

OMAGH ACADEMY (71961)
CENTRE DETERMINED
GRADE POLICY Summer
2021



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Adopted by Board of Governors on 23.04.21

Issued to staff on 23.04.21

Responsible: Mr K.Hamilton

Statement of Intent

The purpose of this policy is:

- to ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- to ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;
- to ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA; and
- to ensure that the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades policy will be in line with **CCEA Alternative Arrangements – Process for Heads of Centre**, subject-specific guidance and other CCEA guidance and information issued in relation to Summer 2021. All staff involved in centre determined grades will support the implementation of alternative arrangements as set out by CCEA, including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

Process Overview

There is a five step process for the Summer 2021 awarding arrangements as outlined in the **CCEA Alternative Arrangements – Process for Heads of Centre**. Internal deadlines relating to the steps of the CCEA process are provided in Appendix 4a.

Roles and Responsibilities

Roles and responsibilities of **Omagh Academy** staff are outlined below:

- The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the **Head of Centre** be unavailable to confirm the Centre Determined Grades.
- The **Head of Centre** 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 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.
- The **Head of Centre** will work collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.
- The **Head of Centre** 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.
- **Senior Leaders/Lead Assessors** (those 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.
- **Senior Leaders/Lead Assessors** will provide support to staff involved in producing Centre Determined Grades, particularly new teachers.
- **Senior Leaders/Lead Assessors** 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.
- **Senior Leaders/Lead Assessors** 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.
- The **Examinations Officer** must ensure that all information from CCEA is shared promptly with all relevant staff.
- The **Examinations Officer** will ensure that relevant staff know, understand and can use the CCEA Centre Manager Applications.
- The **Examinations Officer** 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 **21st May** for AS/A2 pupils and **4th June** for GCSE pupils.
- The **Examinations Officer** is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

- **SENCO** must share access arrangements with staff and make the appropriate arrangements.
- **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.
- **Heads of Department** will be responsible for ensuring that a Head of Department Checklist is completed for each qualification that they are submitting.
- **Heads of Department** are responsible for providing additional support and sharing information via subject specific training to all departmental members. Where appropriate, quality assurance measures will be provided for newly qualified teachers.
- **Heads of Department** are responsible for leading and managing the standardisation and moderation procedures, within their own specific subject, on the Qualification Procedure Days.
- **Heads of Department** must arrange for the secure storage of 'Pupil Assessment Folders'. These will be stored securely in the Examinations Office.
- **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.
- **Class teachers** must ensure that they have sufficient evidence (at least 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.
- **Class teachers** must collate the assessment evidence in a 'Pupil Assessment Folder' and leave this with their HoD for secure storage in the Examination Office. Please note, CCEA will seek three pieces of evidence during the external moderation process.
- **Class teachers** 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.
- **Class teachers** 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. *Please note, this no longer has to be completed for every candidate as was originally suggested in the CCEA publication on March 5th.*
- **Class teachers** have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.
- **Class teachers** must securely store evidence in the Examinations Office. Please note, evidence will be required by CCEA within a 48-hour timescale.

The knowledge, expertise and professionalism of the staff of OMAGH ACADEMY is central to determining Centre Determined Grades.

Training, Support and Guidance

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

Omagh Academy will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. 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. Mr Hamilton should be notified if no one from a department has been able to attend support meetings and Mr Hamilton will consider how this is addressed.

Appropriate Evidence

Omagh Academy will use the following candidate evidence in arriving at Centre Determined Grades. Heads of Department must ensure that Assessment Objectives required are all covered. Up to three pieces of evidence may be used. The list indicates the key evidence that will be considered.

Centre Determined Grades - Assessment Evidence

Omagh Academy will use appropriate candidate evidence in arriving at Centre Determined Grades for each subject as outlined below. Please note, due to evolving circumstances, some assessments originally identified as High Control may have to be conducted remotely and be re-classified as Medium Control. Pupils who are unable to take assessments at the scheduled time due to unforeseen circumstances will do the missed assessments at the next opportunity under High Control conditions.

Examples of Evidence

Evidence
<p>CCEA assessment resources (<i>all or part</i>) – When taken under <u>high control</u> conditions, where the public health situation allows, these assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers.</p>
<p>Performance in any mock examinations taken – These are likely to be a good indicator of performance, particularly if they are taken under <u>high control</u> conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers. This is only an option for Year 14 pupils at Omagh Academy as they were the only ones who were able to complete mock exams.</p>
<p>Performance in CCEA past paper questions (<i>April 2021 in-class assessments</i>) and mark schemes – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. <i>However, elements of these can be incorporated into mock exams or class tests.</i> You may wish to access grade boundaries and/or Chief Examiner's reports which relate to these papers, available at www.ccea.org.uk. If the examinations in the qualifications you deliver are marked online, you can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at CCEA.Analytics@ccea.org.uk</p>
<p>Records of each student's performance throughout their study – This includes, for example, performances in subjects where this is assessed, for example Music, Drama and PE.</p>
<p>For GCSE students who sat units prior to Summer 2021, their notional unit grades in that subject – It is likely that only students studying Single and Double Award Science will have completed prior units.</p>
<p>Performance in any controlled assessments/coursework or other assessments required for the qualification – This can be even if these have not been fully completed.</p>

Tiers – In GCSE subjects that include units available at Foundation or Higher, the tier entered by students should be considered. The Centre Determined Grade should not be higher than the maximum grade allowable through the combination of Foundation and Higher Tier units selected.

For resitting students, prioritise evidence generated during the 2020/21 academic year.

Assessments conducted during remote learning may used.

Contingency Evidence

The following pieces of evidence may be used if needed due to a lack of the above evidence being available due to an individual pupil being unable to complete some or all of the above due to medical reasons or unforeseen circumstances and may only be used with the authorization of the Head of Centre. Each department has specified Contingency Evidence in the appropriate table on the following pages. Under certain exceptional circumstances, the evidence below may be used if no other evidence is available.

Performance in class tests

For GCSE students who sat units prior to Summer 2021, their notional unit grades in that subject – It is likely that only students studying Single and Double Award Science will have completed prior units.

Performance in any class assessments taken throughout their study – This may consist of a variety of evidence types, produced under different conditions e.g. remote learning tasks, homeworks, classwork notebooks, Tracking Point scores, scores in November/December 2020 Mock exams, timed essays/Past Paper Questions or Vocal/Instrumental performances recorded at home.

Agriculture

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	1. Unit 2: Centre Generated Paper – Topics 1, 2 & 3 (adapted Past Exam Paper Questions) (AO1, AO2 & AO3)	High
		2. Unit 2: Centre Generated Paper – Topics 5 & 7 (adapted Past Exam Paper Questions) (AO1, AO2 & AO3)	High
		3. Unit 2: CCEA Assessment 2021 Exam Paper	High

		<p>(AO1, AO2 & AO3).</p> <p><u>Contingency</u></p> <ol style="list-style-type: none"> Unit 2: Topic 3 test completed during class time (AO1, AO2 & AO3). Unit 2: Topic 5 test completed during Remote Learning (AO1, AO2 & AO3). <p><u>Mitigations</u></p> <p>Topics 4, 6 & 8 were not fully taught because of the Covid-19 pandemic. Therefore, the CCEA Assessment 2021 Exam Paper has been adapted accordingly.</p>	<p>High</p> <p>Medium</p>
Pearson	A2 (Level 3 National Extended Certificate)	<ol style="list-style-type: none"> Unit 1: Centre Generated Paper – Activity 1 & 2 (Pearson Exam Paper Questions) (AO1, AO2, AO3 & AO4) Unit 1: Centre Generated Paper – Activity 4 (Pearson Exam Paper Question) (AO1, AO2, AO3 & AO4) <p><u>Contingency</u></p> <p><u>Mitigations</u></p> <p>Topic C was not fully taught because of the Covid-19 pandemic. Therefore, Activity 3 (based on Topic C) has been omitted from the Centre Generated Papers.</p>	<p>High</p> <p>High</p>

