

Centre Determined Grades Policy for Summer 2021

Centre Number 71964



OMAGH HIGH SCHOOL

April 2021

CCEA Centre Determined Grades Policy for Summer 2021

Adopted by Board of Governors on 17/03/2021

Issued to staff on 23/04/2021

Responsible: [C Gaitatzis/S Gibson]

Submitted to CCEA on 23/04/2021

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.

Process Overview

Below is the five-step process for the Summer 2021 awarding arrangements as outlined in the **CCEA Alternative Arrangements – Process for Heads of Centre.**

FIVE STEP AWARDING PROCESS

Step & Indicative Timeframe		Activity	Personnel	Internal Deadlines
1	Guidance, Information and Readiness (March & April)	CCEA guidance documentation shared and understood by all involved staff. Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS.	Senior Leadership Team, Heads of Department (HoDs) Teaching Staff	16 April 2021
		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Senior Leadership Team, HoDs Teaching Staff	16 April 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	16 April 2021 23 April 2021
		Preliminary consideration of value of available evidence	Senior Leadership Team HoDs	12 April 2021
2	Evidence Gathering and Provision of Assessment Resource (March, April & 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 HoDs Teaching Staff	12 May 2021
		All other available evidence collated and documented	Senior Leadership Team HoDs Teaching Staff	17 May 2021
3	Centre Professional Judgement and Moderation (April & May)	All available evidence moderated in line with centre policy	Senior Leadership Team HoDs Teaching Staff	AS & A Level 17 May 2021 GCSE 24 May 2021
		Any potential bias in Centre Determined Grades and outcomes considered	HoDs Teaching Staff	AS & A Level 17 May 2021 GCSE 24 May 2021

		Centre Determined Grade outcomes reviewed by senior leadership teams	Senior Leadership Team	AS & A Level 17 May 2021 GCSE 24 May 2021
		Head of Centre sign-off and submission of Centre Determined Grades	Head of Centre	AS & A Level 21 May 2021 GCSE 4 June 2021
4	Review of Evidence and Award (June)	Centre evidence and grade outcomes reviewed	CCEA Personnel	30 June 2021
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA Personnel	30 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 CCEA Personnel	30 June 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 CCEA Personnel	August & September 2021

Roles and Responsibilities

- *Board of Governors;*
- *Head of Centre;*
- *Senior Leadership Team;*
- *Examinations Officer;*
- *Assistant Examinations Officer;*
- *Heads of Department;*
- *Class Teachers.*

Roles and responsibilities of **Omagh High 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** 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** 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. Those who attended the CCEA Chartered Institute of Educational Assessors (CIEA) training will act as Lead Assessors in their centre and disseminate the content of the programme to all teachers involved in producing Centre Determined Grades.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The 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 is responsible for the administration of the final Centre Determined Grades.

The **Assistant Examinations Officer** is responsible for managing the post-results services/appeals within the centre.

Heads of Department are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers.

Teachers are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate. They must complete the Candidate Assessment Record to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. The knowledge, expertise and professionalism of the staff of **Omagh High School** is central to determining Centre Determined Grades.

Training, Support and Guidance

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

Omagh High School will engage fully with all training and support that CCEA has provided, including web-based support and training. Further general and subject-specific support and guidance can be found on the CCEA website at 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.

The Vice Principal (Curriculum) should be notified if no one from a department has been able to attend support meetings and **she** will consider how this is addressed.

Appropriate Evidence

Omagh High School will use a range of subject specific candidate evidence in arriving at Centre Determined Grades as detailed in **Appendix 1**

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

Omagh High 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.

Omagh High School is taking account of disruption that candidates have faced to their learning as a result of COVID-19. 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 by their subject teachers as per their Candidate Assessment Records. However, Centre Determined Grades will remain strictly confidential within the subject department and will not be disclosed to pupils, parents, non-departmental staff or others.

Centre Determined Grades

Omagh High School will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills 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 specification, specimen assessment materials, past papers, controlled assessment tasks, 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 at subject department level. The purpose of internal standardisation is to provide teachers with confidence in the grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards. This allows for any teachers' differences to be resolved.

Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class. The Candidate Assessment Records should form the basis of discussions around decisions made.

As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:

- to match the standards as established and understood in the guidance provided; and
- to bring judgements into line with those of other teachers in the department.

In the context of internal standardisation, any necessary decisions will be made by the Head of Department. They should complete the relevant checklist, which will record any adjustments and relevant information.

Head of Centre Moderation and Declaration

Omagh High School undertakes to have a consistent approach across departments/subjects. Senior Leaders (**VP curriculum, VP Pastoral and Principal**) will carry out moderation, to include a review of marking and the internal standardisation arrangements, and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions should be retained.

The moderation exercise may 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), **Omagh High School** will make every effort to ensure that these arrangements are in place when assessments are being taken. Details on access arrangements can be found in the JCQ document Adjustments for candidates with disabilities and learning difficulties, which is available on the JCQ website.

As public examinations have been cancelled, the normal application process to the awarding organisation for special consideration will not apply this summer in the usual manner. However, where illness or other personal circumstances, covered by the JCQ guidelines, might have affected the candidate's standard of performance, **Omagh High School** will take account of this when making judgements. Class teachers 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. **Omagh High School** will ensure consistency in the application of special consideration by following the guidance on pages 4–7 of the JCQ document *A guide to the special consideration process, with effect from 1 September 2020*.

Bias and Discrimination

Omagh High School will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

SLT 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);
- bias in teacher assessments.

To avoid bias and discrimination, all staff involved in Centre Determined Grades will consider that:

- unconscious bias can skew judgements;
- the evidence should be valued for its own merit as an indication of performance and attainment;
- Centre Determined Grades should not be influenced by positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or the performance of candidates' siblings;
- unconscious bias is more likely to occur when quick opinions are formed; and
- having effective internal standardisation will help to ensure that there is consideration from different perspectives.

Recording Decisions and Retention of Evidence and Data

It is fundamental that teachers and Heads of Department maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically by HODs 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. The following CCEA documentation must be fully and accurately completed and retained securely:

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

Confidentiality

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

Malpractice/Maladministration

Omagh High School will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation.

