



## **Methodist College Belfast Policy for Centre Determined Grades, Summer 2021**

Adopted by Board of Governors on 15/04/2021

Issued to staff on 15/04/2021

Responsible: Scott Naismith, Principal

### **Statement of Intent**

The purpose of this policy is to ensure that:

- the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;
- 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
- 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. This Centre Determined Grades policy is 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 the 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**

This policy facilitates the delivery of the five step process for the Summer 2021 awarding arrangements outlined in the **CCEA Alternative Arrangements – Process for Heads of Centre**.

**The Roles and Responsibilities of Methodist College** staff are outlined below:

The **Board of Governors** will:

- approve the policy for producing Centre Determined Grades;
- notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

The **Head of Centre** will:

- confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff;
- 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;

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

The **Senior Leaders** will:

- provide support to staff involved in producing Centre Determined Grades;
- support the Head of Centre in the quality assurance of the final Centre Determined Grades;
- 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;
- (if they attended the CCEA Chartered Institute of Educational Assessors (CIEA) training) act as Lead Assessor in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The **Examinations Officer** will:

- Be responsible for ensuring that accurate and timely entries are submitted to CCEA;
- ensure that all information from CCEA is shared promptly with all relevant staff;
- ensure that they know, understand and can use the CCEA Centre Manager Applications;
- 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;
- be responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

**Heads of Department** will:

- be 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;
- ensure that a Head of Department Checklist and Assessment Evidence grids are completed for each qualification that they are submitting (APPENDICES 2 and 3);
- ensure that additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers;
- determine the evidence to be used to arrive at the Centre Determined Grade.
- Inform staff and pupils of the key evidence that will be used to support the CDGs for the majority of candidates.

**Teachers** will:

- be responsible for ensuring that they conduct assessments 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;
- 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;
- 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 (APPENDIX 4);
- have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required;
- securely store and be able to retrieve evidence to support their decisions;

- confirm with their pupils the marks and key evidence used to support the CDGs;
- inform those pupils for whom there has been a discretionary variation from the Departmental Evidence Grid.

### **Training, Support and Guidance**

The knowledge, expertise and professionalism of the staff of **Methodist College** is central to determining Centre Determined Grades. Teachers involved in determining grades must attend any centre-based training provided.

**Methodist College** engaged fully with all training and support that CCEA has provided. Further general and subject-specific support and guidance can be found on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk)  
Senior Leaders will disseminate the CIEA training provided by CCEA to all teachers involved in producing Centre Determined Grades.

### **Appropriate Evidence**

**Methodist College** will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre**. A minimum of two, but preferably three good pieces of evidence will be provided for each student.

**Methodist College** will use selectively the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that may be considered. The asterisked evidence will be used if key evidence is not available:

- MCB Spring examinations
- CCEA assessment resources for 2021;
- CCEA past papers;
- coursework or controlled assessments, even where not completed – if applicable to the subject;
- practicals;
- class tests;
- online assessments;
- elements of AS assessment;
- homework\*

**Methodist 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;
- the disruption that candidates have faced to their learning as a result of COVID-19. This will be accommodated by the selective use of assessment evidence to demonstrate the candidates' knowledge, understanding and skills in the content covered. This means that candidates will not be disadvantaged as a result of lost learning.

Any adaptations that have been made to the core assessment evidence, will be recorded 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.**

- Heads of Department will determine the evidence to be used to arrive at the Centre Determined Grade.
- Heads of Department will inform staff and pupils of the key evidence that will be used to support the CDGs for the majority of candidates, no later than Friday 23<sup>rd</sup> April;
- Subject teachers will confirm with their pupils the marks used to support the CDGs when internal moderation and standardisation processes have been completed.
- The subject teacher will inform those pupils for whom there has been a discretionary variation from the Departmental Evidence Grid.

### **Centre Determined Grades**

**Methodist 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.

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 of Assessment Evidence**

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 of assessment evidence is to provide teachers with confidence in the marks 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.