Art & Design

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<ol style="list-style-type: none"> 1. Component 1 Part A: Exploratory Portfolio (A01, A02, A03 & A04) 2. Component 1 Part B: Investigating the Creative and Cultural Industries (A01, A02, A03 & A04*) 3. Timed Exam to complete a Final Outcome for Component 1 Part B (A04) <p>Contingency: To assess pupils on the A0's covered in Component 1 Part A and B. (A01, A02 and A03)</p> <p>Mitigations: Component 2 was omitted.</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>
CCEA	AS	<ol style="list-style-type: none"> 1. Unit 1: The Exploratory Portfolio (A01, A02 & A03) 2. Unit 2: Personal Response (Final Outcome - A04) <p>Contingency: To assess pupils on the A0's covered in Unit 1: The Exploratory Portfolio. (A01, A02 and A03)</p> <p>Mitigations: In Unit 2 only A04 will be assessed. A mini outcome will be realised during a timed exam to fulfil requirements of A04.</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p>
CCEA	A2	<ol style="list-style-type: none"> 1. Unit 1: The Personal and Critical Investigation (A01, A02 & A03) 2. Unit 2: Thematic Outcome (Final Outcome - A04) <p>Contingency: To assess pupils on the A0's covered in Unit 1: The Personal and Critical Investigation. (A01, A02 and A03)</p> <p>Mitigations: In Unit 1, the 'Written Essay' is incomplete but will be used as evidence as recommended by CCEA to demonstrate pupils contextual understanding of Art</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p>

		and Design and will support their practical work. In Unit 2 only A04 will be assessed. A mini outcome will be realised during a timed exam to fulfil requirements of A04.	
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Biology

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<p>1. CCEA Unit 2 past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>2. CCEA Unit 2 past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>3. CCEA Unit 2 assessment resource (in class assessment; AO1, AO2, AO3)</p> <p>Contingency: Tracking score from October 2020</p> <p>Mitigations: Unit 1 was omitted from assessment as per CCEA authorisation; as a result of PHA guidance, limited amounts of practical work were done, so there was a reduced emphasis on AO3; assessments omitted some Genetics topics which had not been covered in face to face teaching.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium</p>
CCEA	AS	<p>1. CCEA AS1 past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>2. CCEA AS1 past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>3. CCEA AS1 assessment resource (in class assessment; AO1, AO2, AO3)</p> <p>Contingency: Write ups of practical work in lab book (supervised in class; AO3) Class test - Biomolecules (AO1, AO2, AO3) Class test - Cell Ultrastructure (AO1, AO2, AO3) Class test - Enzymes (AO1, AO2, AO3)</p> <p>Mitigation: Unit 2 was omitted from assessment as per CCEA authorisation; as a result of PHA guidance, limited amounts of practical work were done so this is held as contingency.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium</p> <p>High</p> <p>High</p> <p>High</p>
CCEA	A2	<p>1. CCEA A21 past paper questions (Mock exam part 1; AO1, AO2, AO3)</p> <p>2. CCEA A21 past paper questions (Mock exam part 2; AO1, AO2, AO3)</p> <p>3. CCEA A21 assessment resource (in class assessment;</p>	<p>High</p> <p>High</p> <p>High</p>

		AO1, AO2, AO3) Contingency: Class test - Homeostasis (AO1, AO2, AO3) Class test - Immunity (AO1, AO2, AO3) Mitigation: Units 2 and 3 were omitted from assessment; A21 assessments did not major on Ecology topics which were taught during lockdown (June 2020)	High High
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Business Studies

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<ol style="list-style-type: none"> Paper 1: Teacher prepared paper in CCEA style based on component of Unit 1 course (in class assessment – AO1, AO2, AO3) Paper 2: Teacher prepared paper in CCEA style based on component of Unit 1 course (in class assessment – AO1, AO2, AO3) Paper 3: CCEA Unit 1 assessment resource (in class assessment: AO1, AO2, AO3) Paper 4: CCEA Unit 1 assessment resource plus additional CCEA style questions (in class assessment – AO1, AO2, AO3) <p>Contingency: Unit 1 mock sat in Year 11, Tests sat in autumn Year 12, lockdown tasks (AO1, AO2, AO3)</p> <p>Mitigation: Unit 2 and Controlled Assessment omitted from assessment.</p>	High High High High, High, Low
CCEA	AS	<ol style="list-style-type: none"> Paper 1: CCEA AS1 past paper questions (in class assessment: AO1, AO2, AO3, AO4) Paper 2: CCEA AS1 past paper questions (in class assessment: AO1, AO2, AO3, AO4) Paper 3: CCEA AS1 assessment resource (in class assessment: AO1, AO2, AO3, AO4) Paper 4: CCEA AS1 assessment resource (in class assessment: AO1, AO2, AO3, AO4) <p>Contingency: Homework Tracking Scores, Lockdown work (AO1, AO2, AO3, AO4)</p> <p>Mitigation: AS2 omitted from assessment</p>	High High High Med, Low

CCEA	A2	<ol style="list-style-type: none"> 1. Paper 1: CCEA AS1 past paper questions (in class assessment: AO1, AO2, AO3, AO4) 2. Paper 2: CCEA AS1 past paper questions (in class assessment: AO1, AO2, AO3, AO4) 3. Paper 3: CCEA AS1 assessment resource (in class assessment: AO1, AO2, AO3, AO4) 4. Paper 4: CCEA AS1 assessment resource (in class assessment: AO1, AO2, AO3, AO4) <p>Contingency: December mock, Homework tracking scores, Lockdown work (AO1, AO2, AO3, AO4)</p> <p>Mitigation: A22 topics not assessed and CCEA assessment resource adapted to include topics studied at OA.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High, Med, Low</p>
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Chemistry

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<ol style="list-style-type: none"> 1. Paper 1: CCEA Unit 2 past paper questions (in class assessment; AO1, AO2, AO3) 2. Paper 2: CCEA Unit 2 past paper questions (in class assessment; AO1, AO2, AO3) 3. Paper 3: CCEA Unit 2 assessment resource (in class assessment; AO1, AO2, AO3) <p>Contingency: Topics Tests and Tracking Score from Sept-October</p> <p>Mitigations: Unit 1 was omitted; as a result of PHA guidance, limited amounts of practical work were done, so there was a reduced emphasis on AO3 Not all Unit 2 was able to be covered due to the pandemic. Therefore, resources were adapted to remove any material that had not been covered.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium</p>
CCEA	AS	<ol style="list-style-type: none"> 1. Paper 1: CCEA AS1 past paper questions (in class assessment; AO1, AO2, AO3) 2. Paper 2: CCEA AS1 past paper questions (in class assessment; AO1, AO2, AO3) 3. Paper 3: CCEA AS1 assessment resource (in class assessment; AO1, AO2, AO3) <p>Contingency:</p>	<p>High</p> <p>High</p> <p>High</p>

		Class test - Calculations (AO1, AO2, AO3) Class test – Atomic Structure (AO1, AO2, AO3) Class test - Bonding (AO1, AO2, AO3) Mitigation: Unit 2 and 3 were omitted from assessment; as a result of PHA guidance.	High High High
CCEA	A2	1. Paper 1: CCEA A21 past paper questions (in class assessment; AO1, AO2, AO3) 2. Paper 2: CCEA A21 assessment resource (in class assessment; AO1, AO2, AO3) 3. Paper 3: CCEA A21 assessment resources and past paper questions (in class assessment; AO1, AO2, AO3) Contingency: Mock Paper completed in November 2020 Class tests completed Sept-Dec 2020 Mitigation: Units 2 and 3 were omitted from assessment	High High High High High