There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/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 **Omagh High School**.

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.

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

Internal Appeals Procedure Relating to Centre Determined Grades

A written Internal Appeals Procedure (Appendix 2) is available to permit candidates recourse in relation to the production of a Centre Determined Grade. **Omagh High School's** internal appeals procedure is available for staff, candidates and parents on **the Omagh High School website**. 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.

Complaints Procedure

Omagh High School's internal complaints procedure, referred to in the Internal Appeals Procedure (See Appendix 1) permits candidates to challenge further the centre's determined grades for a qualification (including failure to follow their internal appeals procedure correctly) and is available on the centre website at **Omagh High School website and the school info account** info@omagghigh.omagh.ni.sch.uk

Requirements as a JCQ Registered Centre

Omagh High 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.

Associated/Related Centre Documents

[Omagh High School, 14 Crevenagh Road, Omagh. <http://omagghighschool.org.uk>

Appendix 1 – Centre Determined Grades – Assessment Evidence

Omagh High School will use appropriate candidate evidence in arriving at Centre Determined Grades for each subject as outlined below.

Awarding Body	Level	Subject	Type of Assessment Evidence & Assessment Objectives	Level of Control (High, Medium or Limited)
Edexcel	GCE/A	Design & Technology	<p>Unit 1 – Centre Generated (Adapted Past Paper Questions) (AO3, AO4)</p> <p>Unit 1 – Adapted Pearson/Edexcel Assessment 2021 Materials (AO4, AO4)</p> <p>Unit 2 – Coursework - sections already completed only (AO1, AO2, AO3)</p> <p>Contingency – earlier assessments will be used as evidence. Past exam questions online</p> <p>Mitigation due to Covid 19 Pandemic not all topics have been taught (topics 1-9) Pearson Assessments have been adapted to cover the content taught. Coursework :- is incomplete with no practical (or model) manufactured design portfolio will be submitted as currently stands.</p>	<p>High</p> <p>High</p> <p>Medium</p> <p>Medium</p> <p>Low</p>
Edexcel	GCE/AS	Psychology	<ol style="list-style-type: none"> 1. PAPER ONE – Social Psychology (All AOs covered – see mapping document) 2. PAPER TWO – Cognitive Psychology and issues and debates (All AOs covered – see mapping document) 3. PAPER THREE – Biological Psychology (All AOs covered – see mapping document) 4. PAPER FOUR – Learning Psychology and issues and debates (All AOs covered – see mapping document) <p>Contingency:</p>	All High

			<ol style="list-style-type: none"> 1. Mock assessments in both Social and Cognitive Psychology (All AOs covered). <p>Mitigations:</p> <ul style="list-style-type: none"> - AS LEVEL Edexcel final Learning Psychology topics cannot be incorporated into assessment due to COVID-19 restrictions and the sitting of earlier assessments. Topics (2 key studies and a practical component) were not fully taught within the constraints of the teaching timetable. 	
Edexcel	GCE/A	Psychology	<ol style="list-style-type: none"> 1. PAPER ONE- Social, Cognitive and Biological psychology (All AOs covered – see mapping document) 2. PAPER TWO -Learning and Psychological skills, issues and debates (All AOs covered – see mapping document) 3. PAPER THREE – Clinical Psychology (All AOs covered – see mapping document) 4. PAPER FOUR – Child Psychology, psychological skills and issues and debates (All AOs covered – see mapping document) <p>Contingency:</p> <ol style="list-style-type: none"> 1. Mock exam from December – Clinical Psychology and issues and debates (All AOs covered). 2. AS Performance – the grade awarded for AS would be representative of performance in papers one and two of these main assessments. <p>Mitigations:</p>	All High

			A LEVEL Edexcel Paper Three cannot be incorporated into assessment due to COVID-19 restrictions and the sitting of earlier assessments. Topics were not fully taught within the constraints of the teaching timetable.	
WJEC	GCE/AS	Drama & Theatre Studies	<p>Unit 1 – (NEA) Theatre Workshop (A01, A02, A04)</p> <p>Unit 2 - Text in Theatre Past Papers (AO3, AO4) Any 2 from the following papers:</p> <ul style="list-style-type: none"> • WJEC AS Past Paper 2017 • WJEC AS Past Paper 2018 • WJEC AS SAMS Past Paper <p>Contingency: Class Tests Completed Sept – Dec 2020 Classwork Completed Sept 2020 – April 2021 Online work Completed Jan – March 2021</p> <p>Mitigation: Performance of monologues with WJEC revising timings for Unit 1 due to Covid-19 restrictions.</p>	<p>Performance – High Creative Log – Limited</p> <p>High</p> <p>High</p> <p>Medium</p> <p>Limited</p>
WJEC	GCE/A	Drama & Theatre Studies	<p>Unit 3 –(NEA) Text in Action (Devised piece only) (AO1, AO2, AO4)</p> <p>Unit 4 – Text in performance Past Papers (AO3, AO4) Any 2 from the following papers:</p> <ul style="list-style-type: none"> • WJEC A2 Past Paper 2018 • WJEC A2 SAMS Past Paper • WJEC A2 Past Paper 2019 Section B Only 	<p>Performance – High Process and evaluation report – Limited</p> <p>High</p>

			<p>Contingency: Class Tests Completed Sept – Dec 2020 Classwork Completed Sept 2020 – April 2021 Online work Completed Jan – March 2021 including A2 Past Paper 2019 Section A</p> <p>Mitigations: One performance dropped as per WJEC NEA Guidance.</p> <p>Process and evaluation report completed during online learning.</p>	<p>High</p> <p>Medium</p> <p>Limited</p>
Prince's Trust	Diploma	Personal Development and Employability Skills Level 2 Diploma	<p>TAGs (Teacher Assessed Grades) are awarded on a unit basis. We have two units that need completed/ TAG before the end of May 2021. We aim to complete the Level 2 Community Project using our planned assessment resources - LL's group to do a Health and Well Being Noticeboard and RC/ LD's group to do a local litter pick. The Level 2 Enterprise Project will be allocated with a TAG. Evidence will include the department's historical standing with the exam board, past accreditation data, internal moderation of the unit, remote learning evidence of those who complete tasks and the 9 units already completed, passed and awarded to date. A pupil's current attendance will be considered when allocating a TAG – ongoing daily assessment tasks. Parents have been issued a letter.</p> <p>Contingency Evidence of past work, completed and awarded on a unit basis. Completed assessments in class to date. Teacher's professional judgement on ability of pupil.</p>	N/A

