



## ST MARY'S HIGH SCHOOL, NEWRY

### Centre Determined Grades Policy

(Summer Series 2021)

#### **Rationale:**

St Mary's High School is committed to ensuring that whenever teachers assess students' work for the allocation of Centre Determined Grades for external qualifications, such assessments and grade allocations are done fairly, consistently and in accordance with the awarding organisation specification and subject specific associated documents.

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;
- To ensure that the centre meets its obligations in relation to relevant legislation in producing Centre Determined Grades for CCEA qualifications.

All staff involved in the allocation of Centre Determined Grades will support the implementation of all the alternative arrangements as set out by CCEA, including the CCEA review stage. Staff are aware of all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies associated with assessment and the allocating of grades.

#### **Process Overview**

There is a five step process for the Summer 2021 awarding arrangements as outlined by CCEA: -  
Alternative Arrangements – Process for Heads of Centre

1. Guidance Information and Readiness – March 2021
2. Evidence Gathering and Provision of Assessment Resources – April, May 2021
3. Centre Professional Judgement and Moderation - April, May 2021
4. Review of Evidence and Award – June, July 2021
5. Post-Award Review – August, September 2021

(Appendix 1)

## **Responsibilities:**

### **Board of Governors**

- The Board of Governors is responsible for approving the policy for producing Centre Determined Grades and will notify CCEA of arrangements should the Head of Centre be unavailable to confirm the Centre Determined Grades.

### **Head of Centre – Miss Crawley (Principal)**

- 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.
- Confirms that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff.
- Ensures 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.
- Works collaboratively with CCEA in terms of engaging with professional dialogue and the provision of evidence as requested.
- Attends the CCEA Chartered Institute of Educational Assessors (CIEA) training and act as Lead Assessors in the centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.
- Provides necessary time, resources, professional training and support to all staff in the allocation of Centre Determined Grades

### **Deputy Head of Centre – Mr Maurice Fitzpatrick (Vice Principal)**

- Provides support to staff involved in producing Centre Determined Grades.
- Supports the Head of Centre in the quality assurance of the final Centre Determined Grades.
- Ensures a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher involved in a subject.
- Validates department outcomes after comparing them with outcomes in associated subject areas where applicable.
- Attends the CCEA Chartered Institute of Educational Assessors (CIEA) training and act as Lead Assessors in the centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

### **Examination Officers – Mr Fitzpatrick/Mr Mc Auley**

- Ensures accurate and timely entries are submitted to CCEA.
- Ensures that all information from CCEA is shared promptly with all relevant staff.
- Accurately use the CCEA Centre Manager Applications for uploading of Centre Determined Grades and uploading of required evidence by the set deadlines
- Ensures 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.
- Ensures the accurate administration of the final Centre Determined Grades and for managing the post-results services within the centre.

### **Learning Support Co-ordinator**

- Leads the Access Arrangements and Reasonable Adjustment process including application for access arrangements using the secure website, collection of supporting documentation to support the request for access arrangements (reader/scribe/extra time)

- Assesses students and determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures all staff are aware of and make adjustments for students who have access arrangements and special considerations and record these on the Candidate Assessment Record sheet (Appendix 2)
- Presents, when required by a JCQ Centre Inspector, the evidence of the assessors qualifications and supporting evidence to support access arrangements and reasonable adjustments for students

### **Heads of Department**

- Identifies department evidence that consistently supports the determined grades process at GCSE and GCE, consistent with the 3 levels of control. (Appendix 3)
- Ensures all assessments set are standardised to ensure consistency within the department and meet the specification requirements
- When identifying evidence that will be used by their department, takes account of disruption that students have faced to their learning as a result of Covid-19.
- Supports departmental staff and ensures all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements.
- Ensures that a Head of Department Checklist is completed for each qualification (Appendix 4)
- Provides additional support to department members to support the process
- Ensures standardisation takes place where more than one teacher is involved to maintain consistency in marking and awarding of grades.
- Ensures access arrangements (reader/scribe/extra time) are given to identified candidates when producing evidence contributing to their final grade, such arrangements are documented in the Candidate Assessment Record (Appendix 2)
- Ensures Special Consideration is given to candidates who are disadvantaged (following JCQ guidance) when producing evidence contributing to their final grade, arrangements are documented in the Candidate Assessment Record (Appendix 2)
- Submits all documentation and evidence for their department to the Deputy Head of Centre.

