

St. Brigid's School

Centre Determined Grades Policy 2021



Centre policy on assessment and quality assurance processes* for the summer 2021 alternative arrangements

**Could be updated and adapted as further information is released by WJEC/Qualifications Wales*

Centre Name: St. Brigid's School	Centre Number: 68115
Policy adopted by Board of Governors on: 18.03.2021	Policy issued to staff on : 16.04.21
Member of staff responsible for the policy: LVC & PH	Policy approved by WJEC on: 15.04.21

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.

Roles and Responsibilities

- **The Chair of Governors** will seek approval of this policy from the full Governing Body and incorporate it into the policy documentation of the school.
- **The Headteacher** as Head of Centre must submit a declaration which confirms that the grades have been determined by the centre appropriately. The Headteacher is responsible for ensuring that:
 - Communications have been provided to all learners of assessment evidence requirements and the grading process
 - Decision making records for all learners have been completed
 - Internal quality assurance processes completed in compliance with the centre's policy and WJEC's requirements
 - Overall outcome profile of the centre has been reviewed
 - All learners have had an opportunity to request centre reviews of their grades
 - Assessment evidence is securely stored and available for review if required
 - Equalities issues have been considered, including by protected characteristics, and the centre is compliant with the PSED
 - Data protection processes have been completed (e.g. data protection impact assessment).
- **The Headteacher** has overall responsibility for the school as an examinations centre and ensuring clear and separate roles and responsibilities, ensuring that the internal quality assurance process has been completed, in addition to managing malpractice, in line with St. Brigid's School's Examinations Policy.
- **The Senior Leadership Team (DHT & AHTs)** will ensure the proper management of all Centre Determined Grade assessments and the associated processes. This will include the implementation of this Centre Policy, the process by which assessments will take place: the appropriate collection of all related data and all Quality Assurance (QA) processes. They will ensure that the best interests of all the learners remain central to the process, keep parents and learners informed throughout, and provide any necessary training for staff.

Members of the Leadership Team will QA the grades to be awarded to ensure consistency in outcome and to ensure they are in line with grades awarded in previous years.

- **The Additional Needs Co-ordinator** (ALNCo) will ensure that all staff are aware of the necessary access arrangements, and reasonable adjustments for learners who are entitled to these. The ALNCo will also coordinate the provision of additional support as required and appropriate.
- **Curriculum Manager** (CM). CMs will work closely with the ALNCo to ensure that assessments are carried out in accordance with the policy and guidelines (including the provision of access arrangements). The CMs' role will include the preparation of learners; the collection and recording of marks; the secure storage of assessments; and following the Quality Assurance process as described in this document. The CMs will ensure that suitable subject assessment plans are produced. CMs in conjunction with class teachers, will identify any conflicts of interest and how these will be managed in collaboration with the Senior Member of staff with oversight of Examinations, and with guidance from the Welsh Joint Examination Committee (WJEC). CMs will identify and meet any training needs for the staff involved in assessments to allow them to correctly run and administer the process. Curriculum Managers will make decisions on assessment plans, ensuring consistency in decisions within their area of management, including justifying how decisions have been made. They will manage their teachers' storage of evidence and Learner Decision Records.
- **Teaching Staff** will work under the direction of their CM and ensure that they follow this policy and relevant subject assessment plan. Their work will include the preparation of learners, carrying out the assessments, making sure those learners who are entitled to access arrangements and reasonable adjustments receive their entitlement and carrying out marking and quality assurance within the given time scale. Teachers will retain all evidence on which a learner's grade is based, including copies of the learner's work and any mark records. They will ensure that this evidence is stored securely. This vital evidence will be needed to support both the quality assurance and the appeals process. Teachers will ensure that assessments are completed under the centre's appropriate level of control and have sufficient evidence in line with the centre policy to provide CDGs for each learner which are a fair, valid and reliable reflection of the assessed

evidence available for each learner. Teachers will complete Learner Decision Records, ensuring that each learners' work is stored securely and can be retrieved to support internal reviews and/or appeals.