Digital Technology

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE (Multimedia)	1. Unit 2 Centre Generated in class assessment: (Past paper questions and school generated questions on Designing Solutions, Digital Development Considerations, and Multimedia Authoring). AO1, AO2, AO3. 2. Unit 2 Centre Generated in class assessment: (Past paper questions on Multimedia Applications, Significance of Testing and Developing Appropriate Test Plans and Evaluation of Digitally Authored Systems). AO1, AO2, AO3. 3. Unit 2 CCEA Assessment 2021 Materials AO1, AO2, AO3. Contingency Unit 2 End of unit homework/test completed during remote learning. Evidence from completed assessments listed above. Mitigations Due to the disruption caused by the pandemic, Unit 2 Database Development and the Use of scripting to implement sequencing, selection, repetition and event programming in multimedia authoring software from the section on the specification 'Multimedia	 HIGH HIGH HIGH LOW

		Authoring' was not taught and has not been assessed.	
CCEA	GCSE (Programming)	<ol style="list-style-type: none"> Unit 4 Centre Generated in class assessment: (Past paper questions and school generated questions on Simple Error Handling Techniques, Developing Test Plans and Testing a Solution, Contemporary Trends in Software Development, Evaluation of Systems and Digital Data). AO1, AO2, AO3. Unit 4 Centre Generated in class assessment (Past paper questions and school generated questions on Digital Design Principles). AO1, AO2, AO3. Unit 4 CCEA Assessment 2021 Materials (AO1, AO2, AO3). <p>Contingency Unit 4 End of unit homework/test completed during remote learning. Evidence from completed assessments listed above.</p> <p>Mitigations Due to the disruption caused by the pandemic Unit 4 Programming Constructs was not taught therefore this has not been assessed.</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p> <p>LOW</p>
CCEA	AS	<ol style="list-style-type: none"> Unit 2 Centre Generated in class assessment: (Past paper questions on Data Representation, Data and Information, Hardware and Software and Web Technology and Multimedia). AO1, AO2, AO3. Unit 2 Centre Generated in class assessment (Past paper questions on Hardware and Software - The User Interface, System Software, Application Software and Processing Systems). AO1, AO2, AO3. Unit 2 CCEA Assessment 2021 Materials (AO1, AO2, AO3). <p>Contingency Unit 2 End of unit homework/test completed during remote learning. Evidence from completed assessments listed above.</p> <p>Mitigation No material omitted from CCEA assessment as Unit 2 covered.</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p> <p>LOW</p>
CCEA	A2	<ol style="list-style-type: none"> Unit 1 Mock Examination - Centre Generated (Past paper questions from current and legacy spec.) Mock based on Networks and 	HIGH

		<p>Databases. AO1, AO2, AO3.</p> <p>2. Unit 1 Centre Generated in class assessments (Past paper questions on Networks and databases). AO1, AO2, AO3.</p> <p>3. Unit 1 CCEA Assessment 2021 Materials (AO1, AO2, AO3).</p> <p>Contingency Unit 1 Centre Generated in class assessments - Past paper questions, school generated and adapted past paper questions on Cloud Computing, Mobile Technologies and Artificial Intelligence. (AO1, AO3).</p> <p>AS Performance - the Grade awarded for AS would be representative of performance in A2 Unit 1.</p> <p>Mitigations No material omitted from CCEA assessment as Unit 1 covered.</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p>
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English Language

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
	GCSE	<p>1. Unit 4 Section A (In-class assessment) AO4i, AO4ii and AO4iii</p> <p>2. Unit 1 Section A (CCEA Assessment materials) AO4</p> <p>3. Unit 2 Speaking and Listening (5 tasks completed in total with 3 selected to award a mark) AO1</p> <p>Contingency:</p> <p>4. Unit 4 Section A Personal or Creative writing task completed during Remote Learning.</p> <p>5. Unit 1 Section A Writing for Purpose and Audience</p> <p>Mitigations: Due to the disruption caused by the pandemic Unit 1 Section B and Unit 4 Section B was not taught in sufficient detail therefore this hasn't been assessed. Unit 3 Controlled Assessments were not completed.</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p> <p>LOW</p> <p>LOW</p>

English Literature

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
	GCSE	<ol style="list-style-type: none"> Unit 3 The Study of Shakespeare (Controlled Assessment completed in Year 11) AO1, AO2 and AO4 Unit 2 The Study of Drama and Poetry (Section A Drama Only assessed) AO1 and AO2 Unit 2 The Study of Drama and Poetry (Section A Drama Only assessed) AO1 and AO2 <p>Contingency:</p> <ol style="list-style-type: none"> Unit 2 The Study of Drama (2 CCEA Past paper exam responses completed during Remote Learning) <p>Mitigations:</p> <p>Unit 1 The Study of Prose was removed from the Specification this year following disruption to teaching as a result of the pandemic.</p> <p>Unit 2 Section B not examined as due to time constraints as a result of the pandemic Poetry was not taught.</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p> <p>LOW</p>
	AS	<ol style="list-style-type: none"> AS 1 The Study of Poetry (Section A) (In Class Assessment) AO1, AO2, AO3 and AO4 AS 2 The Study of Prose Pre 1900 (In Class Assessment) AO1, AO2, AO3 and AO4 AS 1 The Study of Poetry (CCEA Assessment materials) AO1, AO2, AO3 and AO4 AS 2 The Study of Prose Pre 1900 (CCEA Assessment Materials) AO1, AO2, AO3 and AO4 <p>Contingency:</p> <ol style="list-style-type: none"> 2 CCEA past paper exam responses – Poetry and Prose essays completed during remote learning AO1, AO2, AO3 and AO4 <p>Mitigations:</p> <p>The Study of Drama was not taught as a result of time constraints and disruption to teaching as a result of the pandemic.</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p> <p>HIGH</p>

	A2	<ol style="list-style-type: none"> 1. A2 3 (Internal Assessment) A01, A02, A03 AO4 and A05 2. A2 2 The Study of Poetry Pre 1900 (Chaucer Section Only) CCEA Assessment materials A01, A02, A03, and A04 3. A2 1 Shakespearean Genres (King Lear) CCEA Assessment materials A01, A02, A03, AO4 and A05 <p>Contingency:</p> <ol style="list-style-type: none"> 4. Mock examination (Unseen Poetry and Shakespearean Genres) A01, A02, A03, A04 and A05 <p>Mitigations:</p> <p>Unseen Poetry was not fully taught and was therefore not examined in the CCEA Assessment.</p>	<p>MEDIUM</p> <p>HIGH</p> <p>HIGH</p> <p>HIGH</p>
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French

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<ol style="list-style-type: none"> 1. CCEA 2021 Assessment Resource – Listening paper – AO1 2. CCEA 2021 Assessment Resource - Reading paper - AO3 3. Past Paper Writing in-school assessment - AO4 <p><u>Contingency</u></p> <ol style="list-style-type: none"> 4. Past paper Reading In-school assessment– AO3 5. Past paper Writing In-school assessment – AO4 6. Mock Listening paper (AO1) completed in Dec 2020 when year 12 were self-isolating at home. <p><u>Mitigations</u></p> <p>None apart from the omission of Unit 2 Speaking by Education Minister in Dec 2020.</p>	<p>High</p> <p>High</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>
CCEA	AS	<ol style="list-style-type: none"> 1. CCEA 2021 resources – Listening – Unit 2 A – AO1 2. CCEA 2021 resources – Reading, Translation and Use of Language – Unit 2B – AO2/ AO3 3. Speaking Exam – General conversation only – 	<p>High</p> <p>High</p> <p>Medium</p>

