



Holy Cross College - 71987 Centre Determined Grade Policy 2021

Adopted by Board of Governors on 16/04/2021

Issued to staff on 16/04/2021

Responsibility: Mrs C Bradley, Mrs P Devine, Mrs C Hasson

Statement of Intent of the CDG Policy 2021:

The purpose of this policy is:

- To ensure that the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- To ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;
- To ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA; and
- To ensure that the centre meets its obligations in relation to relevant legislation.

It is the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement this policy. The Centre Determined Grades policy will be in line with CCEA Alternative Arrangements – Process for Heads of Centre, subject- specific guidance and other CCEA guidance and information issued in relation to Summer 2021. All staff involved in centre determined grades will support the implementation of alternative arrangements as set out by CCEA, including the CCEA review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA, the JCQ requirements and the relevant centre policies.

GCSE, AS and A Level Awarding Summer 2021
Alternative Arrangements – Process for Heads of Centre
<https://ccea.org.uk/document/7988>

Summer 2021: Alternative Arrangements
Technical Questions and Answers
<https://ccea.org.uk/document/7991>

JCQ Guidance on Access Arrangements and Reasonable Adjustments
https://www.jcq.org.uk/wp-content/uploads/2020/10/AA_regs_20-21_FINAL.pdf

JCQ Guidance on the Special Consideration Process
https://www.jcq.org.uk/wp-content/uploads/2020/09/Guide_to_spec_con_process_2021_FINAL.pdf

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.

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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	Senior Management Team (SMT), Curriculum Leadership Team (CLT), Heads of Department (HoD) and teaching staff	31 March
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments	SMT, CLT, HoD and teaching staff	31 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.	SMT, CLT	23 April
		Preliminary consideration of value of available evidence.	SMT, CLT, HoD	
2	Evidence Gathering and Provision of Assessment Resources (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.	CLT, HoD and teaching staff	30 April
		All other available evidence collated and documented.	CLT, HoD and teaching staff	30 April – A/AS 4 May - GCSE
3.	Centre Professional Judgement and Moderation (April and May)	All available evidence moderated in line with centre policy	CLT, HoD and teaching staff	4 May – A/AS 17 May - GCSE
		Any potential bias in Centre Determined Grades and outcomes considered	HoD and teaching staff	4 May – A/AS 17 May - GCSE
		Centre Determined Grade outcomes reviewed by senior leadership teams	CLT and PDE	10 May – A/AS 24 May – GCSE
		Head of Centre sign-off and submission of Centre Determined Grades.	Head of Centre - CBY	21 May - A/AS 28 May - GCSE
4.	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA Personnel	June/July
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA Personnel	June/July
		Where CCEA still has concerns, there will be engagement with the centre and, in some	CBY and CCEA Personnel	June/July

		cases, this may require the centre to re-run their grading process.		
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	CBY and CCEA Personnel	August/September

Specific Roles and responsibilities of Holy Cross College staff:

- The **Board of Governors** is responsible for approving the policy for producing Centre Determined Grades and must notify CCEA of arrangements should the **Head of Centre** be unavailable to confirm the Centre Determined Grades.
- The **Head of Centre** has overall responsibility for the centre as an examinations centre and will ensure the roles and responsibilities of all staff are defined.
- The **Head of Centre** will ensure that the method of determining grades by the centre (in line with processes published by CCEA and other exam bodies) 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 **Head of Centre** will confirm that Centre Determined Grade judgements are accurate and represent the professional judgement made by staff and fill in the relevant declaration upon submission of these grades.
- **Lead Assessors** (Head of Centre and Head of Assessment) will disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.
- **Curriculum Leaders/Heads of Departments** will provide support to staff involved in producing Centre Determined Grades, particularly new teachers.
- **SENCO 1** must share access arrangements with staff and make the appropriate arrangements.
- **Curriculum VP/Lead Assessors/Curriculum Leaders** have a role in achieving a consistent approach across departments and authenticating/internally moderating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include validating the outcomes after comparing them with outcomes in associated subject areas where applicable.
- **Heads of Department and Curriculum Leaders** 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.
- **Heads of Department** will be responsible for ensuring that a Head of Department Checklist is completed for each qualification that they are submitting and forwarding a copy to Curriculum VP.
- **Curriculum VP/Lead Assessors/ Curriculum Leaders/Heads of Departments** will support the Head of Centre in the quality assurance of the final Centre Determined Grades.
- The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA.
- The **Head of Assessment** must ensure that all information from CCEA is shared promptly with all relevant staff.
- The **Examinations Officer and Head of Assessment** will ensure that relevant staff know, understand and can use the CCEA Centre Manager Applications.
- **Curriculum Leaders** will be responsible for inputting validated grades from their subject areas into the CCEA Centre Manager Applications.
- The **Curriculum VP, Head of Assessment and Examinations Officer** 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 **21st May** for AS/A2 pupils and **4th June** for GCSE pupils.
- The **Examinations Officer** is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