- **The Examinations Officer** will manage the administration of Centre Determined Grades and Qualifications, including coordinating the collation of entries of learners to the appropriate qualifications, as well as supporting teaching staff and the school leadership team. The Examinations Officer will provide teaching staff with information on the provision of special consideration (See Appendix 1) which does not occur in the same way as previous years. It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand and implement the policy.
- **The GDPR Lead** is responsible for ensuring that data is not inappropriately shared, used or mismanaged. (See Appendix III)

How will grades be awarded in summer 2021 for learners studying Qualifications Wales approved GCSE, AS and A levels?

The Welsh Government has announced that:

- *Learners undertaking GCSE, AS and A levels approved by Qualifications Wales will have their qualifications awarded through a Centre-Determined Grade model. This means that their grades will be determined by their school or college based on an assessment of the learner's work.*
- *Deadlines and controls for Non-examination assessment (NEA) are being removed, however centres are encouraged to undertake some NEA to build learners' learning and skills*
- *WJEC will support centres to develop and deliver internal quality assurance processes.*

Subject Assessment Plans

Each subject will generate a subject assessment plan (for example, see Appendix 2) that outlines how grades will be awarded. This will include the evidence to be used, the way that grades will be awarded, the proposed assessments and the assessment methodology. This will include the level of control and what quality assurance arrangements will be to ensure consistency and rigour.

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.) Subject teachers 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 at faculty and leadership level. Subject assessment plans will be initially quality assured by the Curriculum Manager and then the relevant line manager in the Leadership Team.

Assessment delivery: How will Centre Determined Grade judgements be made at St. Brigid's?

WJEC have provided Qualification Assessment Frameworks which set out the requirements to support production of Centre Determined Grades for each qualification. Assessment evidence must come from work completed by the learner, on adapted specification content, during the course of study for the qualification.

Evidence may:

- include practical evidence where appropriate.
- Assessed work may be completed in the school environment or at home but St. Brigid's need to be assured that it is the learner's own work.
- The number of pieces and type of evidence required to support judgements will not be prescribed, since this will vary by qualification and how key themes and skills are organised in assessments. It would also not provide the flexibility required to allow for possible variation in context between other centres.
- The requirement for evidence that we will gather will support the sound, impartial determination of the correct grade for a learner. It may be that relatively few pieces of clear evidence would be sufficient to demonstrate attainment across overarching key themes for many qualifications.
- The school will use past papers provided by WJEC to use when determining which tasks learners will complete that contribute to their overall Centre Determined Grade.
- Where necessary, these papers will be adjusted to take account of the adaptations already in place. The school will endeavour to use these assessment materials, where appropriate, since they are quality assured, accessible, equitable assessments with tried and tested mark schemes.
- Other contributing assessment evidence could also come from a range of activities which could include mock exams, other past papers provided by WJEC, NEA and other assessed work.
- The weightings of content or skills will not be prescribed in WJEC's Qualification Assessment Frameworks since this would not provide St. Brigid's School with enough flexibility.
- Evidence for individual learners may vary, depending on circumstances and any special considerations that might be taken into account. St. Brigid's will ensure a rationale for any significant differences in evidence between learners and document this clearly in our decision-making records.
- Once evidence has been considered, teachers will make holistic, best-fit judgements that are compensatory. GCSEs, AS and A levels are compensatory in normal times.
- In relation to best-fit grading judgements this means:
- Learners do not have to demonstrate all aspects of the descriptor to receive that grade.
- Whilst there is no specific content that a learner must have demonstrated knowledge and understanding of to achieve a grade, it is important that there is evidence of attainment across sufficient breadth of content.
- Learners can achieve the same grade by demonstrating different combinations of knowledge, skills and understanding. Strengths in some areas may balance shortcomings in other areas.

- WJEC's Qualification Assessment Frameworks will include grade descriptors that will support this process, to 'anchor' judgements across the grade range.
- St. Brigid's School will apply their professional judgement and will decide whether the knowledge and skills demonstrated meets the usual standard expected for the grade.
- The award of a Centre Determined Grade of a U is appropriate where there isn't enough evidence of demonstrated attainment to award a best-fit grade to a G (at GCSE) or E (AS or A level) or where evidence suggests attainment is below that required for the lowest grade.
- The Centre Determined Grades must be accompanied with a clear and unambiguous rationale as to why and how evidence was selected and how a judgement was formed.
- Time for staff training relating to CDGs will be undertaken during INSET Days (26th March 2021, 4th May 2021, 19th May 2021, 8th June 2021), and Tuesday afternoon 'meeting' slots 3.45pm-4.45pm. Training will be directly driven through WJEC resources via <https://www.wjecservices.co.uk/sectionlist-2021-home.asp> through individual subjects, Faculties, SLT and whole school support on delivering the CDG Policy.