			<p>Mitigation</p> <p>No units have been omitted. The PT have advised that assessment activities should be completed where possible. This group have lost a lot of time to complete assessed tasks. Due to the continuous assessment of class work tasks this has left two units incomplete. We are trying our best to complete tasks before 21st May 2021. There are issues with attendance.</p>	
OCN NI	L2	Religious Education/ Studies Award	<p>OCN Level 2 Award in Religious Studies – 4 units of work comprising of portfolio material to be completed before the end of May 2021. TGAs awarded based on a range of evidence such as:</p> <p>Coursework Class work Individual research Class discussions</p> <p>Work in the following 4 units will be assessed:</p> <p>Life of a famous person of faith Marriage and divorce Prejudice and Reconciliation Life and Death issues</p>	N/A
OCN NI	L1	Communication	<p>OCN Past Papers OCN Workbook(s)</p> <p>Contingency:</p> <ul style="list-style-type: none"> • Class work • Essential Skills past papers <p>Mitigation:</p> <p>Pupils were unable to sit a mock version of the Essential Skills paper</p>	High
OCN NI	L1	App Of Number	<p>OCN Past Papers OCN Workbook(s)</p> <p>Mitigation</p> <p>Content covered but pupils did not have the opportunity to work and practice exam technique due to Covid.</p>	High

			Contingency Past Papers for Essential Skills – CCEA and OCN	High
OCN NI	L2	App Of Number	OCN Past Papers OCN Workbook(s) Mitigation Content covered but pupils did not have the opportunity to work and practice exam technique due to Covid. Contingency Past Papers for Essential Skills – CCEA and OCN	High High
Pearson	BTEC RQF	Sport Single (Year 13)	Unit 1 Exam set and marked externally. 5 resits pending Unit 4 Internal coursework – No time to complete full assessment so Learning outcome A & B will be assessed to determine grade. The assignment set is BTECs own assignment. <i>Q TAG will be given using Pearson template</i>	High High
Pearson	BTEC QCF	Sport Single (Year 14)	Unit 11: Nutrition (internal) 4 assignments completed. - all unit content assessed – Unit grades banked Unit 4: Fitness training and Programming - All 3 assignments completed and awaiting final assessment Unit 17 Psychology for Sport Performance - Learning Aim A – Partial assessment. This unit is not being assessed as it is a 'reduced unit assessment.' <i>Q TAG will be given using Pearson template</i>	High High High
Pearson	BTEC	Sport Double (Year 14)	Unit 18: Sports Injuries 3 assignments completed – all unit content assessed – awaiting SV outcome	High High

			Unit 8 Practical Team Sports:1 assignment nearly completed and awaiting final assessment. Unit 13 Leadership in Sport - Theory will be covered but no time to assess - This unit is not being assessed as it is a 'reduced unit assessment.' <i>Q TAG will be given using Pearson template</i>	High
Pearson	BTEC	H & SC Single (Year 13)	Unit 1 Exam set and marked externally. Unit 2: Internal coursework – No time to complete full assessment so Learning outcome A & B will be assessed to determine grade. The assignment set is BTECs own assignment.	High
Pearson	BTEC	H & SC Single (Year 14)	Unit 2 - Assignment internal SV Report approved Unit – C Hempton - Assignment all completed internal Unit 1 - Assignment internal All units will be completed. This will be used as evidence to produce the QTAG	High
NI CCEA	GCE/AS	Biology	1. CCEA AS1 past paper questions (in class assessment; AO1, AO2, AO3) 2. CCEA AS1 past paper questions (in class assessment; AO1, AO2, AO3) 3. CCEA AS1 assessment resource (in class assessment; AO1, AO2, AO3) Contingency: Write ups of practical work in lab book (supervised in class; AO3) Class test - Biomolecules (AO1, AO2, AO3) Class test - Cell Ultrastructure (AO1, AO2, AO3) Class test - Enzymes (AO1, AO2, AO3) Mitigation: Unit 2 was omitted from assessment as per CCEA	High High High Medium High High High

			authorisation; as a result of PHA guidance, limited amounts of practical work were done so this is held as contingency.	
NI CCEA	GCE/A	Biology	<p>1. CCEA A21 past paper questions (Mock exam part 1; AO1, AO2, AO3)</p> <p>2. CCEA A21 past paper questions (Mock exam part 2; AO1, AO2, AO3)</p> <p>3. CCEA A21 assessment resource (in class assessment; AO1, AO2, AO3)</p> <p>Contingency:</p> <p>Class test - Homeostasis (AO1, AO2, AO3)</p> <p>Class test - Immunity (AO1, AO2, AO3)</p> <p>Mitigation: Units 2 and 3 were omitted from assessment; A21 assessments did not major on Ecology topics which were taught during lockdown (June 2020)</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>
NI CCEA	GCE/AS	Chemistry	<p>1. Paper 1: CCEA AS1 past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>2. Paper 2: CCEA AS1 past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>3. Paper 3: CCEA AS1 assessment resource (in class assessment; AO1, AO2, AO3)</p> <p>Contingency:</p> <p>Class test - Calculations (AO1, AO2, AO3)</p> <p>Class test – Atomic Structure (AO1, AO2, AO3)</p> <p>Class test - Bonding (AO1, AO2, AO3)</p> <p>Mitigation: Unit 2 and 3 were omitted from assessment; as a result of PHA guidance.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>
NI CCEA	GCE/A	Chemistry	<p>1. Paper 1: CCEA A21 past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>2. Paper 2: CCEA A21 assessment resource (in class assessment; AO1, AO2, AO3)</p>	<p>High</p> <p>High</p> <p>High</p>