		<p>Unit 1 – AO2/ AO3</p> <p><u>Contingency</u></p> <ol style="list-style-type: none"> Past Paper Unit 2A Listening Past paper Unit 2B Reading, Translation, Use of Language <p><u>Mitigations</u></p> <p>There was no time to prepare candidates for the Presentation part of the speaking test, so we completed only the general conversation. Unit 1 Speaking was omitted after ministerial decision in December.</p>	Medium
CCEA	A2	<ol style="list-style-type: none"> CCEA 2021 resources – Listening – Unit 2 A – AO1 CCEA 2021 resources – Reading, Translation and Use of Language – Unit 2B – AO2/ AO3 Speaking Exam – General conversation only – Unit 1 – AO2/ AO3 <p><u>Contingency</u></p> <ol style="list-style-type: none"> Mock Listening Paper – Unit 2A completed in December 2020 Mock Reading Paper – Unit 2B completed in December 2020 <p><u>Mitigations</u></p> <p>Unit 1 was omitted following ministerial decision in December. Discussion element of the Speaking Exam was omitted due to lack of time.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium</p> <p>Medium</p>

Geography

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<ol style="list-style-type: none"> Unit 2 Centre Generated Paper: Theme A and Theme D (Human Geography). AO1,2&3. Unit 2 Centre Generated Paper: Theme B (Human Geography). AO1,2&3. Unit 2 CCEA Assessment: Theme A, B and D (Human Geography). AO1,2&3. <p>CONTINGENCY: Class tests (End of topic tests for Theme A and Theme D)</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p> <p>HIGH</p>

		<p>MITIGATIONS: Due to Covid-19 we focused on the completion of Unit 2. Theme C was omitted from this unit due to time constraints.</p>	
	AS	<ol style="list-style-type: none"> 1. Unit 1&2 Centre Generated Paper: Fluvial and Population Topics. AO1,2&3. 2. Unit 1 Centre Generated Paper: Ecosystems Topic. AO1,2&3. 3. Unit 1&2 CCEA Assessment Paper: Population, Fluvial and Ecosystems. AO1,2&3. <p>CONTINGENCY: Assessment completed in school before Easter/timed essays completed in school.</p> <p>MITIGATIONS: Due to Covid-19 and the disruption faced towards fieldwork we did not cover Unit 3. Time constraints and advice from CCEA meant that we did not cover all of Unit 1 or Unit 2.</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p> <p>HIGH</p>
	A2	<ol style="list-style-type: none"> 1. Unit 1 Centre Generated Paper: Coasts. AO1,2&3. 2. Unit 1 Centre Generated Paper: Tectonics. AO1,2&3. 3. CCEA Assessment Hnit 1: Coasts and Tectonics. AO1,2&3. <p>CONTINGENCY: Assessment completed in school before Easter OR Mock exam completed in November.</p> <p>MITIGATIONS: Advice from CCEA and the DE was taken so we focused on Unit 1 only (Physical Geography).</p>	<p>HIGH</p> <p>HIGH</p> <p>HIGH</p> <p>HIGH</p>

Health and Social Care

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	AS	<ol style="list-style-type: none"> 1. In-class assessment based on/adapted from CCEA Past Papers for AS Unit 3 (A01, A02, A03) 2. In-class assessment based on/adapted from CCEA Past Papers for AS Unit 3 (A01, A02, A03) 3. CCEA Resource for AS Unit 3 (A01, A02, A03) <p><u>Contingency</u></p> <ol style="list-style-type: none"> 1. AS Unit 1 Internal Assessment - Task C and E (i) and (ii) completed before centre decided to omit Unit 1 and 2 in line with Minister's announcement in December 2020 (A01, A02, A03) 2. CCEA AS Unit 3 Past Paper (2019) completed during remote learning (A01, A02, A03) <p>Mitigations</p> <p>No mitigations in AS Unit 3 as the whole Unit was delivered. AS Unit 1 & 2 (Internal Assessments) were omitted in line with the Minister's announcement in December 2020.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Low</p>
CCEA	A2	<ol style="list-style-type: none"> 1. A2 Unit 4 Public Health and Health Promotion Internal Assessment (A01, A02, A03) 2. A2 Unit 5 Supporting the Family Internal Assessment (A01, A02, A03) 3. CCEA Resource for A2 Unit 3 (A01, A02, A03) <p><u>Contingency</u></p> <ol style="list-style-type: none"> 1. In-class assessment for A2 Unit 3 based on/adapted from CCEA Past Papers for A2 Unit 3 (A01, A02, A03) 2. Research and questions for A2 Unit 3 based on CCEA Past Papers for A2 Unit 3 completed during remote learning (A01, A02, A03) <p>Mitigations</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Low</p>

		Only 50% of A2 Unit 3, 80% of A2 Unit 4 and 50% of A2 Unit 5 was delivered because of the Covid-19 pandemic disruptions. The CCEA resource for A2 Unit 3 has been adapted accordingly.	
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History

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<ol style="list-style-type: none"> Unit 1 Section A: Centre Generated (adapted Past Paper questions) (AO1, AO2 &AO3) Unit 1 Section B: Centre Generated (adapted Past Paper questions) (AO1, AO2 &AO3) Unit 1 CCEA Assessment 2021 Materials (AO1, AO2 & AO3). <p><u>Contingency</u></p> <ol style="list-style-type: none"> Class tests (past paper questions) (AO1, AO2 & AO3) Past paper questions completed during remote learning (AO1, AO2 & AO3). <p><u>Mitigations</u></p> <p>Due to ongoing Covid restrictions the Paper 2 specification was not fully covered.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Low</p>
CCEA	A.S.	<ol style="list-style-type: none"> AS 2: Past paper. 2 Essay questions (8 + 22). Topics assessed February Revolution & October Revolution. (AO1) AS2: Amended Past paper questions. 2 Essay questions (8+22). Topics assessed- Culture and Society under Lenin & Russian Civil War. (AO1) AS 2: CCEA Assessment 2021 Materials. (AO1) <p><u>Contingency</u></p> <ol style="list-style-type: none"> Timed Essays completed during normal teaching. 8-mark essay questions (*3) & 22- 	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Low</p>

		<p>mark essay questions (*3). (AO1)</p> <p>2. Essays completed during remote learning (8 mark and 22-mark questions). (AO1)</p> <p><u>Mitigations</u></p> <p>AS1 cannot be assessed. Due to Covid 19 restrictions Germany was not taught in class.</p> <p>AS2- Stalin section of the paper omitted due to Covid 19 restrictions.</p>	
CCEA	A2	<p>1. A2 1- Past Paper question (40 marks) covering the entire course (100 years). (AO1)</p> <p>2. A2 1- Past Paper question (40 marks) covering the entire course (100 years). (AO1)</p> <p>3. A21: CCEA Assessment 2021 materials. (AO1)</p> <p><u>Contingency</u></p> <p>1. Mock based on A2 1 amended CCEA paper. (AO1)</p> <p>2. Essays completed during class time. (AO1)</p> <p>3. Essays completed during remote learning.(AO1)</p> <p><u>Mitigations</u></p> <p>A2 2 omitted due to Covid 19 implications on teaching time.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium</p> <p>Low</p>

Home Economics: Food and Nutrition/Nutrition and Food Science

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<p>1. In-class assessment based on/adapted from CCEA Past Papers for GCSE Component 1: Food and Nutrition (AO1, AO2, AO3)</p> <p>2. In-class assessment based on/adapted from CCEA Past Papers for GCSE Component 1: Food and Nutrition (AO1, AO2, AO3)</p> <p>3. CCEA Resource for GCSE Component 1: Food and Nutrition (AO1, AO2, AO3)</p> <p><u>Contingency</u></p> <p>1. Class tests based on/adapted from CCEA Past Papers for GCSE Component 1: Food and</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Low</p>

