

## **BANBRIDGE ACADEMY**

### **Policy for Centre Determined Grades (CDGs) - 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), AQA (formerly the Assessment and Qualifications Alliance) and OCR (Oxford Cambridge and RSA).
- Centre Determined Grades (CDGs) are produced in line with the process as published by CCEA/WJEC/AQA/OCR, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA/WJEC/AQA/OCR; and
- the Centre (Banbridge Academy) 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 and OCR documentation, subject specific guidance and other CCEA/WJEC/AQA/OCR 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/OCR, including the CCEA/WJEC/AQA/OCR review stage. Staff will familiarise themselves with all relevant guidance provided by CCEA/WJEC/AQA/OCR, the JCQ requirements and the relevant centre policies.

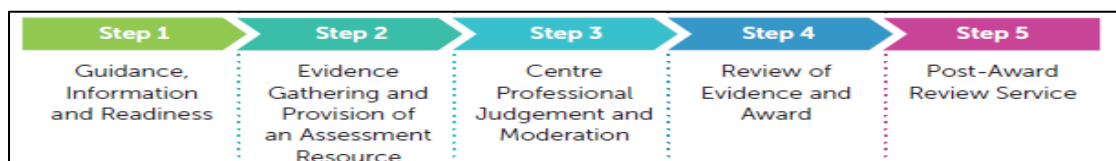
Please note that Banbridge Academy uses specifications provided by four examination boards:

- CCEA
- WJEC
- AQA
- OCR

Section A covers information relating to all four examination boards with specific references to CCEA but ‘CCEA’ can be substituted for ‘WJEC’ or ‘AQA’ or ‘OCR’ CDG process. Any additional specific information relating to WJEC is provided in Section B, AQA in section C and OCR in section D.

## 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 **Banbridge Academy** 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 Senior Teacher (statistical analysis) 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 and Departmental Assessment Evidence Grid 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 on the Departmental Mark Sheet. 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 Academy's SLT or an Awarding Body if and when required.

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 (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 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 Banbridge Academy is central to determining Centre Determined Grades.

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

Teachers involved in determining grades must attend any centre-based training provided. Banbridge Academy will engage fully with all training and support that CCEA/WJEC/AQA/OCR 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](http://www.ccea.org.uk)
- The WJEC website at: [www.wjec.co.uk](http://www.wjec.co.uk)
- The AQA website at: [www.aqa.org.uk](http://www.aqa.org.uk)
- The OCR website at [www.ocr.org.uk](http://www.ocr.org.uk)

Heads of Department and other teachers will register their details with CCEA for regular updates for subject teachers via [www.ccea.org.uk/sign-up](http://www.ccea.org.uk/sign-up). Heads of Department and other teachers using the WJEC, AQA and OCR 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 McFarland** (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**

Banbridge Academy will use the following candidate evidence in arriving at Centre Determined Grades. In a contingency situation, by agreement with SLT, the asterisked evidence will be used if key evidence is not available:

- CCEA/WJEC/AQA/OCR Assessment Resources for 2021 or Banbridge Academy centre designed assessment/examination adaptation of these resources;
- Internal/centre designed examinations/assessments which relate to the CCEA/WJEC/AQA/OCR specifications and use past paper questions/specimen assessment materials. It should be noted that mocks in

the centre are used as an incentive to learn as opposed to a measure of actual attainment i.e. attainment levels in the mocks is always significantly lower than attainment levels in the public examinations in the summer;

- Coursework or Controlled Assessments or practical Tasks, even where not completed – if applicable to the subject;
- Departmental Common Assessment Tasks, including Tracking Assessments - common assessments with standardised mark schemes;
- CCEA/WJEC/AQA/OCR Assessment Resources which are not used by the Centre but a candidate requests to take the Assessment;
- Use of AS evidence\*
- Homework\*
- Examinations and/or Controlled Assessment and/or Common Assessment Tasks in Year 11\*.

Heads of Department will select their evidence base for CDGs from this list of options - the evidence used for each candidate will be recorded in the Departmental Assessment Evidence Grid and any exceptions to this evidence will be noted on the Departmental Mark Sheet.

Tiers of entry; the CDG will not be higher than the maximum grade obtainable if a pupil was entered for a combination of Foundation and Higher Tier Units in a subject.

### **Candidates wishing to take an additional Assessment Resource, if not used by the Centre**

In such cases, candidates must indicate in writing by Friday 16 April 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, an experience of assessment in other parts of subject specification(s).
- Choosing to complete optional assessments mean that students will have to allocate time to revising a larger range of topics and therefore this may impact upon preparations for the assessment resources planned by the centre.
- 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**

Banbridge Academy will follow the CCEA guidance and select no more than three pieces of evidence for each candidate, recorded on the Departmental Mark Sheet, unless there is a specific need identified by the Head of Department. Banbridge Academy will follow relevant guidance from AQA/OCR/WJEC regarding the number of pieces of evidence required for the CDG to be processed.

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

Banbridge Academy 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.

