

Ysgol Uwchradd Y Frenhines Elisabeth

Queen Elizabeth High School



Moving Forward Together

***Centre Determined Grades Policy
(CDG) Summer 2021 alternative
arrangements***

Date established by Governing Body: 10th March 2021

Curriculum, Staffing & Pastoral Committee

Responsible Person—Miss Bethan Jones

Designated role – Assistant Headteacher

Chair of Governors signature – *Helen Starkey*

Date – 10th March 2021

Review Date – Spring Term 2024

Policy Version Control

Version	Date	Page	Section	Reason for review	Summary of amendment	Chair of Governor's signature

Centre Determined Grades policy on assessment and quality assurance processes for the Summer 2021 alternative arrangements

Centre Name: Queen Elizabeth High School	Centre Number: 68221
Policy adopted by Governing Body on: 10-3-2021	Policy issued to staff on: 11-3-2021
Member of staff responsible for the policy: Bethan Jones/Gareth Roberts	

Statement of Intent

The purpose of this Centre Policy is:

- to ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- to ensure the operation of effective processes with clear guidelines and support for staff
- to ensure that all staff involved in the processes clearly understand their roles and responsibilities
- to support teachers to take evidence-based decisions in line with Qualification Wales requirements
- to achieve a high standard of internal quality assurance in the allocation of CDGs
- to ensure the centre meets its obligations in relation to equality and disability legislation
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement the policy.

1. Roles and responsibilities

The Chair of Governors will seek approval of this policy from the full Governing Body.

Teachers

- Teachers are responsible for setting and marking assessed pieces of work in line with exam board mark schemes.
- Teachers are responsible for following mark schemes to ensure consistency of marking.
- Teachers are responsible for tracking their own class assessments and storing evidence to support the grades awarded.
- Teachers are responsible for sharing their tracking data and grades to the SL/LM.
- Teachers are responsible for making their own class entries into SIMS by 8/03/21 .
- Teachers are responsible for reading all documentation shared by SLT in relation to qualifications 2021 .
- Teachers are responsible for ensuring that access arrangements are provided for pupils eligible during assessments.
- Teachers are responsible for reading the declaration and ensuring that they do follow the points outlined (Appendix 1)

Standard Leaders/Line managers

- SL/LM are responsible for ensuring subject moderation of assessed pieces of work takes place across the subject area.
- SL/LM are responsible for moderating grades across the subject area and take responsibility for overseeing the rank order of pupils.
- SL/LM are responsible to oversee entries for their subject areas.

- SL/LM are responsible for sharing their subject area data with their SLT link.
- SL/LM are responsible for signing the declaration on behalf of the department (Appendix 1)

Exams officer

- Exams officer is responsible for making tracking sheets for entries on SIMS 08/03/21.
- Exams officer is responsible for making exam entries to exam board by 17/02/21.
- Exams officer is responsible for ensuring moderated papers are ordered for courses we offer.
- Exams officer is responsible for making tracking sheets on SIMS for input of CAGs 22/03/21.
- Exams officer must liaise with SLT over specific deadlines and updates.

Senior Management

- SLT are responsible for overseeing CAGs and rank orders within the departments they line manage.
- SLT are responsible for conducting moderation meetings to gather evidence and data from assessments across the school.
- SLT are responsible for ensuring special considerations are applied to pupils across all subject areas in line with "A guide to the special consideration process General and Vocational qualifications. With effect from 1 September 2019" Joint Council for Qualifications (2019). (Appendix 3)
- SLT are responsible for over-seeing the appeals process outlined in point 7 of the document.
- SLT are responsible for sharing deadlines and key information to members of staff in relation to qualifications 2021.
- SLT are responsible for inputting grades into the secure site after the moderation process.

Headteacher

- The headteacher is responsible for over-seeing that all staff follow the guidelines outlined in the policy.
- The headteacher is responsible for signing off all grades submitted to the WJEC as Head of Centre.

