



Centre Determined Grades Policy Summer 2021

April 2021

Context & Rationale

The cancellation of all CCEA GCSE, AS and A2 examinations by the Minister of Education, Peter Weir MLA, on 6 January was followed on 2 March by a formal direction that the approach to the awarding of grades in Summer 2021 would be based on teachers' professional judgements.

In 2021 centres (schools) are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each pupil is performing in the context of the specification for which they are entered and from this to provide a grade to CCEA and other awarding bodies.

This is very different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. This requires CCEA and other awarding bodies to develop and use different processes than those used in 2020. It is acknowledged that this process places a not insignificant additional responsibility on staff.

Purpose of this policy:

- 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
- to ensure that Centre Determined Grades are produced in line with the process as published by JCQ, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to examination boards; and
- to ensure that the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades policy will be in line with CCEA Alternative Arrangements – Process for Heads of Centre, JCQ Guidance on the Determination of grades for A, AS, GCSE grades summer 2021, subject specific guidance and any other information issued in relation to Summer 2021. As this guidance may be amended or updated, references in this policy will always relate to the most recently issued version. All staff involved in centre determined grades will support the implementation of alternative arrangements as set out by JCQ, including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

Adopted by Board of Governors on 22/04/2021

Issued to staff on 23/04/2021

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/ JCQ Guidance on the Determination of grades for A, AS, GCSE grades summer 2021. The following outlines the City of Armagh High School approach to the five-step process.

Guidance and information readiness (March, April 2021)

All information provided by CCEA, other awarding bodies and JCQ will be disseminated upon receipt by the Examinations Officer. Training will be provided via the Lead assessors to all teaching staff and a process overview will be detailed by the Head of Centre to all teaching staff. Quality Assurance processes will be put into place via Subject Leader Team / Senior Leadership Team (SLT) link teachers and all subject leaders will propose their evidence to SLT link teachers. SLT link teachers will also quality assure final centre determined grades. SLT will report back to the Head of Centre.

Evidence gathering and provision of assessment resource (March, April and May 2021)

The centre will afford pupils the opportunity to undertake progress review assessments in high level control conditions. A further set of assessments will be undertaken in high level control conditions in May 2021. For CCEA courses, assessment resources will be used. Additional sessions will be put into place as needed by subject teachers with the support of the SENCO for Access Arrangements. All other available evidence will be collated and documented by teachers, subject leaders and SLT link teachers.

Centre professional judgement and moderation (April and May)

Internal standardisation and moderation will take place prior to and following all assessments by subject teachers. Qualification procedure day 1 will be used to complete and check moderation by SLT link teachers. Subject teachers and SLT link teachers will consider bias and performance across the cohort.

Review of evidence and award (June and July)

City of Armagh High School will work with CCEA personnel as required to support the review of centre evidence and grade outcomes.

Post-Award review service (August and September)

City of Armagh High School will, following the issue of results, make provision for appeal to the centre and to CCEA and other awarding organisations.

Roles and Responsibilities

Roles and responsibilities of **City of Armagh High School** staff are outlined below:

The **Board of Governors** are 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 **Principal as Head of Centre** has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined. The Head of Centre will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff.

The **Head of Centre** will ensure that the method of determining grades by the centre (in line with processes published by CCEA) uses the professional judgement of teachers, with internal moderation and participation in an external review process set out by CCEA/JCQ.

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

The **Senior Leadership Team (SLT)** 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, SLT or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

Mrs K Mulholland and Mr T Hutchinson who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training 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** is responsible for ensuring accurate and timely entries are submitted to CCEA and other examination boards. The Examinations Officer must ensure that all information from CCEA/other examination boards is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre Manager Applications and other examination board 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 / Subject Leaders are responsible for leading the process in their departments, 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 or equivalent 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 assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate. Teachers 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.

It is the responsibility of each person involved in the process of assigning Centre Determined Grades to be familiar with and adhere as closely as possible to this policy, to all other guidance provided by CCEA or other relevant awarding bodies and to seek advice and support from senior colleagues in the event of uncertainty relating to any aspect of the process.

Training, Support and Guidance

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

City of Armagh High School will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at <https://ccea.org.uk/>

The centre policy will be supported through training provided by CCEA to Senior Leaders through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades.

