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**Strathearn School**  
CENTRE DETERMINED GRADES POLICY  
April 2021

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Approved By Board of Governors

Signed : \_\_\_\_\_ (Chair of Governors)



Amendments	

## Rationale

With the ongoing disruption to public health and educational norms caused by the Covid-19 pandemic, Strathearn School is committed to ensuring that CCEA GCSE, AS and A Level grades based on teacher professional judgements in 2021 will be valid and reliable, enabling progression for students.

## Statement of Intent

The **purpose** of this policy is:

- to ensure that the effective operation of the Centre Determined Grades process in 2021 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 Strathearn School 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**.



Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines
<b>1 - Guidance, Information and Readiness</b>	CCEA guidance documentation shared and understood by all involved staff. Strathearn School fully participates in support offered by CCEA and other partner bodies, such as EA.	SLT, Heads of Department, TiCS and teaching staff	March 21
	Strathearn School agree their quality assurance process to ensure consistency across teachers, subjects and departments.	SLT, HoD, TiCS and teaching staff	March 21
	Centre Determined Grades Policy (CDG) developed, documented and shared with all staff. (Policy will be sent to CCEA by 23 April).	SLT	March 21
	Preliminary consideration of value of available evidence.	SLT, HoD and TiCS	March 21

<b>2 - Evidence Gathering and Provision of Assessment Resource</b>	Completion and marking of defined assessments in line with CDG policy. This will include two assessment periods in April and May and may include CCEA assessment resources.	SLT, HoD, TiCS and teaching staff	April - May 21
	All other available evidence collated and documented.	SLT, HoD, TiCS and teaching staff	April – May 21
<b>3 - Centre Professional Judgement and Moderation</b>	All available evidence moderated in line with CDG policy.	SLT, HoD, TiCS and teaching staff	April – May 21
	Any potential bias in Centre Determined Grades and outcomes considered.	HoD, TiCS and teaching staff	May 21
	Centre Determined Grade outcomes reviewed by SLT.	SLT	May 21
	Head of Centre sign-off and submission of Centre Determined Grades.	Head of Centre Examinations Officer	May – June 21
<b>4 - Review of Evidence and Award</b>	Strathearn School evidence and grade outcomes reviewed.	CCEA personnel	June 21
	If evidence submitted is considered reasonable, Strathearn School grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	June – July 21
	Where CCEA still has concerns, there will be engagement with Strathearn School and may require the centre to re-run their grading process.	Head of Centre and CCEA personnel	June - July 21
<b>5 - Post-Award Review Service</b>	Results issued in August. 10 <sup>th</sup> – AS / A level 12 <sup>th</sup> – GCSE	CCEA personnel	August 21
	After the issue of results, students will have the right to appeal to Strathearn School and to CCEA.	Head of Centre and CCEA personnel	August – September 21

### **Roles and Responsibilities**

Roles and responsibilities of Strathearn School 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 (Principal)** 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 Principal will chair a Special Circumstances Panel made up of members of the SLT which will consider the application of Special Circumstances once Centre Determined Grades have been assigned by subject departments.

The **Senior Leaders (VP and SL – Teaching & Learning)** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example, Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable. The VP and SL – Teaching & Learning who attended the CCEA Chartered

Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The **Examinations Officer** 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 and Teachers in Charge of Subjects** are responsible for supporting departmental staff and ensuring all staff conduct internal assessments in April / May 2021 under the appropriate levels of control and have the information required to make accurate and fair judgements. They will determine what additional pupil evidence will be used in line with the CDG Policy, agree on how it is weighted and will work with department staff to collate all relevant data. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

**Teachers** are responsible for ensuring that they conduct April / May 2021 assessments (which may include the optional CCEA assessment resource) under the appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the CDG 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 **Internal Subject Department Spreadsheets** and **Grade Submission Sheets** to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. The CCEA Candidate Assessment Records should be completed for the candidates sampled by CCEA. The knowledge, expertise and professionalism of the staff of Strathearn School is central to determining Centre Determined Grades.

**SENCO and the Assistant SENCO** will ensure that pupils who normally have access arrangements or reasonable adjustments to procedures during assessment processes will do so for the April / May internal assessments, as per normal JCQ arrangements.