Head of Department Checklist

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

Centre Name:	
Centre Number:	
Specification Title/Code:	
Level:	

The Head of Department must complete the following checklist before submitting subject outcomes for internal centre moderation.

Checklist	Y/N
1. Candidates' grades have been determined using only the evidence detailed in the Candidate Assessment Record and this evidence is available, if requested, for review.	
2. The evidence has been authenticated as the candidates' own work.	
3. Internal standardisation has been completed in line with the School Assessment and Centre Determined Grades policies. Records have been retained detailing all staff involved in the process, work reviewed, judgements and adjustments made as a result of internal standardisation. These records are readily available.	
4. Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
5. Where applicable, the candidates were given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
6. Where applicable, special consideration was given to the candidates if they were disadvantaged when producing their evidence contributing to their final grade, according to the JCQ Special Consideration Guidance, and this has been documented.	
7. Subject cohort outcomes have been compared with those of previous years, and any significant changes can be justified with evidence.	
8. The Centre Determined Grades for this subject have been signed off as accurate by the Head of Department and one other teacher within the subject. (The Head of Centre may provide the second signature where there is a one-teacher department.)	
Provide detail and justification where you have indicated 'N' to any of the above:	
Head of Department:	
Signature:	Date:

- **Heads of Department** are responsible for completing the Departmental Assessment Evidence Grid (one per qualification) for their overall cohort at GCSE, AS and A2 level.

Departmental Assessment Evidence Grid

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

Please detail the assessments used for the subject cohort (for example CCEA assessment resource, mock examination, controlled assessment and/or homework).

Indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control is provided](#).

			Assessment 1	Assessment 2	Assessment 3	Assessment 4
Type of Assessment						
Level of Control H, M, L						
Unit _	AO1	Y/N				
	AO2	Y/N				
	AO3	Y/N				
	AO4	Y/N				
	AO5	Y/N				
Unit _	AO1	Y/N				
	AO2	Y/N				
	AO3	Y/N				
	AO4	Y/N				
	AO5	Y/N				
Unit _	AO1	Y/N				
	AO2	Y/N				
	AO3	Y/N				
	AO4	Y/N				
	AO5	Y/N				
<p>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:</p> 						
Head of Department:						
Signature:						Date:

- **Heads of Department** are responsible for providing additional support and sharing information via subject specific training to all departmental members. Where appropriate, quality assurance measures will be provided for newly qualified teachers.
- **Heads of Department** are responsible for leading and managing the standardisation and moderation procedures, within their own specific subject, on the Qualification Days.
- **Heads of Department** must arrange for the secure storage of 'pupil assessment folders'.
- **Class teachers** are responsible for ensuring that they conduct assessments under the centre's appropriate levels of control, where it is safe to do so.
- **Class teachers** must ensure that they have sufficient evidence (a minimum of 3 pieces of assessment evidence), in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification.
- **Class teachers** must collate the assessment evidence in a 'pupil assessment folder' and leave this in a safe, secure place. Please note, CCEA will seek three pieces of evidence during the external moderation process.
- **Class teachers** 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.
- **Class teachers** must complete the Candidate Assessment Record or alternative Departmental paperwork, where required, 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. (Please note, this no longer has to be completed for every candidate as was originally suggested in the CCEA publication on March 5th).
- **Class teachers** have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Curriculum Leaders as required.
- **Heads of Departments** must securely store and be able to retrieve evidence to support their decisions. Please note, evidence will be required by CCEA within a 48-hour timescale.

