



PORTADOWN COLLEGE

Policy for Centre Determined Grades, Summer 2021

Statement of Intent

This policy has been created, approved and implemented to ensure that:

- the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA (Council for the Curriculum, Examinations & Assessment), WJEC (Welsh Joint Education Committee) and AQA (formerly the Assessment and Qualifications Alliance);
- Centre Determined Grades (CDGs) are produced in line with the process as published by CCEA/WJEC/AQA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA/WJEC/AQA; and
- the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades policy will be in line with CCEA Alternative Arrangements – Process for Heads of Centre/WJEC Guide to Centre Policy/relevant AQA documentation, subject specific guidance and other CCEA/WJEC/AQA 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/WJEC/AQA, including the CCEA/WJEC/AQA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA/WJEC/AQA, the JCQ requirements and the relevant centre policies.

Please note that Portadown College uses specifications provided by three examination boards:

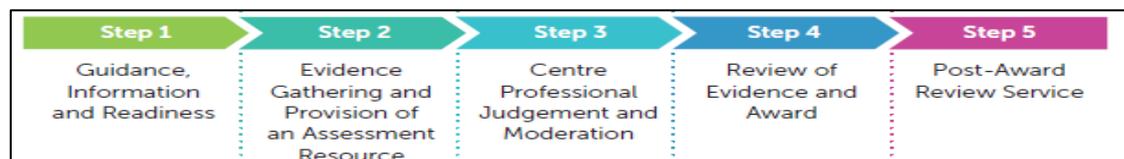
- CCEA (all GCSEs and the majority of AS and A Level);
- WJEC (AS and A Level Computer Science, Drama and Level 3 Tourism);
- AQA (AS and A Level Psychology).

Section A covers information relating to all three examination boards with specific references to CCEA. Any additional information relating to WJEC is provided in Section B and AQA in Section C.

SECTION A

Process Overview

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



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

Roles and Responsibilities

Roles and responsibilities of **Portadown 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 (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 **Senior Leaders (Principal, Vice Principals and Senior Teachers)** 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 Principal and Vice Principal (Curriculum) attended the CCEA Chartered Institute of Educational Assessors (CIEA) training and will act as Lead Assessors in the centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The **Examinations Officer and Assistant Examinations Officer** are 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 and Assistant 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 and Assistant Examinations Officer are 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 is completed for each qualification that they are submitting and recording information to show how the evidence was used to arrive at a fair and objective grade i.e. Departmental spreadsheet. They will ensure all evidence used for the Centre Determined Grade is stored securely in an organised manner for each qualification and can be quickly accessed by the College SLT or an Awarding Body if and when required.

Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers. This should be documented on the form supplied (Appendix 5).

Teachers are responsible for ensuring that they conduct assessments (which will include the optional assessment resource (or an amended version) under the centre's appropriate levels of control (high level, where it is safe to do so in accordance with PHA regulations and guidance at the time), 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. Centres must ensure records are kept similar to the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted.

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 will be required for the candidates sampled by CCEA.

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

Training, Support and Guidance

Teachers involved in determining grades must attend any centre-based training provided. Portadown College will engage fully with all training and support that CCEA/WJEC/AQA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on

- The CCEA website at www.ccea.org.uk
- The WJEC website at: www.wjec.co.uk
- The AQA website at: www.aqa.org.uk

Teachers will be required to register their details with CCEA for regular updates for subject teachers via www.ccea.org.uk/sign-up. Teachers using the WJEC and AQA should contact the relevant awarding body for relevant subject updates.

The Centre Policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. If relevant staff are unable to attend subject support meetings or training, they

must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. Mr Richardson (Curriculum Vice-Principal) should be notified as a matter of priority if no one from a department has been able to attend support meetings and the Senior Leadership Team will consider how this is addressed.