If relevant staff are unable to attend subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. The SLT link teacher should be notified if no one from a department has been able to attend support meetings and the Senior Leadership Team will consider how this is addressed.

Training & support offered	Timescale
Discussion of Head of Centre Guidance Version 1.0 with SLT.	9 March 2021
Overview of HOC guidance shared with all teaching staff. SLT CDG links shared with all teaching staff. Lead assessor training provided to all teaching staff. Conflict of interest explained to all teaching staff.	11 March 2021
Outline of timescales & principles to be adopted presented to all teaching staff.	15 March 2021
Individual subject leads meet with SLT CDG link to propose evidence base.	30 March 2021
Lead Assessors avail of CIEA training.	8 February – 22 March
Head of Centre attends CCEA Bi-monthly briefings.	January – May 2021
Circulation of Draft CDG policy to staff.	15 April
Lead Assessor training to all teaching staff. Training on application of special consideration and completing the Candidate Assessment Record. SLT CDG link meeting to review evidence to date and internal standardisation and moderation.	21 April
Presentation of CDG policy and processes to Board of Governors.	22 April
Staff avail of subject specific assistance.	March / April 2021
SLT CDG link meeting to support with review of internal standardisation and moderation.	May 2021
SLT CDG link meeting to finalise CDG's, check for bias at subject level.	May / June 2021

Appropriate Evidence

CCEA aspires to a grading system which arrives at a holistic judgement of the grade a candidate is working at. In order to do this, it will be necessary to avail of a range of evidence. CCEA acknowledges the challenges this provides in that disruption to learning and teaching caused by the pandemic means that the learning experience and consequent performance of pupils will be different at different points of the course and in different subjects. To ensure the maximum amount of consistency in arriving at more secure decisions across the cohort, the same evidence should be used with respect to each pupil at a particular qualification. In arriving at a holistic judgement, it is important to understand that there can be no formulaic approach adopted. At the CCEA Principal's Briefing on 10 March, CCEA acknowledged this cannot be a "scientific approach" and confirmed that schools should not be 'weighting' evidence.

City of Armagh High School may make use of the following candidate evidence in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that will be considered. Evidence marked with an asterisk indicates evidence that may be used as a contingency:

- GCSE DAS and SAS Module Results
- CCEA assessment resources for 2021 adapted as appropriate
- CCEA/ other awarding body past papers which relate to the CCEA / other awarding body specifications
- Coursework or controlled assessments, even where not completed – if applicable to the subject
- Mock examinations
- Progress review assessments
- Online exams
- Live papers
- Pupil portfolio
- Video recording of pupil performances
- OCN workbook
- Classroom assessments*
- Assessment tracking results*
- Homework*
- Class work*
- Work completed during lockdown*

Specific evidence used at subject level will be recorded using the departmental assessment evidence grid proforma and is available, per subject, in appendix A. Where contingency evidence is used, this will be recorded on the individual candidate assessment record or equivalent.

City of Armagh High School will adopt an approach which will enable individual subject leaders, as subject specialists, to choose how the evidence is used to reach a supported decision, but the following must be taken into consideration:

- In reaching a holistic judgement, evidence generated in circumstances of high control is likely to have a greater degree of validity than evidence generated in circumstances of low control;
- In reaching a holistic judgement, it is expected that subject leaders will make use of evidence that shows performance across a range of aspects of the course or which (taken together) meets a range of Assessment Objectives;
- In reaching a holistic judgement, it is expected that subject leaders will make use of evidence of sufficient robustness involving a “suitable level of demand” (CCEA Principal’s Briefing 03/03/21) to reflect the actual level of performance. Short fact tests, for instance, are unlikely to be any value in this regard; past paper or exam style questions would have more value.

City of Armagh High School will base all evidence on the relevant CCEA qualification specifications as set out in the CCEA Alternative Arrangements – Process for Heads of Centre/ JCQ Guidance on the Determination of grades for A, AS, GCSE grades summer 2021.

City of Armagh High School has considered 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.

City of Armagh High School is taking account of disruption that candidates have faced to their learning as a result of COVID-19, by adapting assessments to reflect only the content covered by the pupil.