**Banbridge Academy** is taking account of disruption that candidates have faced to their learning a result of COVID-19 by omitting content and/or reducing the number of assessments (see 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, OCR 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.**

Banbridge Academy will share with candidates the sources of evidence and the scores (without the CDG grades) in these assessments prior to its submission of CDGs to the Awarding Body. 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 Departmental Mark Sheet.

## **Students and Parents/Carers communication**

Banbridge Academy 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) and/or examination boards.
- Details of the assessment period (post Easter 2021) were communicated to all parents/carers and students – 9 March letter.
- Details on which parts of the specification would be assessed communicated the week beginning Monday 22 March.
- Information on the sources of evidence 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**

Banbridge Academy 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/OCR 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/OCR websites at:

- [www.ccea.org.uk](http://www.ccea.org.uk)
- [www.wjec.co.uk](http://www.wjec.co.uk)
- [www.aqa.org.uk](http://www.aqa.org.uk)
- [www.ocr.org.uk](http://www.ocr.org.uk)

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 Mark Sheet).

Subject cohort outcomes will be compared with those of previous years and any significant changes will be justified with evidence.

## **Quality Assurance**

Banbridge Academy 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 school's Appeals against Internal Assessment of work – Banbridge Academy and the school's Assessment Policy provide further details on the integral aspect of assessment. Both Policies are available on the school website:

<http://www.banbridgeacademy.org.uk/parental-information-3/policiesdocuments/>

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Departmental Mark Sheet record 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 record any adjustments and relevant information on the Departmental Mark Sheet.

In the case of single teacher departments, the process of internal standardisation will take place in conjunction with the Senior Leadership Team link.

### **(ii) Head of Centre Moderation and Declaration**

Banbridge Academy 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 on the Departmental Mark Sheet.

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, Banbridge Academy's Education Committee of the Board of Governors will consider the circumstances and make a judgement. 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 Departmental Mark Sheet. Banbridge Academy will ensure consistency in the application of special consideration by following the JCQ guidance: 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 school 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, which will be used in the portfolio of evidence

### **Bias and Discrimination**

Banbridge Academy will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders (Mr McLoughlin and Mrs Campbell) 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 score/marks/CDGs will be retained electronically on the C2k network, these records can be made available for review by the Awarding Bodies.

Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.

The school's Online Safety Policy provides details on how electronic data is stored and this policy is available on request.

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 for the sample requested;
- Head of Department Checklists and Departmental Assessment Evidence Grid; and
- Head of Centre Declaration.

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

### **Confidentiality**

Banbridge Academy 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**

Banbridge Academy 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 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/AQA/WJEC/OCR 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 Banbridge Academy.

### **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, AQA and OCR Guidance documents.

Banbridge Academy 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 available to permit candidates recourse in relation to the production of a Centre Determined Grade. Banbridge Academy's internal appeals procedure will be available for staff, candidates and parents on the centre website (<http://www.banbridgeacademy.org.uk/parental-information-3/policiesdocuments/>) once the school has 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/OCR 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**

Banbridge Academy 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

<b>1. Roles and responsibilities</b>
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"> <li>• How HoDs decided on specific assessments to use</li> <li>• Measures to ensure consistency across teacher and learners</li> </ul>
AS Drama	Yes	Yes	Assessments have been chosen based on content of the specification covered by 26 March.
A2 Drama	Yes	Yes	Assessments have been chosen based on content of the specification covered by 26 March.

<p><b>Quality assurance procedures</b> All plans for assessments (content, structure and duration) are provided to the school’s Senior Leadership Team for approval.</p>
--

<b>3. Centre devised assessments</b>
<p><b><u>AS Drama</u></b></p> <p>Detailed record of all of the assessments used as sources of evidence recorded by the Head of Department in the Departmental Mark Sheet, also see Appendix 3 below.</p> <p><b><u>A2 Drama</u></b></p> <p>Detailed record of all of the assessments used as sources of evidence recorded by the Head of Department in the Departmental Mark Sheet, also see Appendix 3 below.</p>

4. Assessment Delivery	Conditions under which assessments are taken (High/Medium/Low control)	Rationale for length of time allocated	Form of supervision
AS Drama	Written paper - high control Practical - high control	The time allocated is in proportion to the questions set.	Student will complete the assessment in a class setting supervised by the teacher under exam conditions.

- Access arrangements are referenced on page 6.
- Recording decisions and Retention of Evidence and Data are referenced on page 7.
- Conflicts in interest are referenced on page 8.

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

**6. Student and parents/carers communication**

See page 5.

**7. Internal reviews and complaints**

Please see page 9.

Banbridge Academy has taken account of the WJEC 'Guide to Centre Policy' and have reviewed relevant policies as required.

