

# New-Bridge Integrated College

## Centre Number 71711

### Centre Determined Grades Policy

#### Summer 2021



Adopted by Board of Governors on:	Thursday 22 <sup>nd</sup> April 2021
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#### 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 and all other awarding organisations, 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 and other awarding bodies. 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, along with rank order, if they had been able to complete examinations. **This year Centre Determined Grade will be evidence based with no requirement for Rank Order submissions, factoring in lost teaching and learning resulting from Lockdown.**

## Purpose

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 Revised Edition’,
- Subject specific guidance from various awarding bodies
- and other CCEA, 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 centre policies. In addition to the guidance, staff have received training from CCEA on which has been disseminated to staff during Principal’s Pre Recorded Inservice training sessions.

## Process Overview

There is a five-step process for the Summer 2021 awarding arrangements as shown below and explained in more detail in the ‘CCEA Alternative Arrangements – Process for Heads of Centre’ & ‘Alternative Awarding Arrangements for CCEA GCSE, AS and A Levels in 2021 - A high level guide for schools and Colleges.’



## New-Bridge Integrated College Internal Deadlines for the 5 Step Process

Steps		Activity
Step 1	<b>Guidance, Information and Readiness</b> (March, April)	CCEA and other awarding bodies 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'</li> <li>GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Technical Questions and Answers.</li> <li>'Alternative Awarding Arrangements for CCEA GCSE, AS and A Levels in 2021- A high level guide for schools and Colleges.'</li> <li>key information from other awarding bodies when published</li> </ul>
		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' CCEA Bi-monthly meeting</li> <li>Chartered Institute of Educational Assessors (CIEA) CCEA Alternative Arrangements – Process for Heads of Centre.' Validity Chain-1. Reliability 2. Manageability 3. Fairness &amp; Bias 4. Comparability 5. Relevance /Authenticity</li> <li>Subject Specific training. Subject specific CCEA webinars.</li> <li>And any other training made available but currently not published.</li> </ul>
		Centre policy for awarding Centre Determined Grades developed, documented and shared with all staff, parents and governors as part of Consultation process. Policies sent to CCEA for approval.
		Centres agree quality assurance process to ensure consistency across teachers, subjects and departments.
		Preliminary consideration of value of available evidence Weekly assessment schedule drawn up for pupils and sent to parents. Adaptations for individual students agreed and incorporated into planning to reflect special circumstance and/ engagement concerns. Lost learning reflected through adaptations within each assessment component
Step 2	<b>Evidence Gathering &amp; Provision of Assessment Resource</b> March-May	Completion and marking of defined assessments in line with centre Policy. Senior Leadership Team allocated to subject areas where regular monitoring/quality assurance meetings will take place to ensure consistency and fairness have been applied
		All other available evidence collated and documented Summary of Subject specific Assessment Documents stored in central folder by Principal
Step 3	<b>Centre Professional Judgement and Moderation</b> (April and May)	All available evidence moderated in line with centre policy
		Any potential bias in Centre recorded - Determined Grades and outcomes considered
		Centre Determined Grade outcomes final review by senior leadership teams
		Head of Centre sign-off and submission of Centre Determined Grades
Step 4	<b>Review of Evidence and Award</b> (June and July)	Centre evidence and grade outcomes reviewed
		If evidence submitted is considered reasonable, centre grades proceed to award. If necessary, additional evidence requested and reviewed.
		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.
Step 5	<b>Post-Award Review Service</b> (August and September)	After the issue of results, students will have the right to appeal to their centres and to CCEA.

## Roles and Responsibilities

Roles and responsibilities of New-Bridge Integrated College staff are outlined below:

Chairperson of the Board of Governors:	Mrs N Connolly
Principal & Head of Centre:	Mrs Anne Anderson
Senior Leadership Team (SLT/CIEA):	Mrs Anne Anderson (Principal), Mrs Hilary Harbinson (VP) Mr Gareth Thompson (Curriculum Leader)
Examinations Officer:	Mrs Ann O'Loughlin
SENCO:	Mrs Manson
CCEA Lead Examiners/Assessors:	11 members of teaching staff
Covid Officer	Mrs Emma Cordner (College Bursar)
Assessment Co-ordinator/Data capture	Mr Aidan Magee
Subject Leaders:	Full list provided on <a href="http://www.newbridgeintegrated.org">www.newbridgeintegrated.org</a>
Class Teachers:	Full list provided on <a href="http://www.newbridgeintegrated.org">www.newbridgeintegrated.org</a>