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

Teachers involved in determining grades must attend any training provided in school. Strathearn School will engage fully with all training and support that CCEA has provided, including web-based support and training. Staff will be made aware of further general and subject-specific support and guidance found on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk).

The CDG 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 VP or SL (Teaching & Learning) should be notified if no one from a department has been able to attend support meetings and they will consider how this is addressed.

### **Appropriate Evidence**

Strathearn School will use the following candidate evidence in arriving at Centre Determined Grades. Only evidence completed under High or Medium Levels of control will be considered (**CCEA Appendix 5 – Definitions of Levels of Control - CCEA Alternative Arrangements – Process for Heads of Centre**):

- HIGH - CCEA assessment resources for 2021 (or part of);
- HIGH - Class tests / Practical in-class assessments which relate to the CCEA Specification;
- HIGH / MEDIUM - Coursework or controlled assessments components;
- MEDIUM - Homework (may include remote learning work submitted during the lockdowns of March – June 2020 and / or January – March 2021)

Strathearn School 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). However, evidence of pupil performance may be collected against any part of the taught CCEA specification towards the relevant award.

Strathearn School is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by completing an internal assessment process in April / May 2021 that focuses on reduced module / unit content in each subject against the requirements of the specifications.

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 in May 2021.

SLT will collate details of which categories and sources of evidence are to be used in each subject area and for each qualification (see Appendix A).

### **Centre Determined Grades**

Strathearn School 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 help to complete the Internal Subject Spreadsheet and then the Candidate Assessment Record (if required by CCEA), forwarding to their Head of Department/Subject Leader/ Teacher in Charge of Subject. 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. Decisions will be 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, we will carry out internal standardisation. The purpose of internal standardisation is to provide our 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 procedures will follow established departmental practice and will be reinforced through whole staff training in March 2021. Internal standardisation will include cross-checking of marking across the full range of marks and include candidates from each class. The Internal Subject Department Spreadsheets, Grade Submission Sheets (and Candidate Assessment Records where required) will 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 / Teacher in Charge of Subject. They will complete the relevant checklist, which will record any adjustments and relevant information.

### **Head of Centre Moderation and Declaration**

Strathearn School undertakes to have a consistent approach across departments/subjects. The VP and SL (Teaching & Learning) 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 and internal subject spreadsheets will be retained. The moderation exercise will include professional discussions with Heads of Department.

The VP and SL (Teaching & Learning) 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), Strathearn School 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, Strathearn School will take account of this when making judgements. Once Departments have assigned their Centre Determined Grades, a committee of SLT (chaired by the Principal) will consider special consideration (using JCQ guidelines) and record judgements/amendments to individual grades which may come from this process. Special consideration will not be applied due to lost teaching and learning time. Strathearn School 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**. In the event that a student has missed a key internal assessment, class teachers will record how they have determined the impact, and how this was incorporated into their judgements in the Internal Subject Department Spreadsheet (Candidate Assessment Record if required).

### **Bias and Discrimination**

Strathearn School will fulfil its duties and responsibilities concerning relevant equality and disability requirements. The VP and SL (Teaching & Learning) 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. This will include internal spreadsheet data that will be retained by SLT and the Examination Officer.

**The Disposal of Records Policy** outlines how information and data will be stored in relation to Centre Determined Grades. There will be 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 by the Examination Officer via the CCEA application used to submit the Centre Determined Grades. The following documentation will be fully and accurately completed and retained securely:

- Physical evidence of students' marked work from Assessment Period 1 and 2 in April /May 2021

- Internal Subject Spreadsheet evidence and a Grade Submission Sheet
- CCEA Head of Department Checklists
- CCEA Head of Centre Declaration.
- CCEA Departmental Assessment Evidence Grid (if sampled by CCEA)
- CCEA Candidate Assessment Records (if sampled by CCEA)

### **Confidentiality**

Strathearn School will not disclose any candidates' Centre Determined Grades in advance of the official issue of results in August 2021. This is in keeping with the centre's GDPR Policy and CCEA requirements.

### **Malpractice/Maladministration**

Strathearn School 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; and
- failure to keep appropriate records of decisions made and Centre Determined Grades.