## **SECTION C – 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.

### **Associated/Related Centre Documents**

- Banbridge Academy Assessment Policy
- Banbridge Academy GDPR Data Protection Policy
- Banbridge Academy Online Safety Policy
- Banbridge Academy Special Educational Needs Policy

*Adopted by Board of Governors on 12/04/2021*

### APPENDIX 1 – CCEA Five Stage Model

Step and Indicative Timeframe		Activity	Personnel
<b>1</b>	<b>Guidance, Information and Readiness (March, April)</b>	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 <b>23 April</b> 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
<b>2</b>	<b>Evidence Gathering and Provision of Assessment Resource (March, April and May)</b>	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 <b>available</b> evidence collated and documented.	Senior Leadership Team, HoD and teaching staff
<b>3</b>	<b>Centre Professional Judgement and Moderation (April and May)</b>	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. ( <b>CCEA deadlines</b> )	Head of Centre supported by Exams Officer
<b>4</b>	<b>Review of Evidence and Award (June and July)</b>	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
<b>5</b>	<b>Post-Award Review Service (August and September)</b>	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 – JCQ’s Timeline of the process for awarding CDGs



### APPENDIX 3 - Department CDG Evidence Overview

As noted on page 3:

- **Internal/centre designed examinations/assessments relate to the CCEA/WJEC/AQA/OCR specifications and use past paper questions/specimen assessment materials or adaptations of the CCEA/WJEC/AQA/OCR Assessment Resources for 2021.**

Subject (Examination Board)	Level	Type of Assessment Evidence
English Language (CCEA)	GCSE	Unit 3: Controlled Assessment, Response to Written Language (completed January 2020) AO2. High Control. Unit 3: Controlled Assessment, Response to Spoken Language (completed December 2020) AO3. High Control. Unit 1 & Unit 4: Amalgamated exam paper (completed April 2021), AO3, AO4. High Control.
English Literature (CCEA)	GCSE	Unit 3: Shakespeare Controlled Assessment (completed January 2020) AO1, AO2, AO4. High Control. Unit 2: Poetry (completed November 2020) AO1, AO2. AO3. AO4. High Control. Unit 2: Drama (completed April 2021) AO1, AO2. AO3. AO4. High Control.
	AS Level	Unit AS1: The Study of Poetry 1900-Present (completed December 2020), AO1, AO2, AO3, AO4. High Control. Unit AS2: The Study of Prose pre-1900 (completed December 2020), AO1, AO2, AO3, AO5. High Control. Unit AS1: The Study of Drama 1900-Present (completed April 2021) AO1, AO2, AO3, AO5. High Control.
	A Level	Unit A21: Shakespearean Genres (completed December 2020) AO1, AO2, AO3, AO4, AO5. High Control. Unit A22: The Study of Poetry Pre-1900 and Unseen Poetry (completed April 2021) AO1, AO2, AO3, AO4, AO5. High Control. Unit A23: Internal Assessment (completed December 2020) AO1, AO2, AO3, AO4, AO5. High Control.
Mathematics (CCEA)	GCSE	December Exam Module M3/M4, AO1, AO2, AO3. High Control. April Exam Module M7/M8, AO1, AO2, AO3. High Control. Contingency Homeworks, AO1, AO2, AO3. Low Control.
	AS Level	Tracking Tests Module AS1, AO1, AO2, AO3. High Control. December Exam Module AS1, AO1, AO2, AO3. High Control. April Exam Module AS1, AO1, AO2, AO3. High Control. Contingency Homeworks, AO1, AO2, AO3. Low Control.

	A Level	Tracking Tests Module A21, AO1, AO2, AO3. High Control. December Exam Module A21, AO1, AO2, AO3. High Control. April Exam Module A21, AO1, AO2, AO3. High Control. Contingency Homeworks, AO1, AO2, AO3. Low Control.
Further Mathematics (CCEA)	GCSE	December Exam Module Units 1, 2 and 3, AO1, AO2, AO3. High Control. April Exam Module Unit 1, AO1, AO2, AO3. High Control. Contingency Class Tests, AO1, AO2, AO3. Medium Control. Homeworks, AO1, AO2, AO3. Low Control.
	AS Level	Tracking Tests Module AS1 and AS2, AO1, AO2, AO3. High Control. December Exam Module AS1 and AS2, AO1, AO2, AO3. High Control. April Exam Module AS1 and AS2, AO1, AO2, AO3. High Control. Contingency Homeworks, AO1, AO2, AO3. Low Control.
	A Level	Tracking Tests Module A21 and A22, AO1, AO2, AO3, High Control. December Exam Module A21 and A22, AO1, AO2, AO3, High Control. April Exam Module A21 and A22, AO1, AO2, AO3, High Control. Contingency Homeworks, AO1, AO2, AO3, Low Control.
Double Award Science (CCEA)	GCSE	<b>BIOLOGY</b> Dec Exam Centre designed assessment (A01, A02 & A03). High Control. April Exam Centre designed assessment (A01, A02). High Control. *Contingency arrangements – Unit 2 tracking test scores will be used (A01, A02 & A03). Medium Control. <b>CHEMISTRY</b> Dec Exam Centre designed assessment (A01 & A02). High Control. April Exam Centre designed assessment (A01, A02 & A03). High Control. *Contingency arrangements – Year 11 Winter Exam (A01, A02 & A03). High Control. <b>PHYSICS</b> Dec Exam Centre designed assessment (A01, A02 & A03). High Control. April Exam Centre designed assessment (A01 & A02). High Control. *Contingency arrangements – class tests (A01, A02 & A03). Medium Control.