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 Leadership Team (CIEA Attendees)** will provide support to staff involved in producing Centre Determined Grades. They will support the Head of Centre in the quality assurance of the final Centre Determined Grades. They have a role in achieving a consistent approach across departments and authenticating the preliminary outcomes in subjects where there is only one teacher. This will be agreed on a case-by-case basis but may include, for example Senior Leaders or the Head of Centre validating the outcomes after comparing them with outcomes in associated subject areas where applicable. SLT 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. SLT will act as Quality Assurance Link for specific Subject areas.

The **Examinations Officer** is responsible for ensuring accurate and timely entries are submitted to CCEA. They must ensure that all information from CCEA is shared promptly with all relevant staff. The Examinations Officer will ensure that they know, understand and can use the CCEA Centre Manager Applications. They will ensure that the centre's systems for data capture are enabled and that the Centre Determined Grades are submitted for each candidate entry by the published date(s) for Summer 2021. The Examinations Officer is responsible for the administration of the final Centre Determined Grades and for managing the post-results services within the centre.

**Subject Leaders** are responsible for supporting departmental staff and ensuring all staff conduct assessments under the appropriate levels of control and have the information required to make accurate and fair judgements. They will ensure that a Head of Department /Subject Leader Checklist is completed for each qualification that they are submitting. Additional support and, where appropriate, quality assurance measures will be provided for newly qualified teachers. Subject Leaders will also ensure that access arrangements and special circumstances have been applied appropriately across each department.

**SENCO** is responsible for ensuring all students have the access arrangements they are entitled to as JCQ guidelines 2021-including scribe, extra time, prompter, reader or modified examination papers.

**Lead CCEA Examiners and Assessors will** disseminate best practice to their department and lead internal quality assurance In Service sessions and departmental standardisation and moderation processes - **They will make a key contribution to quality assurance within their subject areas and beyond.**

**Teachers** are responsible for ensuring that they conduct assessments (which may include the optional assessment resource) under the centre's appropriate levels of control, where it is safe to do so, and that they have sufficient evidence, in line with the centre policy, to support Centre Determined Grades for each candidate they have entered for a qualification. They must ensure that the Centre Determined Grade they assign to each candidate is a fair, valid and reliable reflection of the assessed evidence available for each candidate. They must complete the Candidate Assessment Record to include a description of the assessment evidence used, the level of control for each assessment considered, and any other evidence that explains the final Centre Determined Grade submitted. Teachers have the responsibility for internal standardisation and moderating candidates' work, in conjunction with departmental colleagues and Senior Leaders as required. They must securely store and be able to retrieve evidence to support their decisions. Teachers must ensure that adaptations for missed learning are factored into assessment material and ensure that access arrangements along with special circumstances are factored into planning. Single member departments will link with another specialist from similar school as part of Quality assurance process. (Music/Business Studies). The knowledge, expertise and professionalism of the staff of New-Bridge Integrated College is central to determining Centre Determined Grades.

**Students** will be expected to have good attendance and submit work which is to the best of their ability; 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 the decision-making on a grade, this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

**Parents** should support learners by ensuring good attendance, awareness of school policy and ensuring their children adhere to internal deadlines for submission of work. Parents should ensure that the school is notified of any special circumstances which has the potential to impact of student performance eg bereavement, family trauma. 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 this will be reported to CCEA or any other awarding body, who may investigate this as potential malpractice or maladministration.

## **Training, Support and Guidance**

**Centre Based Training** - The centre policy will be supported through training provided by CCEA to Senior Leadership Team through the CIEA. Senior Leaders will disseminate this training to all teachers involved in producing Centre Determined Grades. Teachers involved in determining grades must attend centre-based training provided. Subject Leaders will also attend additional quality assurance training led by SLT.

Stage 1- CIEA Training for Core Assessment Team (SLT)

Stage 2- CCEA Bi weekly principal's training – disseminated to staff

Stage 3 - CCEA Subject specific support training and webinars, attended by subject leaders

Stage 4 - Training on CDG policy, Bias and Moderation processes

### **Collaboration between schools**

We will liaise with professional colleagues in partner schools to satisfy ourselves that evidence to support Centre Determined Grades exist, and that procedures have been followed in line with DE/CCEA and other Exam Board's guidance.