		<p>Nutrition (A01, A02, A03)</p> <p>2. CCEA GCSE Component 1: Food and Nutrition Past Paper (2019) completed during remote learning (A01, A02, A03)</p> <p>Mitigations</p> <p>No mitigations for GCSE Component 1: Food and Nutrition as the complete unit was delivered. Component 2: Practical Food and Nutrition (Controlled Assessment) was not fully completed due to the disruption caused by covid-19 pandemic.</p>	
CCEA	AS	<p>1. In-class assessment based on/adapted from CCEA Past Papers for AS Unit 1 (A01, A02, A03)</p> <p>2. In-class assessment based on/adapted from CCEA Past Papers for AS Unit 2 (A01, A02, A03)</p> <p>3. CCEA Resource for AS Unit 2 (A01, A02, A03)</p> <p><u>Contingency</u></p> <p>1. Class tests based on/adapted from CCEA Past Papers for AS Unit 2 (A01, A02, A03)</p> <p>2. Timed essays based on/adapted from CCEA Past Papers for AS Unit 2 (A01, A02, A03)</p> <p>Mitigations</p> <p>In AS Unit 2, the topic of 'alcohol' was not delivered because of the Covid-19 pandemic. Therefore, the assessment/CCEA resource for AS Unit 2 has been adapted accordingly. In addition, in AS Unit 1, the topics of 'Fat, Nutrition through Life and Nutrient Requirements' was not delivered because of the Covid-19 pandemic. Therefore, the assessment for AS Unit 1 has been adapted accordingly.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>
CCEA	A2	<p>1. In-class assessment based on/adapted from CCEA Past Papers for A2 Unit 1 Option B Food Safety and Quality (A01, A02, A03)</p> <p>2. In-class assessment based on/adapted from CCEA Past Papers for A2 Unit 1 Option B Food Safety and Quality (A01, A02, A03)</p>	<p>High</p> <p>High</p> <p>High</p>

		<p>3. CCEA Resource for A2 Unit 1 Option B Food Safety and Quality (A01, A02, A03)</p> <p><u>Contingency</u></p> <ol style="list-style-type: none"> 1. Performance in mock examination based on/adapted from CCEA Past Papers for A2 Unit 1 Option B Food Safety and Quality (A01, A02, A03) 2. Class tests based on/adapted from CCEA Past Papers for A2 Unit 1 Option B Food Safety and Quality (A01, A02, A03) <p><u>Mitigations</u></p> <p>In A2 Unit 1, the concept of food safety as a shared responsibility throughout the food chain was not delivered because of the Covid-19 pandemic. Therefore, the CCEA resource for A2 Unit 1 has been adapted accordingly.</p>	<p>High</p> <p>High</p>
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Information Technology

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
OCR/Pearson	A2 (Cambridge Technicals Level 3)	<ol style="list-style-type: none"> 1. Unit 1: Fundamentals of IT - Centre Generated Paper – Based on L04 and L05. (Pearson Exam Paper Questions) (AO1, AO2, AO3 & AO4) 2. Unit 1: Fundamentals of IT - OCR Resource – January 2021 Paper – Based on all subsections from L01 to L05) (Pearson Exam Paper Questions) (AO1, AO2, AO3 & AO4) <p><u>Contingency</u></p> <ol style="list-style-type: none"> 1. Unit 1: Fundamentals of IT - Centre Generated Papers – Based on L01, L02, and L03. (Pearson Exam Paper Questions) (AO1, AO2, AO3 & AO4) <p><u>Mitigations</u></p> <p>Unit 1 was taught in full so no mitigations for this module.</p>	<p>High</p> <p>High</p> <p>High</p>

Mathematics

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
NICCEA	GCSE	<ol style="list-style-type: none"> 1. M3 or M4 in-class assessment (questions from a number of past papers) (AO1, AO2 & AO3) 2. M3 or M4 CCEA assessment 2021 materials (AO1, AO2 & AO3) 3. M7 or M8 CCEA Assessment 2021 materials (AO1, AO2 & AO3). <p><u>Contingency</u></p> <ol style="list-style-type: none"> 4. M3 or M4 December mock (AO1, AO2 & AO3) <ol style="list-style-type: none"> 5. Remote Learning Assessments (AO1 & AO2) <p><u>Mitigations</u></p> <p>All M3 & M4 has been completed and assessed. Due to disruption of COVID, pupils are only tested on some of the M7 & M8 material completed.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High or Medium (pending completed in school or at home)</p> <p>Low/Medium</p>
NICCEA	AS	<ol style="list-style-type: none"> 1. AS1 in-class assessment Topic 1- 12 (questions from a number of past papers including specimen) (AO1, AO2 & AO3) 2. 2 AS1 class tests & 1 AS1 in-class assessment made up from a range of CEA past paper questions – Topic 3-5, Topic 8/9 & Topic 13-16(in-class assessment April 2021). (AO1, AO2 & AO3) 3. AS1 CCEA Assessment 2021 materials (AO1, AO2 & AO3). <p><u>Contingency</u></p> <ol style="list-style-type: none"> 4. If miss Topic 13-16 (April 2021)- Topic 3-5 & Topic 8/9 used only. (AO1, AO2 & AO3) 	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Low</p>

		<p>5. Collection of homeworks based on PPQs completed Sept-December (AO1, AO2 & AO3).</p> <p><u>Mitigations</u></p> <p>All AS1 module has been completed and assessed, as directed by CEA before Christmas. Due to disruption of COVID, pupils have not completed any material on AS2.</p>	
NICCEA	A2	<p>1. A2 1 in-class assessment (questions from a number of past papers) (AO1, AO2 & AO3)</p> <p>2. 2 A21 class tests & A21 mock (Dec 2020) (made up from a range of CEA past paper questions) –(AO1, AO2 & AO3)</p> <p>3. A21 CCEA Assessment 2021 materials (AO1, AO2 & AO3).</p> <p><u>Contingency</u></p> <p>4. Remote Learning Assessments (AO1, AO2 & AO3).</p> <p><u>Mitigations</u></p> <p>All A21 module has been completed and assessed, as directed by CEA before Christmas. Due to disruption of COVID, pupils have not completed any material on A22.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium/Low</p>

Further Mathematics

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
NICCEA	GCSE	<p>1. FM1 in-class assessment (past paper questions from a number of papers) (AO1, AO2 & AO3)</p> <p>1. FM1 in-class assessment (past paper questions from a number of papers) (AO1,</p>	<p>High</p> <p>High</p> <p>High</p>

		<p>AO2 & AO3)</p> <p>2. FM1 CCEA Assessment 2021 material (AO1, AO2 & AO3).</p> <p><u>Contingency</u></p> <p>3. Tracking assessments (all CEA past paper questions) (AO1, AO2, AO3)</p> <p><u>Mitigations</u></p> <p>All of FM1 has been completed and assessed. Due to disruption of COVID, pupils have not completed any material on FM2 or FM3.</p>	Medium
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Music

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<p>Unit 1: Performance [AO1] Solo performance followed by discussion questions. Performed and recorded in school.</p>	
		<p>Unit 3: Responding to Music - [AO3, AO4] -covering 4 Areas of Study. Listening sections completed in exam conditions and comprising questions from the following resources:</p> <ul style="list-style-type: none"> Past paper questions from CCEA Selected CCEA questions provided in 2021. Appropriate questions on unfamiliar music from past-papers. Teacher generated questions written in CCEA style. 	High
		<p>Contingency:</p> <ul style="list-style-type: none"> Tracking scores Work completed during online learning. Unit 2: [AO2] Composition – incomplete Vocal/Instrumental performances recorded at home. <p>Mitigations:</p>	High Medium Low Low Medium