Biology (CCEA)	GCSE	December Exam (Unit 2 & 3) (A01, A02, A03) Centre Designed Assessment (High Control). April Exam (Unit 2) Centre Designed Assessment (High Control). *Contingency arrangements – Unit 2: Two Tracking Test scores based on past papers (A01, A02, A03). Medium Control.
	AS Level	December Exam (AS Unit 1 & 3) (A01, A02, A03) Centre Designed Assessment (High Control). April Exam (AS Unit 1) (A01, A02, A03) Centre Designed Assessment (High Control). *Contingency arrangements – Unit 1: Two Tracking Test scores based on past papers (A01, A02, A03) (Medium Control).
	A Level	December Exam (A2 Unit 1 & 3 (A01, A02, A03) Centre Designed Assessment (High Control). April Exam (A2 Unit 1 & 2) (A01, A02) Centre Designed Assessment (High Control). *Contingency arrangements – A2 Unit 1: Three Tracking Test scores based on past papers (A01, A02, A03). Medium Control.
Chemistry (CCEA)	GCSE	Dec Exam: C1 (1.1 → 1.3, 1.7, 1.10) C2 (2.5 & 2.6) A01, A02 & A03. Centre Designed Assessment (High Control). April Exam: C2 (2.1 → 2.4 & 2.9) A01, A02 & A03. Centre Designed Assessment (High Control). *Contingency arrangements – Year 11 Winter Exam (High Control) A01, A02 & A03.
	AS Level	Dec Exam: AS 1 (1.1 → 1.7) Centre Designed Assessment (A01 & A02). High Control. April Exam: AS1 (1.8 → 1.9, 2.2 → 2.4) (A01, A02 & A03). High Control.
	A Level	Dec Exam: A2 1 (4.1 → 4.7) Centre Designed Assessment (A01, A02) High Control. April Exam: A2 1 (4.8 → 4.10) A2 2 (5.1 → 5.3, 5.9) Centre Designed Assessment (A01, A02 & A03) High Control. Practical Titration: A03 Practical assessment (A2 3 practical booklet) High Control.
Physics (CCEA)	GCSE	Dec Exam Unit 2 and 3 (A01, A02 & A03) High Control. April Exam Unit 2 (A01 & A02) High Control. Class tests Unit 2 (A01 & A02) High Control. *Contingency arrangements – class tests (A01, A02 & A03) High Control.
	AS Level	Dec Exam AS1 (A01, A02 & A03) High Control. April Exam AS1 (A01 & A02) High Control. Tracking tests AS1 (A01 & A02) High Control. *Contingency arrangements – Tracking tests will be used (A01, A02 & A03) High Control.
	A Level	Dec Exam A21 (A01, A02 & A03) High Control.

		<p>April Exam A21 (AO1 &amp; AO2) High Control. Tracking tests A21 (AO1 &amp; AO2) High Control. *Contingency arrangements – Tracking tests (AO1, AO2 &amp; AO3) High Control.</p>
Geography (CCEA)	GCSE	<p>Dec Exam: Unit 2 Theme A: Population and Migration &amp; Theme C: Contrasts in World Development (AO1, AO2, AO3) High Control. Past Paper Question Assessments: Case Study Questions Homework (AO1, AO2) Low Control. April Exam: Unit 2 Theme B Changing Urban Areas (AO1, AO2, AO3) High Control. *Contingency arrangements - Tracking Tests.</p>
	AS Level	<p>Dec Exam: Unit 1 &amp; 2 (AO1, AO2, AO3) High Control. Past Paper Questions Assessments: Case Study Questions Homework, (AO1, AO2, AO3) Low Control. April Exam: Unit 2 (AO1, AO2, AO3) High Control. *Contingency arrangements - Tracking Tests</p>
	A Level	<p>Dec Exam: Unit 1 &amp; 2 (AO1, AO2, AO3) High Control. Past Paper Questions Assessments: Case Study and Resource Questions Homework, (AO1, AO2, AO3) Low Control. April Exam: Unit 1 (AO1, AO2, AO3) High Control. *Contingency arrangements - Tracking Tests</p>
History (CCEA)	GCSE	<p>December Exam Unit 1: AO1, AO2, AO3 Centre Designed Assessment (High Control). April Assessment Unit 1: AO1, AO2, AO3 Centre Designed Assessment (High Control). Class Assessment Unit 1: AO3 Centre Designed Assessment (Medium Control). *Contingency arrangements – Unit 1: AO1/AO2/AO3 Examination style/Past Paper question Homework Assessment (Low Control) or scores from 3 Class Tests Unit 1: AO1 (Medium Control)</p>
	AS Level	<p>December Exam: Unit 1 - AO1 &amp; AO2 &amp; Unit 2 - AO1 Centre Designed Assessment (High Control). April Assessment: Unit 1 - AO1 &amp; AO2 &amp; Unit 2 - AO1 Centre Designed Assessment (High Control). Unit 1: Homework Assessment (AO3), Examination style question (Low Control). *Contingency arrangements – Unit 2: AO1 Examination style/Past Paper question Homework Assessment (Low Control).</p>
	A Level	<p>December Exam Unit 1: AO1 &amp; Unit 2: AO1, AO2, AO3 Centre Designed Assessment (High Control). April Assessment Unit 2: AO2 &amp; AO3 Centre Designed Assessment (High Control). April Class Assessment Unit 1: Essay Question AO1 CCEA Assessment Resource adapted (Medium Control). *Contingency arrangements – Unit 2: AO2/AO3 Examination style/Past Paper question Homework Assessment (Low Control).</p>
Government & Politics (CCEA)	AS Level	<p>1: December Mock Examination Unit 1: The Government and Politics of Northern Ireland (AO1, AO2 and AO3)</p>