Appropriate Evidence

Portadown College will use the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered. In a contingency situation, by agreement with SLT, the asterisked evidence will be used if key evidence is not available:

- CCEA/WJEC/AQA Assessment Resources for 2021 or College adaptations of these resources;
- Internal Assessment (based on past paper questions from the Awarding Body)
- Coursework or Controlled Assessments Tasks, even where not completed – if applicable to the subject;
- Common Assessment Units (these are end of unit tests which are based on past paper questions);
- Internal examinations which relate to the CCEA specification (Year 12 students only – using January 2020 results);
- CCEA Modular Results (Year 12 Single Award Science students only – November 2020 Unit 1);
- CCEA/WJEC/AQA Assessment Resources which are not used by the Centre but a candidate requests to take the Assessment;
- Use of AS evidence*
- Homework*

Heads of Department will select their evidence base for CDGs from this list of options. Please note that it is only in exceptional circumstances and where feasible, at the discretion of SLT, that a student will be afforded the opportunity to take an assessment resource if they have been unable to attend at the scheduled time.

Candidates wishing to take an additional Assessment Resource not used by the Centre

In such cases, candidates must complete the relevant form by the date set (Friday 26 March 2021). If a student does request to be assessed on additional elements they will not be disadvantaged as a result. If a teacher believes the student is working at a particular grade, based on a holistic judgement of all evidence, that is the grade that will be determined and sent to the Awarding Body.

Students will be given the option of taking any assessment resource(s), that the centre has not planned to assess as part of the portfolio of evidence.

- This opportunity is being provided to give students wishing to avail of this provision, experience of assessment across other parts of the subject specifications.
- Choosing to complete optional assessments means that students will have to allocate time to revising a larger range of topics and therefore this may impact upon preparations for the core assessment resources.
- Should students choose to take the optional assessment resources for a particular subject and underperform in any aspect therein, performance information from these optional assessments does not have to be accounted for in the generation of the Centre Determined Grade.

Quantity of Evidence

Portadown College will follow the CCEA guidance and select no more than three pieces of evidence for the Candidate Assessment Record, or similar record, unless there is a specific need identified by the Head of Department. Portadown College will follow relevant guidance from AQA/WJEC regarding the number of pieces of evidence required for the CDG to be processed.

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

Portadown 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.

Portadown College is taking account of disruption that candidates have faced to their learning as a result of COVID-19 by omitting content and/or reducing the number of assessments (see details for GCSE, AS/A Levels and Level 3 qualifications in Appendix 3). 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**. The same process applies to subjects using AQA and WJEC Awarding Bodies.

Appropriateness of evidence

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Candidates will be made aware of the evidence that will be used in determining their grades.

Portadown College will share with candidates the sources of evidence being used to generate Centre Determined Grades by Friday 14 May 2021 before any Centre Determined Grades are generated (see Appendix 5). Please note that due to exceptional circumstance, or due to expediency, it may be necessary to use alternative sources of evidence in which case any changes will be identified in the Candidate Assessment Record, or similar record.

Portadown College will also share the marks used to support the generation of Centre Determined Grades before the completion of the process.

Students and Parents/Carers communication

Portadown College will seek to keep students and parents/carers aware of all relevant information regarding the generation of Centre Determined Grades. For example:

- Sharing communication from Department of Education (NI) or examination boards through Parent Mail.

- Details of the assessment period (post Easter 2021) were communicated to all parents/carers on 24 February 2021 and then to students through the Google Classrooms.
- Details on which parts of the specification would be assessed were communicated to all parents/carers the week beginning Monday 15 March 2021.
- Information on the sources of information to be used in generating Centre Determined Grades is contained within this policy which has been made available to all parents/carers and students.

Centre Determined Grades

Portadown 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/WJEC/AQA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA/WJEC/AQA websites at:

- www.ccea.org.uk
- www.wjec.co.uk
- www.aqa.org.uk

All teachers will complete the Candidate Assessment Record, or similar record, and will forward this to their Head of Department. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade. Heads of Department will record information to show how the evidence was used to arrive at a fair and objective grade (i.e. Departmental spreadsheets).

Quality Assurance

Portadown College seeks to quality assure the processes contained within this policy through the following means:

(i) 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.

The College Assessment, Reporting and Sixth Form Progression Policy (2020) provides further detail on the integral aspect of assessment in the students' experience, assessment. The Policy is available on the College website:

<https://www.portadowncollege.com/parents/policies-documents/>

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records, or similar 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.

The College has sought guidance from CCEA, AQA and WJEC regarding support for single teacher departments.