Guidance on the decision-making record will be provided by WJEC.

Assessment Delivery - Subject areas will document the assessment methodology in their subject assessment plans.

This must include:

- Where the assessment will take place
- The level of control
- The nature and duration of the assessment
- Access arrangements

Learners will be given sufficient notice of assessments and told which topics will be covered. Learners will not be provided with the assessment in advance. Learners will be given the same time to complete an assessment as in a standard series e.g. 45 minutes to complete an essay. They will also be provided with the same access to resource materials as in a standard series (i.e. audio/visual material, unannotated texts).

Learners will be informed that they cannot access mobile phones or the internet unless this is required to access the assessment. The centre need not deliver an assessment activity in one session – as an examination paper. Teaching staff may split assessment materials to

fit with the programme of learning. Learners with approved access arrangements will be given their additional extra time to complete the assessment tasks.

To ensure fairness for all learners, the school must be confident that a learner's work is their own.

Learners will be informed of the regulations around malpractice prior to undertaking any assessment.

Assessment work specifically for Centre Determined Grades will be completed independently by learners, under similar levels of control that teachers use for existing arrangements such as NEA. Teachers should give careful consideration if levels of control are altered part way through an NEA, that piece of work may be completed without the usual level of supervision.

They need to document how comparisons can be made between work that has been supervised and work that has been completed without supervision. Wherever possible, work will be completed in class and in place of usual classroom activities. It may be that there are occasions where work needs to be completed at home e.g. in the event of national lockdown or self-isolation.

The school will introduce additional mitigating measures at this point to ensure that as far as possible, a learner's work is their own. The school will also consider work that has been produced by the learner against previously assessed work to verify authenticity; this is particularly relevant where evidence submitted is atypical of the usual standard demonstrated by the learner.

Staff may undertake further activities with learners in order to ascertain that work is their own. e.g. a Question and Answer session with the learner or an additional assessment activity.

Assessments will as far as possible, be completed at the same time within a subject.

Learners that are absent during the time of classroom-based assessments will be provided with another opportunity to sit the assessment but will be provided with a different assessment.