		<p>Unit 2: The British Political Process (AO1, AO2 and AO3) Centre designed assessment. High Control. 2: April Class Test Unit 2: The British Political Process (AO1, AO2 and AO3) Centre designed assessment. High Control. 3: April Assessment Unit 1: The Government and Politics of Northern Ireland (AO1, AO2 and AO3) Centre designed assessment. High Control. Contingency - Homeworks from Unit 2 (AO1). Low Control.</p>
	A Level	<p>1: December Mock Examination Unit 1: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom (AO1, AO2 and AO3) Unit 2: Political Ideas (AO1, AO2 and AO3) Centre designed assessment. High Control. 2: April Class Test Unit 2: Political Ideas (AO1, AO2 and AO3) Centre designed assessment. High Control. 3: April Assessment Unit 1: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom (AO1, AO2 and AO3) Centre designed assessment. High Control. Contingency - Homeworks from Unit 1 (AO1 and AO2). Low Control.</p>
French (CCEA)	GCSE	<p>Adapted CCEA AR Listening AO1 April 2021 (High Control). Adapted CCEA AR Reading AO3 April 2021 (High Control). Centre Designed Extended Writing AO4 April 2021 (High Control). *Contingency arrangements: December 2020 Mock Examination Reading AO3 CCEA past paper (High Control). December 2020 Mock Examination Writing AO4 CCEA past paper (High Control).</p>
	AS Level	<p>Centre Designed General Conversation AO1 &amp; AO3 April 2021 (High Control). Adapted CCEA AR Unit 2 AO1, AO2 &amp; AO3 April 2021 (High Control). *Contingency arrangements: December 2020 Mock Unit 2 (AO1, AO2 &amp; AO3) CCEA past paper (High Control). Tracking 1 &amp; 2 (High Control).</p>
	A Level	<p>Centre Designed General Conversation AO1 &amp; AO3 April 2021 (High Control). Adapted CCEA AR Unit 2 (AO1, AO2 &amp; AO3) April 2021 (High Control). *Contingency arrangements: December 2020 Mock Unit 2 (AO1, AO2 &amp; AO3) CCEA past papers (High Control). Tracking 1 &amp; 2 (High Control).</p>
German (CCEA)	GCSE	<p>CCEA AR Listening AO1 April 2021 (High Control). CCEA AR Reading AO3 April 2021 (High Control). Centre Designed Extended Writing AO4 April 2021 (High Control). *Contingency arrangements:</p>

		<p>December 2020 Mock Examination Listening AO1 CCEA past paper (High Control).</p> <p>December 2020 Mock Examination Reading AO3 CCEA past paper (High Control).</p> <p>December 2020 Mock Examination Writing AO4 CCEA past paper (High Control).</p>
Spanish (CCEA)	GCSE	<ul style="list-style-type: none"> <li>- CCEA AR Listening April 2021 AO1 (High Control).</li> <li>- CCEA AR Reading (adapted) April 2021 AO3 (High Control).</li> <li>- Centre designed Extended Writing April 2021 AO4 (High Control).</li> </ul> <p>*Contingency arrangements:</p> <ul style="list-style-type: none"> <li>- December 2020 Mock exam Listening (AO1) - CCEA past paper (High Control).</li> <li>- December 2020 Mock exam Reading (AO3) - CCEA past paper (High Control).</li> <li>- December 2020 Mock exam Writing (AO4) - CCEA past paper (High Control).</li> </ul>
	AS Level	<ul style="list-style-type: none"> <li>- General Conversation April 2021 (AO1 &amp; AO3) (High Control).</li> <li>- CCEA AR (adapted) Unit 2 April 2021 (AO1,AO2,AO3) (Listening, Reading, Translation and Use of Language) (High Control).</li> </ul> <p>*Contingency arrangements:</p> <ul style="list-style-type: none"> <li>- December 2020 Mock exam Unit 2 (AO1, AO2, AO3) Listening, Reading, Translation and Use of Language CCEA past paper (High Control)</li> <li>- Tracking Tests (High Control)</li> </ul>
	A Level	<ul style="list-style-type: none"> <li>- General Conversation April 2021 (AO1 &amp; AO3) (High Control).</li> <li>- CCEA AR Unit 2 April 2021 (AO1,AO2,AO3) (Listening, Reading, Prose and Summary) (High Control).</li> </ul> <p>*Contingency arrangements:</p> <ul style="list-style-type: none"> <li>- December 2020 Mock exam Unit 2 (AO1,AO2,AO3) Listening, Reading, Prose and Summary. CCEA past paper (High Control)</li> <li>- Tracking tests (High Control)</li> </ul>
Art & Design (CCEA)	GCSE	<p>September 2020 - Comp 1 Part A - Exploratory Portfolio. Medium Control (AO1, AO2, AO3, AO4)</p> <p>April - Comp 1 Part B - PLAY SET THEME PAPER. Medium Control (AO1, AO2, AO3)</p>
	AS Level	<p>September - AS Unit 1- Experimental Portfolio. Medium Control (AO1, AO2, AO3)</p> <p>January - AS Unit 2 - Personal Response. Medium Control (AO1, AO2, AO3)</p>
	A Level	<p>September - A2 Unit 1 Practical Investigation. Medium Control (AO1, AO2, AO3)</p> <p>January - A2 Unit 2 Thematic Outcome. Medium Control (AO1, AO2, AO3)</p>
Music (CCEA)	GCSE	<p>December 2020 - Component 1 - Performing and Appraising (AO1 &amp; AO4). Component 2 - Composing (AO2). Component 3 - Listening and Appraising (AO3 &amp; AO4).</p> <p>April 2021 - Component 1 - Performing and Appraising (AO1 &amp; AO4). Component 3 Listening and Appraising (AO3 &amp; AO4). All High Control.</p>
	AS Level	N/A