(ii) Head of Centre Moderation and Declaration

Portadown College undertakes to have a consistent approach across departments/subjects. Senior Leaders 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. The Senior Leadership Team 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), these will continue through the period of internal assessment. 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:

<https://www.jcq.org.uk/wp-content/uploads/2020/08/AA-regs-2020-2021-version-for-website.pdf>

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, Portadown College will make an assessment of this when making judgements. The Centre will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record, or similar records. Portadown 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:

<https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf>

Parents/carers will be contacted by the College to ensure there is an opportunity for any relevant information regarding Special Consideration to be considered for:

- Assessments prior to Easter 2021 which may be used for the portfolio of evidence
- Assessments scheduled in the post Easter period (19 April -7 May 2021) which will be used in the portfolio of evidence

Bias and Discrimination

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

Senior Leaders (Miss Gibb and Mr Richardson) 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 securely in the centre and the marks/CDGs will be retained electronically on the C2k network. These records can be made available for review by the Awarding Bodies.

The College Online Safety Policy (2018) provides details on how electronic data is stored (page 7) and Acceptable Use Policies (Appendix 6). This Policy is available from the College website:

<https://www.portadowncollege.com/parents/policies-documents/>

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:

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

The same will apply for any WJEC and AQA documentation for the Alternative Awarding Arrangements.

Confidentiality

Portadown 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 Data Protection policy and CCEA requirements.

Malpractice/Clerical Error

Portadown 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/carer 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 clerical error are as published in the JCQ guidance Suspected Malpractice: Policies and Procedures, which is available on the JCQ website (https://www.jcq.org.uk/wp-content/uploads/2020/09/Malpractice_20-21_v2-1.pdf), 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/AQA/WJEC 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 Portadown 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 or relevant WJEC and AQA Guidance documents.

Portadown 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. Portadown College's internal appeals procedure will be available for staff, candidates and parents on the centre website (www.portadowncollege.com/parents/policies-documents/) once the College have received the relevant information (including timescales) from the Awarding Bodies.

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 time bound and in line with CCEA/WJEC/AQA requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

As part of the Internal Appeal Procedure, candidates may submit a request for access to their Internal Candidate Assessment Record: the process to request such access will be published in the Internal Appeals Procedure.

Requirements as a JCQ Registered Centre

Portadown 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.

SECTION B – ADDITIONAL INFORMATION FOR WJEC

1. Roles and responsibilities
Please see page 2.

2. Subject assessment plans	Use of WJEC Assessment Materials	Minor amendments made – if YES provide details in section 3	<ul style="list-style-type: none"> • How HoDs decided on specific assessments to use • Measures to ensure consistency across teacher and learners
AS Computer Science	Yes Unit 1	Yes	Assessments have been chosen based on content of specification covered by 26 March.
	Unit 2	No	
A Level Computer Science	Yes	Yes	Assessments have been chosen based on content of specification covered by 26 March.
AS Drama	Yes	Yes	Assessments have been chosen based on content of the specification covered by 26 March.
Level 3 Applied Certificate in Tourism	Yes	TBC – awaiting information from WJEC	
Level 3 Applied Diploma in Tourism	Yes	TBC – awaiting information from WJEC	
Quality assurance procedures All plans for assessments (content, structure and duration) are provided to the College Senior Leadership Team for approval.			

3. Centre devised assessments
<p><u>AS Computer Science</u></p> <p>Amendments may be made and these are kept on record by the Head of Department.</p> <p><u>A2 Computer Science</u></p> <p>Amendments may be made and these are kept on record by the Head of Department.</p>

4. Assessment Delivery	Conditions under which assessments are taken (High/Medium/Low control)	Rationale for length of time allocated	Form of supervision
AS Computer Science	High for both units.	Unit 1 - The time allocated is in proportion to the questions set. Unit 2 -The time allocated is the length allocated by WJEC for this assessment.	Students will be supervised by the class teacher under exam conditions.
A Level Computer Science	High	The time allocated is in proportion to the questions set for each Unit.	Student will complete the assessment in a central venue supervised by invigilators.
AS Drama	Written paper - high control. Practical - low control.	The time allocated is in proportion to the questions set. One question has been removed from the standard AS Level paper.	Student will complete the assessment in a class setting supervised by the teacher under exam conditions.
Level 3 Applied Certificate in Tourism	High	The time allocated is in proportion to the questions set. TBC -	Student will complete the assessment in a class setting supervised by the teacher under exam conditions.
Level 3 Applied Diploma in Tourism	High	The time allocated is in proportion to the questions set. TBC -	Student will complete the assessment in a class setting supervised by the teacher under exam conditions.

