

# Parkhall Integrated College



**Parkhall**  
Integrated  
College

## **Centre-determined Grades Policy**

April 2021

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Adopted by Board of Governors on Wednesday 21 April 2021

Issued to staff on: Thursday 22 April 2021

Responsible: Mr G Beattie, Mr P Connolly, Mrs L McKibbin, Mr I Cunningham, Mrs J Davidson Brown, Mr P Harbinson, Mr G Martin, Mr A Cunningham

## Statement of Intent

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, by Formal Direction of the Minister dated 2 March 2021, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. This policy which applies to GCSE, AS and A level qualifications offered by CCEA awarding organisation, is intended to support teachers and school leaders in submitting appropriate Centre-determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations

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 JCQ 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 Parkhall Integrated College policies.

<https://ceea.org.uk/document/7988>

<https://ceea.org.uk/document/7991>

<https://www.jcq.org.uk/wp-content/uploads/2020/08/A-guide-to-the-spec-con-process-202021-Website-version.pdf>

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

<http://parkhallintegratedcollege.org/assets/documents/policies/Examinations.pdf>

<http://parkhallintegratedcollege.org/assets/documents/policies/Controlled-Assessment.pdf>

<http://parkhallintegratedcollege.org/assets/documents/policies/Special-Education-Needs-and-Inclusion.pdf>

## Process Overview

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

### Parkhall Integrated College Internal Deadlines in 5 Step Process

Step and Indicative Timeframe	Activity	Personnel	Internal Deadlines
1	<b>Guidance, Information and Readiness (March, April)</b>	CCEA guidance documentation shared and understood by all involved staff. The key documents are <ul style="list-style-type: none"> <li>• CCEA alternative Arrangements- process for Heads of Centre version 2</li> <li>• GCSE, AS and A level Awarding Summer 2021 Alternative Arrangements- technical Questions and Answers</li> </ul>	Head of Centre Exams officer  16/3 2021  Ongoing as updates become available
		Centre fully participates in support offered by CCEA and other partner bodies, such as EA and CCMS. The key training is <ul style="list-style-type: none"> <li>• Principals bi-monthly meeting</li> <li>• CIEA Training for head of centre, vice principal and exams officer</li> <li>• Agreement trials for heads of department</li> </ul>	Head of Centre Exams office Vice principal Heads of department  Bi- monthly meetings from January  CIEA training- February- March  Pre -recorded agreement trials 19 March Subject specific guidance starting 19 March

		Centres agree their quality assurance process to ensure consistency across teachers, subjects and departments.	Head of Centre SMT Heads of department Teaching staff	Centre-assessed grade templates (where are we at) submitted to Exam officer by 8 March  Head of Centre meetings with all Heads of department week commencing 15 March  Historical Record of Grades to Exam Officer by 19 March  Department Current Plan ( DCP) submitted to head of centre by 14 April
		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.	BOG Head of Centre All staff	Draft policy written and shared with SMT and teaching staff on 22 April.  Policy approved by BOG by 21 April  Policy sent to CCEA by 23 April
		Preliminary consideration of value of available evidence	Head of Centre	Week beginning 19 March
<b>2</b>	<b>Evidence Gathering and Provision of Assessment Resource (March, April and May)</b>	Completion and marking of defined assessments in line with centre policy; for example, this could comprise CCEA assessment resources which will be available from April 2021. At Parkhall there will be <ul style="list-style-type: none"> <li>• Teacher assessments in class 12-30 April with high level supervision</li> <li>• CCEA assessment tasks under formal exam conditions 4-11 May</li> </ul>	Head of Centre SMT Teaching staff	Assessment 1 12-30 April  Assessment 2 4-11 May



		All other available evidence collated and documented	Head of Centre SMT Heads of department All staff	Ongoing Moderation dates 14-17 May
3	<b>Centre Professional Judgement and Moderation (April and May)</b>	All available evidence moderated in line with centre policy	Head of Centre SMT Heads of department All staff	Evidence moderated 14-17 May
		Any potential bias in Centre-determined Grades and outcomes considered	Heads of department and all teaching staff	Evidence moderated
		Centre-determined Grade outcomes reviewed by senior leadership teams	SMT	CDG reviewed A level 17 May GCSE 21-28 May
		Head of Centre sign-off and submission of Centre-determined Grades	Head of Centre	Submission date: A level- 21 May GCSE 4 June
4	<b>Review of Evidence and Award (June and July)</b>	Centre evidence and grade outcomes reviewed	CCEA personnel	Awarding Body internal deadlines
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.	CCEA personnel	Awarding Body internal deadlines
		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	Awarding Body internal deadlines
5	<b>Post-Award Review Service (August and September)</b>	After the issue of results, students will have the right to appeal to their centres and to CCEA.	Head of Centre Exams officer CCEA personnel	Awarding Body internal deadlines