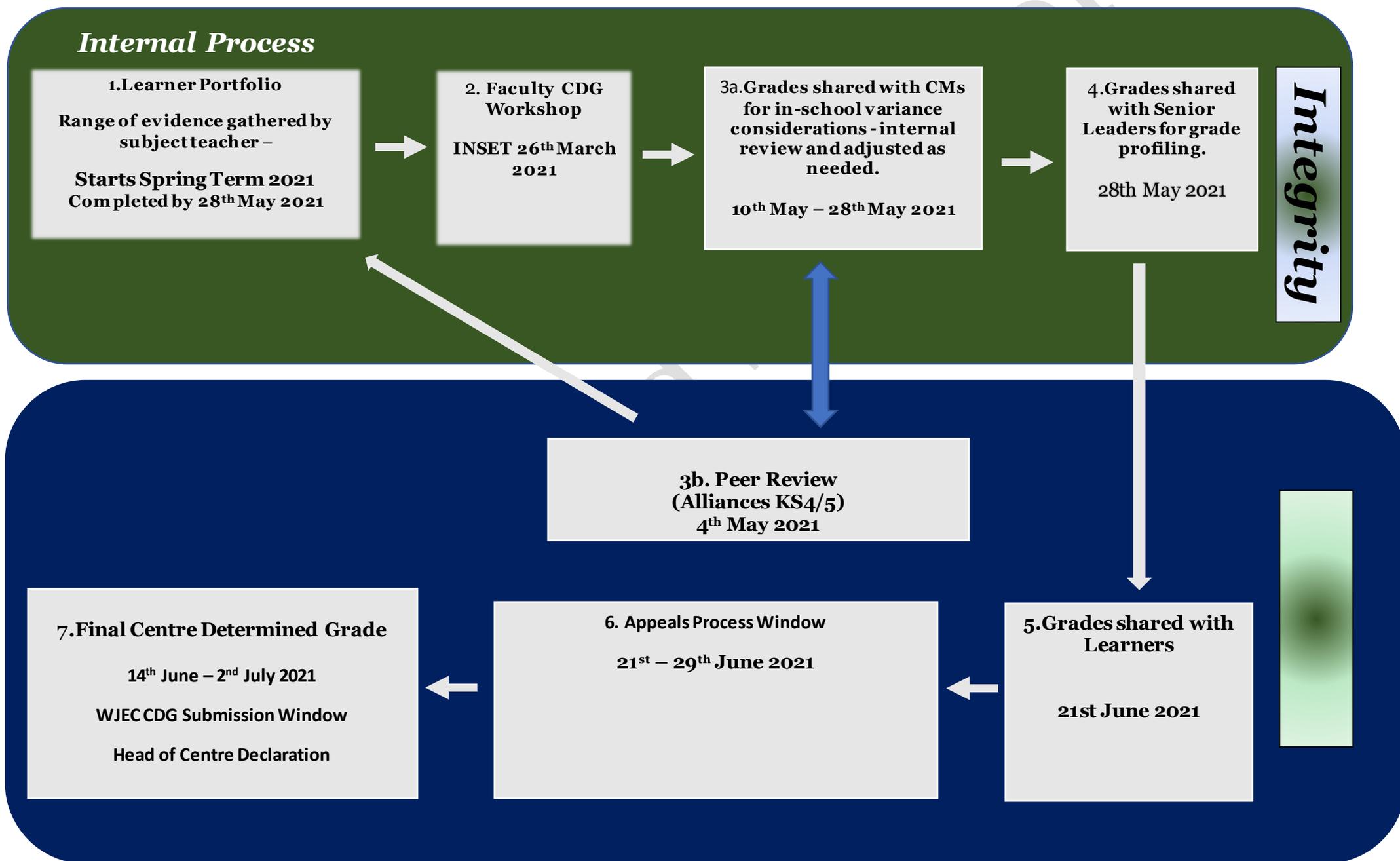
The results of all assessments will be recorded by the class teacher. Learners will not have the opportunity to improve their work. Decisions relating to the awarded grade will not be communicated to students and/or parents by individual staff within the subject, until the given date in June. In line with existing policies in relation to Public Examinations and Controlled Assessment, the centre will ensure that it is compliant with its Public Sector Equality Duty.

The centre will ensure that it is compliant with data protection and data processing regulations. On submission of Centre Determined Grades to WJEC, St. Brigid's will make an overall declaration in relation to the processes that have been carried out, as required by WJEC.