- Access arrangements are referenced on page 7.
- Recording decisions and Retention of Evidence and Data are referenced on page 8.
- Conflicts in interest are referenced on page 9.

5. Quality assurance of assessment and grading decisions
See page 6 on Internal standardisation, Head of Centre Moderation and sections on Bias and Discrimination.

6. Student and parents/carers communication
See Pages 5.

7. Internal reviews and complaints

Please see page 9.

Portadown College have taken account of the WJEC 'Guide to Centre Policy' and have reviewed relevant policies as required.

SECTION B – ADDITIONAL INFORMATION FOR AQA

JCQ (Joint Council for Qualifications) Guidance on the determination of grades for A/AS levels and GCSEs for Summer 2021, published on 26 March 2021 states:

Centre Policy portability between UK jurisdictions

For centres located in a UK jurisdiction other than England, i.e. Northern Ireland, Scotland or Wales, and are entering candidates for CCEA/SQA/WJEC awards a Centre Policy, or equivalent, should already have been completed for the relevant awarding organisation. In these circumstances it is not necessary to complete a separate Centre Policy for Ofqual regulated qualifications provided by AQA, OCR, and Pearson, and the Centre Policy, or equivalent, previously submitted to CCEA/SQA or WJEC will be acceptable.

(Page 19)

Associated/Related Centre Documents

- Portadown College Assessment, Reporting and Sixth Form Progression Policy
- Portadown College Controlled Assessment/Coursework Policy
- Portadown College Data Protection Policy
- Portadown College Online Safety Policy
- Portadown College Special Educational Needs and Inclusion Policy (Incorporating Word Processor Policy)

Adopted by Board of Governors on 18 March 2021.