			<p>3. Paper 3: CCEA A21 assessment resources and past paper questions (in class assessment; AO1, AO2, AO3)</p> <p>Contingency: Mock Paper completed in November 2020 Class tests completed Sept-Dec 2020</p> <p>Mitigation: Units 2 and 3 were omitted from assessment</p>	<p>High</p> <p>High</p>
NI CCEA	GCE/AS	Physics	N/a	
NI CCEA	GCE/A	Physics	<p>Paper 1 – CCEA past paper questions – Module 1. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 2 – CCEA assessment task (used part for 45min paper) – Module 1. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 3 – CCEA assessment task (used part for 45min paper)– Module 1. Completed under exam conditions (AO1, AO2,AO3)</p> <p>Paper 4 - Mock exam – CCEA past paper questions – Module 1 – completed under exam conditions (AO1, AO2,AO3)</p> <p>Contingency: Class test results – CCEA past paper questions</p> <p>Mitigations: All of module 1 and 2 were taught. Assessment focused mainly on mod1 with some assessment on module 2 topics. Limited practical lessons therefore no assessments set on module 3.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>
NI CCEA	GCE/AS	Mathematics	<p>Adapted Past Paper Questions and Specimen Assessment Materials from CCEA.</p> <p>Adapted CCEA Assessment Resource for 2021.</p>	<p>High</p> <p>High</p> <p>High</p>

			<p>Covering A01, A02 and A03 in AS1 – Pure</p> <p>Contingency: Class test results – CCEA past paper questions Topic Tests On line work</p> <p>Mitigation Unit 2 - Applied not completely covered in class teaching. Some topics in Unit 1 also not covered .</p>	<p>High</p> <p>Medium</p>
NI CCEA	GCE/A	Mathematics	<p>Adapted Past Paper Questions and Specimen Assessment Materials from CCEA. Adapted CCEA Assessment Resource for 2021. Covering A01, A02 and A03 in A21 – Pure</p> <p>Contingency: Class test results – CCEA past paper questions Topic Tests On line work</p> <p>Mitigation Unit 2 - Applied. Not covered in class teaching. Some topics in Unit 1 also not covered.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium</p>
NI CCEA	GCE/AS	Digital Technology	<p>Unit 2 – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3) Unit 2 – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3) Unit 2 – Adapted CCEA Assessment 2021 Materials (AO1, AO2 & AO3)</p> <p>Contingency – Earlier assessments will be used as evidence.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium/High</p>

			<p>Online work Completed Jan – March 2021</p> <p>Mitigation - Unit 1 has not been taught due to Covid 19 restrictions.</p>	Low
NI CCEA	GCE/A	Digital Technology	<p>Unit 1 – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3)</p> <p>Unit 1 – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3)</p> <p>Unit 1 – Adapted CCEA Assessment 2021 Materials (AO1, AO2 & AO3)</p> <p>Contingency – Earlier assessments will be used as evidence.</p> <p>Online work Completed Jan – March 2021</p> <p>Mitigation - Unit 1 partially taught due to Covid 19 restrictions. Unit 2 – only started and not completed due to Covid 19 restrictions.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium/High</p> <p>Low</p>
NI CCEA	GCE/AS	Professional Business Services	<p>Unit 1 – Centre generated exam paper using adapted CCEA past papers, SAMS and CCEA Assessment Resources (AO1, AO2 & AO3)</p> <p>Unit 2 – Coursework - sections already completed only (AO1, AO2 & AO3)</p> <p>Unit 3 – Centre generated exam paper using adapted CCEA past papers, SAMS and CCEA Assessment Resources (AO1, AO2 & AO3)</p> <p>Contingency – Earlier assessments will be used as evidence.</p> <p>Online work Completed Jan – March 2021</p> <p>Mitigation -</p>	<p>High</p> <p>Medium</p> <p>High</p> <p>Medium /High</p> <p>Low</p>

			Unit 1, 2 & 3 partially taught due to Covid 19 restrictions.	
NI CCEA	GCE/A	Professional Business Services	<p>Unit 2 – Centre generated exam paper using adapted CCEA past papers, SAMS and CCEA Assessment Resources (AO1, AO2 & AO3)</p> <p>Unit 3 – Coursework - already completed in full (AO1, AO2 & AO3)</p> <p>Contingency – Earlier assessments will be used as evidence. Online work Completed Jan – March 2021</p> <p>Mitigation - Unit 2 & 3 fully taught but unit 1 not taught due to Covid 19 restrictions.</p>	<p>High</p> <p>Medium</p> <p>Medium/High</p> <p>Low</p>
NI CCEA	GCE/A	Art & Design	<ol style="list-style-type: none"> Unit 1: The Personal and Critical Investigation (AO1, AO2 & AO3) Unit 2: Thematic Outcome (Final Outcome - A04) <p>Contingency: To assess pupils on the AO's covered in Unit 1: The Personal and Critical Investigation. (AO1, AO2 and AO3)</p> <p>Mitigations: In Unit 1, the 'Written Essay' is incomplete but will be used as evidence as recommended by CCEA to demonstrate pupils contextual understanding of Art and Design and will support their practical work. In Unit 2 only A04 will be assessed. A mini outcome will be realised during a timed exam to fulfil requirements of A04.</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>
NI CCEA	GCE/AS	Geography	Unit 1 (AO1, AO2 & AO3):	

			<ul style="list-style-type: none"> Adapted CCEA specimen questions (Theme A & B) 2x CCEA Extended answer questions (Theme C) <p>Unit 2 (AO1, AO2, AO3):</p> <ul style="list-style-type: none"> CCEA Assessment resources (Theme A & C) 1x CCEA Extended answer question (Theme A) <p>Contingency: CDG for AS Geography based on assessments from Unit 1 (Theme A & B) only (covers AO1, AO2 and AO3). This was covered in the first term of 2020-21.</p> <p>Mitigations:</p> <ul style="list-style-type: none"> Unit 3 omitted Assessments from Theme A & B of Unit 1. Tropical Storm essay assessment from Theme C of unit 1 – Major disruption to delivery of these theme due to Covid. Unit 2: Assessments from Themes A & C only. Theme B (Settlement) not covered due to Covid disruption. 	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>High</p>
NI CCEA	GCE/A	Geography	<ol style="list-style-type: none"> Unit 1 Centre Generated Paper: Coasts. AO1,2&3. Unit 1 Centre Generated Paper: Tectonics. AO1,2&3. CCEA Assessment Hnit 1: Coasts and Tectonics. AO1,2&3. <p>CONTINGENCY: Assessment completed in school before Easter OR Mock exam completed in November.</p> <p>MITIGATIONS: Advice from CCEA and the DE was taken so we focused on Unit 1 only (Physical Geography).</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p>
NI CCEA	GCE/AS	History	AS Unit 1, Option 5 - Germany, 1919-1945. (AO1/AO2/AO3).	High.