**CCEA Subject Specific Training** – New-Bridge Integrated College will engage fully with all training and support that CCEA provide, including web-based support and training. Further general and subject-specific support and guidance can be found on the awarding bodies website at [www.ccea.org.uk](http://www.ccea.org.uk). If relevant staff are unable to attend CCEA subject support meetings or training, they must delegate to the most suitable alternative member of staff and ensure that the information is shared at the earliest possible opportunity with all relevant staff. The Vice Principal, Mrs H Harbinson should be notified if no one from a department has been able to attend support meetings and Vice Principal, Mrs H. Harbinson will consider how this is addressed.

**Departmental Training Sessions led by Subject Leaders.** Subject leaders will engage with CCEA Subject Webinars and access support materials to guide their department through the process of awarding CDG. Two additional moderation days provided to facilitate moderation across each department – “Qualification Procedure Days”: Moderation Day 1 and Moderation Day 2.

## **Appropriate Evidence**

The evidence used will be in line with the ‘**CCEA Alternative Arrangements – Process for Heads of Centre.**’ New-Bridge 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**’

Departments will collect a broad range of evidence, consistent across the qualification cohort; 3 pieces of assessment will be clearly identified by each department. Please note that Art and Design assessment arrangements fall outside the criteria of 3 separate pieces of evidence. Two large pieces of student portfolio work may also be sufficient as in the case of Applied qualifications. The nature of these pieces of evidence are outlined below, which have been detailed to encourage a level of consistency across the College. However, it is also important to note that different departments

may decide to prioritise other pieces of evidence based on a number of factors, such as the characteristics of different subjects, the weighting of practical components against written assessments, and the evidence at their disposal. Such variations will be made available to students by each department. Any student specific variations will be identified on a Candidate Assessment Record – see section on Contingency Planning.

1. **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. CCEA has stated clearly that assessments are optional as sufficient assessments may already exist within specific subject areas.
2. **Performance in CCEA past paper questions, mock papers** (which have been marked using CCEA mark schemes under high control) - These are likely to be a good indicator of performance, particularly when taken under high control conditions. They assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers in addressing Assessment Objectives. Assessments already sat by students before 1<sup>st</sup> January 2021 can be used as evidence although further assessment opportunities for students will be offered between 22nd March and mid May 2021
3. **Performance in Coursework or Controlled Assessment tasks** (even where there is partial or full completion) – 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. Coverage of Assessment Objectives will be clearly identified and where applicable Assessment Marking Matrix applied from Specification to indicate Mark Band awarded.
4. **Performance in Practical Components (even where there is partial or full completion)** Coverage of Assessment Objectives will be clearly identified and where applicable Assessment Marking Matrix applied from Specification to indicate Mark Band awarded – relates specifically to Art, Music, PE, Technology, Construction and ICT
5. **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 and will indicate level of control applied (Low, Medium or High). Work submitted through lockdown may provide supplementary evidence for individual pupils in awarding final grade.
6. For those **unitised qualifications**, where notional grades have been awarded under high control examination conditions (eg Science), these grades may contribute to the 3 pieces of assessment evidence presented.

**Outline of Department Assessment Evidence is included in Summary Table (See Appendix 3)**

## Unit Omissions

New-Bridge 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. Unit Omissions for each subject area will be indicated on departmental planning sheet and stored centrally by Principal, if further information is required.

## Individual lost learning

In this series, students do not need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. Therefore, students will not be disadvantaged as a result of lost learning. If the grade awarded reflects the evidence available, the student should be awarded that grade, irrespective of content coverage. New-Bridge Integrated College is taking account of disruption that candidates have faced to their learning as a result of COVID-19. Any adaptations that have been made will be recorded on the Departmental Assessment Record provided by CCEA and will be based on the '**CCEA Alternative Arrangements – Process for Heads of Centre.**'

To ensure individual lost learning is accounted for, New-Bridge Integrated College's Covid Officer, holds a record of all students that have had additional periods of absence from school due to the Covid-19 Pandemic. This includes:

- Students that have contracted Coronavirus
- Students that have been asked to self-isolate (either by the school, track and trace or through the PHA guidance)
- Students that have missed school due to families being impacted by coronavirus.