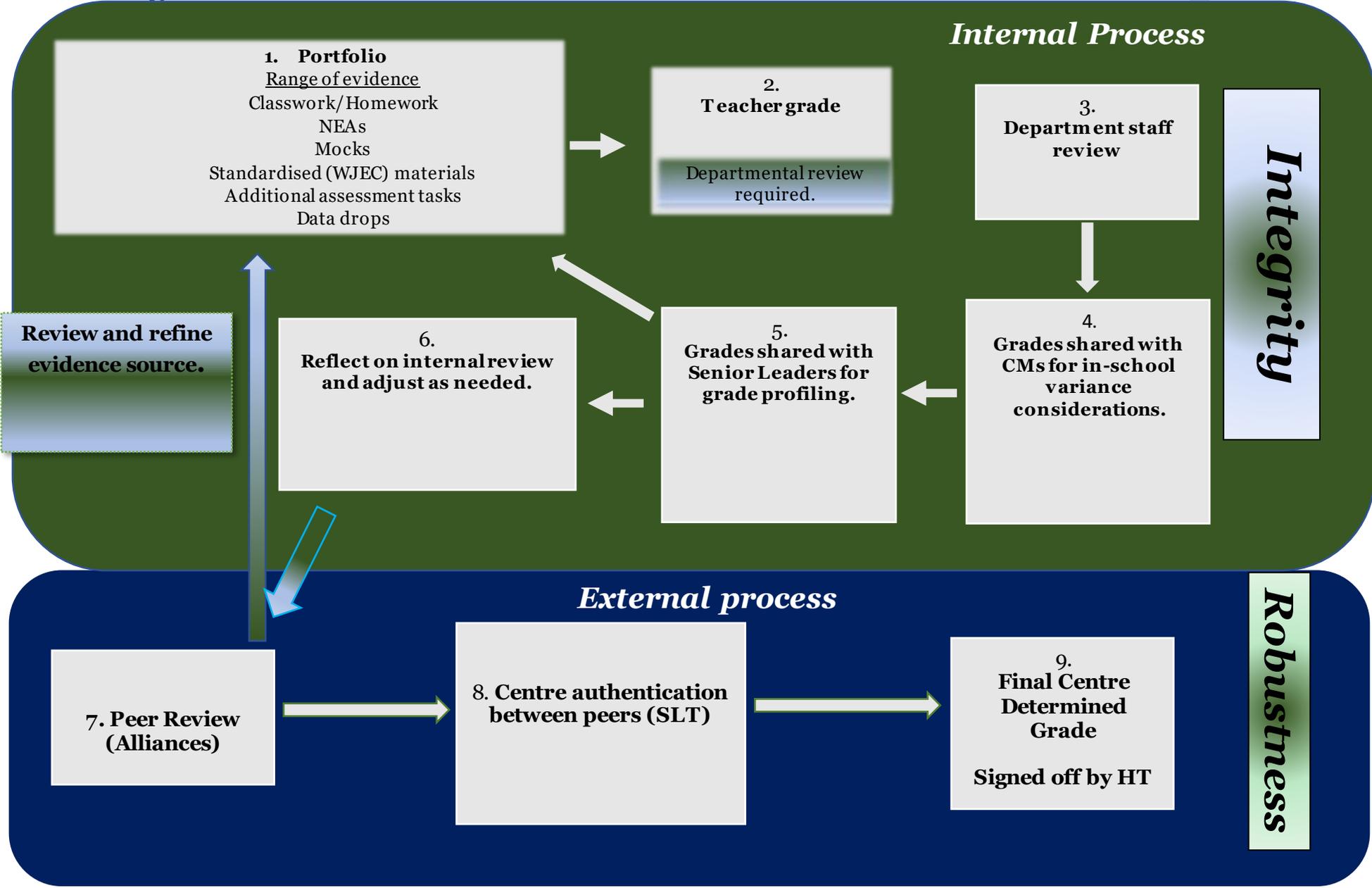
Event	Date
Your school or college will tell you how you will be assessed and graded for your qualification	By Easter
You should have face to face teaching and some additional assessments	12 April – 28 May
You will receive your provisional Centre Determined Grades and you will have the opportunity to ask for your grades to be reviewed	By 25 June
Your school or college will submit the provisional Centre Determined Grades to WJEC.	14 June – 2 July
AS and A level Results Day	10 August
You will have the opportunity to appeal your AS or/and A level result to WJEC	10 August – 7 September
GCSE Results Day	12 August
You will have the opportunity to appeal your GCSE result to WJEC	24 August – 21 September *
You will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (EPRS)	Post results day

(*provisional date)

St. Brigid's School timeline of Process



St. Brigid's School's Internal & External Processes:



The **internal process** reflects the type of considerations that we could consider in determining our proposed Centre Determined Grades (CDG). Each subject will vary in terms of the evidence base available to them. Some will have no NEAs, some may have undertaken regular sub-unit assessments, some departments may wish to enrich or enhance evidence bases such as NEAs. The department should accurately record the evidence base that has been used in deriving the CDGs and we will published a compendium of the evidence sources to ensure transparency. The process encourages departmental reflection, of which a record should be made, and school-based reflection (again recording pertinent detail) to ensure that in-school variance and historical profiling is considered in the context of the current cohorts. This process is cyclical and designed to demonstrate that due consideration has been applied to reassure stakeholder that the system has appropriate integrity.

The **external process** is designed to add robustness to integrity. It should reassure stakeholders that the internal procedures have been peer-assessed and enhanced if required. This will give schools the opportunity to consider additional evidence that they may not have initially considered. Discussions may also be held about outlier departments and what evidence supported these proposed outcomes. It would be advisable that pertinent details are recorded to evidence the robustness applied in deriving the centre determined grade.

Combining the internal and external processes offers us the evidence that our systems have been meaningful, focused on quality enhancement and committed to ensuring a genuine outcome for the young people in our care. It affords us the basis for appropriate mitigation against appeals and is a commitment to safeguarding both staff and students.

