

Mount
Lourdes
Grammar
School

Centre Determined Grade Policy



Centre
Number
71919

S Cullen

Adopted by Board of Governors	22 nd April 2021
Issued to Staff	23 rd April 2021
Responsible	Mrs S Cullen (Principal)

Context

On 6 January 2021, the Minister of Education, announced that the COVID 19 pandemic was expected to continue to have a significant impact on the education system for the period of time ahead. Therefore, all formal GCSE, AS and A level qualifications for the Summer 2021 series have been cancelled.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA or other awarding body. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. It will require centres and CCEA / awarding bodies to develop and use different processes from those used last year.

With the ongoing disruption to public health and educational norms caused by the COVID 19 pandemic, Mount Lourdes Grammar School is committed to ensuring that CCEA GCSE, AS and A Level and other awarding bodies grades, based on teacher professional judgements, with moderation in 2021, will be valid and reliable.

Statement of Intent

The purpose of this policy is:

- To ensure that the effective operation of the Centre Determined Grades process produces fair, objective, consistent and timely outcomes within and across departments;
- To ensure that all staff involved in producing Centre Determined Grades know, understand and can complete their roles in the process as published by CCEA;
- To ensure that Centre Determined Grades are produced in line with the process as published by CCEA, using the professional judgement of teachers, with internal moderation, ensuring quality and accuracy of the grades submitted to CCEA; 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. References to centre and Head of Centre in this document are in line with JCQ examination centre terminology.

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 below.

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines
1	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 Leadership Team, Heads of Department Teaching staff	31 st March 2021 <i>Support programme ongoing for duration of process</i>
	Centre agrees quality assurance process to ensure consistency across teachers, subjects and departments	Senior Leadership Team, Heads of Department Teaching staff	31 st March 2021
	Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff. Policies to be sent to CCEA BY 23 April so they are available for review at grade submission stage.	Senior Leadership Team Board of Governors	23 rd March 2021 – 20 th April (policy developed) 22 nd April 2021 (approved by Board of Governors) 23 rd April 2021 (shared with all staff) 23 rd April 2021 (sent to CCEA)
	Preliminary consideration of value of available evidence.	Senior Leadership Team Heads of Department	22 nd March – 19 th April 2021
Evidence Gathering and Provision of Assessment Resource (March, April and May)	Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021	Senior Leadership Team, Heads of Department Teaching staff	AS / A2 assessments to be completed by 6 th May 2021 GCSE assessments to be completed by 10 th May 2021

2		All other evidence collated and documented	Senior Leadership Team, Heads of Department (HOD) Teaching staff	9 th May 2021
3	Centre Professional Judgement And Moderation (April and May)	All available evidence moderated in line with centre policy	Senior Leadership Team, Heads of Department (HOD) Teaching staff	AS / A2 10 th May 2021. GCSE 21 st May 2021
		Any potential bias in Centre Determined Grades and outcomes considered	Heads of Department Teaching Staff	Ongoing
		Centre Determined Grade outcomes reviewed by senior leadership teams	Centre Leadership Team Head of Years 12,13 and 14	AS / A2 11 th – 13 th May 2021 GCSE 24 th – 27 th May 2021
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	Sign of by Head of Centre: AS / A2 14 th – 17 th May 2021 GCSE 28 TH – 31 ST May 2021 Submission of Grades: AS / A2 18 th – 21 st May 2021 GCSE 1 ST – 4 TH June 2021
4	Review of Evidence and Award (June and July)	Centre evidence and grade outcomes reviewed	CCEA personnel	After submission of grades 25 th May – 30 th June 2021
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence is requested and reviewed	CCEA Personnel	After submission of grades to exam board. June 2021

		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	After submission of grades to exam board. June / July 2021
5	Post- Award Review Service (August and September)	After the issue of results, students will have the right to appeal to their centres and to CCEA	Head of Centre and CCEA Personnel	August 2021

Roles and Responsibilities

Roles and responsibilities of Mount Lourdes Grammar School 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 (Mrs S Cullen)** 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 required.

The **Senior Leadership Team (Mr Devine, Mrs Judge, Mr Quinn, Mrs Rice)** will

- Provide support to Heads of Department and staff involved in producing Centre Determined Grades.
- Support the Head of Centre in the quality assurance of the final Centre Determined Grades.
- Ensure a consistent approach across departments
- Carry out an analysis of department and whole school CDG's, including comparison with trend and predicted data.
- Collaborate with Heads of Department to validate whole school and departmental outcomes.