In the Risk Assessment that all parents received in August, it states that the school must be informed if a child is tested for Covid-19, if a child is confirmed as positive case for covid-19 or if they are self-isolating due to being a close contact with a positive case. As with all absences in school, it is the responsibility of the parents to inform the school and to give reasons for the absence.

The names of students and dates of those impacted by covid-19 in the academic year 2020-2021 are held centrally by the Covid Officer. Where a student has missed a piece of evidence due to Covid-19, the teacher will seek to use alternative pieces of evidence. This will be recorded on the Candidate Assessment Record.

## Contingency Planning

Students, whose learning was impacted by Covid through low engagement levels, will be supported to access assessments which are manageable, reliable, fair and relevant in determining centre determined grades. Teachers will assess students based on what has been taught in their subject – adjustments will be as follows:

- Auditing topics from specification which were accessed by the student



- Minimum of 2 pieces of assessment acceptable
- Opportunity provided for students to sit additional assessment, only covering topics which have been taught
- Modifications made where appropriate to assessments to support policy that students only assessed on what they have been taught
- Compilation of homeworks prior to lockdown to be used to support awarding of final grade, if appropriate and low level of control indicated.

## **Communication of Evidence**

Candidates and Parents will be made aware of the evidence that will be used in determining their grades, but in line with guidance will not be informed of final outcome. Students and Parents will be provided with Weekly Assessment Schedule to indicate when each class assessment will take place.

## **Centre Determined Grades**

New-Bridge 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, 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)

All teachers will complete the Candidate Assessment Record and will forward to their Head of Department/Subject Leader. All teachers are responsible for ensuring that all evidence has been stored safely and is accessible to support the CCEA Review of Evidence and Award process. It is important that decisions are justified and recorded to show how the evidence was used to arrive at a fair and objective grade.

## **Internal Standardisation**

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. (This will be in line with the College's Internal Assessment Policy) In Departments with only one teacher, New-Bridge Integrated College will still require the standardisation process to take place, it should occur with a nominated colleague and all meetings recorded, as with subjects with multiple teachers. Where there is only one teacher within that subject area, such as the case with Music and Business Studies, those teachers will link up with another specialist in a different school for assist with 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.

- Internal standardisation should include cross-checking of marking across the full range of marks and include candidates from each class.
- The Candidate Assessment Records should form the basis of discussions around decisions made.
- As a result of the internal standardisation process, it may be necessary for a teacher or the Head of Department to adjust the original decision:
  - to match the standards as established and understood in the guidance provided; and
  - to bring judgements into line with those of other teachers in the department.
- In the context of internal standardisation, any necessary decisions will be made by the Head of Department/Subject Leader. They should complete the relevant checklist, which will record any adjustments and relevant information.
- Single teacher departments will match up with similar school to participate in cross moderation (Music and Business Studies).
- A member of the Senior Leadership Team will be allocated to specific departments as part of the Quality Assurance process.

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

New-Bridge Integrated College undertakes to have a consistent approach across departments /subjects. The Senior Leadership Team will carry out moderation, to include a review of marking and the internal standardisation arrangements and will investigate whether decisions have been justified. Unexplained grade profiles will be considered and may result in a review of the evidence used or remarking. A record of decisions made will be retained.

The moderation exercise will include professional discussions with Heads of Department/Subject Leaders. Senior Leadership Team will consider both the subject and centre outcomes based on the evidence available and records will be held centrally by Principal.

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**

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe or extra time), New-Bridge Integrated College 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. All staff are informed of Access Arrangements applicable to each student – this information is captured on a shared data capture document shared by all staff.

## Special Consideration

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 in the consideration of a student's Centre Determined Grade, New-Bridge Integrated College will take account of this when making a judgement. Due to the flexibility in approaches to assessments for Summer 2021, it is anticipated that special consideration requests will be limited.

The JCQ special consideration framework remains unchanged for Summer 2021, although the responsibility of awarding special considerations rests with the centre. 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).

The Senior Leadership Team, along with Examination officer will determine the %weighting to be applied for each individual case and all staff informed of %weighting to be applied. Class teachers will record how this was incorporated into their judgements in the Candidate Assessment Record. New-Bridge 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.