Quality Assurance of Assessment

Internal standardisation will involve all those responsible for teaching the subject. It will include cross checking the marking across the full range of marks and include a sample of learners from each class. Each subject area will determine the size of the internal moderation sample. The exception to this is where a cohort size is less than 10; in this case the whole class cohort will be moderated.

Subject areas will also identify whether any conflicts of interest occur in determining the moderation sample. For example, staff colleagues with their child in the year group/subject area or class, or in relation to teachers assessing the work of their family or close friends.

The Curriculum Managers will ensure that the sample of work to be moderated covers the full spectrum of grades and work from all teachers who have prepared learners and assessed work.

They will also oversee any issues with respect to conflict of interest.

Internal standardisation will also ensure learners of different protected characteristics are included in the sampling and cross checked (to conform with Equality and Disability legislation). All work sampled across schools will be marked anonymously to mitigate the risk of conscious/unconscious bias and for the data protection of learners.

Subject staff will undertake moderation activities, within and across departments (subjects) as soon as is reasonable and practicable, once the evidence has been submitted. Where a piece of evidence is moderated, additional comments by a separate member of staff will be made using a BLUE pen; the Curriculum Managers will review any discrepancies, making comments using a GREEN pen.

As a result of internal/external moderation (see process flowchart), it may be necessary to adjust a teacher's decision to:

- Match the standards as established and understood in the guidance provided.
- Bring judgements in line with those of other teachers in the department.
- Satisfy requirements in relation to Equality and Disability legislation Any variances, adjustments etc. as a result of the internal standardisation process, will be recorded.

Quality Assurance of Overall Grading Decisions

Each Curriculum Manager will sample a selection of Learner Decision Making records in order to ensure that grading decisions have been made fairly and consistently. Learners with protected characteristics will be included in this sampling activity. The size of the moderation sample will be determined as above. The results of any moderation and standardisation activity will be documented and retained.

Subject Outcomes

The Centre Determined Grades should reflect the overall standards achieved in that subject over recent years. The Curriculum Manager/AHTs will ensure that the grades awarded are in line with a subject's performance in recent years and provide a rationale for any significant variation. Curriculum Managers will also consider in school variance of results using the SMID/ALPs analysis tool.

A further Quality Assurance process will be undertaken by the centre Leadership Group to ensure that the grades awarded are in line with those from previous external examination series.

The Leadership Group will draw together and submit contextual performance information for a given year group. This may include Key Stage 2/3 levels, National tests and Key Stage 3/4/5 tracking data. This information will provide an anchor to the performance data.

How are we going to record the evidence?

Using WJEC guidance, St. Brigid's school will document the rationale for grade decisions for each learner, including any access arrangements and special considerations applied.

Decision making records will provide clarity for learners and parents/carers.

The school will use decision making record templates provided by the WJEC.

The school will ensure that the centre is compliant with its Public Sector Equality Duty (PSED) - <http://www.legislation.gov.uk/wsi/2011/1064/contents/made>

There are also specific duties for Wales which sets out the steps that must be taken to demonstrate due regard to the general duty - <https://www.legislation.gov.uk/ukpga/2010/15/section/149>

The school will consider other reasonable adjustments which learners are entitled to. (See - Separate guidance on Access Arrangements will be provided by WJEC to support this).

St. Brigid's will implement processes to ensure grade judgments are as objective and fair as possible, so that they are assured that they have fulfilled their duties to promote equality and avoid discrimination.

The following will be used:

What equality law means for you as an education provider in Wales: Schools - <https://www.equalityhumanrights.com/en/advice-and-guidance/our-approach-public-sector-equality-duty-andguidance>

Separate guidance and training on avoiding unconscious bias will be also be made available to St. Brigid's to support this. These processes will support St. Brigid's in considering any review of Centre Determined Grades and in any appeal. St. Brigid's will also ensure they are compliant with data protection and data processing regulations.

On submission of provisional Centre Determined Grades to WJEC, St. Brigid's will make an overall declaration in relation to the processes that have been carried out. St. Brigid's will submit an explanation of the overall pattern of the centre's results, at an aggregate level, for GCSEs, AS and A-levels, at the point of submission of the Centre Determined Grades to WJEC.

This explanation will not be extensive in nature but will be sufficient to describe any overall changes in the pattern of results for St. Brigid's School.