2. Subject assessment plans

- Each subject will generate a subject assessment plan that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the dates of proposed assessments and the assessment methodology. It will also include the level of control and the quality assurance arrangements to ensure a consistent, fair and valid assessment process. Subject assessment plans are to be discussed with all the staff within a subject area.
- Each subject assessment plan will also outline how access arrangements and matters relating to equality will be addressed. Training requirements will also be indicated in the subject plan. (please refer to Appendix 4)
- Heads of Department will specify within the subject assessment plan, which assessments they will use and how the outcomes will be quality assured. Quality assurance will take place within departments, across departments and at a leadership level.
- Subject assessment plans are to be completed by SL/LM and shared with SLT by 25/03/21 (Appendix 2)
- Subject assessment plans will be quality assured collaboratively across the Senior Leadership Team.

In determining a grade, the following types of evidence can be used in each qualification:

Adapted past paper questions.

- The centre will make full use of WJEC adapted past papers when setting tasks to help determine a grade for each qualification. Adapted past papers have already been externally quality assured; are fully supported by mark schemes; and are familiar to both learners and staff.
- Teachers will ensure that these past papers are incorporated appropriately into their teaching and learning in replacement of other activities undertaken in lessons.

Non-examination Assessment (NEA)

- NEA (or more familiarly known as 'coursework') currently exists in many qualifications. Teachers will use the performance of learners in this element to help contribute towards the determination of a grade. However, teachers will need to consider the weighting of this element to ensure that the grade awarded accurately reflects the overall standard.
- A subject area may have only partially completed an NEA activity. This will not prevent its use in determining a grade.

Other contributing evidence

- a) Previously completed WJEC past papers: Teachers may use evidence from previously completed WJEC past papers which have been externally quality assured and published with an approved mark scheme and completed under appropriately controlled conditions.
- b) Assessments undertaken prior to the publication of the agreed WJEC approach – This type of evidence, for example mock examinations, may be used to confirm a judgement but not necessarily to determine a judgement. The reason for this is that at the time of completion, learners would not have been aware that this piece of work would be required for determining their grade. This is designed to ensure fairness and equity for all learners.
- The number of pieces of evidence required to determine a grade will vary for each qualification.
- Teachers will ensure that there is sufficient opportunity for learners to provide clear evidence to demonstrate competency against the key themes of a qualification. Such key themes are documented in the WJEC subject frameworks.
- Subject areas that decide to create their own assessment must consult the Senior Leadership Team in the first instance, having read the WJEC Centre Assessment Creation Guide.
- Subject staff will also need to evidence that appropriate WJEC online training has been completed.
- The evidence generated will not be completed in the form of an examination i.e. in the Hall with external invigilators.

3. Centre devised assessments

- If a subject area decides to use a centre devised assessment they should first discuss the implications of doing so and outline their plans with the Senior Leadership Team for approval. Activities **MUST** meet all of the assessment criteria and make careful reference to the WJECs Centre Assessment Creation Guide.
- Teaching staff should also indicate their attendance at WJEC online training sessions.
- Staff are guided to use the WJEC adapted assessment materials where possible.

4. Assessment and delivery March-May 2021

- Assessments provided by the WJEC between March and May will be used in all subject areas. Subject assessment plans will outline the assessments each subject has decided to use (Appendix 2)
- The assessments will be marked using the WJEC mark schemes and moderated across departments/subject areas by 10/05/21
- In addition to the assessments between March and May all internal and external assessments conducted over the period of study will be used to calculate a centre determined grade. Assessment weeks for KS4 and KS5 have taken place during the Autumn term 2020. Assessments used during assessment weeks were based on WJEC past papers and mark schemes were used to assess and moderate the work.
- Assessments will be material provided by WJEC. Teachers will decide based on their framework which material they would like to use.
- These assessments will only make up **ONE** piece of evidence. All other evidence collected over the period of study should be used to create the CDG.
- Assessments will take place in class with the teacher.
- Assessments can be done over a series of lessons depending on the length of the exam. Teachers will be expected to break the paper down and give sections each lesson.
- Assessments will be 30 minutes in length to ensure pupils with extra time (access arrangements) will be able to access this during the lesson.
- Material will be adapted to suit the coverage within the specific subject area.
- Teacher will not share with the pupils what material/past paper they will sit during the assessments.
- Assessments will need to be marked in line with the mark schemes.
- Moderation of the marking will need to be done by the subject leader if there is more than one teacher/class to ensure consistency in marking.
- Assessments will need to be marked by 10/05/21