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

### **Private Candidates**

For subjects where entries have been made for private candidates, Strathearn School will ensure that we 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 Strathearn School.

### **Collaboration**

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

### **Conflicts of Interest**

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre (Principal). 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.

Strathearn School 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. Strathearn School's internal appeals procedure is available for staff, candidates and parents on the school website. It outlines the roles and responsibilities for centre staff and provides clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure are timebound and in line with CCEA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

### **Complaints Procedure**

Strathearn School's complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available on the centre website.

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

Strathearn School 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**

- CCEA Alternative Arrangements – Process for Heads of Centre (Full document)
- CCEA Alternative Arrangements – Process for Heads of Centre (CCEA - Appendix 5)
- Summer 2021 Information Pre-Examination Cancellation section of the CCEA website
- Appendix A – Sources of evidence for Centre Determined Grades per subject
- JCQ document - A guide to the special consideration process, with effect from 1 September 2020.
- The Disposal of Records Policy
- GDPR Policy
- JCQ guidance Suspected Malpractice: Policies and Procedures
- Internal Appeals Procedure
- Complaints Procedure



**Appendix A – Sources of evidence for Centre Determined Grades per subject**

Subject	Awarding Level	Sources of evidence			
		HIGH LEVEL CONTROL  CCEA assessment resources for 2021 (or part of)	HIGH LEVEL CONTROL  Class tests / Practical in-class assessments which relate to the CCEA Specification	HIGH / MEDIUM LEVEL CONTROL  Coursework or controlled assessments components	MEDIUM LEVEL CONTROL  Homework (may include remote learning work submitted during the lockdowns of March – June 2020 and / or January – March 2021)
Art & Design	GCSE			x	
	AS Level			x	
	A Level			x	
Biology	GCSE	x	x		
	AS Level	x	x		
	A Level	x	x		
Business Studies	GCSE	x	x		
	AS Level	x	x		x
	A Level	x	x		x
Chemistry	GCSE	x	x		
	AS Level	x	x		
	A Level	x	x		
Computer Science (non CCEA)	GCSE				
	AS Level	x	x		
	A Level				
Digital Technology	GCSE	x	x	x	
	AS Level	x	x		
	A Level	x	x	x	
Double Award Science	GCSE	x	x		
	AS Level				
	A Level				
Drama	GCSE	x		x	
	AS Level				
	A Level				
English Language	GCSE	x	x	x	
	AS Level				
	A Level				
English Literature	GCSE	x	x	x	
	AS Level	x	x		
	A Level	x	x	x	
Food and Nutrition	GCSE	x	x	x	
	AS Level	x	x		
	A Level	x	x	x	
French	GCSE	x	x		
	AS Level	x	x		
	A Level	x	x		
Further Mathematics	GCSE	x	x		
	AS Level	x	x		
	A Level	x	x		x
Geography	GCSE	x	x		
	AS Level	x	x		x
	A Level	x	x		x

German	GCSE	x	x		
	AS Level	x	x		
	A Level	x	x		
Health and Social Care	GCSE				
	AS Level	x		x	
	A Level	x		x	
History	GCSE	x	x		
	AS Level	x			x
	A Level	x			x
Mathematics	GCSE	x	x		
	AS Level	x	x		
	A Level	x	x		
Media Studies (non CCEA)	GCSE				
	AS Level	x	x		x
	A Level	x	x		
Moving Image Art	GCSE				
	AS Level	x		x	
	A Level	x		x	
Music	GCSE	x	x		
	AS Level	x	x		
	A Level				
Physical Education	GCSE	x	x	x	x
	AS Level				
	A Level				
Physics	GCSE	x	x		
	AS Level	x	x		
	A Level	x	x		
Psychology (non CCEA)	GCSE				
	AS Level	x	x		
	A Level				
Politics	GCSE				
	AS Level	x		x	x
	A Level	x	x		x
Religious Studies	GCSE	x	x		
	AS Level	x			x
	A Level	x			x
Spanish	GCSE	x	x		
	AS Level	x	x		
	A Level	x	x		
Technology and Design	GCSE	x		x	
	AS Level	x		x	
	A Level	x		x	