Details of Parkhall Integrated College- Timeline of Activities can be found in APPENDIX 1

## Roles and Responsibilities

Roles and responsibilities of Parkhall Integrated College staff are outlined below:

Chairperson of the Board of Governors:	Mr M Alexander
Vice Chairperson of the Board of Governors:	Mrs S McCallion
Principal and Head of Centre:	Mr G Beattie
Vice-principals:	Mr P Connolly, Mrs L McKibbin
Lead assessors:	Mr G Beattie, Mr P Connolly, Ms R McCrea
Senior Management team:	Mr I Cunningham, Mrs J Davidson Brown, Mr P Harbinson, Mr G Martin,
SENCO:	Mr Ian Cunningham
Examinations Officer:	Ms R McCrea
Assistant Examinations Officer:	Mr A Cunningham

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 Management Team, guided by the Lead Assessors**, 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, SMT or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable.

**CIEA attenders:** 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 the relevant staff, know, understand and can use the CCEA Centre Manager Applications. The Centre-determined Grades are submitted for each candidate entry by the Examinations Officer and Assistant Examinations Officer by 21 May for AS/A2 pupils and 4 June for GCSE students. The Examinations Officer is responsible for the administration of the final Centre-determined Grades and for managing the post-results services within the centre.

The **SENCO and Assistant Examinations Officer** are responsible for ensuring that all access arrangements are in place to support the pupils.

**Heads of Departments** 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 CCEA Head of Department Checklist are completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers. Heads of Departments are responsible for completing and submitted to the Head of Centre via the Examinations Officer the Historical Record of Grades by 19 March, the Department Current Plans (DCP) by 14 April and Department Assessment Overview (DAO) spreadsheets by 14-28 May. Examples found in APPENDICES 2-6. Heads of department must ensure all evidence is collected and given to Head of Centre by the required dates and the relevant CCEA candidate record sheets are completed for review. Examples found in APPENDIX 7

**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 ensure Parkhall Integrated College Department Assessment Overview (DAO) spreadsheets are completed for all classes 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 SMT as required. They must submit their evidence with the Department Assessment Overview spreadsheet to their Head of Department. This work will be submitted to the Head of Centre to be securely stored. The CCEA Candidate Assessment Records will be required to be completed for the candidates sampled by CCEA. The knowledge, expertise and professionalism of the staff of Parkhall Integrated College is central to determining Centre-determined Grades.

**Students** will be expected to have good attendance, to submit work which is to the best of their ability, to adhere to school policy and meet internal deadlines for submission of work. Where the centre or individual teachers are put under improper pressure from a candidate to influence decision-making on a grade this will be reported to CCEA who may investigate this as a potential malpractice or maladministration

**Parents/Guardians** should support students by ensuring good attendance, be aware of school policy and ensuring their children meet deadlines for submission of work. Where the centre or individual teachers are put under improper pressure from a parent/guardian to influence decision-making on a grade this will be reported to CCEA who may investigate this as a potential malpractice or maladministration

## Training, Support and Guidance

Parkhall Integrated College will engage fully with all training and support that CCEA has provided, including web-based support and training.

The centre policy will be supported through training provided by CCEA to Lead Assessors through the CCEA. The Examinations Officer will disseminate this online training and guidance to all teachers involved in producing Centre-determined Grades.

Parkhall Integrated College will engage fully with all training and support CCEA provide including web-based support and training from the 19 March. Details of training will be emailed to Heads of Departments and further general and subject-specific support and guidance can be found on the awarding body website at [www.ccea.org.uk](http://www.ccea.org.uk). 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. Ms R McCrea, Examinations Officer should be notified if no one from a department has been able to attend support meetings and Ms R McCrea, Examinations Officer and Mr Connolly, Vice Principal will consider how this is addressed.

## Appropriate Evidence

Parkhall Integrated College will use a wide range of candidate evidence in arriving at Centre-determined Grades. Parkhall Integrated College will ask Departments using the Department Current Plan (DCP) to list four broad pieces of evidence that can be used. The nature of these pieces of evidence are outlined below to encourage consistency throughout departments. However, it is also important to note that different departments may decide to prioritise other pieces of evidence based on subject content and evidence at their disposal. Variations will be made available to students and will be identified on Department Current Plan and CCEA Candidate Assessment Record

The following indicates key evidence that will be considered:

**CCEA Assessment Resources** – To support the evidence gathering process, CCEA will provide assessment resources for each subject. These assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past



papers. Assessment resources will be adapted within each subject to reflect the fact that examinations have been cancelled, that a reduced assessment window is available and also to reflect the need for balance in relation to the overall assessment load for each pupil to ensure that it remains realistic and manageable. These adaptations will be recorded in the CCEA checklists. Parkhall Integrated College will base all evidence on the relevant CCEA qualification specifications as set out in the **CCEA Alternative Arrangements – Process for Heads of Centre**.