			<ul style="list-style-type: none"> • CCEA 2018 Past Paper. • CCEA 2019 Past Paper. • CCEA Assessment Materials, 2021. <p>Contingency:</p> <ul style="list-style-type: none"> • Tracking Point 1 Examination. • Assessments completed in class time. <p>Mitigations:</p> <p>Due to the COVID-19 pandemic and subsequent lockdown including school closures, pupils will only be examined on the first Unit of the CCEA AS History course – Option 5, Germany, 1919-1945, (completed December 2020). Unit 2, Option 5 - Russia, 1914-1941, will not be examined.</p>	<p>High. High.</p> <p>High. High.</p>
NI CCEA	GCE/A	History	<p>A2 Unit 1, Option 5, Clash of Ideologies, 1900-2000. (A01).</p> <ul style="list-style-type: none"> • CCEA 2018 Past Paper. • CCEA 2019 Past Paper. • CCEA Assessment Materials, 2021. <p>Contingency:</p> <ul style="list-style-type: none"> • Tracking Point 1 Examination. • Assessments completed in class time. <p>Mitigations:</p> <p>Due to the COVID-19 pandemic and subsequent lockdown including school closures, pupils will only be examined on the first Unit of the CCEA A2 History course – Option 5, Clash of Ideologies, 1900-2000, (completed December 2020). Unit 2, Option 4 - Ireland, 1900-1925, will not be examined.</p>	<p>High. High. High.</p> <p>High. High.</p>
NI CCEA	GCE/AS	Religious Studies	N/a	
NI CCEA	GCE/A	Religious Studies	<ol style="list-style-type: none"> 1. Specimen exam paper Unit 7 x 1 essay question (A01, A02) 2. Specimen exam paper Unit 4 x1 essay question (A01, A02) 	<p>High</p> <p>High</p> <p>High</p>

			3. CCEA resource Unit 7 x 1 essay question (AO1, A02) 4. CCEA resource Unit 4 x1 essay question (AO1, A02) <u>Contingency</u> 5. Timed essay on Unit 7 completed during Remote Learning (AO1, A02) 6. Timed essay on Unit 4 completed during Remote Learning (AO1, A02) <u>Mitigations</u> Only 80% of Units 4 and 7 delivered because of the Covid-19 pandemic therefore the Specimen Paper and CCEA resource for both units have been adapted accordingly. Theme 4 of both units was not delivered	High Medium Medium
NI CCEA	GCE/AS	Government & Politics	1. AS1- The Government and Politics of NI. Past paper questions (2017 and 2019 papers) coupled with contrived sources. (AO1, AO2& A03) 2. AS2- The British Political Process. Past Paper questions (2017 & 2019). Section A only. (AO1) 3. 2021 CCEA Assessment materials. AS1- The government and politics of NI. (AO1, AO2 & AO3) <u>Contingency</u> Timed Past Paper questions (completed in class) Past Paper Questions (completed at home) Past Paper Questions (completed during remote learning). <u>Mitigations</u> AS 2 – Section B omitted. Due to Covid 19 restrictions Judiciary in the UK has not been taught. AS2- Section A- UK Government has not been taught again to covid 19 restrictions.	High High High High Low Low
NI CCEA	GCE/A	Government & Politics	1. Section A- Option B- Comparative Government.	High

			<p>(Compilation of specimen, 2018 questions with amended sources). (AO1, AO2 & AO3)</p> <p>2. Section B- A Comparative Study of the Government and Politics of RoI and the UK. (2018 & 2019 questions). (AO1, AO2 & AO3)</p> <p>3. CCEA 2021 Assessment materials. (AO1, AO2 & AO3).</p> <p><u>Contingency</u></p> <p>Timed past paper questions (completed in class) Mock Paper Past paper Questions (completed during remote learning).</p> <p><u>Mitigations</u></p> <p>A2 2 has been omitted due to Covid 19 restrictions.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High Low</p>
NI CCEA	GCE/AS	English Literature	<p>Unit 2: The Study of Prose Pre 1900</p> <ul style="list-style-type: none"> • CCEA adapted past paper • CCEA assessment materials (AO1, AO2, AO3, AO5) <p><u>Contingency</u></p> <p>Class test Tracking Point 1 Assessment</p> <p><u>Mitigations</u></p> <p>Unit AS1 was omitted from assessment (CCEA)</p>	<p>High High</p>
NI CCEA	GCE/A	English Literature	<p>Unit 2: The Study of Poetry Pre 1900</p> <ul style="list-style-type: none"> • CCEA adapted specimen assessment materials • CCEA adapted past paper 2018 <p>Unit 3: Internal Assessment (AO1, AO2, AO3, AO4, AO5)</p> <p><u>Contingency</u></p> <p>Class test Tracking Point 1 Assessment</p> <p><u>Mitigations</u></p> <p>Unit A2 1 was omitted from assessment (CCEA)</p>	<p>High High High</p>

			Delivery of unit 2 (unseen poetry) was incomplete due to Covid disruption	
NI CCEA	GCE/AS	Life and Health Science	<p>3 Centre generated exam papers using CCEA Assessment resources and/or CCEA past questions and SAMS (Covering AO1, AO2, AO3 for units 2 and 3)</p> <p>CONTINGENCY: Centre generated exam papers using CCEA Assessment resources and/or CCEA past paper questions and SAMS. (AO1, AO2 and AO3)</p> <p>MITIGATIONS: AS unit 1 has been omitted due to Covid 19 restrictions in line with CCEA omissions</p> <p>Delivery of units 2 and 3 was incomplete because of the Covid-19 pandemic therefore the CCEA Assessment resources and/or CCEA past questions and SAMS have been adapted accordingly.</p>	High
NI CCEA	GCE/A	Life and Health Science	<p>3 Centre generated exam papers using CCEA Assessment resources and/or CCEA past papers and SAMS. (covering AO1, AO2, AO3 for units 2 and 3.)</p> <p>CONTINGENCY: Centre generated exam papers using CCEA Assessment resources and/or CCEA past paper questions and SAMS. (AO1, AO2 and AO3)</p> <p>MITIGATIONS: A2 unit 1 has been omitted due to Covid 19 restrictions in line with CCEA omissions</p> <p>Delivery of units 2 and 3 was incomplete because of the Covid-19 pandemic therefore the CCEA</p>	High