Candidate Assessment Record

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

Candidate Name:	
Candidate Number:	
Centre Name:	
Centre Number:	

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

Section 2: Access Arrangements and Special Consideration	Y/N
Is the candidate entitled to access arrangements?	
Were the approved access arrangements in place during the assessments used in candidate evidence?	
Please provide details:	
Record any enhancements to the mark as a result of a special consideration in line with JCQ – A Guide to the Special Consideration Process .	Tariff
Reason for Special Consideration tariff:	

Section 3: Subject-Level Assessment of Individual Candidate Evidence

Record student attainment for each of the assessments contributing towards the overall grade awarded. Attainment for each assessment may be captured by recording marks in percentages and/or grades.

	Date of Assessment	Mark %	Grade
Assessment 1			
Assessment 2			
Assessment 3			
Assessment 4			

Overall Grade Awarded	
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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):

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

Training, support and guidance:

- Holy Cross College will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk
- The centre policy will be supported through training provided by CCEA to **Lead Assessors** through the CCEA.
- **Lead Assessors** will disseminate this training to all teachers involved in producing Centre Determined Grades, via weekly summary emails, Information videos/power points and Zoom meetings.
- **Heads of Department** will also attend any available CCEA training programmes, from 19th March.
- 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.

Appropriate evidence:

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

Holy Cross 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, and the asterisked evidence will be used if key evidence is not available:

- Previous attainment in CCEA modules
- Christmas Mock Examinations
- CCEA assessment resources for 2021
- Formal Assessments
- Class tests/Timed essays
- Controlled Assessments
- Coursework
- Tracking grades
- Practicals
- Homeworks* (only where deemed suitable)
- Remote assessments* (only where deemed suitable)

A full list for each department is available in the appendix.

In the event of some of the above evidence not being available for individual candidates, then alternative evidence should be proposed by individual teachers, in consultation with their Head of Department and Curriculum Leader. The weighting of such alternative evidence will also need approval.

Where pupils have missed Christmas Mocks or CCEA tests, alternative arrangements will be made for pupils to sit different papers at a later stage (where possible).

Holy Cross 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.

Where applicable, Holy Cross College is taking account of disruption that candidates have faced to their learning, as a result of COVID-19, by allowing adaptations to assessments where the full specification content has not been able to be completed within the normal timescale. Any adaptations that have been made will be recorded in the checklists provided by CCEA and will be based on the CCEA Alternative Arrangements – Process for Heads of Centre.

Candidates will be made aware of the evidence that will be used in determining their grades, via communication with pupils and parents. Candidates will be made aware of their attainment in remaining assessments, but the CDG will not be disclosed and there will not be an opportunity for candidates to re-sit their assessment if dissatisfied with their attainment.

Centre Determined Grades:

Each department in Holy Cross 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, **class teachers** must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades;
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment. Information on these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at www.ccea.org.uk.

All **class teachers** will complete the necessary record keeping to support their awarding of grades.

All **Heads of Department** 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 and Moderation:

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation and moderation and for the **Head of Department** to lead on this.

The purpose of these processes is to provide class teachers with confidence in the marking process and 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 and is in line with normal procedures for internally assessed components of exams.

Internal standardisation and moderation should include agreement on what constitutes top, middle and bottom samples, cross-checking of marking across the full range of marks and include candidates from each class.

As a result of the internal standardisation and moderation processes, it may be necessary for a **class 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 and moderation, any necessary decisions will be made by the **Head of Department**. They should complete the relevant checklist (see previous template), which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration:

Holy Cross College undertakes to have a fair and consistent approach across departments/subjects and this involves the following actions:

- **Curriculum Leaders/Curriculum VP/Lead Assessors** will carry out a review of marking and the internal standardisation and moderation arrangements, and will investigate whether decisions have been justified.
- **Curriculum Leaders/Curriculum VP/Lead Assessors** will consider unexplained grade profiles (e.g. a pupil attaining A grades in the majority of their subjects and then a marked decrease in another) and this may result in a review of the evidence used or remarking.
- **Curriculum Leaders** should keep a record of amended decisions.
- The whole school moderation exercise will include professional discussions with **Heads of Department**.
- **Curriculum VP and Head of Centre** 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:

- The **SENCO 1** will ensure access and special consideration arrangements will be in place when assessments are being taken where candidates have agreed access arrangements or reasonable adjustments, as per normal JCQ arrangements.
- Such access and special consideration arrangement decisions should be recorded on the CCEA documentation.
- Arrangements and recording of any illness or personal circumstances, as per normal JCQ arrangements, that may have impacted on a candidate's performance in assessments, should also be included on the relevant CCEA documentation.