**Performance in CCEA past paper questions under high control** - These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers

**Christmas Mock Examinations-** These are likely to be a good indicator of performance, as they were taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers

**Controlled assessments** -These are also likely to be good indicators of performance. Their strength will be partly depended upon the level of control that they were completed in. Controlled Assessments may include practical outcomes, fieldwork or individual performances.

**CCEA module results taken in Science and Mathematics in November 2019 and January 2020-** These are good indicators of performance as were formal GCSE examinations taken under JCQ guidelines

**CCEA Science Practicals** - These are likely to be a good indicator of performance, as they are taken under high control examination conditions  
<https://ceea.org.uk/downloads/docs/Support/Teacher%20Guidance/2020/GCSE%20Science%20Practical%20Skills%20Assessments%3A%20Instructions%20and%20guidance%20for%20Teachers%20Summer%202020.pdf>

**Formal class tests taken between September- December 2020-** These are also likely to be good indicators of performance when taken under high control conditions

**Portfolio work** – this will be especially useful for evidencing a range of vocational subjects, including a range of Occupational Studies courses and additional Level 2 courses.

The following evidence will be used if key evidence is not available:

**Class tests; homework, work produced during remote learning that relates directly to the specification and assessment objectives.** A series of such assessments, that sample the key aspects of the specification, could also provide good evidence of student performance. As this tends to be less robust evidence, several pieces should be used to support the grade. Staff should also satisfy themselves that they can authenticate the work produced.

Details of the specific evidence requirements for each subject can be found in APPENDIX 8

In the event of some of the above evidence not being available for individual students due to absence or individual personal or medical circumstances, then alternative evidence should be proposed by individual teachers in consultation with their Head of Department and Head of Centre/ SMT link member. This will ensure that all pupils have the opportunity to present work which demonstrates their ability. The level of control may vary for this source of evidence and this will be reflected appropriately.

## Unit Omissions

Parkhall Integrated College has taken into account the information provided by CCEA about unit omissions before the cancellation of examinations. The unit omissions announced by the Minister for GCSE subjects in October 2020 and for AS and A2 subjects in December 2020 will still apply. This means that evidence can be drawn from across all assessment units or can be restricted to those which align with previous policy announcements. Details of the unit omissions are detailed in the [Summary of Assessment Arrangements: GCSE, AS and A Level Qualifications Summer 2021](#), published in December 2020. Details can also be found on the Summer 2021 Information Pre-Examination Cancellation section of the CCEA website.

## Individual Lost Learning

**Parkhall Integrated College** is taking account of disruption that candidates have faced to their learning a result of COVID-19 by allowing adaptations to specifications where the full specification content has not been able to be completed within the normal timetable. No student will be disadvantaged as a result of loss of learning. If the grade awarded reflects the evidence available, the student should be awarded the grade. Any adaptations that have been made will be recorded on the checklists provided by CCEA and will be based on the CCEA Alternative Arrangements- Process for Heads of Centre.

All pupils will receive a centre determined grade information factsheet. This will notify all pupils of the evidence being used to decide grades within each subject. All pupils will be required to sign a copy which they will retain, and the school will also retain a copy as evidence.

## Centre-determined Grades

Parkhall Integrated College will determine grades based on evidence that reflects the standard at which a candidate is performing, i.e. their demonstrated knowledge, understanding and skills in regard to the specification content they have covered.

To make accurate judgements, subject teachers must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades;
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

Information on these aspects for each qualification will be drawn from the CCEA specification, specimen assessment materials, past papers, controlled assessment/coursework assessment tasks, and Chief Examiner and Principal Moderator reports, which are available on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk)

Parkhall Integrated College will ensure the appropriateness of evidence in arriving at centre determined grades by considering the level of control under which each assessment has been completed, the need to authenticate the work as the pupil's own work, the requirements of the specification and the range of coverage of the assessment objectives and the depth and breadth of knowledge, understanding and skills assessed.

All subject teachers will complete the Department Assessment Overview (DAO) spreadsheets and submit to their Head of Department/Subject Leader. All subject teachers are responsible for ensuring that all evidence is also given to the Head of Department who in turn will forward all evidence to the Head of Centre. In departments with more than one member of staff the Head of Department will collate all the Department Assessment Overview (DAO) spreadsheets before submitting to Head of Centre. It is important that all evidence is stored safely and is

accessible to support the CCEA Review of Evidence and Award process, if requested. All 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. 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 and is in line with procedures outlined in Parkhall Integrated College Assessment policy and Controlled Assessment policy.