They will have a role in 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.

Those who attended the **CCEA Chartered Institute of Educational Assessors (CIEA)** training (**Mrs Cullen, Principal & Mr Devine, Vice Principal**) will act as Lead Assessors in their centre and

disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

Mrs Judge (Senior Teacher) is responsible for collating applications for special consideration.

Examinations Officer (Ms M Greene) is responsible for

- Ensuring accurate and timely entries are submitted to CCEA.
- Ensuring that all information from CCEA and other awarding bodies is shared promptly with all relevant staff.
- Ensuring they know, understand and can use the CCEA Centre Manager Applications.
- Ensuring 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 administration of the final Centre Determined Grades and for managing the post-results services within the centre.

The **SENCO** is responsible for

- Sharing access arrangements with staff so that the appropriate arrangements can be made.

Heads of Department are responsible for

- Supporting departmental staff and providing additional support and, where appropriate, quality assurance measures for newly qualified teachers.
- Overseeing the process of allocating Centre Determined Grades within their department in line with school policy.
- Liaising with SLT regarding procedures and protocols for CDGs.
- Ensuring staff within their department conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements.
- Sharing information via subject specific training to all department members.
- Leading and managing the standardisation and moderation procedures, within their specific subject on the Qualification Days.
- Maintaining departmental records of assessment evidence, standardisation and moderation
- Maintaining and collating departmental evidence and arranging for the secure storage of 'pupil assessments / evidence'.
- Ensuring that a Head of Department Checklist is completed for each qualification that they are submitting.
- Overseeing final submission of CDG's to SLT and to awarding bodies.

Class Teachers

The knowledge, expertise and professionalism of the staff of Mount Lourdes Grammar School is central to determining Centre Determined Grades.

Class Teachers are responsible for

- Ensuring that they conduct assessments (which may include the optional CCEA Assessment Resource) under the centre's appropriate levels of control, where it is safe to do so.
- Ensuring 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.

- Collate the assessment evidence and leave this with their Head of Department for secure storage. CCEA will seek three pieces of evidence during the external moderation process.
- Ensuring 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.
- Ensuring records are kept similar to the Candidate Assessment Record, to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted.
- Participating in internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required.
- Submitting student evidence to the Head of Department for secure storage so it can be retrieved within the 48-hour timescale required by CCEA.
- Completing the CCEA Candidate Assessment Records which will be required for the candidates sampled by CCEA.

Training, Support and Guidance

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

Mount Lourdes Grammar School will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at www.ccea.org.uk

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

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

Appropriate Evidence

Mount Lourdes Grammar School will use evidence from the following list, in arriving at Centre Determined Grades. The first part of the list indicates the key evidence that Departments may consider (dependent on subject specifics), and the asterisked evidence may be considered if key evidence is not available:

- Mock Examinations (which relate to the CCEA specification)
- Controlled Assessments (if applicable to subject)
- Coursework (if applicable to subject)
- Formal Assessments (under high control conditions)
- Pre – Easter Assessments / Post – Easter Assessments / CCEA Assessment Resource for 2021
- Practical's
- Performance / Oral evidence / Recordings – obtained under high / medium controlled conditions e.g. Drama / Food and Nutrition / Sports Science / Music.
- Homework * (only where deemed suitable)

- Remote Assessments *(only where deemed suitable)

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 SLT link person. The weighting of such alternative evidence will also need approval.

Please note this list is generic to accommodate subject specific differences.

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

Mount Lourdes Grammar School 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 Mount Lourdes Grammar School is taking account of disruption that candidates have faced to their learning a result of COVID-19 by

- Considering unit omissions where appropriate in light of disruption to learning and teaching.
- Adapting assessment resources to avoid examining areas of the specification that were not taught.
- Special consideration in line with JCQ policy will be considered for candidates as appropriate.

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.

Mount Lourdes Grammar School will share the Centre Determined Grade process with students and parents via the school website. This will include in the appendix a matrix outlining the evidence being used by each department at each qualification level. In additional student and parent information sessions will be held to outline the process being undertaken in Mount Lourdes Grammar School.

The centre determined grade outcome will not be shared with students.

Centre Determined Grades

Mount Lourdes Grammar School will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills 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 teachers will complete the Candidate Assessment Record and will forward to their Head of Department/Subject Leader.