			Assessment resources and/or CCEA past questions and SAMS have been adapted accordingly.	
NI CCEA	GCSE	Health & Social Care	<ol style="list-style-type: none"> 1. Unit 1 Mock Examination – adapted CCEA Past Paper Questions [AO1, AO2, AO3] 2. Unit 1 CCEA Assessment material 2021 [AO1, AO2, AO3] 3. Unit 2 Controlled Assessment Part A [AO1, AO2, AO3] <p>Contingency:</p> <ol style="list-style-type: none"> 4. Unit 1 Topic Test [AO1, AO2] <p>Mitigations:</p> <p>Unit 2 Controlled Assessment Task, Part A only to be completed due to specification changes. Due to COVID-19 and lockdown, most candidates were able to complete this before Christmas.</p> <p>Contingency will be used in the absence of sufficient completion of Part A. Should the contingency also be missing then Part A will be utilised regardless of completion.</p>	<p>High</p> <p>High</p> <p>Medium</p> <p>High</p>
NI CCEA	GCSE	Art & Design	<p>Component 1 Part A (AO1, AO2, AO3, AO4)</p> <p>Component 1 Part B adapted unit Theme Play (AO2, AO3)</p> <p>Contingency</p> <p>Assessment of component 1 part A</p> <p>Mitigation</p> <p>Component 2 ESA omitted in line with suggestions on the specification addendum.</p> <p>Component 1 Part B AO4 omitted due to lack of teacher contact during Jan-March lockdown and insufficient time.</p>	<p>Medium</p> <p>Medium</p> <p>Medium</p> <p>Medium</p>

NI CCEA	GCSE	Drama	<p>Scripted Performance Rehearsals (A01, A02)</p> <p>Past Papers (A03, A04) Any 2 from the following papers:</p> <ul style="list-style-type: none"> • CCEA 2019 Past Paper • CCEA SAMS Past Paper • CCEA Assessment Materials 2021 <p>Contingency: Class Tests Classwork Online work</p> <p>Mitigation: Scripted Performance will be marked based on its rehearsal stage due to distance learning meaning limited rehearsal time. Government guidance on mask wearing and social distancing will be considered when assessing facial expressions, proxemics and movement.</p>	<p>High</p> <p>High</p> <p>High Medium Limited</p>
NI CCEA	GCSE	English Language	<p>Unit 1: Writing for Purpose and Audience and Reading to Access Non-Fiction and Media Texts – January 2020 external exam – 46/75 candidates</p> <p>Unit 3: Studying Spoken and Written Language – controlled assessment – tasks 1 and/or 2</p> <p>Unit 4: Personal or Creative Writing and Reading Literary and Non-fiction Texts</p> <ul style="list-style-type: none"> • CCEA past paper 2019 • CCEA Assessment Materials – adapted for selected candidates <p>(A02, A03, A04)</p> <p>Contingency:</p> <ul style="list-style-type: none"> • Class tests • Tracking Point 1 assessment <p>Mitigation: Unit 1 29/75 candidates were unable to avail of a repeat sitting of this exam and preparation time was limited due to Covid disruption</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p>

			Unit 2 (speaking and listening) omitted (CCEA) Unit 3 (controlled assessment tasks 1 + 2) candidates were unable to avail of the opportunity to repeat these tasks and some candidates have an incomplete CA portfolio	
NI CCEA	GCSE	English Literature	Unit 2: The Study of Drama and Poetry <ul style="list-style-type: none"> CCEA legacy questions adapted specimen assessment materials Unit 3: The Study of Shakespeare – controlled assessment (AO1, AO2, AO3, AO4) Contingency: <ul style="list-style-type: none"> Class tests Tracking Point 1 assessment Mitigation: Unit 1 omitted (CCEA) Unit 2 – unable to cover all poems in the Identity anthology/act 2 of Blood Brothers due to Covid disruption	High High
NI CCEA	GCSE	French	AO1 – listening CCEA Assessment 2021 Materials AO3 – Reading CCEA Assessment 2021 Materials AO4 – Writing CCEA Assessment 2021 Materials Contingency – earlier assessments will be used as evidence. Past exam questions online Mock assessment March 2021 Mitigations – As per CCEA guidelines, Speaking unit has been omitted	High High High Medium High
NI CCEA	GCSE	Geography	Unit 2 (AO1, AO2 & AO3): <ul style="list-style-type: none"> Adapted CCEA specimen paper for unit 2 - Themes A, B & C CCEA Assessment materials - Themes A, B & C Adapted CCEA legacy questions – Themes A, B & C Contingency:	High High High

			<p>In the event of attendance issues in Y12 the following assessments will be considered for evidence:</p> <ul style="list-style-type: none"> Y11 End of Year exam for Unit 1 Mock Exam (March 2021) Online assignments <p>Mitigations:</p> <ul style="list-style-type: none"> As per CCEA permission we have decided to omit Units 1 & 3 from the assessment. Due to Covid disruption and consequent lockdowns Theme D: Managing our Environment has been omitted from Unit 2 assessments. Assessments of Themes A, B & C still address all AO objectives for the specification. 	<p>High</p> <p>High</p> <p>Low</p>
NI CCEA	GCSE	Business & Communication Systems	<p>Unit 2 – Centre Generated (Past Paper Questions and CCEA Assessment 2021 Materials) (AO1, AO2 & AO3)</p> <p>Unit 3 – Controlled Assessment (Sections only completed) (AO1, AO2 & AO3)</p> <p>Contingency – Earlier assessments will be used as evidence. Online work Completed Jan – March 2021</p> <p>Mitigation - Unit 2 partially taught and Unit 3 not fully completed due to Covid 19 restrictions.</p>	<p>High</p> <p>High</p> <p>Medium/High</p> <p>Low</p>
NI CCEA	GCSE	History	<p>GCSE History, Unit 1, Option 1 – Germany, 1933-1945. (AO1/AO2/AO3).</p> <ul style="list-style-type: none"> CCEA 2018 Past Paper. CCEA 2019 Past Paper. CCEA Assessment Materials, 2021. <p>Contingency:</p> <ul style="list-style-type: none"> Tracking Point 1 Examination. 	<p>High.</p> <p>High.</p> <p>High.</p> <p>High.</p>