Internal standardisation should include agreement on what constitutes top, middle and bottom samples, cross-checking of marking across the full range of marks and include candidates from each class. The Department Assessment Overview(DAO) spreadsheets alongside the full range of pupil evidence should form the basis of discussions around decisions made.

As a result of the internal standardisation process, it may be necessary for the subject 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 CCEA Head of Department checklist, which will record any adjustments and relevant information.

## **Head of Centre Moderation and Declaration**

Parkhall Integrated College undertakes to have a consistent approach across departments/subjects and this involves the following actions:

The Head of Centre, Examinations Officer and members of the Senior Leadership Team will carry out whole school moderation after departmental processes have been completed, 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 and a record of decisions will be retained.

The moderation exercise will include professional discussions with Heads of Department. The Head of Centre, examinations officer and members of the senior leadership Team will consider both the subject and whole school 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), the SENCO and Assistant Examinations Officer 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 in a piece of evidence used staff at Parkhall Integrated College will take account of this when making judgements.

The centre will record how they have determined any impact of illness or personal circumstances and how this was incorporated into their judgements in the CCEA Candidate Assessment Record. Due to the flexibility in approaches for assessment it is anticipated that special consideration requests will be limited. Guidance on special consideration requests should be directed to the SENCO and Examination Officer for advice.

Parkhall Integrated College 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.

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

The JCQ special consideration framework remains unchanged for Summer 2021. The injury or event must relate to the candidate's performance(s) at the time of taking relevant assessments/piece of evidence. Candidates will not be eligible for special consideration if preparation for or performance in their assessments is affected by:

- long-term illness, disability, or other difficulties, unless the illness or circumstances manifest themselves at the time of an assessment;
- bereavement occurring more than six months before the assessment, unless an anniversary has been reached at the time of the assessment or there are ongoing implications such as an inquest or court case; and/or
- consequences of disobeying the centre's internal regulations.

Special consideration is never applied due to lost teaching and learning time. Lost teaching and learning is being addressed this summer via the assessment methods and the flexibility afforded to the centre in the content that will be assessed. (See example 5 below).

Decisions on special consideration will be taken by a sub-committee generated for this purpose, which will include the Head of Centre, the Curriculum Vice Principal, the Pastoral Vice Principal, the Examinations Officer and a designated member of the Board of Governors. The committee will record and retain the special consideration agreed adjustments and a record of how these decisions were arrived at. Any agreed adjustments will be shared with Heads of Departments in order to allow adjustment within their departmental templates for Centre Determined Grades.

Some examples of Special Circumstances provided by CCEA have been outlined below:

**Example 1**

*A student's parent sadly died six weeks before they were due to sit their mock GCSE History paper. The paper had a total possible raw mark of 100, and the student scored 60/100 in the paper.*

*As per JCQ guidance, this circumstance would attract the maximum allowance of 5%, which will be calculated on the total raw marks available, i.e. 5% of the 100 = 5. The student's new mark will therefore be 65/100.*

**Example 2**

*A student broke their non-writing arm the day before a class assessment was due to take place. The student took the assessment but was in obvious discomfort throughout. The assessment had a total of 50 marks available, and the student scored 35/50.*

*As per JCQ guidance, this circumstance would attract an allowance of 3%, which will be calculated on the total raw marks available, i.e. 3% of 50 = 1.5, which is rounded up to 2 raw marks. The student's new mark will therefore be 37/50.*

*Special consideration **should not** be applied retrospectively if the centre has made some adjustment at the time of the mock examination/assessment, for example by giving the candidate 25% extra time to complete their assessment.*

**Example 3**

*A student's grandmother was admitted into hospital with a serious condition the night before the student's assessment. The student was very upset and worried. The assessment had a total possible raw mark of 60. The student scored 45/60 in the examination.*

*As per JCQ guidance, this circumstance would attract an allowance of 3%, which would be calculated on the total raw marks available, i.e. 3% of 60 = 1.8. The student's new mark will therefore be 47/60 (after rounding).*

**Example 4**

*A student suffered from severe hay fever on the day of their assessment. The assessment had a total possible raw mark of 80. The student scored 55/80 in the examination.*

*As per JCQ guidance, this circumstance would attract an allowance of 1%, which would be calculated on the total raw marks available, i.e. 1% of 80 = 0.8. The student's new mark will therefore be 56/80 (after rounding).*

**Example 5**

*A student has missed an additional 10 weeks of face-to-face teaching due to having to self-isolate on more than one occasion. Can they apply for special Circumstances?*

*As per JCQ guidance, a special consideration allowance cannot be applied or considered for lost teaching and learning due to COVID-19 or for any other reason. Lost teaching and learning due to COVID-19 is managed through the omission of a component for each subject taken and the subsequent flexibility in assessments chosen by the centre to inform their academic judgements.*



## **Bias and Discrimination**

Parkhall Integrated College will fulfil its duties and responsibilities concerning relevant equality and disability requirements.