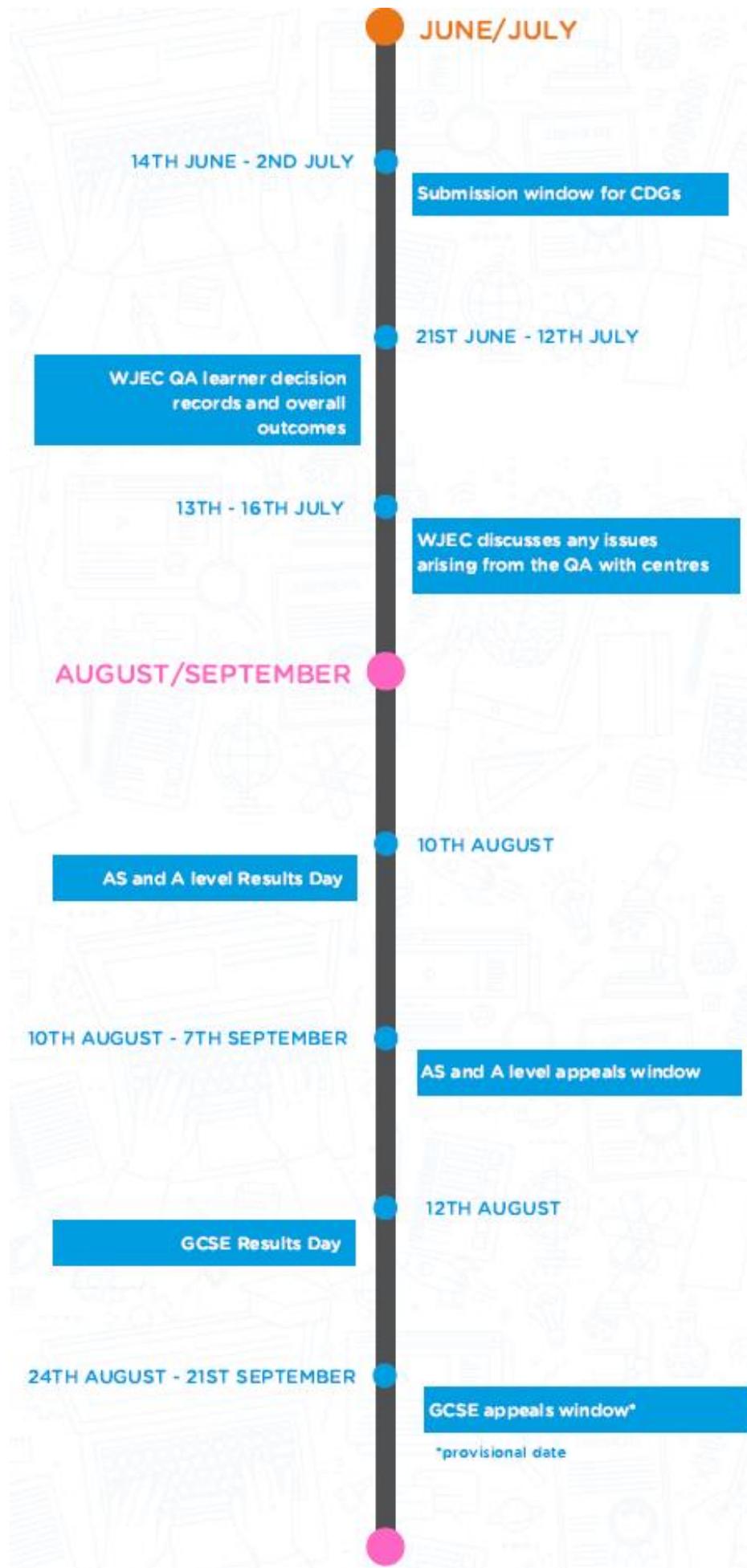
APPENDIX 1 – CCEA Five Stage Model

Step and Indicative Timeframe		Activity	Personnel
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.	Senior Leadership Team, Heads of Department (HoD) and teaching staff
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Senior 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.	Senior Leadership Team
		Preliminary consideration of value of available evidence.	Senior Leadership Team and HoD
2	Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy; including use of the CCEA assessment resources or a hybrid assessment including an element of the CCEA Resource which will be available from April 2021.	Senior Leadership Team, HoD and teaching staff
		All other available evidence collated and documented.	Senior Leadership Team, HoD and teaching staff
3	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with Centre Policy.	Senior 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 Team.	Senior Leadership Team
		Staff enter CDG on CCEA portal (By <u>2pm</u> on deadline day listed)	Teaching Staff
		Head of Centre sign-off and submission of Centre Determined Grades. (CCEA deadlines)	Head of Centre supported by Exams Officer
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– WJEC TIMELINE









APPENDIX 3

ASSESSMENT SHEETS FOR GCSE, AS AND A LEVEL

GCSE ASSESSMENTS

Subject	Assessment will be based on the following unit(s) of the specification	Additional Information
Agriculture & Land Use	Unit 2	Health, Welfare & Nutrition and Food Production & Processing omitted.
Art and Design	Component 1 Part B - a recording task based on this unit.	
Biology	Unit 2	Genetics and Variation & Selection omitted.
Business Communication Systems	Unit 2 - Theory Unit 3 - Practical	
Business Studies	Unit 2	
Chemistry	Unit 2	Topics 2.7 (Electrolysis) and 2.8 (Energetics) omitted.
Digital Technology Programming	Unit 4 - Theory Unit 5 - Practical	Unit 5 Practical - Testing and Evaluation omitted.
Digital Technology Web Development	Unit 2 - Theory Unit 3 - Practical	Unit 3 Practical - Testing and Evaluation omitted.
English Language	Unit 4 with a choice of Writing task from Unit 1	
English Literature	Unit 2	
French	Units 3 and 4 (Reading and Writing)	Omitting Question 4 Writing (Extended Writing).
Further Mathematics	Unit 1, Unit 2 and Unit 3	Unit 1: assessing Ch2, 4, 9, 10, 11 Unit 2: assessing Ch15, 16, 20 Unit 3: assessing Ch28, 29
Geography	Unit 2 (Human Geography) and Unit 3 (Fieldwork)	Unit 2: Population and Migration topic will be omitted.
History	Unit 1 (Germany and NI)	Both elements will be considered.
Journalism	Unit 3	Section A and B only
Learning for Life and Work	Units 1 (Citizenship) and Unit 3 (Employability)	Unit 2 (Personal Development) omitted.
Mathematics	M6 or M7 or M7 and M8	M6: Ch 2, 7, 8, 10-14 M7: Ch 1, 2, 10-14, 15 (no graphs), 19 M8: 1(Enlargement only), 3, 7, 9, 12 Additional details will be provided through the Google Classroom.