# A Level Centre Determined Grades – 2021

## Assessment evidence used to determine the pupil grades

<i>Subject</i>	<i>Assessment Evidence</i>	<i>Period of completion</i>
Art and Design	<ol style="list-style-type: none"> <li>1. Coursework completed for A2 Unit 1 Personal &amp; Critical Investigation</li> <li>2. Unit 2 Thematic Outcome</li> </ol>	Sept. - February 2021  Feb. – May 2021
Biology	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - test</li> <li>2. Assessment Period 2 - test</li> </ol>	April 2021 May 2021
Business Studies	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Written assessment based on A2 Unit 1</li> <li>2. Assessment Period 2 - Written assessment based on A2 Unit 1</li> <li>3. Homework past paper questions</li> </ol>	April 2021 May 2021 Sept. – March 2021
Chemistry	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Carbonyls, Derivatives of Carboxylic Acids, Lattice Enthalpy, Entropy</li> <li>2. Assessment Period 2 - Arenes, Isomerism, Rates, Equilibria, Acid/Base Equilibria</li> <li>3. Class tests on Carbonyls, Lattice Enthalpy, Entropy</li> </ol>	April 2021  May 2021  Sept. – December 2020
Digital Technology	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Written test on Databases 2</li> <li>2. Assessment period 2 - Written test on agreed topics from part of the Unit 1 spec 3</li> <li>3. PPU - class tests Sep-Nov on a range of topics</li> <li>4. Analysis section of coursework</li> </ol>	April 2021 May 2021  Sept. – November 2020
Drama & Theatre Studies	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Component 2 Monologue Performance</li> <li>2. Assessment Period 2 - Component 3 written text on Section A&amp;B</li> <li>3. PPU written test on Component 3 Section C</li> <li>4. Coursework Component 1 Performance and written Portfolio</li> </ol>	April 2021 May 2021 November 2020 Term 1, 2020
English Literature	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Essay on Unit 2 Poetry</li> <li>2. Assessment Period 2 - Essay on Unit 1 Shakespearean Genres</li> <li>3. A class essay on Unit 1 Shakespearean Genres</li> <li>4. Unit 3 Internal assessment coursework essay</li> </ol>	April 2021 May 2021 November 2020 March 2021
French	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - A2 Unit 2 Prose Translation and Reading Comprehension</li> <li>2. Assessment Period 2 - A2 Unit 1 Oral including a Discussion and General Conversation</li> <li>3. PPU Grammar/Prose for French</li> </ol>	April 2021  May 2021  October 2020
Further Mathematics	<ol style="list-style-type: none"> <li>1. A2 Applied Maths Test 1</li> <li>2. 4 Assessments completed during Assessment Periods 1 &amp; 2</li> </ol>	April – May 2021
Geography	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Test - A21 Physical Geography - Option A, Plate Tectonics</li> <li>2. Assessment Period 2 - Test - A21 Physical Geography - Option C, Coasts</li> <li>3. 4 class tests - Elements 2 &amp; 3 of Plate Tectonics / Coasts</li> <li>4. Homework questions for A22 Ethnic Diversity and Tourism (Element 1) along with one A23 Decision Making Exercise paper</li> </ol>	April 2021  May 2021  Nov. – December 2020 Feb. – March 2021
German	<i>Information available from partner school</i>	
Health and Social Care	<ol style="list-style-type: none"> <li>1. A2 unit 2 coursework (December 2020 - April 2021),</li> </ol>	Dec. – April 2021 May 2021