	A Level	December 2020 and April 2021 - unit A2 1 Performing (AO1 & AO3), unit A2 3 Responding to Music (AO3 & AO4). All High Control.
Business Studies (CCEA)	GCSE	December 2020 Assessment Unit 2 (AO1, AO2, AO3) Centre Designed Assessment (High Control). Class Assessment Unit 2 - Finance topic (AO1, AO2, AO3) Centre Designed Assessment (High Control). April 2021 Assessment Unit 2 (AO1, AO2, AO3) High control *Contingency arrangements – Class Tests (AO1, AO2, AO3) - Centre Designed Assessment (High Control).
	AS Level	December 2020 Assessment (2 separate classes: one class assessed on AS1; other class assessed on mix of AS1 and AS2) (AO1, AO2, AO3, AO4) Centre Designed Assessment (High Control). April 2021 Assessment (2 separate classes: one class assessed on AS1; other class assessed on mix of AS1 and AS2) (AO1, AO2, AO3, AO4) Centre Designed Assessment (High control). *Contingency arrangements – Tracking Tests (2 separate classes: one class assessed on AS1; other class assessed on mix of AS1 and AS2) AO1, AO2, AO3, AO4 - Centre Designed Assessment (High Control)
	A Level	December 2020 Assessment (2 papers: A2 1 and A2 2) AO1, AO2, AO3, AO4 Centre Designed Assessment (High Control). Class Assessment A2 2 (AO1, AO2, AO3, AO4) Centre Designed Assessment (High Control). April Assessment A2 1 (AO1, AO2, AO3, AO4) Centre Designed Assessment (High Control). *Contingency arrangements – Tracking Tests AO1, AO2, AO3, AO4 - Centre Designed Assessment (High Control)
Economics  (OCR at GCSE, CCEA at AS/A Level)	GCSE	December 2020 Assessment - J205/02 (AO1, AO2, AO3) Centre Designed Assessment (High Control). Class Assessment - J205/02 (AO1, AO2, AO3) Centre Designed Assessment (High Control). April 2021 Assessment - J205/02 (AO1, AO2, AO3) Centre Designed Assessment (High Control). *Contingency arrangements – Class Tests (AO1, AO2, AO3) - Centre Designed Assessment (High Control).
	AS Level	December 2020 Assessment AS1 (AO1, AO2, AO3, AO4) Centre Designed Assessment (High Control). Past Paper Question Assessments AS1 - Case Study and Essay Question. Homework (AO1, AO2, AO3, AO4) Low Control. April 2021 Assessment AS1 (AO1, AO2, AO3, AO4) Centre Designed Assessment (High Control). *Contingency arrangements – Tracking Tests (AO1, AO2, AO3, AO4). Centre Designed Assessment. (High Control).
	A Level	December 2020 Assessment (2 papers: A2 1 and A2 2) AO1, AO2, AO3, AO4 Centre Designed Assessment (High Control). Class Assessment A2 2 (AO1, AO2, AO3, AO4) Centre Designed Assessment (High Control). April Assessment A2 1 (AO1, AO2, AO3, AO4)