Subject	Assessment will be based on the following unit(s) of the specification	Additional Information
Moving Image Arts	Component 1. Critical Understanding of Creative and Technical Moving Image Production	
Music	Unit 3 (listening and appraising)	All set works and general listening will be assessed.
Food and Nutrition	Unit 1	A confirmed revision list will be posted on Google Classroom week beginning 15/3/21.
Physical Education	Unit 1	
Physics	Unit 2	A confirmed revision list will be posted on Google Classroom week beginning 15/3/21
Religious Studies Full Course	Unit 6	Contemporary Issues (Equality) and Relationships topics will be Omitted.
Religious Studies Short Course	Unit 6	Contemporary Issues (Equality) and Relationships topics will be Omitted.
Single Award Science	Units 1, 2 and 3	Only part of each unit will be assessed.
Spanish	Units 3 and 4 (Reading and Writing)	Omitting Question 4 Writing (Extended Writing).
Technology and Design	Unit 2	Optional area of study either Mechanical and Pneumatic control systems or Product Design.

AS LEVEL ASSESSMENTS

Subject	Assessment will be based on the following unit(s) of the specification	Additional Information
Art and Design	AS 2	AS 2 AO4 Outcome Only
Biology	AS 1	
Business Studies	AS 1	
Chemistry	AS 1	
Computer Science	AS 2 and part of AS 1	Topics 1-10 in AS 1
Digital Technology	AS 1	
Drama	AS 1 and 2	Both units will be assessed - practical and written paper. Question on plays seen will be omitted.
Economics	AS 1	
English Literature	AS 1 Section B (Drama) and AS 2	
French	AS 1 and AS 2	All topics considered.
Geography	AS 1 and AS2	Weather, Ecosystems and Development will be omitted
Health and Social Care	AS 3	A confirmed revision list will be posted on GC week beginning 15/3/21.
History	AS 1	All topics considered
Life and Health Science	AS 2 and AS 3	Topics omitted: 2.4, 2.5, 3.4, 3.5
Moving Image Arts	AS 2 (Critical Response)	
Mathematics - Further	AS 1 and AS 2	Unit 1: Omitting complex numbers and matrices. Unit 2: Horizontal circular motion, relative velocity (part of), dimensions, Hooke's Law, further equilibrium, work & energy (part of).
Mathematics	AS 1 and AS 2	Unit 1: Trigonometry, coordinate geometry, differentiation, integration, binomial expansion, logarithms, discriminant, inequalities, polynomial division, factor & remainder theorem. Unit 2: Mech - no topics assessed Stats - Binomial probability.
Music	AS 3 (aural and written papers)	Selected set works to be assessed along with all unseen listening and score analysis.
Nutrition and Food	AS 1 and AS 2	A confirmed revision list will be posted on Google Classroom week beginning 15/3/21.
Physics	AS 1 and AS 2	Topics from Superposition to Wave-Particle Duality will not be assessed.
Politics	AS 1 and AS 2	There will be no judiciary in AS2 on UK
Psychology	AS 1 and AS 2	Attachment omitted.

Subject	Assessment will be based on the following unit(s) of the specification	Additional Information
Religious Studies	AS 7 and AS 8	AS 7: Assessment on Moral Theory (Topics 1 – 7). Medical Ethics Omitted. AS 8: Assessment on The Problem of Evil. The Ontological and Cosmological Arguments omitted.
Spanish	AS 1 and AS 2	All topics considered.
Sport Science	AS 2	Please note: Need for Safety in the Active Leisure Industry, Barriers to Participation are omitted . Health of the Nation included , comparison to other European countries omitted .
Technology and Design	AS 1	Core paper and Mechanical and Pneumatic control systems option.
Tourism	Unit 1	LO2 and LO3 omitted

A LEVEL ASSESSMENTS (A2)