	<ol style="list-style-type: none"> <li>Assessment Period 2 - written assessment based on content of A2 unit 3</li> <li>Coursework A2 unit 5</li> </ol>	Sept. – December 2020
History	<ol style="list-style-type: none"> <li>Assessment Period 1 - Written test on assessing the value of a source. A22 Option 4</li> <li>Assessment Period 2 - Written test on comparing two sources. A22 Option 4</li> <li>A Class Test on A22 Option 4</li> <li>A wide range of class and home based tests on A22 Option 4</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Term 1, 2020</p> <p>Terms 1 &amp; 2, 2020/21</p>
Mathematics (One Year)	<ol style="list-style-type: none"> <li>Assessment Period 1 test</li> <li>Assessment Period 2 test</li> <li>Pure Math Test</li> <li>Applied Maths Test</li> </ol>	<p>April 2021</p> <p>May 2020</p> <p>November 2020</p> <p>October 2020</p>
Mathematics (Double)	<ol style="list-style-type: none"> <li>4 assessments completed during Assessment Periods 1 &amp; 2</li> </ol>	<p>April 2021</p> <p>May 2021</p>
Media Studies	<ol style="list-style-type: none"> <li>Assessment Period 1 – class test</li> <li>Assessment Period 2 – class test</li> <li>3 class tests</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Term 1</p>
Moving Image Art	<i>Information available from partner school</i>	
Nutrition and Food Science	<ol style="list-style-type: none"> <li>Coursework unit A2:1</li> <li>Assessment Period 2 - assessed content from module A2:1</li> <li>End of unit class tests</li> </ol>	<p>Sept. – April 2021</p> <p>May 2021</p> <p>Sept. – December 2020</p>
Physics	<ol style="list-style-type: none"> <li>Assessment Period 1 test</li> <li>Assessment Period 2 test</li> <li>2 class tests in Term 1 - Deformation of solids, Circular Motion &amp; Oscillations and the final Atomic &amp; Nuclear test.</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Term 1</p>
Politics	<ol style="list-style-type: none"> <li>Assessment Period 1 - test</li> <li>Assessment Period 2 - test</li> <li>Homework and classwork tasks</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Sept. – March 2021</p>
Religious Studies	<ol style="list-style-type: none"> <li>Assessment Period 1 – Written test on Units A2:1 / A2:4 (choice from 2)</li> <li>Assessment Period 2 – Written test on Units A2:1 / A2:4</li> <li>x2 Part A academic essays</li> <li>x2 Part B academic essays</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Oct. – November 2020</p> <p>Dec. – January 2021</p>
Spanish	<ol style="list-style-type: none"> <li>Assessment Period 1 - A2 Unit 2 Prose Translation and Reading Comprehension April 2021,</li> <li>Assessment 2- A2 Unit 1 Oral including a Discussion and General Conversation May 21,</li> <li>PPU and other tests</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Oct. – December 2020</p>

## AS Level Centre Determined Grades – 2021

### Assessment evidence used to determine the pupil grades

Subject	Assessment Evidence	Period of completion
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Art and Design	<ol style="list-style-type: none"> <li>1. Coursework completed for AS Unit 1 Experimental Portfolio</li> <li>2. Unit 2 Personal Response</li> </ol>	<p>Sept. – February 2021 Feb. - May 2021</p>
Biology	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - test</li> <li>2. Assessment Period 2 - test</li> </ol>	<p>April 2021 May 2021</p>
Business Studies	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Written assessment in AS Unit 1</li> <li>2. Assessment Period 2 - Written Assessment in AS Unit 1</li> <li>3. PPQs completed as homework</li> </ol>	<p>April 2021 May 2021 Sept. – March 2021</p>
Chemistry	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Halogens, Redox, Atomic Structure, Bonding and Structure April 21</li> <li>2. Assessment Period 2 - Titrations, Formulae, Equations and Amounts, Testing for Ions, Structure of Metals, Non-Metals and Ionic Compounds</li> <li>3. Class tests on Atomic Structure, Redox, Halogens, Bonding and Structure</li> </ol>	<p>April 2021 May 2021 Sept. – December 2020</p>
Computer Science	<i>Information available from partner school</i>	
Digital Technology	<ol style="list-style-type: none"> <li>1. Assessment period 1 - Written paper on part of unit 2 2</li> <li>2. Assessment period 2 - Written paper on other half of unit 2.</li> <li>3. Class tests</li> <li>4. Short definition tests</li> </ol>	<p>April 2021 May 2021 Sept. – November 2021 Sept. – November 2021</p>
Drama & Theatre Studies	<ol style="list-style-type: none"> <li>1. Assessment Period 1 – Written test on Component 1 Section B</li> <li>2. Assessment Period 2 – Written test on Component 1 Section A</li> </ol>	<p>April 2021 May 2021</p>
English Literature	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - An essay on Unit 1 Poetry</li> <li>2. Assessment Period 1 - An essay on Unit 1 Drama</li> <li>3. Assessment Period 2 - An essay on Unit 2 Prose</li> <li>4. An essay written in class on Unit 1 Poetry</li> </ol>	<p>April 2021 April 2021 May 2021 November 2020</p>
French	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Unit 2 Translation, Reading Comprehension and Grammatical Use of Language exercises</li> <li>2. Assessment Period 2 - Unit 1 Oral including a Presentation and a General Conversation</li> <li>3. Assessment 3 PPU task based on a range of grammatical tests and translation</li> </ol>	<p>April 2021 May 2021 October 2020</p>
Further Mathematics	<ol style="list-style-type: none"> <li>1. Assessment Period 1 test</li> <li>2. Assessment Period 2 test</li> <li>3. 3 Pure Maths Homeworks</li> <li>4. 2 Applied Maths Homeworks</li> <li>5. AS Applied Test</li> </ol>	<p>April 2021 May 2021 Term 1 Term 1</p>
Geography	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Test - AS2 Human - Elements 1a-2b</li> <li>2. Assessment Period 2 - Test - AS1 Physical - Elements 1a-2a</li> <li>3. 4 class tests for Elements 1a-1c in AS1 Physical &amp; AS2 Human</li> </ol>	<p>April 2021 May 2021 Sept. – November 2020</p>
German	<i>Information available from partner school</i>	
Health and Social Care	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - written assessment on content from AS unit 3</li> <li>2. Assessment Period 2 - written assessment on content of AS unit 3</li> <li>3. Coursework AS unit 2</li> <li>4. Coursework AS unit 1</li> </ol>	<p>April 2021 May 2021 Sept. – December 2020 Dec. – March 2021</p>
History	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - A written test including an essay and the assessment of the usefulness of a source. AS1 Option 4</li> </ol>	<p>April 2021 May 2021</p>