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 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**

New-Bridge Integrated College will fulfil its duties and responsibilities concerning relevant equality and disability requirements. SLT will disseminate guidance to staff, from the CIEA training on potential bias in judgements, including the challenges and solutions relevant to a holistic approach to assessing the validity of assessment judgements. This will include information on:

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

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

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

## **Conflicts of Interest**

To protect the integrity of assessments, staff must declare any potential conflicts of interest to the Head of Centre using standard proforma and this will be held centrally. 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.

## **Recording Decisions and Retention of Evidence and Data**

It is fundamental that teachers and Heads of Department maintain records that show how Centre Determined Grades have been produced and internally standardised, including the rationale for decisions in relation to individual marks/grades. All evidence used to support the grade determined for each candidate will be retained electronically on the C2k network.

The records of decisions and retention of evidence will comply with data protection legislation and will be available for CCEA centre moderation, the CCEA Review of Evidence and Award process and any possible appeals. New-Bridge Integrated College will upload evidence via the CCEA application system when requested.

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

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

The storing of information will comply with the Colleges GDPR policy. All pupils' assessment evidence will be kept in Lever Arch Folders, centrally held by Subject Leaders in a secure setting. Where samples of evidence are called for, this evidence will be converted into electronic format and sent to CCEA within 48 hours of request, in line with CCEA Policy.

## **Confidentiality**

New-Bridge 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**

New-Bridge 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 New-Bridge Integrated College.

## Appeals Process Relating to Centre Determined Grades

Full Details of CCEA Appeals Policy will be published on CCEA website and the school will notify parents when this policy becomes available: draft guidance is laid out below.

The appeals process developed for the Summer 2021 exam series allows students to appeal their grade. Where students believe they have not received the right grade, they may ask their centre to check whether an administrative or procedural error has been made. If the centre identifies an error with the grade submitted to the awarding body, it may submit a revised grade and a rationale for the grade change to the awarding body. If the awarding body is satisfied with the rationale presented by the centre, it will issue a revised grade.

Where the centre does not believe that an error has been made, a student may ask the centre to submit an appeal to the awarding body on their behalf. The centre must submit the student’s appeal and provide the evidence which determined the student’s grade. The awarding body will consider whether the grade reflects an unreasonable exercise of academic judgement and/or that the centre followed its procedures properly and consistently, and/or that the awarding body made an administrative error. Within each of the above categories, parents will be provided with a Proforma and asked to submit to the school within 10 days of receiving notification of grade result. CCEA’s current planning for **Appeals for Summer 2021** is detailed in the table below:

Post Results Service/Appeals		
Current thinking:		
Application / Centre Procedural Review	Review of Academic Judgement	Appeal
<ul style="list-style-type: none"> <li>Application submitted by the candidate;</li> <li>Review completed by the centre;</li> <li>Administration / Procedural review only.</li> </ul>	<ul style="list-style-type: none"> <li>Submitted by the centre on behalf of the candidate;</li> <li>Completed by CCEA;</li> <li>Focus on Academic Judgement;</li> <li>Will require a review of candidate evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Submitted by the centre of behalf of the candidate;</li> <li>If previous reviews are not upheld, case may progress to Appeal Hearing.</li> </ul>
Both reviews may run concurrently		

Key staff involved in appeals Process within Centre: **Principal Mrs Anderson; Vice Principal Mrs Harbinson; Curriculum SLT Mr Thompson; Examinations Officer Mrs O’Loughlin**

## **Complaints Procedure**

New-Bridge Integrated College's internal complaints procedure permits candidates to challenge the centre's delivery or administration of a qualification (including failure to follow their internal appeals procedure correctly) and is available on the centre website at [www.newbridgeintegrated.org \(parents section\)](http://www.newbridgeintegrated.org/parents-section)

## **Requirements as a JCQ Registered Centre**

New-Bridge 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. This will ensure that all procedures relevant to: **Pearson Edexcel/OCR/OCN/AQA/WJEC** are followed and adhered to. The JCQ Summary form: Centre Policy for the delivery of Teacher Assessed Grades 2021 has been completed and submitted via JCQ CAP.