Subject	Assessment will be based on the following A2 unit(s) of the specification	Additional Information
Art and Design	Unit 2	A2 2 AO4 Outcome only.
Biology	Unit 1	
Business Studies	Unit 1	
Chemistry	Unit 1	
Computer Science	Units 3, 4 and 5	Unit 3 – Topic 2,3 and 4 Unit 5 coursework - omitting Testing and Evaluation
Digital Technology	Unit 1 (Theory Unit) and Unit 2 (Coursework)	A2 2 Coursework unit omitting Testing and Evaluation
Economics	Unit 1	
English Literature	Unit 1 and Unit 2 (Section B Unseen Poetry)	
French	Unit 1 and Unit 2	All topics considered.
Geography	Unit 1	
Health and Social Care	Unit 3	Older adults - Beveridge Report and Funding omitted.
History	Unit 1	USA
Life and Health Science	Units 2 and 5	Omitted topics: 8.7, 8.8, 11.6, 11.7, 11.8, 11.9, 11.10
Moving Image Arts	Unit 2 (Advanced Critical Response)	
Mathematics - Further	Unit 1 and Unit 2	Unit 1: Hyperbolic functions, Maclaurin series, polar curves, inverse trigonometry, integration. Unit 2: Centre of mass, frameworks, further circular motion, further kinematics, further centre of mass.
Mathematics	Unit 1 and Unit 2	Unit 1: Differentiation, parametric equations, integration, numerical methods, modulus function, graph transformations, sequences & series, functions. Unit 2: Mechanics - no topics. Statistics - normal probability.
Music	Unit 3 (aural and written papers)	Selected set works to be assessed along with all unseen listening and score analysis.
Nutrition and Food	Unit 2	
Physics	Units 1 and 2	Capacitors and Electromagnetism will not be assessed
Politics	Unit 1	USA
Psychology	Units 2 and 3	All AS (bar Research Methods) work and A2 Issues and Debates omitted

Subject	Assessment will be based on the following A2 unit(s) of the specification	Additional Information
Religious Studies	Units 7 and 8	A2 7: Assessment on Topics 1, 6, 7 & 12. A2 8: Assessment on Life after Death. Religious Language and Science and Religion topics will be omitted.
Spanish	Unit 1 and Unit 2	All topics considered.
Sport Science	Unit 2	Omitted topics: Ethics in Sports performance, all of Skill Acquisition except for skill continuums and stages of learning.
Technology and Design	Unit 1	Specialised option either Product design or Mechanical and Pneumatic control options.
Tourism	Unit 3	LO2 2.2, LO3 3.3 and LO4 omitted.

APPENDIX 4

[Subject Specific Information will be provided to all students by Friday 14 May 2021]

(GCSE Subjects)	CDG Evidence

(AS Subjects)	CDG Evidence

(A Level Subjects)	CDG Evidence

All students should have received marks for any CAUs already. CAT/Coursework marks will be made available by:

- Wednesday 12 May 2021 (AS and A Level).
- Friday 21 May 2021 (GCSE)

Marks for the CCEA/WJEC/AQA Assessment Resource (or amended version) will be made available through the Google Classrooms from:

- Monday 17 – Thursday 20 May 2021. (AS and A-Level)
- Wednesday 26 -Wednesday 2 June 2021 (GCSE).

Please note that due to exceptional circumstances or expediency it may be necessary to use alternative sources of evidence.

The final holistic grade, however, will not be discussed or disclosed in advance of the publication of results in August (please note the earlier dates: 10 August – A & AS Level and 12 August – GCSE Level). As in any normal year, students have the right to appeal a mark awarded in Coursework/Controlled Assessment in line with the College's Controlled Assessment/Coursework Policy.

APPENDIX 5

PORTADOWN COLLEGE

Centre Determined Grades – Support for Newly Qualified Teachers

(At Induction Stage or Early Professional Development Years 1 and 2)

Department	
Name of Teacher	
Head of Department	

Relevant support may include:

- Reviewing knowledge and understanding of the specification content with the NQT.
- Checking marking of a range of samples from each set of evidence at the start of the process and using the relevant mark scheme to review marks awarded as part of the standardisation process.
- Providing opportunities throughout the process to meet and discuss any queries arising.
- Involving the NQT in all stages of the process with other department staff eg: discussing mark scheme, making any amendments and using cross marking as part of the moderation process to ensure consistency of marking.

Please outline the support provided to the NQT in your department and any interventions required with relevant dates.

Signed:

Date:

Head of Department