All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

Internal Standardisation

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

The purpose of internal standardisation is to provide class 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 and is in line with normal procedures outlined in Mount Lourdes Grammar School Assessment Policy

For single teacher departments or single cohort subjects the Head of Department, or in their absence the SLT link has a duty to check that the Mark Scheme and Marking guidance has been adhered to and the process as laid out in the Centre Determined Grades Policy has been applied appropriately.

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

The Candidate Assessment Records, or similar records, should form the basis of discussions around decisions made.

As a result of the internal standardisation process, it may be necessary for a 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, any necessary decisions will be made by the Head of Department. They should complete the relevant checklist, which will record any adjustments and relevant information.

To satisfy requirements in relation to equality and disability legislation, the school will ensure that students of different protected characteristics are included in the sampling and cross checked.

Head of Centre Moderation and Declaration

Mount Lourdes Grammar School undertakes to have a fair and consistent approach across departments/subjects and this will involve the following actions.

- Senior Leaders (SLT) will carry out moderation, to include a review of marking and the internal standardisation and moderation arrangements and will investigate whether decisions have been justified.
- Unexplained grade profiles will be considered (e.g. a pupil attaining A grades in the majority of their subjects and then a marked decrease in another) and may result in a review of the evidence used or remarking.
- Senior Leaders will keep a record of amended decisions.
- The moderation exercise will include professional discussions with Heads of Department.
- SLT 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), Mount Lourdes Grammar School will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document Adjustments for candidates with disabilities and learning difficulties, which is available on the JCQ website.

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner. Please note, special consideration should not, as with in any year, be applied due to lost learning and teaching time. Lost learning and teaching time 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.

However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, Mount Lourdes Grammar School will take account of this when making judgements. The centre will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the Candidate Assessment Record, or similar records.

Mount Lourdes Grammar School will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document A guide to the special consideration process, with effect from 1 September 2020.

Bias and Discrimination

Mount Lourdes Grammar School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Senior Leaders (Mrs Cullen and Mr Devine) 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 that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network.

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.

Heads of Department will be responsible for maintaining departmental evidence of records of assessment, standardisation and moderation. Final evidence portfolios will be securely stored in a central location to enable access and submission of evidence to CCEA in an efficient and timely manner.

The following documentation must be fully and accurately completed and retained securely:

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

Confidentiality

Mount Lourdes Grammar School will not disclose any candidates' Centre Determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA requirements.

Malpractice/Maladministration

Mount Lourdes Grammar School will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/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; 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 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 Mount Lourdes Grammar School.

Collaboration

Mount Lourdes Grammar School will liaise with colleagues in partner schools to satisfy ourselves that evidence to support Centre Determined Grades is in place and that procedures have been followed in line with DE / CCEA guidance.

Results

Mount Lourdes Grammar School adheres fully to JCQ procedures and protocols on the issue of results. The JCQ document **Notice to Centres – release of general qualification results, June 2021 examinations** provides detailed information for Heads of Centre, Senior Leaders and Examination Officers.

Advice and guidance to students upon issue of results will be implemented by the centre.

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.

Mount Lourdes Grammar School will also carefully consider the requirements of their centre policies, particularly in relation to the separation of duties and personnel to ensure fairness in later process reviews and appeals.

Internal Appeals Procedure Relating to Centre Determined Grades

A written internal appeals procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. Mount Lourdes Grammar School's internal appeals procedure is available for staff, candidates and parents on the centre website at www.mountlourdes.com. 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 Registered Centre

Mount Lourdes Grammar School 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.

Appendix

GCSE

Subject	Evidence to be used for CDG
Art & Design	The student's full portfolio which includes 1A &1B in one holistic assessment
Design and Technology	<ol style="list-style-type: none">1. Coursework2. Mock Examination3. CCEA Assessment Resource
Digital Technology	<ol style="list-style-type: none">1. Controlled Assessment – Website2. Controlled Assessment – Database3. CCEA Assessment Resource
Drama	<ol style="list-style-type: none">1. Mock Examination2. CCEA Assessment Resource3. Performance
Economics	<ol style="list-style-type: none">1. Class Assessment2. Mock Examination3. CCEA Assessment Resource
English Language	<ol style="list-style-type: none">1. Controlled Assessment2. Mock Examination3. Class Assessment
English Literature	<ol style="list-style-type: none">1. Controlled Assessment2. Mock Examination / CCEA Assessment Resource3. Homework Essay4. Class Assessment
French	<ol style="list-style-type: none">1. Reading - CCEA Assessment Resource2. Writing – Modified past paper3. Listening – CCEA Assessment Resource4. Reading – Past Paper Mock
Geography	<ol style="list-style-type: none">1. Mock Examination2. Class Assessment3. Class Assessment
History	<ol style="list-style-type: none">1. Mock Examination2. Class Assessment3. CCEA Assessment Resource
Home Economics / Food and Nutrition	<ol style="list-style-type: none">1. Mock Examination2. Controlled Assessment3. CCEA Assessment Resource4. Class Assessment
Irish	<ol style="list-style-type: none">1. Reading - CCEA Assessment Resource2. Writing – Modified past paper3. Listening – CCEA Assessment Resource4. Reading – Past Paper Mock
Music	<ol style="list-style-type: none">1. Practical Solo Performance (A01)2. Composition Controlled Assessment (A02)3. Mock Exam – Listening and Appraising4. Listening and Appraising Past Paper Questions5. Listening and Appraising CCEA Assessment Resource