Learner and parents/carers communication

The involvement of learners and parents and the utilisation of a clear and transparent communications plan will be a priority to instil confidence in the approach used by the centre.

A parents' and learners' communication plan will be implemented to provide information on the key areas. Prior to Easter, learners will be provided with:

- 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.
- The proportionate weighting of each evidence set per subject. Once Quality Assurance of the Centre Assessment Plan by the WJEC has taken place, parents and learners will be provided with a copy. In addition to the points above, this will also set out: How specific and relevant access arrangements and special consideration have been met
- The recording of evidence contributing to the determination of their final qualification grade
- The internal moderation processes that will be undertaken by the centre
- The recording of reviews requested by the learners and the outcome of such reviews (Appeals procedures)

After Easter and via subject teachers, learners will be informed of:

- Their subject assessment dates
- The topics that will be covered in each assessment. Please note that learners will not be provided with the assessment to view in advance.
- 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 Centre Determined Grade at the Mid-June 2021

Appeals Process (N.B. final guidance and details will follow when released by WJEC after 26th April 2021)

As set out in the Minister for Education's announcement on 20 January 2021, the appeals process will have three stages:

Stage 1 - a centre review of the provisional Centre Determined Grade on the grounds of judgement and/or a procedural error has been made.

Stage 2 – an appeal to WJEC on the grounds that the judgement that the centre has made is unreasonable and/or a procedural error has been made.

Stage 3 – a request to Qualifications Wales for an Exam Procedures Review Service (EPRS) to review whether WJEC has followed the required procedures.

Stage 1 – St. Brigid's School review stage, will allow learners to request a review of the centre's judgement of their grade and/or correct any errors. This will be completed before the submission of Centre Determined Grades to WJEC.

This process will be similar to the process required in a normal year when a learner can appeal any centre NEA marks at a centre level before marks are submitted to WJEC.

The Centre Determined Grade is provisional until qualification grades are issued by WJEC on results days. WJEC will provide guidance on the centre review process including documentation to support consistency and manageability across centres. The Headteacher will ensure processes are in place to facilitate the internal review of grades which could include:

- Identification of a suitable person/persons to lead reviews, who is/are not involved in the original determination of the grade.
- How it will inform learners about the grade decisions made and the evidence on which the decision was based, for example, the decision-making record.
- Effective arrangements to support learners should they wish to submit a stage 2 appeal to WJEC.

Stage 2 – appeals to WJEC will allow learners to appeal on the grounds that the academic judgement that the centre has made is unreasonable and/or a procedural error has been made. This process will be carried out once results have formally been released on the relevant results days

Stage 3 - Qualifications Wales will implement an Exam Procedures Review Service (EPRS) to allow learners to request a review on the grounds that WJEC has not followed its stated process.

St. Brigid's School

Appendix

St. Brigids School

Appendix I:

Guidance on Special Consideration for Summer 2021

Introduction

The purpose of this guidance is to provide advice to centre staff when making decisions on centre determined grades. The guidance covers the following Qualification Wales approved qualifications:

- Qualifications Wales approved GCSE, AS and A level
- Skills Challenge Certificates
- Level 2 Health and Social Care: Principles and Contexts

Special consideration

The process of centres submitting special consideration applications to awarding bodies will not apply this summer. As the evidence is flexible and can be tailored to an individual candidate according to the coverage of the specification, instances of special consideration should be limited. Centres should be able to select work completed by candidates where they are unaffected by adverse circumstances. Where this is not possible and a temporary illness, injury or other event outside of a candidate's control may have affected their performance in assessments which will be used to determine a grade, teachers should take this into account. The event must relate to the candidate's performance(s) at the time of taking relevant assessments which contribute to the centre determined grade and due to events outside of their control.

These include:

- Temporary illness or accident/injury
- Bereavement
- Domestic crisis

- The centre not implementing previously approved access arrangements. 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 on-going implications such as an inquest or court case
 - 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, as outlined in the qualification assessment frameworks provided by WJEC.

Additional information will be provided in the WJEC guidance on grading.

Centre determined grades are based on the evidence produced by the candidate and not their potential.

How to apply for special consideration

Special consideration should be implemented by the centre at assessment level through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance given will be 5% of the total raw marks available in the assessment. The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered.

Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to demonstrate his or her normal level of attainment in an assessment.