			<ul style="list-style-type: none"> Assessments completed in class time. <p>Mitigations: Due to the COVID-19 pandemic and subsequent lockdown including school closures, pupils will only be examined on the first Unit of the CCEA GCSE History course – Unit 1, Germany, 1933-1945, (completed December 2020). Unit 2, Changing Relations, Northern Ireland and its Neighbours, 1932-1949, will not be examined.</p>	High.
NI CCEA	GCSE	Child Development	<ol style="list-style-type: none"> Unit 2 Mock Examination – adapted CCEA Past Paper Questions [AO1, AO2, AO3] Unit 2 CCEA Assessment material 2021 – adapted with CCEA Past Paper & Legacy Past Paper Questions to suit candidates [AO1, AO2, AO3] Unit 1 Winter Examination – adapted CCEA Past Paper Questions (assessed content covered up to Dec 2019) [AO1, AO2] <p>Contingency:</p> <ol style="list-style-type: none"> Unit 1 Topic Test (Family & Parental Responsibilities) - adapted CCEA Past Paper Questions [AO1, AO2] Unit 3 Controlled Assessment Tasks A&B [AO1, AO2, AO3] <p>Mitigations: Unit 1 fully taught but had been omitted. Unit 2 content not completely covered – content taught up to and including special needs. This was due to COVID-19 and lockdown. Controlled Assessment tasks incomplete, majority of pupils completed Tasks A&B.</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p> <p>Medium</p>

NI CCEA	GCSE	Hospitality	<ol style="list-style-type: none"> Unit 1 Mock Examination – adapted CCEA Past Paper Questions [AO1, AO2, AO3] Unit 1 CCEA Assessment material 2021 [AO1, AO2, AO3] Unit 3 Controlled Assessment Task 1 [AO1, AO2, AO3] <p>Contingency:</p> <ol style="list-style-type: none"> Unit 2 Topic Test (Customers in Hospitality)– adapted CCEA Past Paper Questions [AO1, AO2] <p>Mitigations: Due to COVID-19 and lockdown, only Task 1 of Controlled Assessment completed. Contingency will be used in the absence of sufficient completion of Task 1. It was completed before omission of Unit 2.</p>	<p>High</p> <p>High</p> <p>Medium</p> <p>High</p>
NI CCEA	GCSE	Digital Technology	<p>Unit 2 – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3)</p> <p>Unit 2 – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3)</p> <p>Unit 2 – Adapted CCEA Assessment 2021 Materials (AO1, AO2 & AO3)</p> <p>Contingency – Earlier assessments will be used as evidence. Online work Completed Jan – March 2021</p> <p>Mitigation - Unit 2 partially taught due to Covid 19 restrictions. Unit 3 – only started and not completed due to Covid 19 restrictions.</p>	<p>High</p> <p>High</p> <p>High</p> <p>Medium/High</p> <p>Low</p>
NI CCEA	GCSE	Mathematics	<p>Modules 2,3,4,5,6,7,8. Adapted Past Paper Questions and Specimen Assessment Materials from CCEA.</p>	<p>High</p> <p>High</p>

			<p>Adapted CCEA Assessment Resource for 2021 (2 modules per pupil). Covering AO1, AO2 and AO3.</p> <p>Contingency: Class test results – CCEA past paper questions. Topic Tests On line work</p> <p>Mitigation Not all topics from each module have been taught. M8 module in particular.</p>	<p>High</p> <p>High</p> <p>Medium</p>
NI CCEA	GCSE	Learning for Life and Work	<p>Unit 1 – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3)</p> <p>Unit 2 – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3)</p> <p>Unit 1/2 – Adapted CCEA Assessment 2021 Materials (AO1, AO2 & AO3)</p> <p>Contingency: Mock exam from December –(All AOs covered).</p> <p>Mitigations: Unit 3 cannot be incorporated into assessment due to COVID-19 restrictions Topics were not fully taught</p>	<p>High</p> <p>High</p> <p>High</p>
NI CCEA	GCSE	Physical Education	<p>Component 1 : CCEA Assessment Resource - (AO1, AO2 & AO3)</p> <p>Centre Generated Assessment: Adapted Past Paper Questions) - (AO1, AO2 & AO3)</p> <p>Component 3(a) Centre Generated Assessment: Practical Activities - (AO4 (i))</p> <p>Component 3(b) Centre Generated Assessment: Analysis of Performance - (AO4 (ii))</p>	<p>High</p> <p>High</p> <p>High</p> <p>High</p>
NI CCEA	GCSE	Religious Studies (Short Course)	Introduction to Christian Ethics (GRE61)	High

			<p>Adapted CCEA Assessment Resource for 2021 Past Paper Questions 2017 - (Ao1-3)</p> <p>Mitigation due to Covid 19 Pandemic not all topics in unit have been taught and assessments have been adapted accordingly. Contingency – earlier assessments will be used as evidence if further disruption is caused.</p>	High
NI CCEA	GCSE	Religious Studies (Full Course)	<p>Introduction to Christian Ethics (GRE61) Adapted CCEA Assessment Resource for 2021 Past Paper Questions - (Ao1-3) An Introduction to Philosophy of Religion (GRE71) CCEA Assessment Resource for 2021</p> <p>Mitigation due to Covid 19 Pandemic not all topics in unit have been taught and assessments have been adapted accordingly. Contingency – earlier assessments will be used as evidence if further disruption is caused.</p>	<p>High</p> <p>High</p> <p>High</p>
NI CCEA	GCSE	DA Science	<p>Unit 1 modular results (2 of B1/C1/P1) (AO1, AO2 and AO3) Unit 2s – 2 Centre generated exam papers using CCEA Assessment resources and/or CCEA past paper questions and SAMS. (AO1, AO2 and AO3)</p> <p>CONTINGENCY: Centre generated exam papers using CCEA Assessment resources and/or CCEA past paper questions and SAMS. (AO1, AO2 and AO3)</p> <p>MITIGATIONS: Unit 7 – no practical work has been carried out within Double Award Science class since March 2020 so there is no suitable evidence of Unit 7.</p>	<p>High</p> <p>High</p>