- Please note, special consideration should not, as with in any year, be applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the flexibility afforded to the centre in the assessment methods used and in the content that will be assessed.
- Centre Determined Grades are based on the evidence produced by the candidate.

Bias and Discrimination:

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

Lead Assessors 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 **class teachers** and **Heads of Department** maintain records, which will then be centralised, 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 by class teachers.
- 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 and within the set 48-hour timescale.

The following CCEA documentation must be fully and accurately completed and retained securely by the **Curriculum VP**.

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

Confidentiality:

Holy Cross College **will not** disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA requirements.

Malpractice/Maladministration:

Holy Cross College will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation.

There may be instances where the centre, or individual teachers, are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

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

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

Private Candidates:

For subjects where entries have been made for private candidates, centres will ensure that they have sufficient evidence to confidently submit an objective Centre Determined Grade. If evidence is limited, it is essential that these candidates complete the CCEA assessment resource or an appropriate adaptation of the assessment resource. Thereafter, decisions for the private candidate should be made with the same approach as for all other candidates at Holy Cross 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. A Conflict of Interest form must be completed and kept on file by the Examinations Officer.

Holy Cross 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.

Holy Cross College's internal appeals procedure is available for staff, candidates and parents on the centre website at <https://www.holycrosscollege.co.uk/>

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 requirements. Candidates will be updated at each stage and will be informed in writing of the outcomes and recourse procedures.

Requirements as a JCQ Centre:

Holy Cross 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.

Associated Centre Documents:

Holy Cross College Complaints Policy

Holy Cross College Malpractice Policy

Appendix – Departmental Evidence Grids

A Level

MUSIC	Live recorded performance	Controlled assessment composition							
Level of Control	H	M							
ART & DESIGN	Portfolio	Written Essay	Tracking Data						
Level of Control	H	H	H						
Technology and Design	Mock Dec 2020	CCEA Assessment Resource, Unit A2.1 Section C	A2 Coursework	Class test October 2020	Tasks set as Homework during Term 1	Remote learning tasks set during Term	Tracking Grades on SIMs	GCSE Exam	As Exam
Level of Control	H	H	M	H	L	L	M	L	L
Geography	Timed class C.S. test	Mock Dec 2020	CCEA Assessment Resource						
Level of Control	H	H	H						
Digital Technology	Mock Dec 2020	Coursework	Class Tests	CCEA Assessment Resource Unit 1	Tracking Data				
Level of Control	H	M	H	H	H				
Religion	CCEA Assessment Resources: A2 - 5	CCEA Assessment Resources: A2 - 7	CCEA Assessment Resources: A2 - 7	Mock Dec 2020	Tracking Grade				
Level of Control	H	H	H	H	L				

Maths	Mock Dec 2020	Class exam - March 2021	CCEA Assessment Resources	Class Exam - April/May 2021	Tracking Grade	CCEA PA Grades
Level of Control	H	H	H	H	H	H
Government and Politics	Past Paper Assessment test	CCEA Assessment Resource	A2.1 Assessment Paper	Performance in class assessments	Performance in Topic Tests	
Level of Control	H	H	H	L	H	
English Literature	Mock Dec 2020	CCEA Assessment Resource - Shakespeare	CCEA Coursework - Novel	Tracking Evidence		
Level of Control	H	H	H	M		
History	Mock Dec 2020	Timed Essay as a Class Assessment	CCEA Assessment Resources	SIMs Tracking Average	Homework Activity	
Level of Control	H	H	H		L	
Irish	Mock Dec 2020	A2 Speaking Presentation	CCEA Assessment Resources	Class listening tests	CCEA Past Paper question	
Level of control	H	H	H	H	H	
Health and Social Care	CCEA Portfolio tasks: Unit 4	CCEA Portfolio tasks: Unit 5	CCEA Assessment Resources			
Level of Control	H	H	H			

AI Level (Continued)