Internal standardisation should include:

- Use of agreed marking schemes;
- Familiarisation of markers with the application of the marking schemes;
- Recording of reasons for the award of marks;
- Checks on the addition of marks;
- cross-checking of marking across the full range of marks and include candidates from each class;
- the retention of records by the Head of Department.

## Access Arrangements and Special Consideration

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), **Methodist 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, **Methodist College** will take account of this when making judgements. Class teachers will record any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record (APPENDIX 4).

**Methodist 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

**Methodist College** will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders (**Scott Naismith, Alastair Craig and Michael Johnston**) will disseminate guidance from the CIEA training on potential bias in judgements, including the challenges and solution relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

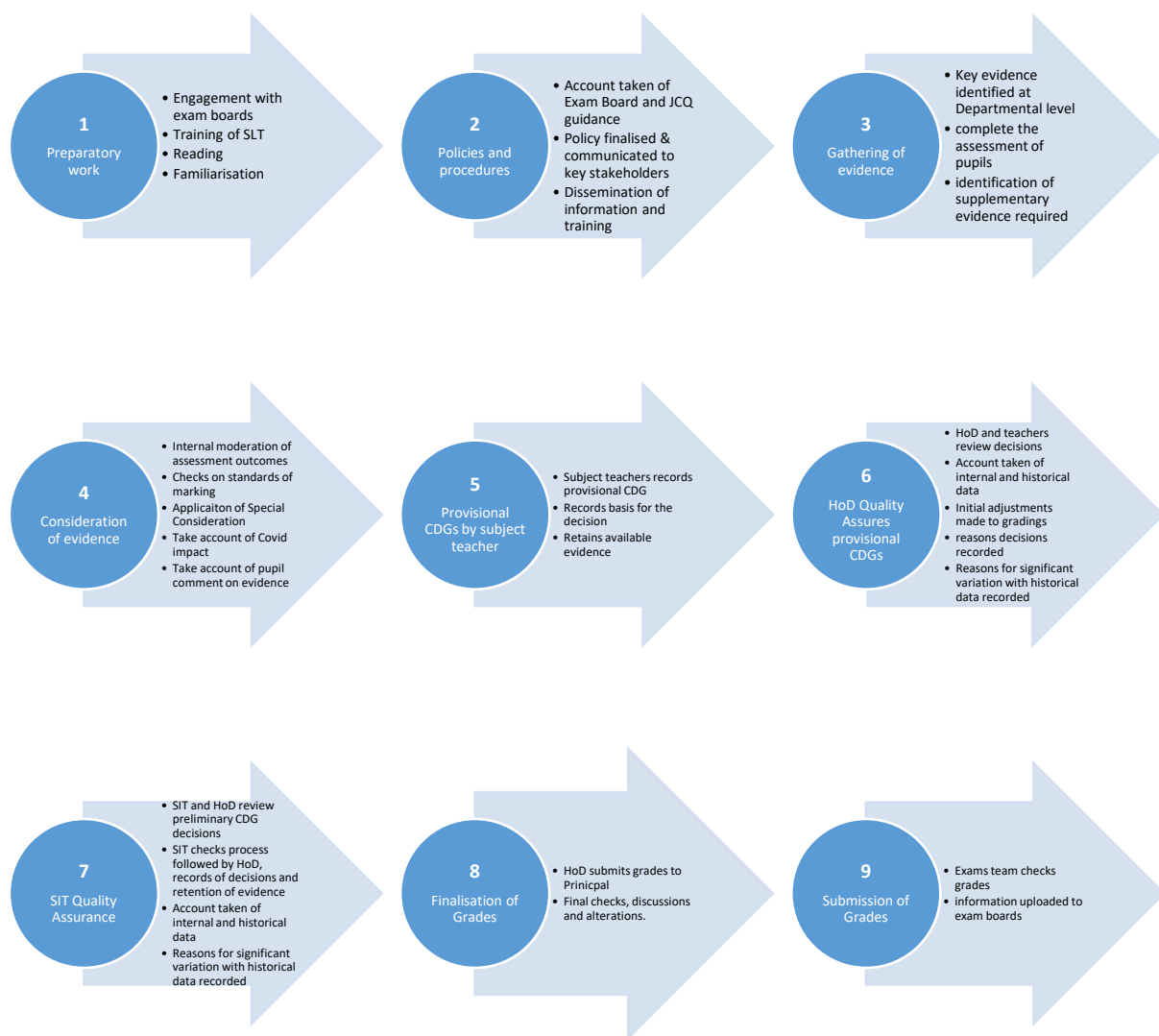
- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
- minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); and
- bias in teacher assessments.