Religion	<ol style="list-style-type: none"> 1. Mock Examination 2. CCEA Assessment Resource 3. Class Assessment 4. Class Assessment
Spanish	<ol style="list-style-type: none"> 1. Reading - CCEA Assessment Resource 2. Writing – Modified past paper 3. Listening – CCEA Assessment Resource 4. Reading – Past Paper Mock
Double Award Science	<p>Biology</p> <ol style="list-style-type: none"> 1. Mock Examination 2. CCEA Assessment Resource <p>Chemistry</p> <ol style="list-style-type: none"> 1. Mock Examination 2. CCEA Assessment Resource <p>Physics</p> <ol style="list-style-type: none"> 1. Mock Examination 2. CCEA Assessment Resource
Mathematics Foundation M2+M6 (Year 12)	<ol style="list-style-type: none"> 1. M2 Class Assessments 2. M2 Mock Examination 3. M6 Number Assessment 4. M6 Mock Examination 5. M6 Class Assessments / CCEA Assessment Resource
Mathematics Higher M3 / M4 + M7 (Year 12)	<ol style="list-style-type: none"> 1. M3 / M4 Quadratics Class Assessment 2. M3 / M4 Mock Examination 3. M7 Number Class Assessment 4. M7 Mock Examination 5. M7 Class Assessments / CCEA Assessment Resource
Mathematics Higher M4 + M8 (Year 12)	<ol style="list-style-type: none"> 1. M3 / M4 Quadratics Class Assessment 2. M3 / M4 Mock Examination 3. M8 Number Class Assessment 4. M8 Mock Examination 5. M8 Class Assessments / CCEA Assessment Resource
Mathematics Higher M4 + M8 (Year 11)	<ol style="list-style-type: none"> 1. Number Class Assessment 2. Year 10 Mock Examination 3. Class Assessment 4. M4 / M8 Class Assessment / CCEA Assessment Resource
Further Mathematics	<ol style="list-style-type: none"> 1. Class Assessment (1) 2. Class Assessment (2) 3. Mock Examination 4. CCEA Assessment Resource Unit 1 5. CCEA Assessment Resource Unit 3

AS

Subject	Evidence to be used for CDG
Art & Design	The student's Experimental Portfolio – Unit 1. One holistic assessment
Biology	<ol style="list-style-type: none"> 1. Class Assessments 2. Mock Examination 3. CCEA Assessment Resource 4. Lab Book
Chemistry	<ol style="list-style-type: none"> 1. Class Assessment 2. Mock Examination 3. CCEA Assessment Resource
Design and Technology	Coursework
Digital Technology	<ol style="list-style-type: none"> 1. Class Assessment 2. Mock Examination 3. CCEA Assessment Resource
Economics	<ol style="list-style-type: none"> 1. Class Assessments 2. CCEA Assessment Resource
English Literature	<ol style="list-style-type: none"> 1. CCEA Assessment Resource 2. Class Assessment 3. Homework Essay 4. Mock Examination
French	<ol style="list-style-type: none"> 1. CCEA Assessment Resource 2. Class Assessments 3. Class Assessment – Past Papers
Geography	<ol style="list-style-type: none"> 1. Class Assessment 2. Class Assessment 3. Class Assessment
Government and Politics	<ol style="list-style-type: none"> 1. Mock Examination 2. Class Assessment 3. CCEA Assessment Resource, Homework Essay
Health and Social Care Single Award	<ol style="list-style-type: none"> 1. Coursework 2. Class Assessments 3. CCEA Assessment Resource
Health and Social Care Double Award	<p>As Above +</p> <ol style="list-style-type: none"> 1. Coursework 2. Class Assessments 3. CCEA Assessment Resource
History	<ol style="list-style-type: none"> 1. Class Assessment (1) 2. CCEA Assessment Resource 3. Class Assessment (2)
Irish	<ol style="list-style-type: none"> 4. CCEA Assessment Resource 5. Class Assessments 6. Class Assessment – Past Papers
Mathematics	<ol style="list-style-type: none"> 1. Class Assessment (1) 2. Class Assessment (2) 3. Class Assessments (3) (Remote Learning) 4. Class Assessments (4) (Remote Learning) 5. CCEA Assessment Resource

