 – Safeguarding Children	Medium

Supplementary Evidence- AS6 – Holistic Therapies

Medium

Subject	History	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Mock Exam December 2020– CCEA paper 2019.	High
2	Past Paper Question from 2018 paper - AO3, question 2B, 30mark question.	High
3	CCEA Assessment Resource- no omissions.	High

Subject	OCR Cambridge Technicals in IT	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Unit 1 – Communication and Employability	High
2	Unit 2 – Information Systems	High
3		

Subject	Life & Health Sciences	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Unit 2. Human Body Systems – Internal Tracking Assessment	High
2	Unit 2. Human Body Systems – CCEA Assessment Resource	High
3	Unit 3. Aspects of Physical Chemistry in Industrial Processes – CCEA Assessment Resource	High

Subject	Maths	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Class Tracking Test	High
2	Class Tracking Test	High
3	CCEA Assessment Resource	High

Subject	Moving Image Arts	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	AS Unit 1 Essay	Medium
2	AS Unit 1 Preparation	Medium
3	AS Unit 1: Final Film	Medium

Subject	Religious Studies	
Level	AS	
Assessment	Type of evidence being used	Level of Control (High/Medium/low)
1	Unit 1: Topic 1 Timed essay (A01 & A02)	High
2	Unit 1: Topic 3 Timed essay (A01 & A02)	High
3	Unit 1: CCEA Assessment Resource (A01 & A02)	High