			Delivery of B2, C2 and P2 units was incomplete because of the Covid-19 pandemic therefore the CCEA Assessment resources and/or CCEA past questions and SAMS have been adapted accordingly.	
NI CCEA	GCSE	SA Science	<p>GCSE modules results - Unit 1 and 2 (AO1,AO2,AO3)</p> <p>Centre generated exam paper/s using CCEA Assessment resources and/or CCEA past questions. (AO1, AO2 and AO3)</p> <p>CONTINGENCY: Centre generated exam papers using CCEA Assessment resources and/or CCEA past paper questions and SAMS. (AO1, AO2 and AO3)</p> <p>Mock examination for missed module. (AO1, AO2 and AO3)</p> <p>MITIGATIONS: Unit 4 has been omitted due to Covid 19 restrictions in line with CCEA guidance.</p> <p>Delivery of the physics unit was incomplete because of the Covid-19 pandemic therefore the CCEA Assessment resources and/or CCEA past questions and SAMS have been adapted accordingly.</p>	<p>High</p> <p>High</p>
NI CCEA	GCSE	Technology & Design	<p>Unit 2 (option C Product Design) – Centre Generated (Adapted Past Paper Questions) (AO1, AO2 & AO3)</p> <p>Unit 3 – Coursework - sections already completed only (AO1, AO2 & AO3)</p> <p>Unit 2 (option C Product Design)– Adapted CCEA Assessment 2021 Materials (AO1, AO2 & AO3)</p> <p>Contingency – earlier assessments will be used as evidence. Mock Design questions</p>	<p>High</p> <p>Medium</p> <p>High</p> <p>High Low</p>

			<p>Past exam questions online</p> <p>Mitigation due to Covid 19 Pandemic not all topics have been taught but all the CCEA Assessment content has been covered. Coursework :- is incomplete with no practical (or model) manufactured design portfolio will be submitted as currently stands.</p>	
NI CCEA	COA	Preparation for Adult Life	<p>Portfolio Task 1</p> <p>Portfolio Task 2</p> <p>Portfolio Task 3</p>	High
NI CCEA	COA L1	OLA French 3	<p>Centre produced assessment</p> <p>Contingency – earlier assessments will be used as evidence. Past exam questions online Mock assessment March 2021</p> <p>Mitigations – As per CCEA guidelines, Speaking unit has been omitted</p>	<p>High</p> <p>High</p>
NI CCEA	EL 2	OLA French 1	<p>Centre produced assessment</p> <p>Contingency – earlier assessments will be used as evidence. Past exam questions online Mock assessment March 2021</p> <p>Mitigations – As per CCEA guidelines, Speaking unit has been omitted</p>	<p>High</p> <p>High</p>
NICCEA	EL 3	OLA French 2	<p>Centre produced assessment</p> <p>Contingency – earlier assessments will be used as evidence. Past exam questions online Mock assessment March 2021</p> <p>Mitigations – As per CCEA guidelines, Speaking unit has been omitted</p>	<p>High</p> <p>High</p>
NI CCEA	EL 2	OLA Spanish 1	Centre produced assessment	High

			<p>Contingency – earlier assessments will be used as evidence. Past exam questions online Mock assessment March 2021</p> <p>Mitigations – As per CCEA guidelines, Speaking unit has been omitted</p>	High
--	--	--	--	------

Appendix 2 – Centre Determined Grades Summer 2021 – Internal Appeals Procedure

The Centre Determined Grades Summer 2021 – Internal Appeals Procedure is available to permit candidates recourse in relation to the production of a Centre Determined Grade. It is available for staff, candidates and parents on the school's website at: www.omagghighschool.org.uk

Appeals Procedure for Candidates

In the event that an individual candidate disagrees with a Centred Determined Grade decision, they are entitled to appeal against it using the procedure outlined below. The aim is to process the appeal in line with the awarding body's requirements and to resolve the issue as soon as is reasonably practical after it has been raised.

Stage 1

- ❑ If a candidate does not agree with a Centred Determined Grade decision, they should submit an appeal in writing to the Head of Department, setting out the grounds upon which they disagree with the Centred Determined Grade decision within 7 working days of receipt of result.
- ❑ The Head of Department, in consultation with the subject teacher, should review all relevant documentation including the appeal, the assessment evidence, the assessment decision and course specifications and provide clear written feedback to the candidate about the rationale for the Centred Determined Grade decision.
- ❑ The Head of Department should reply in writing within 7 working days of receiving the written appeal stating the outcome and recourse procedure of this stage of the appeal.

Stage 2

- ❑ If the candidate is still dissatisfied at this stage, the candidate may submit a written request to the Principal to review the decision of the Head of Department within 7 working days of receipt of the Stage 1 appeal outcome. In this instance, the Principal will review all the documentation and meet with those involved to discuss the issue at the earliest opportunity.
- ❑ The Principal should reply in writing within 7 working days of receiving the written appeal stating the outcome and recourse procedure of this stage of the appeal.

Stage 3

- ❑ If the candidate is still dissatisfied at this stage, the candidate may begin an external appeals procedure by informing the Examinations/Assistant Examinations Officer.
- ❑ In this instance, the Examinations/Assistant Examinations Officer will lodge the external appeal with the appropriate awarding body at the earliest opportunity.
- ❑ The Assistant Examination should keep the candidate informed of the progress of this stage of the appeal and its outcome when available.
- ❑ The outcome at Stage 3 is the final stage of the school's internal appeals policy. Should a candidate wish to pursue the matter further, please refer to the school's Complaints Policy available on the school's website at: www.omagghighschool.org.uk

Appeals will be subject to specific charges in line with our Charges and Remissions Policy.