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.

## Determining the Grade

The following graphic provides an outline of the steps that will be taken to arrive at the Centre Determined Grades for summer 2021. The timing of the initial steps will overlap e.g. the identification of key evidence and the assessment of pupils may include work completed earlier in the academic year and could, therefore, be partially completed by some subjects before steps 1 and 2 are completed. Steps 4 onwards will be completed in order by each subject.



### Timeline for process

Step	1 to 3	4	5 and 6	7	8	9
AS/A2	30 <sup>th</sup> April	5 <sup>th</sup> May	7 <sup>th</sup> May	10 <sup>th</sup> -14 <sup>th</sup> May	14 <sup>th</sup> May	21 <sup>st</sup> May
GCSE	14 <sup>th</sup> May	19 <sup>th</sup> May	21 <sup>st</sup> May	24 <sup>th</sup> -28 <sup>th</sup> May	28 <sup>th</sup> May	4 <sup>th</sup> June

Thursday 6<sup>th</sup> and Friday 7<sup>th</sup> May and Thursday 20<sup>th</sup> and Friday 21<sup>st</sup> May will be staff in-service days to allow for the completion of stages 1 to 6 for AS/A2 and GCSE respectively.

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 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**

To ensure a consistent approach across departments/subjects, **Senior Leaders (SIT)** will carry out a moderation exercise which will include:

- professional discussions with Heads of Department;
- a review of marking and the internal standardisation arrangements;
- the justification of decisions;
- a consideration of unexplained grade profiles
- a consideration of both the subject and centre outcomes based on the evidence available.

This moderation process may result in a review of the evidence used or remarking. A record of decisions will be retained.

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.

### **Recording Decisions and Retention of Evidence and Data**

Teachers and Heads of Department will 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 assessment records used to support the grade determined for each candidate will be retained electronically on the C2k network.

It is essential that there are robust, accurate and secure records of decisions and the 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;
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration.

### **Confidentiality**

**Methodist 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**

**Methodist College** will act ethically, to uphold the integrity of the qualifications system and will 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 will be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

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

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

### **Private Candidates**

**Methodist College** will only submit an entry for private candidates if there is sufficient evidence to support 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 will be made using the same approach as for all other candidates at **Methodist 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.

**Methodist 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.

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

**Methodist 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.

### **Centre policy portability across jurisdictions**

As this centre is located in Northern Ireland this section outlines our approach to Ofqual-regulated awards, where it differs from those of CCEA and to whom a Centre Policy or equivalent has been submitted.

- Our arrangements for ensuring confidentiality of centre-determined grades for Ofqual-regulated qualifications are compliant with those outlined in the JCQ Guidance.