Ms R McCrea, Examination Officer will disseminate guidance from the CIEA training on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment and marker pre-conceptions);
- minimising bias (how to minimise bias in questions and marking, and hidden forms of bias); and
- bias in teacher assessments.

To avoid bias and discrimination, all staff involved in CCEA 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 subject teachers and Heads of Department maintain records that show how Centre-determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network.

It is essential that there are robust, accurate and secure records of decisions and retention of evidence to comply with data protection legislation and in anticipation of centre moderation and the CCEA Review of Evidence and Award process and potential appeals.

When requested, evidence will be uploaded via the CCEA application used to submit the Centre-determined Grades within the 48hour time frame

The following documentation must be fully and accurately completed and retained securely by the Examination officer:

- CCEA Candidate Assessment Records,
- Department Current Plans (DCP)
- Department Assessment Overview (DAO) spreadsheets
- Historical Record of Grades for last 4 years
- CCEA Head of Department Checklists and Departmental Assessment Evidence Grid; and
- CCEA Head of Centre Declaration.

## Confidentiality

Parkhall Integrated College will not disclose any candidates' Centre-determined Grades in advance of the official issue of results. This is in keeping with the centre's GDPR policy and CCEA requirements.

## Malpractice/Maladministration

**Parkhall Integrated College** will act ethically, to uphold the integrity of the qualifications system and to report potential cases of malpractice or maladministration to CCEA for investigation. There may be instances where the centre or individual teachers are put under improper pressure from a candidate or their parent/guardian to influence the decision-making on a grade. Any improper pressure must be reported to CCEA, who may investigate this as potential malpractice or maladministration.

Other examples of potential malpractice include:

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

For June 2021 there are no private entries at Parkhall Integrated College

## Conflicts of Interest

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre. Instances when there may be a conflict include teaching and preparing members of their family or close friends for qualifications that include internally assessed components.

The Head of Centre will take the appropriate actions to manage any potential conflicts of interest arising with centre staff, following the requirements set out in **CCEA's Alternative Arrangements – Process for Heads of Centre** document issued in March 2021.

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

## **Internal Appeals Procedure Relating to Centre Determined Grades**

A written internal appeals procedure will be available to permit candidates recourse in relation to the production of a Centre-determined Grade, following the issue of results. Parkhall's internal appeals procedure will be available for staff, candidates and parents on the centre website when guidance is issued by Ofqual/Examination Boards on the 2021 Appeals Process.

It will outline the roles and responsibilities for centre staff and provide 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**

Parkhall integrated College complaints procedure is available upon request

## **Requirements of a JCQ Registered Centre**

Parkhall Integrated College has reviewed and amended, where necessary, all assessment and examination-related policies and procedures in line with the JCQ [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#) to ensure appropriateness for the unique context of Summer 2021 qualifications.

## **Associated/Related Centre Documents**

<http://parkhallintegratedcollege.org/assets/documents/policies/Special-Education-Needs-and-Inclusion.pdf>

<http://parkhallintegratedcollege.org/assets/documents/policies/ComplaintsProcedure.pdf>

<http://parkhallintegratedcollege.org/assets/documents/policies/DataProtection.pdf>

<http://parkhallintegratedcollege.org/assets/documents/policies/ControlledAssessment.pdf>

<http://parkhallintegratedcollege.org/assets/documents/policies/Examinations.pdf>

<http://parkhallintegratedcollege.org/assets/documents/policies/Acceptable-use-of-the-internet.pdf>