5. Quality assurance of assessment and grading decisions

- The school will undertake quality assurance processes, within subjects and across subjects, to ensure the grades determined are valid, reliable, equitable and fair, while seeking to avoid discrimination. The school will ensure training is provided to all staff to support this.
- SL/LM will need to conduct subject moderation by the 14/05/21.
- Internal moderation processes are designed to verify standards and seek to ensure fairness and equity for all students. The school will apply the following approach to the assessment of evidence:
Teachers will assess the students' work in red pen, using WJEC mark schemes to support the accurate award of grades. Moderation activities, to establish standardised approaches to assessments will take place, once the evidence has been submitted.
Subject leaders will ensure that the sample of work to be moderated covers the full spectrum of grades and all teachers who have assessed work;
Moderation activities may involve a number of teachers. Therefore, where a piece of evidence is moderated, additional comments by a separate member of staff will be made in green pen;
Subject Leaders will review any discrepancies, with comments.
At all stages, appropriate forms (either provided by WJEC or school developed) will be retained as evidence to support the final determined grade.
- No one member of staff will be able to both assess and verify the evidence of a student. In departments where teachers work in isolation, the school will provide an opportunity for evidence to be moderated, through another centre.
- Any staff who have a conflict of interest (eg. Teacher who is relative or known to a student), will need to be declared, and suitable mitigation in place to ensure the process is not compromised. This teacher will not be allowed to assess or moderate the subject. This will need to be done by other teachers in the department to ensure a fair and consistent approach. Declarations will be signed by the teacher with the conflict of interest.
- The school will ensure that the work of all staff who assess evidence is moderated, as part of internal quality assurance. Where an examination cohort size is lower than 20 then the whole cohort will be moderated. For larger samples, the school will ensure that evidence is considered from a range of student profiles, from more able students to those with additional learning needs; and those students with protected characteristics. All work sampled will be marked anonymously to mitigate the risk of conscious and/or unconscious bias.
- The school will share and review its processes of determining grades with other examination centres to ensure standardisation. This may also involve the school's regional consortia challenge advisor to provide a further degree of objectivity. This layer of quality assurance does not form part of WJEC or Qualifications Wales' regulatory framework. However, it is designed to ensure the process applied is valid, reliable and fair.
- There will be no external moderation of Centre Determined Grades. However, grades submitted to WJEC may be reviewed and investigated where performance profiles are atypical.
- SL/LM will need to oversee CDG awarding and rank order with their departments and SLT link by 19/05/21
- SL/LM and teachers will need to submit CDG data and rank order into SIMS by 21/05/21
- SLT will conduct moderation meetings with between 24/05/21 and 11/06/21. Minutes will be taken during every meeting (Appendix 5)
- During moderation meeting SL/LM will sign the declaration (Appendix 1)
- During moderation meetings SL/LM will need to provide evidence to support the CDGs and rank order awarded.
- SLT will store and file the minutes, data and evidence collected during the meeting for the appeals process.
- All evidence collated will be stored in secure locked files/cabinets for safe keeping.
- Grades awarded are based on pupil attainment based on all the data we hold on pupils including external examinations, internal assessments, and professional teacher judgements.

- Grades will be inputted into the secure site by SLT after the moderation process. This will be done in teams of 2 and checked/reviewed by a third member of SLT by 02/07/21

6. Learner and parents/carers communication

The involvement of learners and parents with clear and transparent communication will be at the heart of the schools approach.

Learners and parents will be provided with a copy of the centre assessment plan. This document will include:

- An overview of the Centre Determined Grade process
- An indication of when assessments will be completed
- What information will be considered by subject teachers when determining their Centre Determined Grades.
- How access arrangements and special consideration will be met
- How evidence will be recorded
- Details of internal and external moderation processes
- An outline of the appeals process

We will ensure that learners are also informed of:

- Subject assessment dates
- Topics that will be covered in each assessment.
- The need to ensure that all work completed in assessment activities is their own and that if this is not the case then this would be considered malpractice.
- Their right to their usual 'access arrangements' if appropriate.

It is anticipated that learners will be informed of their Provisional Centre Determined Grade in June 2021.