		<p>Unit 1 – ensemble performance removed – as per CCEA instructions.</p> <p>Unit 2 – only 1 composition task – as per CCEA instructions.</p>	
CCEA	AS	<p>Unit 1: Performance [AO1] Solo performance followed by discussion questions. Performed and recorded in school.</p> <p>Unit 3: Responding to Music [AO3, AO4] Timed questions for Written Paper and Listening Paper completed in exam conditions, focusing on the 3 Areas of Study.</p> <p>Questions sourced from:</p> <ul style="list-style-type: none"> • CCEA past papers • Selected questions from CCEA 2021 • Teacher generated questions written in CCEA style. <p>Contingency:</p> <ul style="list-style-type: none"> • Tracking scores • Work completed during online learning. • Vocal/Instrumental performances recorded at home. <p>Mitigations: Due to Covid 19 pandemic...</p> <p>Unit 1: Solo performance time shortened.</p> <p>Unit 2: [AO2] Omitted as insufficient composition work completed in first term. Suggested by CCEA to choose two units in December 2020.</p> <p>Unit 3: Only 60% of content delivered, so questions selected accordingly.</p>	<p>High</p> <p>High</p> <p>High Low Medium</p>
CCEA	A2	<p>Unit 1: Performance [AO1] Solo performance followed by discussion questions. Performed and recorded in school.</p> <p>Unit 3: Responding to Music [AO3, AO4] Timed questions for Written Paper and Listening Paper completed in exam conditions, focusing on the 3 Areas of Study.</p> <p>Questions sourced from:</p> <ul style="list-style-type: none"> • CCEA past papers • Selected questions from CCEA 2021 	<p>High</p> <p>High</p>

		<ul style="list-style-type: none"> Teacher generated questions written in CCEA style. <p>Contingency:</p> <ul style="list-style-type: none"> Tracking scores Mock exam Work completed during online learning. Vocal/Instrumental performances recorded at home. <p>Mitigations: Due to Covid 19 pandemic...</p> <p>Unit 1: Solo performance time shortened.</p> <p>Unit 2: [AO2] - Omitted as insufficient composition work completed in first term. Suggested by CCEA to choose two units in December 2020.</p> <p>Unit 3: Only 80% of content delivered, so questions selected accordingly.</p>	<p>High</p> <p>High</p> <p>Low</p> <p>Medium</p>
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Performing Arts

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
AQA	L2 Tech Award	<ol style="list-style-type: none"> Unit 1 Controlled Assessment: Portfolio and PowerPoint (AO2 and AO3) Unit 2 Controlled Assessment: Final performance and Logbook (draft) (AO2) Past Paper completed under exam conditions (AO1 and AO3) Past Paper completed under exam conditions (AO1 and AO3) <p>Contingency</p> <ol style="list-style-type: none"> In-class performances and tasks Tests/tasks completed at home Tasks completed during remote learning <p>Mitigations</p> <p>Unit 1 and Unit 2 are completed. Two sections of content for Unit 3 exam not covered – design/technical elements of theatre and theatre in education.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium</p> <p>Low</p> <p>Low</p>

Physical Education

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
	GCSE	<p>Component 1: Assessment 1 – Past paper questions completed under exam conditions. (AO1, AO2 and AO3) Assessment 2 - Past paper questions completed under exam conditions. (AO1, AO2 and AO3) Assessment 3 – CCEA Assessment completed under exam conditions. (AO1, AO2 and AO3) Assessment 4 - CCEA Assessment completed under exam conditions. (AO1, AO2 and AO3)</p> <p>Component 3A: Each pupil will be given a mark from their 2 top practical activities.</p> <p>Contingency: Tracking scores Class end of unit tests Assessed homeworks Component 3B Performance Analysis</p> <p>Mitigations Component 1 content was covered both in class and via remote learning. Component 2 was omitted as being compulsory. Component 3A content was reduced from 3 – 2 practical activities. Little opportunities for sporting performances.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium – high</p> <p>Medium – high</p> <p>High</p> <p>Low</p> <p>Medium</p>

Physics

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<p>Paper 1- GCSE past papers questions. Completed under exam conditions. (AO1, AO2, AO3) Paper 2 – GCSE past paper questions. Completed under exam conditions. (AO1, AO2, AO3) Paper 3 – CCEA assessment task - unit2 (used part of task for 45min paper) Completed under exam conditions. (AO1,AO2, AO3)</p> <p>Contingency:</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p>

		<p>Class test results – CCEA past paper questions</p> <p>Mitigations: Unit 1 was omitted. Some of unit 2 was left out due to time constraints as a result of remote learning. No practical lessons.</p>	
CCEA	AS	<p>Paper 1 – CCEA past paper questions – Module 1. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 2 – CCEA past paper questions – Module 1. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 3 – CCEA assessment task (used part for 45min paper)– Module 1. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 4 – CCEA assessment task (used part for 40 min paper)– Module 2. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Contingency: Class test results – CCEA past paper questions</p> <p>Mitigations: Some of module 2 was left out due time constraints, as a result of remote learning. Limited practical lessons therefore no assessments set on module 3.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>
CCEA	A2	<p>Paper 1 – CCEA past paper questions – Module 1. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 2 – CCEA assessment task (used part for 45min paper) – Module 1. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 3 – CCEA assessment task (used part for 45min paper)– Module2. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 4 - Mock exam – CCEA past paper questions – Module 1 – completed under exam conditions (AO1, AO2,AO3)</p> <p>Contingency: Class test results – CCEA past paper questions</p> <p>Mitigations: All of module 1 and 2 were taught. Assessment focused mainly on mod1 with some assessment on module 2 topics. Limited practical lessons therefore no assessments set on module 3.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>

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Politics

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
	AS	<ol style="list-style-type: none"> 1. AS1- The Government and Politics of NI. Past paper questions coupled with contrived sources. (AO1, AO2& A03) 2. AS2- The British Political Process. Past Paper questions. Section A only. (AO1) 3. 2021 CCEA Assessment materials. AS1- The government and politics of NI. (AO1, AO2 & AO3) <p><u>Contingency</u></p> <ol style="list-style-type: none"> 1. Timed Past Paper questions (completed in class) 2. Past Paper Questions (completed at home) 3. Past Paper Questions (completed during remote learning). <p><u>Mitigations</u></p> <ol style="list-style-type: none"> 1. AS 2 – Section B omitted. Due to Covid 19 restrictions Judiciary in the UK has not been taught. 2. AS2- Section A- UK Government has not been taught again to covid 19 restrictions. 	<p>High</p> <p>High</p> <p>High</p> <p>High Low Low</p>
	A2	<ol style="list-style-type: none"> 1. Section A- Option B- Comparative Government. (Compilation of specimen, 2018 questions with amended sources). (AO1, A02 & AO3) 2. Section B- A Comparative Study of the Government and Politics of RoI and the UK. (2018 &2019 questions). (AO1, AO2 & AO3) 3. CCEA 2021 Assessment materials. (AO1, AO2 & AO3). <p><u>Contingency</u></p> <ol style="list-style-type: none"> 1. Timed past paper questions (completed in 	<p>High</p> <p>High</p> <p>High</p> <p>High</p>

		class) 2. Mock Paper 3. Past paper Questions (completed during remote learning). <u>Mitigations</u> 1. A2 2 has been omitted due to Covid 19 restrictions.	High Low
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Psychology

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
EDEXCEL	AS	1. PAPER ONE – Social Psychology (All AOs covered – see mapping document) 2. PAPER TWO – Cognitive Psychology and issues and debates (All AOs covered – see mapping document) 3. PAPER THREE – Biological Psychology (All AOs covered – see mapping document) 4. PAPER FOUR – Learning Psychology and issues and debates (All AOs covered – see mapping document) Contingency: 1. Mock assessments in both Social and Cognitive Psychology (All AOs covered). Mitigations: - AS LEVEL Edexcel final Learning Psychology topics cannot be incorporated into assessment due to COVID-19 restrictions and the sitting of earlier assessments. Topics (2 key studies and a practical component) were not fully taught within the constraints of the teaching timetable.	All High
EDEXCEL	A2	1. PAPER ONE- Social, Cognitive and Biological psychology (All AOs covered – see mapping document) 2. PAPER TWO -Learning and Psychological skills, issues and debates (All AOs covered – see	All High