Chemistry	Mock Dec 2020	CCEA Assessment Resource	Tracking Grade based on class		
Level of Control	H	H	H		
Biology	Mock Dec 2020	CCEA Assessment Resource	Tracking Grade based on class		
Level of Control	H	H	H		
Physics	Mock Dec 2020	CCEA Assessment Resource	Tracking Grade based on class		
Level of Control	H	H	H		
Professional Bus Service	Class Test (Oct tracking)	Class Test (Nov Tracking)	Mock Dec 2020	CCEA Assessment Resources	Assignment
Level of Control	H	H	H	H	M
Moving Image Arts	Mock Dec 2020	Preproduction - Illustrated Essay, Directors Notebook, script and	CCEA Assessment Resource		
	H	M	H		

AS Level

SPANISH	Mock Dec 2020	Mock March 2021	CCEA Assessment Resource		
Level of control	H	H	H		
MUSIC	Live recorded performance	Controlled assessment	CCEA Assessment resource		
Level of Control	H	M	H		
ART & DESIGN	Experimental Portfolio	Mock Dec 2020	Tracking Data		
Level of Control	H	H	H		
Geography	Timed Essay	Mock Dec 2020	CCEA Assessment Resource		
Level of Control	H	H	H		
Digital Technology	Mock Dec 2020	Class Tests	CCEA Assessment Resource Unit 4	Tracking Data	
Level of Control	H	H	H	H	
Religious Education	CCEA Assessment Resources: AS - 5	CCEA Assessment Resources: AS - 7	CCEA Assessment Resources: AS - 7	Mock Dec 2020	Tracking Grade
Level of Control	H	H	H	H	L

Maths	Mock Dec 2020	Class exam - March 2021	CCEA Assessment Resources	Class Exam - April/May 2021	Tracking Grade	CCEA PA Grades
Level of Control	H	H	H	H	H	H
Government and Politics	Past Paper Assessment test	CCEA Assessment Resource	AS2 Assessment Paper	Performance in class	Performance in Topic Tests	
Level of Control	H	H	H	L	H	
English Literature	Mock Dec 2020	CCEA Assessment Resource - Unit 2 Novel	Tracking Evidence			
Level of Control	H	H	M			
History	Mock Dec 2020	Timed Essay as a Class Assessment	CCEA Assessment Resources	SIMs Tracking Average	Homework Activity	
Level of Control	H	H	H		L	
Irish	Mock Dec 2020	AS Speaking Presentation	CCEA Assessment Resources	CCEA Past Paper question	Tracking grades	
Level of control	H	H	H	H	H	
Health and Social Care	CCEA Portfolio tasks: Unit 1	Mock Dec 2020 + Topic 4 test	CCEA Assessment Resources			
Level of Control	H	H	H			

AS (Continued)

Chemistry	Mock Dec 2020	CCEA Assessment Resource	Tracking Grade based on class		
Level of Control	H	H	H		
Biology	Mock Dec 2020	CCEA Assessment Resource	Tracking Grade based on class		
Level of Control	H	H	H		
Physics	Mock Dec 2020	CCEA Assessment Resource	Tracking Grade based on class		
Level of Control	H	H	H		
Professional Bus Serv	Class Test (Oct tracking)	Class Test (Nov Tracking)	Mock Dec 2020	CCEA Assessment Resources	Assignment
Level of Control	H	H	H	H	M
Moving Image Arts	Mock Dec 2020	Preproduction - Statement of Intention, Directors Notebook, Script and Storyboard	CCEA Assessment Resource		
	H	M	H		

GCSE

SPANISH	Mock Dec 2020	Class assessments March 2021	CCEA Assessment papers			
Level of Control	H	H	H			
GCSE LLW	Mock Dec 202	CCEA Past Paper	CCEA Assessment paper			
Level of Control	H	H	H			
MUSIC	Live recorded performance	Controlled assessment	CCEA Assessment resource			
Level of Control	H	M	H			
DRAMA	Scripted	Mock Dec 2020	CCEA Assessment resource			
Level of Control	H	H	H			
MVRUS	Mock Dec 2020	Class test	Moped Practical	CCEA Assessment papers	Investigative Study	Tracking
Level of Control	H	H	H	H	L	L
ART & DESIGN	Portfolio of work	Mock Dec 2020	Tracking Data			
Level of Control	H	H	H			