7. Reasonable adjustments and mitigating circumstances (special consideration)

This section gives details of our approach to access arrangements and mitigating circumstances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements. This will be in line with guidance (Appendix 2)
- We will record, as part of the Assessment Record (Appendix 2), how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

8. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- *Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.*

9. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- All staff involved in awarding CDGs have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

10. Authenticating evidence/ Learners from home

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms, which will include all assessed task will be done under teacher supervision. If there's an external tutor the tutor will not mark the assessed tasks it must be submitted to the school for marking and moderation purposes. Pupils that cannot attend school will do their assessments on a live link supervised by a member of school staff. The assessment will be photographed at the end to ensure no changes can be made and a declaration will be signed by pupil and parents. These measures will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations [LINK] to support these determinations of authenticity.

11. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.

- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

12. Internal reviews and complaints

All learners will be informed of their right to request a review of their grade once provisional grades are issued on 13/06/21.

There are three stages to the centre review and appeals process in summer 2021.

Stage 1 (Pre-results) centre review stage – The school will share provisional Centre Determined Grades with learners together with the information recorded on the Learner Decision Making Record. The record will include information on the assessments and outcomes that contributed to the grade, special consideration and access arrangements, if applicable. Learners will be given the opportunity to ask the school to review their provisional grades and check for any errors before the grades are submitted to WJEC. A review may be requested on the grounds of judgement and/or an error having been made. This process will be similar to the process required in a normal year when a learner can appeal their Non-Examination Assessment (NEA) mark at a centre level before marks are submitted to WJEC. The learner must clearly outline the grounds for their request for a school review. The school will investigate and provide the learner with a response including the reason for the decision to uphold or not to uphold the learner's case. Any errors identified will be corrected and recorded prior to the submission of grades to WJEC. The identification of an error may not necessarily lead to a change in grade. A form for learners to request a review and for the centre to record the decision will be provided. The Centre Determined Grade is provisional until qualification grades are issued by WJEC on results days.

Stage 2 (Post results) appeal to WJEC – After results day in August, a learner can ask their centre to submit an appeal to WJEC on the grounds that the grade judgement that their centre has made is unreasonable and/or an error has been made. The learner must clearly outline the grounds for their appeal. WJEC will conduct a review of the centre's decision and if an error is found will correct the error. The correction of an error may not necessarily lead to a change in grade.

Stage 3 (Post results) appeal to Qualifications Wales – Following completion of the Stage 2 appeal, a request for an Exam Procedures Review Service (EPRS) review can be made to Qualifications Wales to check whether WJEC has followed its procedures correctly.

See Appendix 4

13. Private Candidates

Occasionally, the school has a very small number of students who sit examinations as private candidates. These individuals attend unseen examinations, which are assessed by the examination board. Staff at the school are

unlikely to be able to authenticate the work of private candidates. Therefore, unless the school is able to authenticate the work of a private candidate the school will not accept a private candidate.

Private candidates should use the WJEC website to locate centres that accept private candidates and/or apply to the local authority for arrangements to undertake assessments in summer 2021.

14. Professional Learning and Support

Working with Welsh Government, Qualifications Wales and WJEC, the school will ensure that appropriate training is provided to staff at all levels in order to ensure that the assessment plan, and associated processes, are implemented fully.

In addition to providing training on the assessment plan and associated actions for staff at all levels, the school will revise its existing training programme to help manage staff workload. Specific training on avoiding unconscious bias when assessing work will be provided for all staff involved in the marking of evidence.

Identified staff will also attend specific training on equalities issues, including public sector duties; managing conscious and unconscious bias; data processing and data protection, with particular reference to fair processing notices.

15. GDPR

All candidates should be aware that the school is required to share personal pupil data with the awarding bodies to process examination entries and for the general administration of examinations. Access to this information is strictly controlled but may be shared with other education partners where appropriate (e.g. Local Authorities and Welsh Government). This is exercised under Article 6 of GDPR. The school and/or awarding bodies do not share data with organisations involved in direct marketing or similar activities. The school's privacy statements are available from the school website.

Candidates have a range of rights including the right of access to the data held at school level and at individual awarding bodies. However, the school and/or awarding body reserve the right to charge an administration fee for providing details following a request from a candidate.