Nutrition and Food Science	<ol style="list-style-type: none"> 1. Mock Examination 2. CCEA Assessment Resource 3. Class Assessment
Physics	<ol style="list-style-type: none"> 1. Class Assessments 2. Mock Examination 3. CCEA Assessment Resource
Religion	<ol style="list-style-type: none"> 1. Mock Examination 2. CCEA Assessment Resource 3. Class Assessment 4. Homework Assessments
Sociology (AQA)	<ol style="list-style-type: none"> 1. Class Assessment (1) 2. Class Assessment (2) 3. AQA Assessment Materials
Spanish	<ol style="list-style-type: none"> 1. CCEA Assessment Resource 2. Class Assessments 3. Oral / Past Paper question
Sports Science and the Active Leisure Industry	<ol style="list-style-type: none"> 1. Coursework 2. Class Assessment 3. CCEA Assessment Resource

A2

Subject	Evidence to be used for CDG
Art & Design	The student's full Portfolio – Unit 1. One holistic assessment
Biology	<ol style="list-style-type: none"> 1. Class Assessments 2. Mock Examination 3. CCEA Assessment Resources
Chemistry	<ol style="list-style-type: none"> 1. Class Assessments 2. Mock Examination 3. CCEA Assessment Resource
Design and Technology	Coursework
Digital Technology	<ol style="list-style-type: none"> 1. Coursework 2. CCEA Assessment Resource
Economics	<ol style="list-style-type: none"> 1. Class Assessment 2. Mock Examination 3. CCEA Assessment Resource
English Literature	<ol style="list-style-type: none"> 1. Coursework 2. Mock Examination / CCEA Assessment Resource 3. Class Assessment
French	<ol style="list-style-type: none"> 1. CCEA Assessment Resource 2. Mock Examination 3. Past Paper Questions
Geography	<ol style="list-style-type: none"> 1. Class Assessment 2. Class Assessment 3. Class Assessment
Government and Politics	<ol style="list-style-type: none"> 1. Mock Examination 2. CCEA past paper questions set as class assessment 3. CCEA Assessment Resource 4. CCEA past paper questions
Health and Social Care Single Award	<ol style="list-style-type: none"> 1. Course work – Unit 2 2. Coursework – Unit 5
Health and Social Care Double Award	<p>As Above</p> <ol style="list-style-type: none"> 1. Class Assessments 2. CCEA Assessment Resource 3. Coursework – Unit 4
History	<ol style="list-style-type: none"> 1. Mock Examination 2. CCEA Assessment Resource 3. CCEA Assessment Resource / Past Paper Questions
Irish	<ol style="list-style-type: none"> 1. CCEA Assessment Resource 2. Mock Examination 3. Class Assessments
Mathematics	<ol style="list-style-type: none"> 1. Mock Examination – Mechanics 2. Mock Examination – Pure Maths 3. Class Assessment (1) 4. Class Assessment (2) 5. CCEA Assessment Resource
Nutrition and Food Science	<ol style="list-style-type: none"> 1. Coursework 2. Class Assessment 3. CCEA Assessment Resource

Physics	<ol style="list-style-type: none"> 1. Class Assessments 2. Mock Examination 3. CCEA Assessment Resource
Religion	<ol style="list-style-type: none"> 1. Mock Examination 2. CCEA Assessment Resource 3. Class Assessment (1) 4. Class Assessment (2)
Sociology	<ol style="list-style-type: none"> 1. Class Assessment (1) 2. Class Assessment (2) 3. AQA Assessment Resource
Spanish	<ol style="list-style-type: none"> 1. CCEA Assessment Resource 2. Mock examination 3. Grammar assessments and past paper listening's
Sports Science and the Active Leisure Industry	<ol style="list-style-type: none"> 1. Coursework 2. Class Assessments 3. CCEA Assessment Resource

- *In many cases the CCEA Assessment Resource has been adapted and in some cases supplemented with additional assessment material.*