## **Associated/Related Centre Documents**

### **Access Arrangements Policy**

<https://resources.finalsite.net/images/v1574772365/methodyorg/e9rsxx3q56g3v47crycm/ExaminationAccessArrangementsPolicy.pdf>

### **Controlled Assessment Policy**

<https://resources.finalsite.net/images/v1574772418/methodyorg/pfeetrbe1adfyxau7av8/PolicyfortheManagementofControlledAssessment.pdf>

**Please find below links to JCQ documents now publicly available.**

[JCQ Centre Guidance on the Determination of Grades](#)

[Centre Policy Summary Form](#)

### **Grading assistance:**

[A/AS Level grade descriptors](#)

[GCSE grade descriptors](#)

[Worked examples](#)

**CCEA Summer Support materials can be accessed via this link**

[Summer 2021 Support Package](#)

## **APPENDIX 1: Application of Special Consideration & consideration of possible COVID disruption.**

### **Special Consideration:**

1. Special consideration will normally be given by applying an allowance of additional marks to each component affected within a specification. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. The maximum allowance given will be 5% of the total raw marks available in the component concerned, including coursework/non-examination assessment.
2. The decision made by the panel (see below) will be based on various factors which may vary from one subject to another. These may include:
  - the severity of the circumstances;
  - the date of the examination in relation to the circumstances; and
  - the nature of the assessment, e.g. whether written papers are affected as opposed to coursework/non-examination assessment, or whether a Practical Test or a Speaking Test is involved.
3. **Special consideration cannot be applied in a cumulative fashion.** For example, because of a recent trauma at the time of the examination **and** the candidate suffering from a viral illness.

Special consideration should only be applied for the most serious indisposition.

Candidates or their parents/carers should, in the first instance, discuss the application of special consideration with the College.

Private candidates must liaise with the College about an application for special consideration.

**The following are examples of circumstances which must apply at the time of the assessment.**

**5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:**

- terminal illness of the candidate;
- terminal illness of a parent/carer;
- death of a member of the immediate family **within two months** of the examination;
- very serious and disruptive crisis/incident **at or near the time of the examination.**

**4% Very serious problems such as:**

- life-threatening illness of candidate or member of immediate family;
- major surgery **at or near the time of the examination;**
- severe disease;
- very recent death of member of extended family;
- severe or permanent bodily injury occurring **at the time of the examination;**
- serious crisis/incident **at the time of the examination.**

**NB 'Very recent' is defined as within one month of the examination(s) taking place.**

**3% A more common category (more cases will fall into this category), including:**

- **recent** traumatic experience such as death of a close friend or distant relative;
- **recent** illness of a more serious nature;
- flare-up of a severe congenital/medical condition or a psychological condition;
- broken limbs;
- organ disease;
- physical assault trauma before an examination;
- recent crisis/incident;
- witnessing a distressing event **on the day** of the examination involved.

**NB 'Recent' is defined as up to four months prior to the examination(s) taking place.**

**2% The most common category of allowance - most cases will fall within this category:**

- illness **at the time of the examination**;
- broken limb on the mend;
- concussion;
- effects of pregnancy (**not pregnancy per se**);
- extreme distress **on the day of an examination (not simply exam related stress)**;
- allowance on **last paper** taken in a day when a candidate has been entered for **three or more examinations timetabled for the same day and** the total duration of those papers is **more than 5 hours 30 minutes (GCSE examinations) or more than 6 hours (GCE examinations)**.

Where extra time has been used following formal approval, this should be included in the calculation.

Supervised rest breaks **must not** be included in the total duration of the papers when applying for special consideration.

**1% Reserved for more minor problems:**

- noise during examination which is more than momentary;
- illness of another candidate which leads to disruption in the examination room;
- stress or anxiety for which medication has been prescribed;
- hay fever **on the day** of an examination;
- minor upset arising from administrative problems.

**The following procedures will be followed when determining if a student should be awarded a tariff for Special Circumstances:**

1. Pastoral/Form staff (including the SENCO) will meet to consider students for whom Special Circumstances should be applied. This panel must be satisfied that there is evidence for the circumstances under consideration and parents should be aware in all instances where these are to be taken into account. In such instances the tariff will also be determined by the panel.
2. Heads of Department will be issued with list of pupils for whom Special Circumstances have been accepted for each examination level (GCSE/AS/A2). This list will give the reason for the Special Circumstances tariff being applied and the tariff agreed by the panel.
3. For each pupil to whom a tariff may be applied, the Head of Department will consider the assessment evidence being used to determine the Centre Determined Grade (CDG) and to which elements thereof the tariff should be applied. The HOD is required to determine if the circumstance recorded is relevant to each assessment item with regard to when the assessment was taken.