	<ol style="list-style-type: none"> <li>Assessment Period 2: A written test including a mini essay and an extended essay. AS2 Option 5</li> <li>AS1 Option 4 - A wide range of essays and evaluation of a source in class, class test and at home</li> <li>AS2 Option 5 - A wide range of essays and evaluation of a source in class, class test and at home</li> </ol>	<p>Terms 1&amp;2</p> <p>Terms 1&amp;2</p>
Mathematics (Two Year)	<ol style="list-style-type: none"> <li>Assessment Period 1 test</li> <li>Assessment Period 2 test</li> <li>Pure Maths Tests</li> <li>Applied Maths Test 2</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Oct. – November 2020</p> <p>October 2020</p>
Mathematics (Double)	<ol style="list-style-type: none"> <li>Assessment Period 1 test</li> <li>Assessment Period 2 test</li> <li>Pure Maths Tests</li> <li>Applied Maths Test 2</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Oct. – November 2020</p> <p>October 2020</p>
Media Studies	<ol style="list-style-type: none"> <li>Assessment Period – class test</li> <li>An evaluative essay completed as HW</li> <li>3 class tests</li> </ol>	<p>April/May 2021</p> <p>Term 2</p> <p>Term 1</p>
Moving Image Art	<i>Information available from partner school</i>	
Music	<ol style="list-style-type: none"> <li>Assessment Period 1 - Test of Aural Perception on orchestral set works, secular vocal set work and unfamiliar music</li> <li>Assessment Period 2 - Written Examination on unfamiliar score analysis and sacred vocal set works</li> <li>Assessment Period 2 - Performing Assessment</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>May 2021</p>
Nutrition and Food Science	<ol style="list-style-type: none"> <li>Assessment Period 1 - assessed content from module 1</li> <li>Assessment Period 2 - assessed content from module 2</li> <li>End of unit class tests</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Sept. – December 2020</p>
Physics	<ol style="list-style-type: none"> <li>Assessment Period 1 – test</li> <li>Assessment Period 2 - test</li> <li>4 tests from term 1 - Two Forces &amp; Energy tests and Two electricity tests</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Term 1</p>
Politics	<ol style="list-style-type: none"> <li>Assessment Period 1 - test</li> <li>Assessment Period 2 – test</li> <li>Homework and classwork tasks</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Sept. – March 2021</p>
Psychology	<i>Information available from partner school</i>	
Religious Studies	<ol style="list-style-type: none"> <li>Assessment Period 1 - Written Test AS:1/AS4</li> <li>Assessment Period 2 - Written Test AS1/AS4</li> <li>(3) X2 Part A Essays (1 from each unit)</li> <li>(4) x2 Part B Essays (1 from each unit)</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Oct. – November 2020</p> <p>Dec. – January 2021</p>
Spanish	<ol style="list-style-type: none"> <li>Assessment Period 1 - Unit 2 Translation, Reading Comprehension and Grammatical Use of Language exercises</li> <li>Assessment Period 2 - Unit 1 Oral including a Presentation and a General Conversation</li> <li>PPU task based on a range of grammatical tests and translation</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>October 2020</p>
Technology and Design	<ol style="list-style-type: none"> <li>Coursework completed by mid April</li> <li>Assessment Period 2 - Test based on Unit 1 Materials and Manufacture</li> </ol>	<p>April 2021</p> <p>May 2021</p>