# APPENDICES

## Head of Department/Subject Teacher Guidance for Centre Determined Grades



## APPENDIX 1 – Parkhall Integrated College – Timeline of Activities

<b>Date</b>	<b>Activity</b>	<b>Action Required</b>	<b>By whom?</b>	<b>Met</b>
8/3/21	Centre assessed grades templates (where are we at) sent Heads of Department/Subject Leaders	Completed by Head of Department and given to Exam Officer by 8 March	Heads of department/Subject Leader	
8/3/21- 16/3/21	CCEA documentation sent to all staff	Read documentation	All staff	
15/3/21- 18/3/21	Head of Centre meetings with all Heads of Department/Subject Leader Heads of Department/Subject Leaders allocated SMT LINK PERSON	Discussion of what evidence needed SMT link person	Head of Centre Heads of Department/ Subject Leader SMT	
15 /3/21	Departments Currents Plans sent to Heads of department/ Subject Leaders with examples	Heads of department using CCEA guidance discuss evidence gathering with members of their , create plan and submit to Exam Officer and Head of Centre by 14 April for evidence for policy	Heads of Department/ Subject Leader Exam officer and Assistant exam officer	
15/3/21	Historical Record of Grades data sent to Heads of Department/Subject Leaders	Heads of Department/ Subject Leaders collate data and return to EO by 19 March	Heads of Department/ Subject Leader Exam officer	
17/3/21	Information sent to all staff -fairness and bias - candidate numbers - pupils with access arrangements - blank copy of Department	All staff fill in aspects of Department Assessment Overview (DAO) spreadsheet (candidate names, exam number, access	All staff	



	Assessment Overview (DAO) spreadsheet	arrangements, evidence already available) Read documentation on fairness and bias		
Beginning 19/3/21	Subject specific training to all Heads of Department/ Subject Leaders provided by CCEA	All Heads of Department to attend training or nominate member of department to attend	Heads of Department/ Subject Leader Exam officer Vice principal	
Beginning 14/4/21	Head of Centre reviews Department Current plans. Further clarification is sought if required	Completed plan given to Exam Officer and Head of Centre Approval given and evidence added to policy All information collated onto spreadsheet	Head of centre Exam officer SMT	
Beginning 25/3/21	Subject teachers share with students evidence that is to be used	All students must know that evidence is being used in all subjects All pupils will receive factsheet on pupil determined grade information- to be signed by pupil and copy retained in school	All subject teachers Exam officer	
Beginning 12/4/21	Teacher assessment completed in class with high level control	Teacher assessments in class Access arrangements made- request for to SENCO/Assistant Exam Officer	Subject teachers SENCO Assistant Exam Officer	
Week beginning 4/5/21	CCEA Assessment Resources taken under exam conditions	Timetabled CCEA assessments in assembly hall Access arrangements made- request for to SENCO/Assistant Exam Officer	Subject teachers SENCO Assistant Exam Officer	

Week beginning 10/5/21	Training days to moderate evidence and complete paper work -subject teacher check list - Department Assessment Overview(DAO) spreadsheets -collection and collating all evidence for CCEA review	Moderate all evidence and complete associated paper work	All staff	
Week beginning 17/5/21	Head of Centre/ SMT meeting with Heads of Department/ Subject Leaders  GCE- 14-17 May GCSE/OS 21-28 May	Discussion of work submitted and analysis of results compared to previous years, portfolio of evidence collected, Heads of Department check sheets collected	Head of Centre Exams officer Heads of Departments/ Subject Leaders	
21/5/21	Centre-determined grades submitted to CCEA for A2/AS subjects	Results uploaded	Exam officer Assistant Exam officer	
4/6/21	Centre-determined grades submitted to CCEA for A2/AS subjects	Results uploaded	Exam officer Assistant Exam officer	
Week beginning 24 May for GCE and week beginning 7 June for GCSE/OS	CCEA request subject sample	Evidence uploaded to CCEA secure website within 48 hours	Exam officer Relevant Head of Department/ Subject Leader	
10/8/21 for GCE and 12/8/21 for GCSE			Exam officer Assistant exam officer	

## APPENDIX 2 – HISTORICAL RECORD OF GRADES 2017-2021

**% grades for this year and comparison with last four years**

71409 PARKHALL INTEGRATED COLLEGE

SUBJECT: **GCSE-**\_\_\_\_\_

GRADE	%2021	% 2020	% 2019	% 2018	% 2017
A*					
A					
B					
C*					
C					
D					
E					
F					
G					
U					
A*-C					
A*-E					
A*-G					
No of pupils					

**JUSTIFICATION FOR RESULTS (explanation below)**

HOD: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX 3 – DEPARTMENT CURRENT PLAN: GCSE/GCE

Parkhall Integrated College

Department Current Plan of Evidence/assessment MARCH 2021

GCS/GCE/OTHER: \_\_\_\_\_ SUBJECT: \_\_\_\_\_

	Evidence / assessment to be used	Level of control H/M/L	Current situation	Detailed actions to be taken by department	By whom?	By when?
1.						
2.						
3.						
4.						