### **Teachers**

- Conducts all agreed department assessments under the centre's appropriate levels of control, where it is safe to do so in light of Covid 19 restrictions
- Informs candidates of the evidence that will be used in determining their grades
- Ensures there is sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification.
- Ensures 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.
- Completes the Candidate Assessment Record for each student (Appendix 2) 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.
- Ensures access arrangements (reader/scribe/extra time) are given to identified candidates when producing evidence contributing to their final grade, such arrangements are documented in the Candidate Assessment Record (Appendix 2)
- Ensures Special Consideration is given to candidates who are disadvantaged when producing evidence contributing to their final grade, arrangements are documented in the Candidate Assessment Record (Appendix 2)

- Participates in all internal standardisation and moderation of candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.
- Securely stores and be able to retrieve evidence to support their decisions.

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

Staff will engage fully with all training and support that CCEA has provided, including web-based support and training. Teachers involved in determining grades will follow all school based policies and procedures including any further general and subject-specific support and guidance from CCEA.

The school will be supported through training provided by CCEA to the Head of Centre and Deputy Head of Centre through the Chartered Institute of Educational Assessors Training. Information and training will be disseminated to all teachers involved in producing Centre Determined Grades.

If a Head of Department is unable to attend subject support meetings or training, they will delegate to the most suitable alternative member of staff and ensure that the information is shared.

### **Appropriate Evidence**

Departments may use the following candidate evidence in arriving at Centre Determined Grades as outlined in the CCEA document - Alternative Arrangements – Process for Heads of Centre (5 March 2021)

- CCEA assessment resources (not mandatory) – each assessment can be used in its entirety or in part as one piece of evidence.
- Performance in any mock examinations taken under exam conditions.
- Performance in CCEA past paper questions and mark schemes
- Performance in class tests
- Records of each student's performance throughout their study
- For GCSE students who sat units prior to Summer 2021, their notional unit grades in that subject
- Performance in any controlled assessments/coursework - fully or partially completed pieces can be used as one piece of evidence.
- Other assessments required for the qualification - fully or partially completed assessments can be used as one piece of evidence.
- Performance in any class assessments taken throughout their study

Please note:

Departments will base all evidence on the relevant CCEA qualification specifications and take into account the information provided by CCEA about unit omissions before the cancellation of examinations.

The results from previous tests taken in school under exam conditions, which were returned to students as part of the teacher feedback process, may be used as evidence. Hard copies of these tests may not be available therefore internal moderation cannot take place for this evidence.

Candidates will be made aware of the evidence that will be used in determining their grades by each of their subject teachers.

Departments when identifying evidence that will be used will take account of disruption that students have faced to their learning as a result of Covid-19.

### **Centre Determined Grades**

Departments 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 will 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.

All teachers will complete the Candidate Assessment Record for each student and forward these to their Head of Department. All teachers are responsible for ensuring that all evidence is stored safely and is accessible to support the CCEA Review of Evidence and Award process.

The Deputy Head of Centre will liaise with HOD in relation to forwarding any required evidence and documentations to CCEA on request. All assessment decisions will be fully justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

Pupils who have not completed sufficient work as a result of poor attendance (non covid related) or home tutoring (School Age Mums) may not have produced enough evidence to allow teachers to award a Centre Determined Grade.

### **Internal Standardisation**

In subjects where there is more than one teacher and/or class in the department internal standardisation will take place to ensure fairness and objectivity of decisions, and to maintain consistency in the application of assessment criteria and standards.

Internal standardisation will include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records 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. The Head of Department will complete the Head of Department Checklist including any adjustments and relevant information relevant to their subject.

Related Policy – Controlled/Internal Assessment Policy

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

The Head of Centre will ensure there is a consistent approach across departments/subjects for awarding Centre Determined Grades. The Head of Centre and Deputy Head of Centre 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 is retained in the centre. The moderation exercise will include professional discussions with the Heads of Department.