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## GCSE Centre Determined Grades – 2021

### Assessment evidence used to determine the pupil grades

<i>Subject</i>	<i>Assessment Evidence</i>	<i>Period of completion</i>
Art and Design	1. Component 1 Part A 2. Component 1 Part B	Form 4 Form 5
Biology	1. Assessment Period 1 - past paper questions relating to CCEA specification 2. Assessment Period 2 - CCEA 2021 assessment resources	April 2021 May 2021
Business Studies	1. Assessment Period 1 - GCSE Business Studies Unit 2 2. Assessment Period 2 - GCSE Business Studies Unit 2 3. 4 end of unit tests completed during Form 4 and Term 1 of Form 5	April 2021 May 2021 Sept. – December 2020
Chemistry	1. Assessment Period 1 - Metals, Equations, Rates 2. Assessment Period 2 - Gases, Electrolysis 3. Class test - Rates, Energy Changes in Chemistry and Balanced Symbol Equations	April 2021 May 2021 October 2020
Digital Technology	1. Assessment Period 1 – test 2. Assessment Period 2 – test 3. Part of Controlled assessment task 4. Class test week	April 2021 May 2021 Throughout year October 2020
Double Award Science	Chemistry 1. Assessment Period 1 - Metals, Equations, Rates	April 2021

	<p>2. Assessment Period 2 - Gases, Electrolysis 3. Class test - Rates, Energy Changes in Chemistry and Balanced Symbol Equations</p> <p>Biology 1. Assessment Period 1 - past paper questions relating to CCEA specification 2. Assessment Period 2 - CCEA 2021 assessment resources</p> <p>Physics 1. Assessment Period 1 – Forces and Motion test 2. Assessment Period 2 – Waves test</p>	<p>May 2021 October 2020</p> <p>April 2021 May 2021</p> <p>April 2021 May 2021</p>
Drama	<p>1. Assessment Period 1 - Component 1 - Scripted Performance (Monologues) 2. Assessment Period 2 - Component 3 - Written assessment Questions 1 &amp; 2 3. Component 3 - Written assessment Question</p>	<p>April 2021 May 2021 May 2021</p>
English Language	<p>1. Assessment Period 1 - writing test 2. Assessment Period 2 – reading test 3. Assessment Period 2 – writing test 4. English Language controlled assessment - response to written language 5. English Language controlled assessment - response to spoken language</p>	<p>April 2021 May 2021 May 2021 December 2019 February 2020</p>
English Literature	<p>1. Assessment Period 1 - Unit 2 drama 2. Assessment Period 2 – Unit 2 poetry 3. English Literature controlled assessment</p>	<p>April 2021 May 2021 December 2020</p>
Food and Nutrition	<p>1. Assessment period 1 - Controlled Assessment Unit 2. Assessment period 2 - Written test on content from Unit 1</p>	<p>Jan. – April 2021 May 2021</p>
French	<p>1. Assessment Period 1 - Unit 4 CCEA style Writing Paper 2. Assessment Period 2 - Unit 3 CCEA Reading Paper 3. Standardised Vocabulary and grammatical tests</p>	<p>April 2021 May 2021 April-May 2021</p>
Geography	<p>1. Assessment Period 1 – Unit 2, Themes A&amp;B 2. Assessment Period 2 – Unit 2, Themes C&amp;D 3. Class test – Unit 1, Theme B &amp; Unit 2, Theme B 4. 3 end of theme tests</p>	<p>April 2021 May 2021 October 2020 Form 4 - Form 5</p>
German	<p>1. Assessment Period 1 - Unit 4 CCEA style Writing Paper 2. Assessment Period 2 - Unit 3 CCEA Reading Paper 3. Standardised Vocabulary and grammatical tests</p>	<p>April 2021 May 2021 April-May 2021</p>
History	<p>1. Assessment Period 1 – Test on Unit 1, Section A, Option 1, Life in Nazi Germany 1933-45 2. Assessment Period 2 – Test on Unit 1, Section B, Option 1, Changing Relations: Northern Ireland and its Neighbours, 1920-49 3. Test on Unit 1, Section A, Option 1, Life in Nazi Germany 1933-45 4. Class tests</p>	<p>April 2021 May 2021 October 2020 Term 1, Form 5</p>
Mathematics	<p>GCSE Maths (F5) 1. Assessment Period 1 &amp; 2 - M4, M7 (and M8) tests completed 2. Class test 2 3. Class test 3</p> <p>GCSE Maths (F5 Further Maths cohort only)</p>	<p>Apr – May 2021 October 2020 December 2020</p>