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/ JCQ Guidance on the Determination of grades for A, AS, GCSE grades summer 2021.

City of Armagh High School subject teachers will inform pupils of the specific pieces of evidence that will be used to determine their grades and the evidence that will be used is stated within this policy. They will not be advised of the grade.

Centre Determined Grades

City of Armagh High 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 regarding 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/other examination boards' 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 and other relevant exam board websites.

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

Internal Standardisation

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

Internal standardisation will take place prior to and following all assessments by subject teachers where there is more than one teacher of a subject. Moderation will take place in all subjects by subject teachers when Centre Determined Grades have been assigned. These will be reviewed across all subjects at a centre level by SLT link teachers to ensure fairness to all students and that standards are consistent.

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, 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 / Subject Leader 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 / Subject Leader. They should complete the relevant checklist (Appendix 6 GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre), which will record any adjustments and relevant information.

Qualification Procedure Days (QPD's)

This is a novel and complex process which will require significant time to be done properly. The Department of Education has permitted two Qualification Procedure Days to enable teachers to work at the system. All teachers should attend school on QPDs. QPDs will be used exclusively for work on Centre Determined Grades e.g. marking, moderating, standardising, discussing holistic grading etc. Teachers not involved in determining grades for a particular qualification will work to support the departments in reaching their holistic judgements.

Comparison of Grades to Results for Previous Cohorts

After the grading judgements have been made, the centre will use trend data effectively to compare the grades for this year's cohort to cohorts from previous years when exams have taken place (2017 to 2019).

Head of Centre Moderation and Declaration

City of Armagh High School undertakes to have a consistent approach across departments/subjects. The SLT link teacher will carry out moderation to include a review of marking, 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 SLT link teacher will consider both the subject and centre outcomes based on the evidence available. At all times, matters of concern will be reported back to the Head of Centre and Lead Assessors for further consideration.

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

City of Armagh High 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, City of Armagh High School will take account of this when making judgements. The centre will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record, or similar records. City of Armagh High 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](#).

Bias and Discrimination

City of Armagh High School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Mrs K Mulholland and Mr T Hutchinson 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 as per the City of Armagh High School's ICT Staff Acceptable Use Agreement.

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 documentation must be fully and accurately completed and retained securely:

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

Confidentiality

City of Armagh High School 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/Maladministration

City of Armagh High 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/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/other examination boards 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.

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/ JCQ Guidance on the Determination of grades for A, AS, GCSE grades summer 2021 document issued in March 2021.

Results

City of Armagh High School adheres fully to JCQ procedures and protocols on the issue of results. The JCQ document Notice to Centres - release of general qualification results, June 2021 examinations provides detailed information for heads of centres, senior leaders and examination officers. Advice and guidance to students upon issue of results will be implemented by the centre.

City of Armagh High 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 will be made available to permit candidates recourse in relation to the production of a Centre Determined Grade. **City of Armagh High School's** internal appeals procedure will be available for centre staff, candidates and parents at www.cityofarmagh.org It will outline the roles and responsibilities for centre staff and provide clarity on the various steps in the internal procedure. The various steps of the internal appeals procedure will be time bound 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.

Requirements as a JCQ Registered Centre

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

Associated/Related Centre Documents- available on the school website or from school:

Acceptable Use Policy

Data protection policy

Assessment policy

School Policy and Guidance Booklet for pupils and parents in years 11 and 12 taking external examinations in 2021

Internal appeals procedure relating to Centre Determined Grades

JCQ Guidance on the Determination of grades for A, AS, GCSE grades summer 2021

JCQ Notice to Centres – release of general qualification results June 2021 examinations

GCSE, AS and A Level Awarding Summer 2021: Alternative Awarding Arrangements Technical Questions and Answers

GCSE, AS and A Level Awarding Summer 2021: Alternative Arrangements – Process for Heads of Centre

Appendix A – Subject specific evidence used to inform a holistic approach to Centre Determined Grading