		Centre Designed Assessment (High Control). *Contingency arrangements – Tracking Tests (AO1, AO2, AO3, AO4). Centre Designed Assessment (High Control).
Physical Education (CCEA)	GCSE	April Exam Component 1: AO1, AO2, AO3 Centre Designed Assessment (High Control) Component 3a: AO4(i) Controlled Assessment: Physical Fitness Assessment from Year 11 and 12 (Medium control) Component 3a: AO4(i) Controlled Assessment: Preferred activity Assessment from Year 11 and 12 (Medium control) Component 3b: AO4(ii) Controlled Assessment: Performance Analysis (Medium control) *Contingency arrangements – Dec Exam Component 1: AO1, AO2, AO3 Centre Designed Assessment based on GCSE PE Past Papers (High Control)
Sport Science and the Active Leisure Industry (CCEA)	AS Level	Component 1: Coursework - AO1/AO2/AO3 - (Task 1&2 only) (Medium Control) Component 2: Dec Exam - AO1/AO2/AO3 (High Control)
	A Level	Component 1: Coursework (complete piece of work) - AO1/AO2/AO3 (Medium Control) Component 2: Dec Exam - AO1/AO2/AO3 (High Control)
Motor Vehicle & Road User Studies (CCEA)	GCSE	Unit 1 AO1, AO2: Motor Vehicle and Road Use Theory – Internal written examination (April). Centre Designed Assessment (High Control). Unit 2 AO1, AO2, AO3: Investigative Study. CCEA Designed assessment (Controlled Assessment). (Medium Control). Unit 3 AO4: Practical Riding Activity. CCEA Designed assessment (Controlled Assessment). (High Control). *Contingency arrangements - Unit 1 AO1, AO2: Motor Vehicle and Road Use Theory – Internal written examination (December). Centre Designed Assessment based on Past Papers. (High Control).
Technology and Design (CCEA)	GCSE	Unit 2 - December Exam - Written assessment. (AO 1-3) (High Control) Unit 2 - April Exam - Written assessment. (AO 1-3) (High Control) Unit 3 - Controlled Assessment - Design and Manufacture project. (AO 1-3) (Medium Control)
	AS Level	Unit 1 - December Exam. Based on Paper 1 - Core area of Study. Written assessment. (AO 1&2) (High Control) Unit 1 - April Exam. Based on paper 2 - Specialist area of Study. Written assessment. (AO1&2) (High Control) Unit 2 - Coursework - Product Development (AO1&2) (Medium Control)
	A Level	Unit 1 - December Exam - Written assessment. (AO 1&2) (High Control) Unit 1 - April Exam - Written assessment. (AO 1&2) (High Control) Unit 2 - Coursework - System Design and Manufacture. (AO 1&2) (Medium Control)
Digital Technology (CCEA)	GCSE	December Unit 2 Examination - (A01, A02, A03) (High Control) April Unit 2 Examination - (A01, A02, A03) (High Control) Unit 3 - Database Controlled Assessment (A01, A02, A03) (Medium Control) Contingency evidence - Class Tests (High Control), Homework (Low Control)
	AS Level	Unit 1 December/April Examinations (1.1 - 1.4) (A01, A02, A03) (High Control)

		Unit 2 December/April Examinations (2.1 - 2.3) (A01, A02, A03) (High Control) Unit 1 April Examination (1.5 - 1.7) (A01, A02, A03) (High Control) Unit 2 April Examination (2.4 - 2.6) (A01, A02, A03) (High Control) Contingency evidence - Tracking Tests (High Control)
	A Level	Unit 1 December Examination - (A01, A02, A03) (High Control) Unit 1 April Examination - (A01, A02, A03) (High Control) Unit 2 Coursework (A01, A02, A03) (Medium Control) Contingency evidence - Tracking Tests (High Control)
Computer Science (OCR)	GCSE	December/April Examinations, Component 1: A01, A02, A03 (High Control) December/April Examinations, Component 2: A01, A02, A03 (High Control) Contingency evidence - Class Tests (High Control), Year 11 January Examination (High Control), Homework (Low Control)
Software Systems Development (CCEA)	AS Level	Unit 1 December/April Examinations - (A01, A02, A03) (High Control) Unit 2 - Coursework (A01, A02, A03) (Medium Control) Contingency evidence - Tracking Tests (High Control)
	A Level	Unit 1 December/April Examinations - (A01, A02, A03) (High Control) Unit 2 - Coursework (A01, A02, A03) (Medium Control) Contingency evidence - Tracking Tests (High Control)
Nutrition & Food Science (CCEA)	GCSE Food and Nutrition	Dec Exam Assessment Component 1: AO1, AO2, AO3 Centre Designed Assessment (High Control). April Exam Assessment Component 1: AO1, AO2, AO3 Centre Designed Assessment (High Control). Controlled Assessment Component 2 Part A - AO1, AO2, AO3 (Medium Control). Contingency arrangements - Year 11 Winter exam - High Control. Year 11 mock CA - (Medium Control) AO1, AO2, AO3
	AS Level	AS1 Dec Exam: AO1, AO2, AO3 Centre Designed Assessment (High Control). AS2 Dec Exam: AO1, AO2, AO3 Centre Designed Assessment (High Control). AS1 April Assessment: AO1, AO2, AO3 Centre Designed Assessment (High Control). AS2 April Assessment: AO1, AO2, AO3 Centre Designed Assessment (High Control). Contingency arrangements - Tracking and Class Tests (High Control) AO1, AO2, AO3.
	A Level	A2 Option B: Food Safety and Quality Dec Exam: AO1, AO2, AO3 Centre Designed Assessment (High Control) A2 Option B: Food Safety and Quality April Assessment: AO1, AO2, AO3 Centre Designed Assessment (High Control) A2 2: Research Project (Controlled Assessment): AO1, AO2, AO3 (Medium Control) Contingency arrangements - Tracking and Class Tests - (High Control) AO1, AO2, AO3
Health & Social Care (CCEA)	AS Level	AS Unit 1 Controlled Assessment - Sections A,E(I), E (ii) AO1, AO2, AO3 (Medium Control)

