



# CENTRE DETERMINED GRADE POLICY

## Purpose

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 Appendix 1. Internal deadlines relating to the steps of the CCEA process are provided in Appendix 4a.

## Roles and Responsibilities

Roles and responsibilities of Cullybackey College 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 confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff. The Head of Centre will ensure that the method of determining grades by the centre (in line with processes

published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA.

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

- The **Curriculum Vice-Principal** will oversee the timeline of key activities (see Appendix 3). He will provide support to staff involved in producing Centre Determined Grades. He will support the Head of Centre in the quality assurance of the final Centre Determined Grades. He has 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, SLT validating the outcomes after comparing them with outcomes in associated subject areas where applicable.
- The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre Manager Applications. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021. The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.
- **Heads of Department** are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist (see Appendix 6) and Departmental Assessment Evidence Grid (see Appendix 6) are completed for each qualification that they are submitting.

Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

- **Teachers** are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate.

They must complete the Candidate Assessment Record (see Appendix 6) to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions.

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

### **Training Support and Guidance**

- Cullybackey College will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at [www.ccea.org.uk](http://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. The Curriculum Vice-Principal should be notified if no one from a department has been able to attend support meetings and The Curriculum Vice-Principal will consider how this is addressed.

### **Appropriate Evidence**

Cullybackey College will use the following candidate evidence in arriving at Centre Determined Grades. The list indicates the key evidence that will be considered in order of preference:

- CCEA assessment resources for 2021;
- CCEA past papers;
- Modular examinations;
- CAT tests;
- coursework or controlled assessments;
- class tests.

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

Cullybackey 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.

Any adaptations to assessments beyond unit omissions 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.'

### **Centre Determined Grades**

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

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

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

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

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

### **Internal Standardisation**

In subjects where there is more than one teacher and/or class in the Department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved.

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

- Cullybackey College undertakes to have a consistent approach across departments/subjects.
- The Curriculum Vice-Principal (in conjunction with SLT) will carry out moderation, to include a review of marking and the internal standardisation arrangements, and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained.
- The moderation exercise will include professional discussions with Heads of Department.
- SLT will consider both the subject and centre outcomes based on the evidence available.
- The Head of Centre will submit a declaration on behalf of the centre. This will include a confirmation that the Centre Determined Grades for candidates are a true representation of their performance.

### **Access Arrangements and Special Consideration**

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

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

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

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

To avoid bias and discrimination, all staff involved in Centre Determined Grades will consider that:

- unconscious bias can skew judgements;
- the evidence should be valued for its own merit as an indication of performance and attainment;
- Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
- unconscious bias is more likely to occur when quick opinions are formed; and
- having effective internal standardisation will help to ensure that there is consideration from different perspectives.

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

It is fundamental that teachers and Heads of Department maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre Determined Grades.

The following CCEA documentation must be fully and accurately completed and retained securely in the staff area:

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

## **Confidentiality**

Cullybackey 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**

Cullybackey College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

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

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

## **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 Cullybackey 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.

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

### **Internal Appeals Procedure Relating to Centre Determined Grades**

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

### **Complaints Procedure**

Cullybackey College's internal complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly).

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

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



## APPENDIX 1 OVERVIEW OF THE FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe		Activity	Personnel
1	<b>Guidance, Information and Readiness (March, April)</b>	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
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff
		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
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD
2	<b>Evidence Gathering and Provision of Assessment Resource (March, April and May)</b>	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
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff
3	<b>Centre Professional Judgement and Moderation (April and May)</b>	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre
4	<b>Review of Evidence and Award (June and July)</b>	Centre evidence and grade outcomes reviewed	CCEA personnel
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel
		Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre and CCEA personnel
5	<b>Post-Award Review Service (August and September)</b>	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre and CCEA personnel

## APPENDIX 2 EXAMPLE OF APPROACH FOR ASSIGNING CENTRE DETERMINED GRADES

Process	Approach
<b>Internal Policies and Procedures</b>	Develop an overarching procedure which, as far as possible, can be used in all qualifications/departments
	Based on CCEA guidance to ensure consistency with other centres
<b>Selection of Assessment Resources</b>	Each department discusses which assessment(s) are most appropriate for assessing the level of performance of their students in line with centre policy, taking into account disruption caused by the COVID-19 pandemic.
	Confirm arrangements, i.e. time(s) for assessment(s) to be completed under high control conditions – ensure any access arrangements can be met, for example availability of modified papers
	Departments/Teachers review chosen assessment(s) and mark schemes to ensure a common understanding of the application of the mark scheme
	If more than one teacher is marking, then an internal standardisation exercise is conducted on a number of scripts to ensure consistency and accuracy of marking.
<b>Evidence to Inform Centre Determined Grades</b>	Each department compiles a list of evidence to be considered in decision-making in line with centre policy; this must be recorded in the Departmental Assessment Evidence Grid.
	Departmental evidence lists reviewed at a senior level to ensure fairness and equality across subjects
<b>Bias and Discrimination</b>	Checks in place to ensure all centre assessed grading processes have been free from bias and discrimination – checked at and across subjects and departments
	Ensure any private candidates and transferred or consortium taught students have been treated fairly
	Ensure no student is advantaged or disadvantaged through a conflict of interest
<b>Ensuring Fairness to All Students</b>	Confirm that all access arrangements in place for students, if required
	Consideration given to factors that may have affected student performance which, in a normal series, may have resulted in a Special Consideration request
<b>Internal Quality Assurance</b>	Where a qualification has more than one teacher/class, the Head of Department reviews evidence and outcomes.
	Centre Leadership Team reviews outcomes prior to Head of Centre sign-off
	Individual student profiles reviewed to identify and investigate anomalies – for example a student who has a grade A profile across almost all subjects but one grade E