## **Associated/Related Centre Documents (on college website)**

Controlled Assessment Policy

Access Arrangements Policy (Exams)

Internal Appeals Policy (Exams)

Complaints Policy

Malpractice Policy (Exams)

GDPR Policy

Examinations FAQs - For students and parents

Disability Policy (Exams)

# Centre Determined Grades

## Appendix





## Subject Leader Checklist (Appendix 1)

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

<b>Centre Name:</b>	
<b>Centre Number:</b>	
<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 only the evidence detailed in the Candidate Assessment Record and this evidence is available, if requested, 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>Signature:</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"></div> <div style="width: 35%;"> <b>Date:</b> </div> </div>

## 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).

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	Assessment 4
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: 

## Candidate Assessment Record (Appendix 2)

This must be completed by the subject teacher – one per candidate for each qualification.

<b>Candidate Name:</b>	
<b>Candidate Number:</b>	
<b>Centre Name:</b>	
<b>Centre Number:</b>	

<b>Select Level:</b>	GCE A2	GCE AS	GCSE	ELQ	OS	OLA	Other
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Section 1: COVID-Related Disruption – Learner Context		Y/N
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>  		

Section 2: Access Arrangements and Special Consideration		Y/N
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>  		

## Candidate Assessment Record (continued)

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			
Assessment 4			

Overall Grade Awarded	
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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**



## Summary of GCSE Assessments at New-Bridge Integrated College



CCEA GCSE	Assessment 1	Assessment 2	Assessment 3
Art	Component 1 Part A Digital Portfolio – Medium Control	Component 1 Part B Winter Exam – High Control.	Component 1 Part B Digital Portfolio – Medium Control
Business Studies	Unit 2 Past Paper Questions Exam – High Control	Unit 2 Past Paper Questions Exam – High Control	Unit 2 – CCEA Assessment Task Written paper – High Control
Child Development	Unit 3 Controlled Assessment Medium Control	Unit 2 Past paper Questions – High Control	Unit 2 – CCEA Assessment Task Written Paper – High Control
Construction	Unit 2 Sustainable Construction Written Exam Paper – High Control	Unit 4 CAD Practical work – Medium Control	Unit 3 The Construction Craft Project Practical work – High Control
Digital Technology	Unit 2 Digital Authoring Concepts End of topic Assessments - High Control	Unit 3 Authoring Practice Controlled Assessment – Medium Control	Unit 2 - CCEA Assessment Task Written paper – High Control
Drama	Component 3 Past Paper Written Paper – High Control	Component 2 Practical Performance – High Control	Component 3 – CCEA Assessment Resource Written paper – High Control
English Language	Unit 2-Spoken Language Controlled Assessment Medium Control Unit 2 – Written Language High Control	Unit 4-Section A -CCEA Assessment Resource Written paper – High Control	Unit 3-Controlled Assessment High Control
English Literature	Unit 2 Macbeth Controlled Assessment High Control	Unit 3 Past Paper (Drama Section) Written paper – Medium Control Unit 3 Mock Exam Question (Poetry Section) Written Paper – High Control	Unit 3 – CCEA Assessment Task (Drama Section) Written Paper – High Control
Further Maths	Unit 1 & 3 Pure Maths and Statistics CCEA Assessment material Mock Exam – High Control	Unit 1 Pure Maths CCEA Resource material Mock Exam – High Control	Unit 3 Statistics CCEA Resource material Mock Exam – High Control
Geography	Unit 1 Physical Geography exam paper (Theme A + B) – High Control	Unit 2 – Human Geography – written class assessment using CCEA past paper questions (Theme A, B + C) – High Control	Unit 2– CCEA Assessment Resource - (Theme A, B + C) High Control
History	Unit 1 Mock History Exam Written paper – High Control	Unit 1 Tracking Assessment Written Paper – High Control	Unit 1 CCEA Assessment Task Written Paper – High Control
HE – Food & Nutrition	Component 2 - Controlled Assessment Medium Control	Component 2 – Practical Assessment High Control	CCEA Assessment Task – Component 1 High Control
Maths	M2 CCEA Assessment material Mock Exam – High Control	M6 / M7 CCEA Assessment material Written paper – High Control	M6 / M7 CCEA Resource material Written paper – High Control
Music	Component 1 – solo performance Medium Control	Component 2 – one Composition Medium Control	Component 3 – CCEA Assessment Task Listening and Appraising – High Control
Physical Education	Component 1 - Mock Exam Written Paper – High Control	Component 3a and 3b Practical assessment – Medium Control	Component 1-CCEA Assessment Task Written Paper – High Control
Religious Education	Unit 5 Jesus Miracle Worker Written Assessments – medium Control	Unit 5 The Teachings of Jesus Written Assessments – High Control	Unit 9 Judaism – CCEA Assessment Task Written Paper – High Control
Science SA	Unit 2 Chemistry External module	Unit 3 Physics External module	Unit 1 Biology Paper