	<ol style="list-style-type: none"> <li>1. Assessment Period 1 &amp; 2 - M4, M7 (and M8) tests completed</li> <li>2. Average of Class tests</li> <li>3. M4 October test</li> </ol> <p>GCSE Maths (F4)</p> <ol style="list-style-type: none"> <li>1. 4 Assessments completed</li> </ol>	<p>Apr – May 2021 Form 4 October 2020</p> <p>Apr – May 2021</p>
Music	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Listening Test A on Western Classical Music and Film Music areas of study</li> <li>2. Assessment Period 2 - Listening Test B on Popular Music and Musical Traditions of Ireland areas of study</li> <li>3. Assessment Period 2 - Individual Performance Assessments</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>May 2021</p>
Physical Education	<ol style="list-style-type: none"> <li>1. Assessment Period 1 – Written test on content of Component 1.1 &amp; 1.2</li> <li>2. Assessment Period 2 – Written test on content of Component 1.1, 1.2 &amp; 1.3</li> <li>3. Controlled Assessment – Individual Performance in 2 Physical Activities / Sports</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Sept. 2019 – May 2021</p>
Physics	<ol style="list-style-type: none"> <li>3. Assessment Period 1 – Forces and Motion test</li> <li>4. Assessment Period 2 – Waves test</li> </ol>	<p>April 2021</p> <p>May 2021</p>
Religious Studies (Full course)	<ol style="list-style-type: none"> <li>1. Assessment Period 1 – test - Personal Family Issues and Matters of Life and Death</li> <li>2. Assessment Period 2 – test - Contemporary Issues and Existence of God</li> <li>3. End of Unit Tests x2 - Experiencing God, Bio Ethics and Capital Punishment</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>Oct. – December 2020</p>
Religious Studies (Short course)	<ol style="list-style-type: none"> <li>1. Assessment Period 1 – test - Personal and Family Issues (Marriage/Relationships)</li> <li>2. Assessment Period 2 – test - Contemporary Issues and Modern Warfare (Nuclear Weapons Debate)</li> <li>3. End of Unit Test on Capital Punishment</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>October 2020</p>
Spanish	<ol style="list-style-type: none"> <li>1. Assessment Period 1 - Unit 4 CCEA style Writing Paper</li> <li>2. Assessment Period 2 - Unit 3 CCEA Reading Paper</li> <li>3. Standardised Vocabulary and grammatical tests</li> </ol>	<p>April 2021</p> <p>May 2021</p> <p>April-May 2021</p>
Technology and Design	<ol style="list-style-type: none"> <li>1. Controlled Assessment</li> <li>2. Assessment period 2 - Written test</li> </ol>	<p>April 2021</p> <p>May 2021</p>