Appendix 1



Declaration form: Data and Entries 2021

Subject: _____

Level/Code: _____

We can confirm that the data provided is a true reflection of pupil attainment based on all the data we hold on pupils including external examinations, internal assessments, and our professional teacher judgements.

The grades and rank orderings are confidential and have not been shared with students, parents/guardians, or anyone else outside the centre.

We can confirm there has been no conflicts of interest during this process of data collection. We can confirm that the Centre Determined Grades and rank orders submitted are a fair and true reflection of the grades that candidates would have been most likely to achieve if they had sat their examinations as planned.

We can confirm we have not been put under external pressure from a candidate or their parent/guardian to influence the decision-making on a grade or rank order.

Head of Department:

Print Name: _____ Signature: _____

Date: _____

Teacher:

Print Name: _____ Signature: _____

Date: _____

Head of Centre:

Print Name: _____ Signature: _____

Date: _____



Assessment plan/ Assessment Criteria 2021

Subject:
Level:
Teacher Responsible:

What topics and units have you covered during the period of study?

What assessments and evidence do you currently have to support Centre Determined Grades (e.g. assessment week 1 data, mock exam Nov)?

- April/May WJEC assessments

What assessments do you plan on giving the pupils between March-May 2021?

Head of department signature: _____

Date: _____

Appendix 3



Special Considerations and Special Adaptations: Exams COVID 19

This document is based on “A guide to the special consideration process General and Vocational qualifications. With effect from 1 September 2019” Joint Council for Qualifications (2019).

Grades awarded are based on pupil attainment based on all the data we hold on pupils including external examinations, internal assessments and our professional teacher judgements.

Special considerations do not apply to pupils with Special Adaptations (ALN). These pupils' adaptations are their usual way of working and should have been applied by the school on every internal assessment. Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the **time of the assessment**, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special Considerations should be considered over the period of study, as assessment data we hold on pupils builds to inform their predicted grades. Special considerations document states that it will apply at time of assessment, to ensure fairness we would need to apply this to the whole period of study.

Special consideration must be applied for following a specific examination series.

Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control. These include:

- 2.1.1 temporary illness or accident/injury at the time of the assessment;
- 2.1.2 bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible);
- 2.1.3 domestic crisis arising at the time of the assessment;
- 2.1.4 serious disturbance during an examination, particularly where recorded material is being used;
- 2.1.5 accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper or CD, failure of practical equipment, failure of materials to arrive on time;
- 2.1.6 participation in sporting events, training camps or other events at an international level at the time of the assessment, e.g. representing their country at an international level in football or hockey;
- 2.1.7 failure by the centre to implement previously approved access arrangements for that specific examination series.

Candidates will NOT be eligible for special consideration if preparation for or performance in the examination is affected by:

- 2.3.1 long term illness or other difficulties during the course affecting revision time, unless the illness or circumstances manifest themselves at the time of the assessment;
- 2.3.2 bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are on-going implications such as an inquest or court case;

- 2.3.3 domestic inconvenience, such as moving house, lack of facilities, taking holidays (including school/exchange visits and field trips) at the time of the assessment;
- 2.3.4 minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing;
- 2.3.5 the consequences of committing a crime, where formally charged or found guilty; (However, a retrospective application for special consideration may be considered where the charge is later dropped or the candidate is found not guilty.)
- 2.3.6 the consequences of taking alcohol or recreational drugs;
- 2.3.7 the consequences of disobeying the centre's internal regulations;
- 2.3.8 the failure of the centre to prepare candidates properly for the examination for whatever reason;
- 2.3.9 staff shortages, building work or lack of facilities;
- 2.3.10 misreading the timetable and/or failing to attend at the right time and in the right place;
- 2.3.11 misreading the instructions of the question paper and answering the wrong questions;
- 2.3.12 making personal arrangements such as a wedding or holiday arrangements which conflict with the examination timetable;
- 2.3.13 submitting no coursework or non-examination assessment at all, unless coursework or non-examination assessment is scheduled for a restricted period of time, rather than during the course;
- 2.3.14 missing all examinations and internally assessed components/units;
- 2.3.15 failure to cover the course as a consequence of joining the class part way through;
- 2.3.16 a disability or learning difficulties (diagnosed or undiagnosed) unless illness affects the candidate at the time of the assessment or where the disability exacerbates what would otherwise be a minor issue - (difficulties over and above those that previously approved access arrangements would have alleviated);
- 2.3.17 failure by the centre to process access arrangements by the published deadline.