## APPENDIX 4 – DEPARTMENT CURRENT PLAN- EXAMPLE OF OS SUBJECT

Parkhall Integrated College

Department Current PLAN of evidence/ assessment MARCH 2021

Occupational Studies unit title:

Unit Code:

	Evidence / assessment to be used	Level of control H/M/L	Current situation	Detailed actions to be taken by department	By who?	By when?
<b>AO 1 20%</b>	Health & Safety					
	Careers					
	Environment					
	Knowledge & Understanding					
<b>AO 2 60 %</b>	Action plan					
	Skills in running event					
	Appearance					
	Communicate effectively					
	Contribute Effectively					
	Questionnaire/ feedback					
<b>AO 3 20 %</b>	Task Evaluation					
	Final evaluation					





## APPENDIX 6 DEPARTMENT ASSESSMENT OVERVIEW EXAMPLES-0S

### Department Assessment Overview

**Subject:** Level: Occupational Studies

First Name	Surname	Candidate number	Access Arrangement (Y/N)	AO1		AO2						AO3		Overall Score	Overall Grade
				10%	10%	10%	10%	10%	10%	10%	10%	10%	10%		
			N	4	1	9	9	8	8	8	8	2	3	60	L2 Pass
			N	5	5	8	9	8	7	8	7	2	3	62	L2 Pass
			N	3	5	9	9	8	8	8	7	2	3	62	L2 Pass
			N	4	4	8	9	8	7	8	7	2	3	60	L2 Pass
			N	0	0	0	0	0	0	0	0	0	0	0	U
			N	5	7	9	9	9	9	8	8	2	3	69	L2 Pass
			Y (READER)	5	7	9	9	9	9	8	9	2	3	70	L2 Merit
			N	5	6	9	9	9	9	8	9	2	3	69	L2 Pass
			N	5	6	9	9	9	9	9	9	2	3	70	L2 Merit
			N	4	5	8	9	7	8	8	8	2	3	62	L2 Pass
			Y (EXTRA)	5	6	8	9	8	7	8	7	2	3	63	L2 Pass
			N	5	6	9	9	8	9	8	8	2	3	67	L2 Pass
			N	4	5	8	9	7	8	8	7	2	3	61	L2 Pass
			N	0	0	0	0	0	0	0	0	0	0	0	U
			N	5	7	9	9	8	9	8	8	2	3	68	L2 Pass
			N	5	5	8	9	8	8	8	7	2	3	63	L2 Pass
			N	5	7	8	9	9	8	8	8	2	3	67	L2 Pass
			N	5	6	9	9	8	9	8	8	2	3	67	L2 Pass
			N	4	6	9	9	8	9	8	8	2	3	66	L2 Pass

## APPENDIX 7 – Parkhall Integrated College Head of Department Checklist

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

<b>Centre Name:</b>	Parkhall Integrated College
<b>Centre Number:</b>	71409
<b>Specification Title/Code:</b>	
<b>Level:</b>	

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

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

## Departmental Assessment Evidence Grid

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

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

This document must be completed for subjects requested for review by CCEA. Please indicate which assessment objectives were covered, as relevant, in each piece of evidence (Y/N), and whether the assessment was conducted with a High (H), Medium (M) or Limited (L) level of control. A definition of [levels of control is provided](#).

			Assessment 1	Assessment 2	Assessment 3
Type of Assessment					
Level of Control H, M, L					
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
Unit _	AO1	Y/N			
	AO2	Y/N			
	AO3	Y/N			
	AO4	Y/N			
	AO5	Y/N			
<p>If an assessment objective has been omitted at cohort level and/or further adaptations to assessments have been made, please briefly outline the reasons why:</p>					
Head of Department:					
Signature:					Date:

## APPENDIX 7 – Parkhall Integrated College Candidate Assessment Record

<b>Candidate Name:</b>		<b>Subject:</b>	
<b>Candidate Number:</b>			
<b>Centre Name:</b>	Parkhall Integrated College		
<b>Centre Number:</b>	71409		

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

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



### Section 3: Subject-Level Assessment of Individual Candidate Evidence

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

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

<b>Awarded</b>	<b>Overall Grade</b>
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Please provide any additional information that you feel is relevant to support the grade awarded. In line with your policy, this should include justification of any variation from the **Departmental Assessment Evidence Grid** (maximum 50 words):

### Section 4: Teacher Checklist

Please indicate that you have complied with the conditions outlined below (Y/N). For conditions 3 and 4, indicate Y, N or N/A.

#### Compliance conditions

The grade for the candidate has been determined on the basis of the evidence produced by the candidate and available to me.	
The grade awarded has been determined using only the evidence detailed in the Departmental Assessment Evidence Grid. Justification for the need to use any alternative evidence has been provided in Section 3, as per centre policy.	
Where applicable, the candidate was given their approved access arrangements while producing the evidence contributing to the final grade, and the access arrangements have been documented.	
Where applicable, special consideration was given to the candidate according to the JCQ Special Consideration Guidance, if they were disadvantaged when producing their evidence contributing to their final grade, and this has been documented.	
Consideration has been given to ensure that judgements are fair, free from bias and compatible with legislative requirements in respect of equality and discrimination.	
To the best of my knowledge, the assessment evidence used to contribute to the candidate's overall subject grade is the candidate's own work.	