Science DA	Written paper – High Control Unit B2 Biology Paper CCEA Assessment Task – High Control	Written paper – High Control Unit C2 Chemistry paper CCEA Assessment Task – High Control	CCEA Assessment Task – High Control Unit P2 Physics Paper CCEA Assessment Task – High Control
Technology	Unit 2 Manufacturing Written Paper – High Control	Unit 2 Product Design Written paper - CCEA Assessment Task – High Control	Unit 3 Folder & Practical work – Medium Control
Q-TAGS	*Q-TAGS can be based on already “banked” BTEC marks for external and internal assessments (those already marked and moderated by Pearson). Other sources of evidence will include partially completed assignments, homework, mock examinations, classwork and project work in arriving at holistic Q-TAG*		

<b>Pearson-BTEC Level 2-Completing learners Year 12</b>			
Creative Media	Current coursework: Unit 3 - Digital moving image production Banked grades from year 11: Unit 1 - Digital media sectors and audiences Unit 5 - Digital publishing production		
Public Services	Q-TAG will be based on Unit 2 Working Skills in the Public Service Sector Assessment of learning aims A & B (no change to the assessment method from previous years).  Unit 4: Public Services and Community Protection Assessment of learning aims A & B (no change to the assessment method from previous years).		
ICT	Q-TAG will be based upon the outcome of their unit 13 (Coursework) which is being assessed externally and the units that were claimed last year.		
Sports Studies	Unit 1 – Exam completed Year 11 Unit 2 – Completed in Year 11 Unit 3 – Completed of Year 12		
OCN NI Level 2	Levels will be awarded based on all units completed		
RE	Levels will be based on 5 banked in Year 11 and the work completed in relation to the remaining 4 units in year 12. This will be made up of fully completed units in Terms 1-3 as well as classwork, homework and online work submitted relating to any units not fully completed by May.		
Occupational Studies – Bench Joinery	Assessment: Student Work booklets A01, A02, A03 Practical Coursework – Coffee Table. A02		
Occupational Studies Patisserie and Baking and Contemporary Cuisine	Complete portfolio for Patisserie and Baking (to include knowledge tests A01, practical assessments A02 and practical evaluations A03)  Contemporary Cuisine – 5 knowledge tests A01, 2 practical assessments A02 and 2 practical evaluations A03.		