The moderation process in St Mary's 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**

Where candidates have agreed access arrangements or reasonable adjustments (reader/scribe/extra time/separate room) these arrangements will be in place when assessments are being taken to gather evidence for Centre Determined Grades. Such arrangements will be recorded by the class teacher on the Candidate Assessment Record (Appendix 2).

### **Special Consideration**

Where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, teachers will take account of this when making judgements. Class teachers are only able to make allowance for special consideration if the student or their parent/carer makes them aware of the issue. Class teachers will consult with the Deputy Head of Centre before making any adjustments for special considerations, they 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 (Appendix 2). Special consideration arrangements will be consistently applied to all candidates.

In respect of Looked After Children, these young people frequently manage circumstances involving domestic crisis, trauma, bereavement or temporary illness as part of their normal life experience. Following JCQ Guidance, Special Circumstances will apply for Looked After Children in each subject, when establishing their Centre Determined Grades.

### **Bias and Discrimination**

All staff will ensure equality when collecting evidence and making their decision for each students' Centre Declared Grade.

The Head of Centre will give 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
- conditions for assessment and marker pre-conceptions
- strategies to minimising bias in assessment setting, marking and grade allocation

All staff will ensure fairness throughout the process of setting Centre Declared Grades and base their decision solely on identified evidence as an indication of performance and attainment. Centre Determined Grades will not be influenced by positive or challenging personal

circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings.

Internal standardisation will ensure fairness and consistency within the process.

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

Heads of Department will maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained. Each Head of Department will submit all documentation and evidence for their department to the Deputy Head of Centre.

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 will be accurately completed and retained securely:

- Candidate Assessment Records (Appendix 2)
- Head of Department Checklists (Appendix 4)
- Departmental Assessment Evidence Grid (Appendix 5)
- Head of Centre Declaration.

### **Confidentiality**

Teachers 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**

All teachers in St Mary's will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation.

Any improper pressure from candidates or parents/carers to influence the assessment decisions by teachers will be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

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

The consequences of malpractice or maladministration are as published in the JCQ guidance Suspected Malpractice: Policies and Procedures.

### **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 CCEA guidance.

The 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.

### **Complaints Procedure**

The 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) and is available on the schools website.

### **Collaboration Students:**

This policy also applies to collaboration students from other schools who study a subject in St Mary's.

### **Portability across Jurisdictions**

- Our arrangements for ensuring confidentiality of centre-determined grades for Ofqual-regulated qualifications and Qualifications Wales regulated qualifications are compliant with those outlined in the JCQ Guidance on Release of Results.
- Our arrangements for comparing this year's grades at qualification level to results for previous cohorts in years where exams have taken place for Ofqual-regulated qualifications are compliant with those outlined in the JCQ Guidance on the determination of grades for A/AS Levels and GCSE's for Summer 2021.

### **Related School Policies:**

This policy is set within the broader school context and as such should be implemented in conjunction with the following school policies:

- Curriculum Policy
- Learning and Teaching Policy
- Examinations Policy
- Examination Contingency Policy
- Examinations Appeals Policy
- Internal Assessment and Internal Verification Policy
- SEN Policy
- Inclusion and Diversity Policy
- Complaints Policy
- GDPR Data Protection Policy



**Dissemination of the Policy:**

Examination Policies are available on the school's website and app.

**Monitoring, Evaluation and Review:**

The Vice Principal/Deputy Head of Centre, Mr Fitzpatrick is responsible for monitoring, evaluating and reviewing the implementation of the Centre Determined Grades Policy to ensure:

- ✚ the effective implementation of this policy;
- ✚ that the policy is updated in light of new developments/requirements from CCEA
- ✚ the implementation of the policy is reviewed and advise the Principal and SLT on a regular basis.