		<p>mapping document)</p> <ol style="list-style-type: none"> PAPER THREE – Clinical Psychology (All AOs covered – see mapping document) PAPER FOUR – Child Psychology, psychological skills and issues and debates (All AOs covered – see mapping document) <p>Contingency:</p> <ol style="list-style-type: none"> Mock exam from December – Clinical Psychology and issues and debates (All AOs covered). AS Performance – the grade awarded for AS would be representative of performance in papers one and two of these main assessments. <p>Mitigations:</p> <ul style="list-style-type: none"> A LEVEL Edexcel Paper Three cannot be incorporated into assessment due to COVID-19 restrictions and the sitting of earlier assessments. Topics were not fully taught within the constraints of the teaching timetable. 	
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Religious Studies

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<ol style="list-style-type: none"> Section A of Specimen Exam paper Unit 6 (A01, A02, A03) Section B of Specimen Exam paper Unit 6 (A01, A02, A03) Controlled Assessment Task Unit 6 (A01, A02, A03) Timed topic tests completed during Remote Learning (x2) (A01, A02, A03) Past paper questions on Unit 6 completed during Remote Learning <p><u>Mitigation</u> Both units (4 and 6) completed but</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium</p>

		assessments of pupil performance are based on one GCSE unit only.	
CCEA	AS	<ol style="list-style-type: none"> 1. Specimen exam paper Unit 4 1 x essay question (AO1, AO2) and Specimen exam paper Unit 7 1 x essay question (AO1, AO2) 2. CCEA resource Unit 7 x1 essay question (AO1, AO2) 3. CCEA resource Unit 4x1 essay question (AO1, AO2) <p><u>Contingency</u></p> <ol style="list-style-type: none"> 4. Unit 4 essay completed during Remote Learning (AO1, AO2) 5. Unit 6 essay completed during Remote Learning (AO1, AO2) <p><u>Mitigations</u></p> <p>Only Themes 1-3 of both Units 4 and 7 delivered because of disruption to Teaching and Learning as a result of the Covid-19 pandemic. The Specimen Paper and CCEA assessment resource have been adapted accordingly. Theme 4 of both units was not delivered. Units 4 and 7 were taught in parallel.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Low</p> <p>Low</p>
CCEA	A2	<ol style="list-style-type: none"> 1. Specimen exam paper Unit 7 x 1 essay question (AO1, AO2) and Specimen exam paper Unit 4 x1 essay question (AO1, AO2) 2. CCEA resource Unit 7 x 1 essay question (AO1, AO2) 3. CCEA resource Unit 4 x1 essay question (AO1, AO2) <p><u>Contingency</u></p> <ol style="list-style-type: none"> 4. Timed essay on Unit 7 completed during Remote Learning (AO1, AO2) 5. Timed essay on Unit 4 completed during Remote Learning (AO1, AO2) <p><u>Mitigations</u></p> <p>Only Themes 1-3 of Units 4 and 7 were delivered therefore the Specimen Paper and CCEA resource for both units have been adapted accordingly. Theme 4 of both Units was not delivered because of disruption to Teaching and Learning as a result of the Covid-19 pandemic.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium</p> <p>Medium</p>

		Units 4 and 7 are delivered via parallel teaching.	
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Science (Double Award)

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<p>1. CCEA Unit 2 Biology past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>2. CCEA Unit 2 Chemistry past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>3. CCEA Unit 2 Physics past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>Contingency:</p> <p>1. CCEA Unit 2 Biology assessment resource (in class assessment; AO1, AO2, AO3)</p> <p>2. CCEA Unit 2 Chemistry assessment resource (in class assessment; AO1, AO2, AO3)</p> <p>3. CCEA Unit 2 Physics assessment resource (in class assessment; AO1, AO2, AO3)</p> <p>Mitigations:</p> <p>Unit 1 assessment was omitted as per CCEA authorisation; as a result of PHA guidance, limited amounts of practical work were done, so there was a reduced emphasis on AO3; some Unit 2 topics were not covered due to time constraints/only covered by remote learning and were not included in assessment content.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>

Spanish

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<p>7. Past Paper Listening – AO1</p> <p>8. Past Paper Reading (adapted) - AO3</p> <p>9. Past Paper Writing (adapted) - AO4</p> <p><u>Contingency</u></p> <p>10. Writing Tasks completed during Remote Learning</p> <p><u>Mitigations</u></p> <p>Not all the topics were covered due to the pandemic and therefore the papers were adapted to avoid the</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium</p>

		topics not taught.	
CCEA	AS	<p>6. CCEA 2021 resources – Listening – Unit 2 A – AO1</p> <p>7. CCEA 2021 resources – Reading and Use of Language – Unit 2B – AO2/ AO3</p> <p>8. Speaking Exam – General conversation only – Unit 1 – AO2/ AO3</p> <p><u>Contingency</u></p> <p>9. Past Paper Listening/ Reading</p> <p>10. Pieces of Topic work completed during Remote Learning</p> <p><u>Mitigations</u></p> <p>There was no time to prepare candidates for the Presentation part of the speaking test, so we completed only the general conversation. Unit 3 was omitted after ministerial decision in December.</p>	<p>High High</p> <p>High</p> <p>High Medium</p>
CCEA	A2	<p>6. CCEA 2021 resources – Listening – Unit 2 A – AO1</p> <p>7. CCEA 2021 resources – Reading and Use of Language – Unit 2B – AO2/ AO3</p> <p>8. Speaking Exam – General conversation only – Unit 1 – AO2/ AO3</p> <p><u>Contingency</u></p> <p>9. Mock Listening Paper completed in December</p> <p>10. Mock Reading Paper completed in December</p> <p><u>Mitigations</u></p> <p>Unit 3 was omitted following ministerial decision in December. Discussion element of the Speaking Exam was omitted due to lack of time and given it was part of the mock exam.</p>	<p>High High</p> <p>High</p> <p>High High</p>

Technology and Design

Awarding Body	Level (GCSE, A.S or A2)	Type of Assessment Evidence and Assessment Objectives	Level of Control
CCEA	GCSE	<p>1. Unit 3: Controlled Assessment : Pages 1 – 5 (AO1-AO3)</p> <p>2. Unit 2: Class Test - (AO1-AO3)</p> <p>3. Unit 2 : CCEA Assessment Materials – 1 Hour exam (AO1-AO3)</p> <p><u>Contingency</u></p> <p>4. Tracking Report: Class assessment – Unit 2 (AO1-</p>	<p>Medium High High</p> <p>Medium Low</p>

		AO3) 5. Tracking Report: Remote Learning work: Mixture of Unit 2&3 (AO1-AO3) <u>Mitigations</u> Unit 1 – omitted by CCEA. Content has been covered in Year 11 with all pupils. Some topics have been omitted from Unit 2 due to time constraints in completing the whole specification as a result of time off school with Covid-19.	
CCEA	AS	1. AS 2 – Coursework: Pages 1 – 5 (AO1-AO2) 2. AS 1 – Class Test – (AO1-AO2) 3. AS 1 – CCEA Assessment Materials – 1 hour exam (Part 1) (AO1-AO2) <u>Contingency</u> 4. Tracking Report: Class Assessment and Controlled Assessment (AO1-AO2) 5. Class Test : AS 2 (Part 1) content <u>Mitigations</u> AS 2 Part 2: Omitted due to not being taught in full. Some topics have been omitted from Unit 2 due to time constraints in completing the whole specification as a result of time off school with Covid-1	Medium High High Low Medium
CCEA	A2	1. A2 1 – Coursework: Pages 1 – 10 (AO1-AO2) 2. A2 2 – Class Test – (AO1 – AO2) 3. A2 2 – CCEA Assessment Materials – 1 hour exam (AO1 – AO2) <u>Contingency</u> 4. Mock Exam: A2 2 – Exam Paper made up of past paper questions. (AO1-AO2) 5. Class Test: A2 2. <u>Mitigations</u> Some topics have been omitted from Unit 2 due to time constraints in completing the whole specification as a result of time off school with Covid-1	Medium High High Medium Low

In the event of some of the above evidence not being available for individual candidates due to medical or other unforeseen circumstances, then alternative evidence should be proposed by individual teachers, in consultation with their Head of Department and Head of Centre. The weighting of such alternative evidence will also need approval.