Special consideration cannot be applied in a cumulative fashion.

For example, because of a recent trauma at the time of the assessment and the candidate suffering from a viral illness. Special consideration should only be applied for the most serious indisposition. The following are examples of circumstances which must apply at the time of the assessment.

5% This is the maximum allowance and will be reserved for the most exceptional cases, such as:

- terminal illness of the candidate
- terminal illness of a parent/carer
- death of a member of the immediate family within two months of the assessment
- very serious and disruptive crisis/incident at or near the time of the assessment.

4% Very serious problems such as:

- life-threatening illness of candidate or member of immediate family
- major surgery at or near the time of the assessment
- severe disease
- very recent death of member of extended family
- severe or permanent bodily injury occurring at the time of the examination
- serious crisis/incident at the time of the assessment.

NB 'Very recent' is defined as within one month of the assessment(s) taking place.

3% A more common category (more cases will fall into this category), including:

- recent traumatic experience such as death of a close friend or distant relative
- 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 assessment
- recent crisis/incident
- witnessing a distressing event on the day of the assessment.

NB 'Recent' is defined as up to four months prior to the examination(s) taking place.

2% The most common category of allowance – most cases will fall within this category:

- illness at the time of the assessment
- broken limb on the mend

- concussion
- effects of pregnancy (not pregnancy per se)
- extreme distress on the day of an assessment (not simply assessment related stress).

1% Reserved for more minor problems:

- illness of another candidate which leads to disruption in the assessment
- stress or anxiety for which medication has been prescribed
- hay fever on the day of an assessment
- minor upset arising from administrative problems

Appeals as in other series, appeals may be submitted on the grounds of the application of special consideration.

Appendix II:

Subject Assessment Plan Exemplar – A2 Chemistry

A2 Unit 3 – Physical & Inorganic Chemistry	
Evidence collected already	Link to specification
3.1 Redox and standard electrode potential	End of unit assessment including Recent and past questions from WJEC
3.2 Redox reactions	End of unit assessment including Recent and past questions from WJEC
3.3 Chemistry of the p-block	End of unit assessment including Recent and past questions from WJEC
3.4 Chemistry of the d-block transition metals	End of unit assessment including Recent and past questions from WJEC
3.5 Chemical kinetics	Assessed in mock Dec 2020 paper
3.6 Enthalpy Changes for solids and solutions	End of unit assessment including Recent and past questions from WJEC
3.7 Entropy and Feasibility reactions	End of unit assessment including Recent and past questions from WJEC
3.8 Equilibrium constants	Assessed in mock Dec 2020 paper
3.9 Acid-base equilibria	Assessed in mock Dec 2020 paper

Mock examination December 2020	Unit 3 June 2019 used for mock examination covered all unit 3 topics. Grade boundaries were based on that year's grade boundaries.
Evidence to be collected	
Unit 3 mini assessment	Full or Partial papers to be used, if required

A2 Unit 4 – Organic Chemistry & Analysis	
Evidence collected already	Link to specification
4.1 Stereoisomerism	End of unit assessment including Recent and past questions from WJEC
4.2 Aromaticity	End of unit assessment including Recent and past questions from WJEC
4.3 Alcohols and phenols	End of unit assessment including Recent and past questions from WJEC
4.4 Aldehydes and ketones	End of unit assessment including Recent and past questions from WJEC
4.6 Amines	End of unit assessment including Recent and past questions from WJEC
4.7 Amino acids, peptides and proteins	End of unit assessment including Recent and past questions from WJEC
Evidence to be collected	
4.5 Carboxylic acids and their derivatives	To be assessed in full or partial paper tests

4.8 Organic synthesis and analysis	To be assessed in full or partial paper tests
Unit4 mini assessments	Full or Partial papers Unit 4 to be used, if required. Mini assessments will cover all unit 4 topics. Grade boundaries will be based on that year's grade boundaries.

A2 Unit 5 – Practical	
Evidence to be Collected	
Practical examination assessment	Full Unit 5 to be used. Grade boundaries will be based on that year's grade boundaries.

***In line with our Consortium agreement with Denbigh High School, Subject Assessment Plans for AS/A2 will be created and shared in conjunction with DHS for shared subject teaching.**

Appendix III

GDPR information

(To follow, following Data Impact Assessment)

St. Brigid's School