<b>Teacher Signature:</b>	<b>Date:</b>	
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## APPENDIX 8 – DETAILS OF SPECIFIC EVIDENCE REQUIRED

GCSE	Evidence 1	Evidence 2	Evidence 3
ART	Part A/B folders marked	Final outcome – class time (12-29 April)	Final outcome - 2 hours week beginning 4th May
BACS	Unit 3 - controlled assessment	Mock Exam 2020	CCEA resource task - 45 mins
CONSTRUCTION	Unit 3 - practical	Unit 4 - AutoCAD	CCEA resource task - 45 mins
ENGLISH LANGUAGE	Unit 3 - controlled assessment	Class assessment paper unit 1 ( CCEA task)	CCEA resource task unit 4 - 60 mins
ENGLISH LITERATURE	Unit 3 - controlled assessment	Class assessment paper unit 2 ( CCEA task) - Poetry	CCEA resource task- Prose - 60 mins
MEDIA	Class assessment task	Media mock	AQA- resource task - 90 mins
FRENCH	CCEA resource task Listening	CCEA resource task writing	CCEA resource task Reading - 60 mins
GEOGRAPHY	Unit 3 - fieldwork	Mock Exam 2020	CCEA resource task - 90 mins
HISTORY	Class assessment paper	Class assessment paper	CCEA resource task - 105 mins
FURTHER MATHS	Class assessment paper	Class assessment paper	CCEA resource task - 1 hour
HOME ECONOMICS	Unit 2 - controlled assessment	Online class test	CCEA resource task - 75 mins
CHILDCARE	Unit 3 - controlled assessment	Online class test	CCEA resource task - 60 mins
SINGLE AWARD SCIENCE	Biology module scores - year 11	CCEA resource task Physics/ Chemistry - 60 mins	CCEA practical resource task - 120 mins
DOUBLE AWARD SCIENCE	Year 11 modules scores from CCEA	CCEA resource task - Chemistry/Physics - 60 mins	CCEA resource task Biology - 60 mins
MUSIC	Unit 1 - solo performance	Unit 2 - composition	CCEA resource task- 90 mins
MOTOR VEHICLE	Unit 2 - controlled assessment	Class assessment paper	CCEA resource task - 90 mins
MATHS	Mock Exam 2020	Class assessment paper	CCEA resource task - 80 mins

## APPENDIX 8 – DETAILS OF SPECIFIC EVIDENCE REQUIRED

<b>NON-GCSE SUBJECTS</b>	<b>Evidence 1</b>	<b>Evidence 2</b>	<b>Evidence 3</b>
OS CARPENTRY / JOINERY	AO1 completed	AO2 completed	AO3 to complete in class
OS FOOD PREPRATION	AO1 completed	some AO2 to complete	Some A03 to complete
OS CARE	AO1 completed	some AO2 to complete	Some A03 to complete
OS OFFICE	AO1 completed	AO2 completed	AO3 to complete in class
OS SHEET METAL/HAND FITTING	AO1 completed	AO2 completed	AO3 to complete in class
OS DIGITAL IMAGING/ CAD	AO1 completed	AO2 completed	AO3 to complete in class
OS WEB DESIGN	AO1 completed	AO2 completed	AO3 to complete in class
PERFORMANCE SKILLS	Working in performance arts	Developing technique - completed	Rehearse - completed
CREATIVE CRAFT	ICT/ Technology/Art - completed	Business units - completed	Some business units to be completed in class
PREPARTION FOR ADULT LIFE ( PAL)	Booklets completed	Booklets completed	To complete unfinished booklets
<b>GCE SUBJECTS</b>	<b>Evidence 1</b>	<b>Evidence 2</b>	<b>Evidence 3</b>
AS ENGLISH LITERATURE	Class assessment paper 1	Class assessment paper 2	CCEA resource task- 60 mins
AS MATHEMATICS	Class assessment paper	Class assessment paper 2	CCEA resource task- 60 mins
AS HISTORY	Class assessment paper	Extended writing tasks	CCEA resource task- 60 mins
AS LIFE AND HEALTH SCIENCE	Units specific to individual pupils according to CCEA guidelines-AS1 portfolio, Medicine portfolio. Biology, Chemistry and Material Science exams - 60 mins		
A2 MATHEMATICS	Class assessment paper	Class assessment paper 1	CCEA resource task- 60 mins
A2 LIFE AND HEALTH SCIENCE	Units specific to individual pupils according to CCEA guidelines: A2 portfolio, Dentistry, Histology/Pathology. Biology and Chemistry paper - 60 mins each		