In relation to school refusers, they will be encouraged, where feasible, to return to school to complete post Easter assessments. If school refusers do not return to school, they will be given the opportunity to sit assessments remotely and weightings adjusted accordingly to reflect lesser levels of control. Teachers should consult with SLT on how to manage this remote assessment process – should it be relevant.

Omagh Academy will base all evidence on the relevant examination board specifications as set out by that examination board e.g CCEA Alternative Arrangements – Process for Heads of Centre.

Omagh Academy 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, Omagh Academy is taking account the 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, via communication with pupils. Candidates will be informed of their percentage mark but not their grade. Assessments will not be returned to pupils after they have been marked.

Centre Determined Grades

Each department in Omagh Academy 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** are advised to complete the Candidate Assessment Record (see Appendix 6) and will forward to their **Head 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. Evidence will be stored securely in the School.

Internal Standardisation

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

The purpose of 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.

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.

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

Omagh Academy 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 (eg a pupil attaining A grades in the majority of their subjects and then a marked decrease in another) and this may result in a review of the evidence used or remarking.
- **Senior Leaders** 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

Omagh Academy will make every effort to ensure that access 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. The SENCO is responsible for ensuring that this information is disseminated.

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. 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. However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, Omagh Academy 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.

Omagh Academy will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document [guide to the special consideration process, with effect from 1 September 2020.](#)

Bias and Discrimination

Omagh Academy will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders 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, which will then be centralised, 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 in a secure location in the School.***
- 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 CCEA documentation must be fully and accurately completed and retained securely.

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

Confidentiality

OMAGH ACADEMY will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with CCEA requirements.

Malpractice/Maladministration

OMAGH ACADEMY will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation.

There may be instances where the centre, or individual teachers, are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

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

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

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 **Omagh Academy**.

Collaboration

We will liaise with professional colleagues in partner schools to satisfy ourselves that evidence to support Centre Determined Grades exist, and those procedures have been followed in line with DE/CCEA guidance.

Arrangements for School-to-School Collaborating Pupils' Centre Determined Grades

1. The host school will let the collaborating pupils' home school know, through the Link Teacher, when to expect the transfer of Centre Determined Grades to them.
2. In the host school, assessment evidence for the collaborating pupil is gathered as part of the process for the class group in which the collaborating pupil is studying the subject.
3. The assessment evidence is standardised and moderated within the host school in line with the school's CDG policy and CCEA guidance.
4. The Centre Determined Grade is assigned by the host school to the collaborating pupil as a member of the class/year group taking the subject.
5. Portfolios for collaborating pupils will remain in the school or college delivering the course. The home school will have access to the evidence used to reach the CDG if requested by CCEA as part of their sampling process.
6. Information on the CDG is transferred to the collaborating pupil's home school with assurance that:
 - i. Assessment evidence exists in the host school to support the collaborating pupil's CDG.
 - ii. The host school has followed procedures in reaching the CDG for the collaborating pupil in accordance with CCEA guidance.
7. The home school submits the CDG for their collaborating pupils to CCEA.

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.

Omagh Academy 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.

Appeals Procedure Relating to Centre Determined Grades

- Similar to previous years there will be a process for students who would like a review of their results.
- This is called the Post-Results Service and provides an opportunity if an error is made for that to be rectified
- More information will follow on the CCEA Post-Results Service in the coming weeks.
- Omagh Academy will share the details and process for this with students, parents and carers as soon as it is published by CCEA.
- We will guide and assist students and parents through this process as we would in any other year.

Complaints Procedure

Omagh Academy's complaints procedure permits candidates to challenge the Centre's delivery or administration of a qualification and is available on the Centre website at https://4412c4ff-2201-4e7b-8028-03ec48b41b16.filesusr.com/ugd/024943_a668957c479a43a39d19bdbb2b169428.pdf

Requirements as a JCQ Registered Centre

Omagh Academy 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

School Policies are available on the school website www.omaghacademy.com

JCQ related documents available on www.jcq.org.uk

JCQ document – A guide to the special consideration process, with effect from 1 September 2020.
JCQ guidance Suspected Malpractice: Policies and Procedures

Awarding organisation links are as follows:

CCEA related documents available on ccea.org.uk

CCEA Alternative Arrangements – Process for Heads of Centre (Full document)
CCEA Alternative Arrangements – Process for Heads of Centre (CCEA – Appendix 5)

Other Awarding Bodies

AQA: www.aqa.org.uk/2021-exam-changes

WJEC/Eduqas: <https://www.eduqas.co.uk/home/summer-2021-information-andupdates/>

OCR: www.ocr.org.uk/everything-you-need-to-know-for-summer-2021/

Pearson/Edexcel: www.pearson.com/uk/educators/schools/update-for-schools.html#appendix 2 JCQ Key Dates

APPENDIX 4a

FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
1	Guidance, Information and Readiness (March, April)	CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	Centre Leadership Team, Heads of Department (HoD) and teaching staff	March 2021
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	March 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	26 th March 2021
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	16 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; for example, this could comprise CCEA assessment resources which will be available from April 2021.	Centre Leadership Team, HoD and teaching staff	A.S/A Level: Fri. Mon. 10 th May (Qualification Procedure Day) GCSE: Tue. 25 th May (Qualification Procedure Day)
		All other available evidence collated and documented.	Centre Leadership Team, HoD and teaching staff	A.S/A Level: Fri. Mon. 10 th May (Qualification Procedure Day) GCSE: Tue. 25 th May (Qualification Procedure Day)
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	A.S/A Level: Fri. Mon. 10 th May (Qualification Procedure Day) GCSE: Tue. 25 th May (Qualification Procedure Day)
		Any potential bias in Centre Determined Grades and outcomes considered.	HoD and teaching staff	A.S/A Level: Fri. Mon. 10 th May (Qualification Procedure Day) GCSE: Tue. 25 th May (Qualification Procedure Day)

Centre Determined Grade outcomes reviewed by senior leadership teams.	Centre Leadership Team	A.S./A Level: Wed. 19 th May 3.30 pm (data to be submitted to H.O.C. by Mon. 17th May) GCSE: Wed. 2 nd June 3.30 pm (data to be submitted to H.O.C. by Fri. 28th May)
Head of Centre sign-off and submission of Centre Determined Grades.	Head of Centre	A.S./A Level: Thur. 20 th May GCSE: Thur. 3 rd June

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	N/A
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	N/A
		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	A.S./A Level results day: Tue. 10 th Aug. GCSE Results Day: Thur. 12 th Aug.

APPENDIX 5

DEFINITIONS OF LEVELS OF CONTROL

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

High	<p>The use of resources is tightly prescribed. The Centre must ensure that:</p> <ul style="list-style-type: none">• all students are within direct sight of the teacher/supervisor throughout the session(s).• display materials which might provide assistance are removed or covered.• there is no access to email, the internet or mobile phones.• students complete their work independently.• interaction with other students does not occur; and• no assistance of any description is provided.
Medium	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none">• there is sufficient evidence to ensure that the individual work can be authenticated; and• the work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>

For more information, see the [Summer 2021 Assessment Arrangements](#) page on the CCEA website.

APPENDIX 6

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:			
Signature:	<table border="1"> <tr> <td>Date :</td> <td></td> </tr> </table>	Date :	
Date :			

Departmental Assessment Evidence Grid

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

Please detail the assessments used for the subject cohort (for example CCEA assessment resource, mock examination, controlled assessment and/or homework). These documents must be completed for subjects 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	Assessment 4
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				
<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:	

Sample Candidate Assessment Record

Records must be retained by the Centre containing the information below, in the 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?	
<p>If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):</p>	

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?	
<p>Please provide details:</p>	
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
<p>Reason for Special Consideration tariff:</p>	

Candidate Assessment Record (continued)

Section 3: Subject-Level Assessment of Individual Candidate Evidence

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

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

Overall Grade Awarded

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