Centre Determined Grades – Subject specific evidence

Subject	Evidence 1	Evidence 2	Evidence 3	Evidence 4
Art and Design	Component 1A coursework - completed Sept 19 -Feb 20	Component 1B coursework - started Oct 2020	Short timed test May 2021	
Business (BTEC)	Pupil portfolio (Unit 1 Introducing Business 25%)	Online test (Unit 2 Business Finance 25%)	Pupil portfolio (Unit 3 Enterprise in the Business World 25%)	Pupil portfolio (Unit 4 Promoting a Brand 25%)
Child Development	Progress Review Assessment March 2021	CCEA Assessment Resource May 2021	Controlled Assessment	
English Language	Progress Review Assessment March 2021	CCEA Assessment Resource May 2021	Controlled Assessment	GCSE Mock Exam (Nov 2020)
English (Ascentis)	Winter Exam December 2020	Progress Review Assessment March 2021	Live tests (April/May 2021)	
Essential Skills Communication	Progress Review Assessment March 2021	OCN Workbook	Assessment May 2021	
ESOL	Live test May 2021	N/A	N/A	
Food and Nutrition	Progress Review Assessment March 2021	CCEA Assessment Resource May 2021	Controlled Assessment	
Geography	Progress Review Assessment March 2021	Progress Review Assessment (sat in class March 21)	CCEA Assessment Resource May 2021	
History	Progress Review Assessment March 2021	Past paper questions April 2021	CCEA Assessment Resource May 2021	
ICT (BTEC)	Online test (Unit 1 The Online World 25%)	Pupil portfolio (Unit 13 Website Development Portfolio 50%)	Pupil Portfolio (Unit 3 A Digital Portfolio 25%)	
Maths	GCSE Mock Exam (Nov 2020)	Progress Review Assessment March 2021	Past Paper Assessment (sat in class May 2021)	CCEA Assessment Resource May 2021
Maths (Ascentis)	Practice Paper Assessments	Progress Review Assessment March 2021	Live tests (April/May 2021)	
Modern Languages: French	Talking and listening tasks OCN pupil portfolio	Reading and writing tasks OCN pupil portfolio	Intercultural communication research project completed in year 11	
Modern Languages: Polish	Progress Review Assessment March 2021	2 sets of past Papers completed in year 12 March/April 2021	Assessment Resource May 2021	
Modern Languages: Portuguese	Progress Review Assessment	Past Paper Assessment April 2021	Assessment Resource May 2021	

MVRUS	Progress Review Assessment March 2021	Controlled Assessment	CCEA Assessment Resource May 2021	
Music	Progress Review Assessment March 2021	Video recording of a solo performance piece	CCEA Assessment Resource May 2021	
Occupational Studies (in house)	Controlled Assessment (year 11 portfolio)	Controlled Assessment (birdhouse project)	Controlled Assessment (year 12 portfolio)	
PE	Progress Review Assessment March 2021	CCEA Assessment Resource May 2021 (Paper 1)	Assessment of 2 practical activities for Component 3	
Prince's Trust	4 portfolios as per Prince's Trust	N/A	N/A	
RE	Progress Review Assessment March 2021	Controlled Assessment	CCEA Assessment Resource May 2021	
RE (OCN)	6 units of work as per OCN	N/A	N/A	
Science: Double Award	Unit 1 modules Feb & Nov 2020	Progress Review Assessment March 2021	CCEA Assessment Resource May 2021	
Science: Single Award	12-1 CCEA Unit 1 (Feb 20)	12-1 Unit 2 Progress Review Assessment	CCEA Assessment Resource May 2021	
	12-2 CCEA Unit 1 (Nov 20)	12-2 CCEA Unit 2 (Feb 20)	CCEA Assessment Resource May 2021	
Science: Entry Level	6 units (2, 3, 4, 5, 6 & 7)	N/A	N/A	
Technology	Progress Review Assessment March 2021	CCEA Assessment Resource May 2021	Controlled Assessment	

SRC – Occupational Studies

	Assessment Evidence	Date	Mark %
Assessment 1	Unit 1 : AO1 Health and Safety	Sep – Dec 20	20%
Assessment 2	Unit 2 : AO2 Practical Assessment	April – May 21 (or Sep – Dec 2020 if higher)	60%
Assessment 3	Unit 3 : AO3 Evaluation	April – May 21 (or Sep – Dec 2020 if higher)April – May 21	20%