	Percentage increase.
2.1.1 temporary illness or accident/injury at the time of the assessment;- Key assessments missed 2.1.2 bereavement at the time of the assessment - Immediate family member parent or sibling 2.1.3 domestic crisis arising at the time of the assessment;-very serious and disruptive crisis/incident at or near the time of the examination. <ul style="list-style-type: none"> • terminal illness of the candidate; • terminal illness of a parent/carer; 	5%
2.1.3 domestic crisis arising at the time of the assessment;- serious crisis/incident at the time of the examination. <ul style="list-style-type: none"> • life-threatening illness of candidate or member of immediate family; • major surgery at or near the time of the examination; • severe disease; 	4%

<ul style="list-style-type: none"> • severe or permanent bodily injury occurring at the time of the examination; 	
<p>2.1.1 temporary illness or accident/injury at the time of the assessment;- Assessments attended but effected</p> <p>2.1.2 bereavement at the time of the assessment- close friend or distant relative</p> <ul style="list-style-type: none"> • recent illness of a more serious nature; • flare-up of a severe congenital/medical condition or a psychological condition; • broken limbs; • organ disease; • physical assault trauma before an examination; • recent crisis/incident; • witnessing a distressing event on the day of the examination involved. 	3%
<ul style="list-style-type: none"> • illness at the time of the examination; • broken limb on the mend; • concussion; • effects of pregnancy (not pregnancy per se); • extreme distress on the day of an examination; (not simply exam related stress) 	2%
<p>2.1.6 participation in sporting events, training camps or other events at an international level at the time of the assessment, e.g. representing their country at an international level in football or hockey;</p> <ul style="list-style-type: none"> • stress or anxiety for which medication has been prescribed; • hay fever on the day of an examination; • minor upset arising from administrative problems. 	1%

Reference

Joint Council for Qualifications (2019)A guide to the special consideration process General and Vocational qualifications. With effect from 1 September 2019

Appendix 4



Queen Elizabeth High School



Appeals Form 2021

Due to the circumstances of this year, an exceptional appeals process has been developed for summer exams 2021. Please see Queen Elizabeth High Schools internal appeals procedure on arrangements and decisions for submitting or not submitting appeals.

Appeals cannot be made on the grounds that a learner disagrees with their centre assessment grade and/or position in the rank order

Candidate Name:		Exam Number:
Subject:	Level:	Grade:

Centre assessed grades, rank order and additional results information provided by the awarding body, will be checked and clarified prior to any decision to submit an appeal.

Review Accuracy of Data Submitted				Proceed to Appeal Yes/No
Centre Grade	Centre Rank Order correct?	Grade Submitted	Rank Submitted correct?	

If there is no ground of appeal explain why?

Proceed to Appeal

An appeal may result in a grade moving down, up or staying the same. The original grade cannot be reinstated in any circumstances, even if the application was made in error. Signing this form is your written consent to proceed to appeal.

Grounds of Appeal

An application for an appeal may be submitted on one or more of the following grounds:

The school or college made an administrative error in the centre assessment grades or rank order information submitted.	
Exceptional circumstances in which using the dataset specified by the school' might be the wrong data	
The school used an incorrect data set for the purposes of statistical standardisation or introduced an error into the data set	

Head of Centre Signature _____ Date: _____
Authorisation

Appendix 5



Proforma: Evaluation and Justification of Data 2021

Subject:

Level:

Staff Member:

	<u>2016/2017</u>	<u>2017/2018</u>	<u>2018/2019</u>	<u>2019/2020</u>	<u>2020/2021</u>
<u>A*-A</u>	43	37	43	66.7	
<u>A*-C</u>	86	84	87	100	
<u>A*-E</u>	100	100	96	100	

Looking at the trends in your data can you justify any differences (higher or lower) percentage to the average pass rate.

What evidence have you got to support your data?

Looking at individuals in your data set are there any anomalies. Please justify with evidence how you have come to this judgement.