		<p>AS Unit 2 Controlled Assessment: - Sections A, B and C AO1, AO2, AO3 (Medium Control)</p> <p>April Assessment AS 3 Health and Wellbeing Centre Designed Assessment AO1, AO2, AO3 (High Control)</p> <p>Contingency arrangements - draft units for CA - (Medium Control) AO1, AO2, AO3</p>
	A Level	<p>A2 Unit 2 Controlled Assessment Sections A, E and F AO1, AO2, AO3 (Medium Control).</p> <p>A2 Unit 5 Controlled Assessment - Sections A, B, C(i) and C(ii): AO1, AO2, AO3 (Medium Control).</p> <p>April Assessment A2 3 Providing Services Centre Designed Assessment AO1, AO2, AO3 (High Control).</p> <p>Contingency arrangements - draft units for CA - (Medium Control) AO1, AO2, AO3</p>
Religious Studies (CCEA)	GCSE	<ol style="list-style-type: none"> <li>1. December Mock Examination (Centre Designed Assessment). Unit 5 Christianity through a study of the Gospel of Mark. AO1 and AO2. High Control.</li> <li>2. Class Test (Past Paper Question). Unit 5 Christianity through a study of the Gospel of Mark. AO1 and AO2. High Control.</li> <li>3. April Examination (Centre Designed Assessment). Unit 5 Christianity through a study of the Gospel of Mark. AO1 and AO2. High Control.</li> </ol> <p>Contingency arrangement - Homework (Past Paper Questions) - Unit 5 Christianity through a study of the Gospel of Mark (AO1 &amp; AO2) Low Control.</p>
	AS Level	<ol style="list-style-type: none"> <li>1. Homework (Past Paper Question). AS1 An introduction to the Gospel of Luke AO1 and AS7 Foundations of Ethics with Special Reference to Issues in Medical Ethics AO2. Low Control.</li> <li>2. Class Test (Past Paper Question). AS7 Foundations of Ethics with Special Reference to Issues in Medical Ethics. AO2. High Control.</li> <li>3. April Examination (Centre designed Assessment). AS1 An introduction to the Gospel of Luke AO1 and AO2 and AS7 Foundations of Ethics with Special Reference to Issues in Medical Ethics AO1 and AO2. High Control.</li> </ol> <p>Contingency arrangement - December Mock Examination (Centre designed Assessment). AS1 An introduction to the Gospel of Luke and AS7 Foundations of Ethics with Special Reference to Issues in Medical Ethics. (AO1 and AO2) High Control.</p>
	A Level	<ol style="list-style-type: none"> <li>1. Homework (Past Paper Question). A21 Themes in the Synoptic Gospels. AO1 and AO2. Low Control.</li> <li>2. Class Test (Past Paper Question). A27 Global Ethics. AO1 and AO2. High Control.</li> <li>3. April Assessment (Centre Designed Assessment). A21 Themes in the Synoptic Gospels. AO1 and AO2. High Control.</li> </ol> <p>Contingency arrangement - December Mock Examination (Centre designed Assessment based on Past Paper Questions). A21 Themes in the Synoptic Gospels. AO1 and AO2. High Control.</p>
Psychology (AQA)	AS Level	<p>December Exam Paper 2: AO1, AO2 &amp; AO3 Centre Designed Assessment (High Control)</p> <p>April Assessment Paper 1: Section 1 &amp; 2: AO1, AO2 &amp; AO3 Centre Designed Assessment (High Control)</p> <p>June Assessment Paper 1: Section 3: AO1, AO2 &amp; AO3</p>



		Centre Designed Assessment (High Control)
	A Level	December Exam Paper 3: AO1, AO2 & AO3 Centre Designed Assessment (High Control) April Assessments: Paper 2: Section 1: AO1, AO2 & AO3 Centre Designed Assessment (High Control) Paper 2: Section 2 & 3: AO1, AO2 & AO3 Centre Designed Assessment (High Control) *Contingency arrangements – Tracking Tests using AQA Past Papers conducted under High Control September 2020 - December 2020 or 2020 January Mock Exam
Drama and Theatre Studies (WJEC)	AS Level	December - Unit 2 AO3 (Qa, bi) AO4 (bii) Centre Designed Assessment - High Control April - Centre designed NEA - AO1 AO4 Creative Log including Evaluation April - Unit 2 AO3 and AO4 High Control (Past Paper in its entirety) Contingency - Unit 1 AO2 Performance
	A Level	December - Unit 4 - Section A AO3 and AO4, (Centre Designed Assessment based on Past Paper) High Control April - Unit 3 - NEA - Performance AO2 (High Control) April - Unit 4 - Section A AO3 and AO4 (Centre Designed Assessment based on Past Paper) High Control. Contingency - Performance Evaluation Record AO1 and A04