Technology and Design	Mock Dec 2020	CCEA Assessment Resource, Unit 2 Option C	CCEA Assessment Resource, Unit 1 Core Content	Controlled Assessment	Class test November 2020	Tasks set as Homework	Tasks set as Homework	Tracking Grades on SIMS
Level of Control	H	H	H	H	H	L	L	L
Geography	Past Paper Unit 3 2019	Mock Dec 2020	CCEA Assessment Resource					
Level of Control	H	H	H					
Digital Technology	Mock Dec 2020	Controlled Assessment	CCEA Assessment Resource Unit 4	Tracking Data				
Level of Control	H	H	H	H				
Journalism	Controlled Assessment - GJN1	Controlled Assessment - GJN2	Mock Exam	CCEA Assessment Resource	CCEA SAMs			
Level of Control	M	H	H	H	H			
Religious Education	Mock exam Dec 2020	Class test March 2021	CCEA Assessment resource Unit 6	Tracking scores				
Level of Control	H	H	H	L				

Business Com system	Class Test (Oct tracking)	Class Test (Nov Tracking)	Mock Dec 2020	CCEA Assessment Resources	Controlled Assessment	
Level of Control	H	H	H	H	H	
Moving Image Arts	Mock Dec 2020	Preproduction - Research and Analysis, Directors Notebook, Script and	CCEA Assessment Resource			
	H	M	H			

GCSE (Continued)

French	Mock Dec 2020 (Reading, Writing, Listening)	CCEA Assessment Resource - Reading and Listening	Past paper - Reading and Listening					
Level of Control	H	H	H					
Further Maths	Mock Exam	Mock Exam	CCEA Assessment Resources	Mock Exam	Tracking Grade	CATs / Predicted		
Level of Control	H	H	H	H	H	H		
Maths	Mock Exam- M6 - M8	Mock Exam- M6 - M8	CCEA Assessment Resources - M6 - M8	Mock Exam - M2 - M4	CCEA Assessment Resources - M2 - M4	Mock Exam - M2 - M4	Tracking Grade	CATs / Predicted
Level of Control	H	H	H	H	H	H	H	H
English Literature	Macbeth Controlled Assessment	CCEA Assessment Resource - Poetry and Drama	Essay on Poetry or Drama					
Level of Control	H	H	M					
English Language	CCEA Unit 1 External Exam	CCEA Unit 1 Assessment	Mock Dec 2020 - Unit 4	CCEA Unit 4 Assessment	Tracking Evidence			
Level of Control	H	H	H	H	M			

History	Mock Dec 2020	Source work on Ireland Unit 1 - Class	CCEA Assessment Resources	SIMs Tracking Average	Homework Activity	
Level of Control	H	H	H		L	
Irish	Mock Dec 2020	CCEA Past Paper	CCEA Assessment Resources	Tracking grades	Past Paper question 2017	Halloween Assessment
Level of control	H	H	H	H	H	H
Health and Social Care	Controlled Assessment Tasks	Class assessments average - Units 1,3 + 4	CCEA Assessment Resources			
Level of Control	M	H	H			
Child Development	Internal Assessment: Unit 1	Controlled Assessment Parts A- M	CCEA Assessment Resources: Unit 1			
Level of Control	H	M	H			
Science - Double Award	CCEA Module Result	CCEA Module result 2	Mock Dec 2020	CCEA Assessment B2	CCEA Assessment C2	CCEA
Level of Control	H	H	H	H	H	H
Science Single Award	CCEA Module Result 1	CCEA Module result 2	Mock Dec 2020	CCEA Assessment Foundation	CCEA Assessment Higher	
Level of Control	H	H	H	H	H	

Occupational Studies

Design and Creativity: Food Studies	Student Workbook - Patisserie and Baking: Unit 31	Practical Task - Contemporary Cuisine: Unit 24	Written Report - Contemporary Cuisine: Unit 25	
Environment and Society: Reminiscence	Written work: Unit 50	Practical Task: Unit 50	Written Work - Evaluation: Unit 50	
Business Services - Child Care: The Play Environment	Written work: Unit 1	Practical Work: Unit 1	Practical Work: Unit 1	
Certificate in Prep for Adult Life - Level 1	Unit 3: Coursework	Unit 7: Coursework	Unit 9: Coursework	
Certificate in Prep for Adult Life - Level 2	Unit 3: Coursework	Unit 7: Coursework	Unit 9: Coursework	