**APPENDIX 1**

**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  Ongoing
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Centre Leadership Team, HoD and teaching staff	26 <sup>th</sup> March
		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	12 <sup>th</sup> April  23 <sup>rd</sup> April
		Preliminary consideration of value of available evidence	Centre Leadership Team and HoD	12 <sup>th</sup> April
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	29 <sup>th</sup> March To 12 <sup>th</sup> May
		All other available evidence collated and documented	Centre Leadership Team, HoD and teaching staff	May 2021
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	26 <sup>th</sup> April 14 <sup>th</sup> May 28 <sup>th</sup> May
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	May 2021
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team	18 <sup>th</sup> May 2 <sup>nd</sup> June
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	GCE 21 <sup>st</sup> May Level 2 4 <sup>th</sup> June

4	Review of Evidence and Award (June and July)	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	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	

APPENDIX 2

**Candidate Assessment Record**

<b>Candidate Name:</b>	
<b>Candidate Number:</b>	
<b>Centre Name:</b>	St Mary's High School, Newry
<b>Centre Number:</b>	71765
<b>Subject:</b>	

<b>Level:</b>	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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<b>Section 1: COVID-Related Disruption – Learner Context</b>	
Did the candidate face <u>additional</u> disruption to their teaching and learning as a result of COVID-19, <u>when compared</u> with their class peers?	<b>Y / N</b>
Was there any other specific disadvantage considered for this candidate in arriving at their Centre Determined Grade, when compared with their class peers?	<b>Y / N</b>
<b>If 'yes', please provide details of the action taken to ensure the candidate was not disadvantaged (for example, content reduction):</b>	

<b>Section 2: Access Arrangements and Special Consideration</b>	
Is the candidate entitled to access arrangements?	<b>Y / N</b>
Were the approved access arrangements in place during the assessments used in candidate evidence?	<b>Y / N</b>
<b>Please provide details: (Please circle)</b>	
Extra time given (up to 25%) / Reader / Scribe / Separate room	
Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process.	<b>Tariff</b>
<b>Reason for Special Consideration tariff:</b>	

<b>Section 3: Subject-Level Assessment of Individual Candidate Evidence</b>
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.

	<b>Date of Assessment</b>	<b>Mark %</b>	<b>Grade</b>
<b>Assessment 1</b>			
<b>Assessment 2</b>			
<b>Assessment 3</b>			

<b>Overall Grade Awarded</b>	
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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):

**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.	

<b>Teacher Signature:</b>		<b>Date :</b>	
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**APPENDIX 3**

**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.</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>
<b>Limited</b>	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>

**APPENDIX 4**

**Head of Department Checklist**

**This must be completed for the overall cohort, one for each subject at each qualification level.**

<b>Centre Name:</b>	St Mary's High School, Newry
<b>Centre Number:</b>	71765
<b>Specification Title/Code:</b>	

<b>Select Level:</b>	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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The Head of Department must complete the following checklist before submitting subject outcomes for internal centre moderation.

<b>Checklist</b>	<b>Y/N</b>
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>

**APPENDIX 5**

**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 (Appendix 2)

			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><b>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:</b></p>          						
<b>Head of Department:</b>						
<b>Signature:</b>					<b>Date:</b>	



**Departmental Assessment Evidence Grid –  
Occupational Studies Levels 1 and 2**

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

Please detail the type of assessment evidence used for the subject cohort (for example practical assessment, portfolio tasks and/or homework). Please note the grid is a template and CCEA is not prescribing that three pieces of evidence are required.

This document must be completed for subjects requested for review by CCEA. Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (please tick).

<b>Occupational Area</b>			
<b>Assessment Evidence</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
Unit			
Type of Assessment			
Date of Assessment			
<b>AO1</b>			
<b>AO2</b>			
<b>AO3</b>			
<p><b>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:</b></p>			
<b>Head of Department:</b>			
<b>Signature:</b>		<b>Date:</b>	

**Departmental Assessment Evidence Grid – Vocational Qualifications Levels 1, 2 and 3 and Entry Level Qualifications - PAL**

**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 practical assessment, portfolio tasks and/or homework). Please note the grid is a template and CCEA is not prescribing that three pieces of evidence are required. This document must be completed for subjects requested for review by CCEA.

Assessment Evidence	Assessment 1	Assessment 2	Assessment 3
Unit/Module			
Type of Assessment			
Date of Assessment			
<b>Head of Department:</b>			
<b>Signature:</b>		<b>Date:</b>	