4. HODs will then inform the subject teacher of the outcome and request that the % uplift be applied as indicated. The tariff is to be calculated as a percentage change of the **total marks available** for each (relevant) assessment item.

In such an instance a note should be kept by the HOD and transferred onto the candidate record sheet (CAR) when required, which will be (a) if the candidate is part of the sample required by CCEA/exam board for quality assurance (b) a CAR is needed for an appeal.

## **COVID-related disruption**

HODs will also receive a list of pupils who have been absent from school due to COVID isolation requirements and their level of absence, over and above those missed by the rest of the year group. HODs are required to determine if a candidate listed faced additional disruption to their teaching and learning as a result of COVID-19, when compared with their class peers. In essence they should ask:

- (i) In reviewing the assessment of the candidate should some material be discounted when assessing that student?
- (ii) Should an additional/alternative piece of evidence be used to supplement/replace any element of that assessed?
- (ii) Should the mark awarded in a particular assessment piece be adjusted (upwards) to account for lost learning/teaching?

For this purpose, the College will regard 9 days (not necessarily consecutive) as potentially being disruptive to a student's learning. This is effectively 2 school weeks if you discount the day that they were identified and sent home.

## APPENDIX 2: Head of Department Checklist



### 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:	

Please Select Level:	<input type="text"/>
----------------------	----------------------

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.	<input type="radio"/> <input type="radio"/>
2. The evidence has been authenticated as the candidates' own work.	<input type="radio"/> <input type="radio"/>
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.	<input type="radio"/> <input type="radio"/>
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.	<input type="radio"/> <input type="radio"/>
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.	<input type="radio"/> <input type="radio"/>
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.	<input type="radio"/> <input type="radio"/>
7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence.	<input type="radio"/> <input type="radio"/>
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.)	<input type="radio"/> <input type="radio"/>

Head of Department:		Date:	
---------------------	--	-------	--

### APPENDIX 3: Departmental Assessment Evidence Grid

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

Please detail the assessments used for the subject cohort (for example CCEA assessment resource, mock examination, controlled assessment and/or homework).

This document must be completed for subjects requested for review by CCEA. Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control is provided](#).

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

If you wish to input information for more units, please select the '+' button found to the right of the table.

			Assessment 1	Assessment 2	Assessment 3
Type of Assessment					
Level of Control H, M, L					
Unit __	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
Unit __	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
Unit __	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			

Add /  
Remove  
Unit

+

If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why:

Head of Department:			
Signature:		Date:	

## APPENDIX 4: Candidate Assessment Record



### 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:	
Subject:	

Please Select Level:

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?	<input type="radio"/> <input type="radio"/>
Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers?	<input type="radio"/> <input type="radio"/>
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?	<input type="radio"/> <input type="radio"/>
Were the approved access arrangements in place during the assessments used in candidate evidence?	<input type="radio"/> <input type="radio"/>
Please provide details:	
Record any enhancements to the mark as a result of a special consideration in line with JCQ – <a href="#">A Guide to the Special Consideration Process</a> .	Tariff <input type="text"/>
Reason for Special Consideration tariff:	

### Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

	Date of Assessment	Mark %	Grade
Assessment 1			
Assessment 2			
Assessment 3			
Overall Grade Awarded			

Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any discretionary variation from the **Departmental Assessment Evidence Grid** (maximum 50 words):

### 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	Y	N	N/A
1. The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Signature:

Date:



**APPENDIX 5: Methodist College Review and Appeals Advice Summer 2021**

THIS WILL BE INSERTED ONCE FINAL DECISIONS HAVE BEEN MADE BY CCEA