### APPENDIX 3 TIMELINE OF KEY ACTIVITIES

Date	Activity (Shaded cell denotes CCEA support activity)	For the Attention of	Format
17 February– 19 March 2021	Chartered Institute of Educational Assessors Training	Two representatives from each centre	Online via CIEA
From 19 March 2021	CCEA subject-specific guidance for A and AS level available	Heads of Department and subject teachers	Online CCEA webinars and subject documentation at <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>
From 26 March 2021	CCEA subject-specific guidance for GCSE available	Heads of Department and subject teachers	Online CCEA webinars and subject documentation at <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>
w/b 29 March 2021	CCEA assessment resources available, including modified and Irish- medium versions	Head of Centre, Heads of Department, subject teachers and Examinations Officer	Via secure portal
w/b 29 March 2021 onwards	Marks schemes released to centres	Head of Centre, Heads of Department, subject teachers and Examinations Officer	Via secure portal
23 April 2021	Submission of centre's CDG policy to CCEA	Head of Centre to CCEA	CCEA to specify secure portal
April– 14 May 2021	Support to centres	Head of Centre and Link Officer from EA/CCMS et al.	Dialogue on evidence gathering, staff training and preparation for CDG submission
Mid/late May	Centres finalise moderation and internal QA exercises to prepare grades to be submitted	Head of Centre, Examinations Officer, Heads of Department and subject teachers	
21 May 2021	A/AS grades submitted to CCEA	Head of Centre and Examinations Officer	Submitted online

<b>Date</b>	<b>Activity (Shaded cell denotes CCEA support activity)</b>	<b>For the Attention of</b>	<b>Format</b>
<b>25 May 2021– 30 June 2021</b>	Assessment evidence requested throughout this window – to be submitted to CCEA within 48 hours of request	Head of Centre, Examinations Officer, Heads of Department and subject teachers	Request via email – upload of evidence through CDG application by centre
<b>4 June 2021</b>	GCSE grades submitted to CCEA	Head of Centre and Examinations Officer	Submitted online
<b>10 August 2021</b>	A level and AS results issued by CCEA	Examinations Officer	
<b>12 August 2021</b>	GCSE results issued by CCEA	Examinations Officer	

## APPENDIX 4a

### FIVE STEP AWARDING PROCESS

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
1	<b>Guidance, Information and Readiness (March, April)</b>	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	
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	
		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	
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	
2	<b>Evidence Gathering and Provision of Assessment Resource (March, April and May)</b>	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	
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	
3	<b>Centre Professional Judgement and Moderation (April and May)</b>	All available evidence moderated in line with centre policy	Centre Leadership Team, HoD and teaching staff	
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	

Step and Indicative Timeframe		Activity	Personnel	Internal Deadlines
4	<b>Review of Evidence and Award (June and July)</b>	Centre evidence and grade outcomes reviewed	CCEA personnel	
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	
		Where CCEA still has concerns, there will be engagement with the centre and, in some cases, this may require the centre to re-run their grading process.	Head of Centre and CCEA personnel	
5	<b>Post-Award Review Service (August and September)</b>	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre and CCEA personnel	

## 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.

<b>High</b>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"><li>• all students are within direct sight of the teacher/supervisor throughout the session(s);</li><li>• display materials which might provide assistance are removed or covered;</li><li>• there is no access to email, the internet or mobile phones;</li><li>• students complete their work independently;</li><li>• interaction with other students does not occur; and</li><li>• no assistance of any description is provided.</li></ul>
<b>Medium</b>	<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"><li>• there is sufficient evidence to ensure that the individual work can be authenticated; and</li><li>• the work an individual student submits for assessment is their own.</li></ul> <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. 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>
<b>Limited</b>	<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.

<b>Centre Name:</b>	
<b>Centre Number:</b>	
<b>Specification Title/Code:</b>	
<b>Level:</b>	

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 only the evidence detailed in the Candidate Assessment Record and this evidence is available, if requested, 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.)	
<b>Provide detail and justification where you have indicated 'N' to any of the above:</b>	
<b>Head of Department:</b>	
<b>Signature:</b>	<b>Date:</b>



### 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).

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				
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:						

<b>Signature:</b>		<b>Date:</b>	
-------------------	--	--------------	--

### Candidate Assessment Record

This must be completed by the subject teacher – one per candidate for each qualification.

<b>Candidate Name:</b>	
<b>Candidate Number:</b>	
<b>Centre Name:</b>	
<b>Centre Number:</b>	

<b>Select Level:</b>	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
----------------------	--------	--------	------	-----	----	-----	-------

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?		
<b>If ‘yes’, please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):</b>  		

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

**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			
Assessment 4			

<b>Overall Grade Awarded</b>	
------------------------------	--

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.

<b>Compliance conditions</b>	
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.	

<b>Teacher Signature:</b>		<b>Date:</b>	
---------------------------	--	--------------	--