CCEA AS/A2 Level	Assessment 1	Assessment 2	Assessment 3
Art AS	Unit 1- Winter Exam paper High Control	Unit 1-Zine Project <u>Courtauld</u> Gallery Medium Control	Digital Portfolio - Medium Control
Art A2	Unit 1-Personal and Critical Investigation-Mock Exam - High Control	Unit 1-Written Personal/Critical Invest Medium Control	Digital Portfolio-Medium Control
English Literature AS	Unit 1 Past Paper Question – High Control (play)	Unit 2 – CCEA Specimen Assessment Materials Question -High Control	Unit 1 CCEA Assessment Task -High Control (poetry Section)
English Literature A2	Unit 1 Othello Specimen Question – High Control	Unit 2 Chaucer Specimen Question -High Control	Unit 3 Internal Assessment – Medium Control
Biology AS	AS Unit 1 and Unit 3 past paper question exam -High Control	AS Mock Paper – Unit 1 and Unit 3 past paper questions - High Control	AS Unit 1 and Unit 3 -CCEA Assessment Task (modified) -High Control
Biology A2	Tracker Assessment -High Control	A2 past paper questions-High Control	CCEA Assessment Resource (Modified)-High Control
Chemistry AS	Tracker 2 practical	AS1 Past paper questions	CCEA Assessment Resource (modified)
Prof Business Services A2	A2 Unit 1/A2 Unit 2 Past Paper Question Exam – High Control	A2-Unit 1 CCEA Assessment Task – High Control	A2-Unit 2 CCEA Assessment Task – High Control
Health/Social Care AS	Unit 1 Portfolio work Medium Control	Unit 2 Portfolio work Medium Control	Unit 3 CCEA Assessment Task High Control
Health/Social Care A2	Unit 2 Portfolio work Medium Control	Unit 4 Portfolio work Medium Control	Not required
History AS	Unit 2-Mock Exam High Control	Unit 2-Tracking Assessment – Past Paper High Control	Unit 2-CCEA Assessment Task High Control
History A2	A2 Unit 1 Past Paper High Control	A2-Unit 1 Past Paper High Control	A2-Unit 1 CCEA Assessment Task High Control
Maths AS(ALC Delivery- Assessment plan to follow from host school)			Past Paper Question Unit A2-1-High Control
Maths A2	Mock Exam-Unit A2-1-High Control	Past Paper Question-Unit A2-1-High Control	
Physics AS	AS Unit 1 CCEA Assessment Material mock exam - High Control	AS Unit 1 CCEA Resource Material mock exam - High Control	AS Unit 2/3B CCEA Resource Material mock exam - High Control
Physics A2	A2 Unit 1 CCEA Assessment Material mock exam - High Control	A2 Unit 1 CCEA Resource Material mock exam - High Control	A2 Unit 2/3B CCEA Resource Material mock exam - High Control
Religious Education AS	Unit 1/5 Parables/ St Patricks Confession Medium Control	Unit 1/5 Baptism/Celtic Monasticism High Control	CCEA Assessment Task High Control
Religious Education A2	Unit 1/5 Ethics/Missionary Outreach Medium Control	Unit 1/5 Person of Jesus/Missionary Outreach High Control	CCEA Assessment Task High Control
Technology AS	Controlled Assessment	CCEA Assessment Resource	
<b>WJEC</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
Drama AS	Unit 1 Practical Performance High Control	Unit 2 'Past Paper Question "A View from the Bridge" Questions High Control	Unit 2 Past Papers/SAM-Qs5b1 & 5bii High Control
Drama A2	Unit 3 Scripted Practical- High Control	Unit 3 Scripted Process Report High Control	Unit 4 Past Paper written exam paper – Sweeney Todd High Control
<b>AQA</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
AS Psychology ALC Delivery- Assessment plan to follow from host school			
<b>OCR-CTEC Level 3</b>			
Business AS	Unit 1 Mock Exam LO4-LO6 High Control	Unit 1 Mock Exam LO1-LO3 High Control	Unit 1 Past Paper: High Control
ICT AS	End of topic assessment (Part A Unit 2)	Unit 2 <u>pre release</u> Exam Question (Long)	Unit 2 Past Paper: High Control
ICT A2	Unit 21 Evaluation stages Medium Control	Unit 21 external Moderation High Control	Unit 6 submission of Coursework Medium Control
<b>Pearson-BTEC Level 3 (Completing Learners-Year 14)</b>	*Q-TAGS can be based on already "banked" BTEC marks for external and internal assessments (those already marked and moderated by Pearson). Other sources of evidence will include partially completed assignments, homework, mock examinations, classwork and project work in arriving at holistic Q-TAG*		
Applied Science	Yr 14 Unit 1 (external exam) - Banked results obtained by Pearson Jan 2020 Unit 2 (internally assessed portfolio) - No portfolio completed, teacher predicted portfolio grades uploaded to Pearson		

	Unit 3 (external exam) - Tracking assessments (high control), practical observations (Teacher witnessed and assessed), Mock exam (to include practical) Pearson past paper. Unit 8 (internally assessed portfolio) - OPTIONAL UNIT - partially completed aims (A & B) teacher assessed, to be further assessed by moderator.
Creative Media	Current coursework: Unit 62 - Digital video production for interactive media Unit 59 - Web authoring Banked grades from year 13: Unit 1 - Pre-production techniques for the creative media industries Unit 2 - Communication skills for creative media production Unit 19 - Digital graphics for interactive media Unit 56 - Digital communication
Sports Studies	Year 14 Q-TAG will be based on interim work completed in Year 13 and work completed within Year 14; Year 13 Q-TAG will be based on internal coursework completed (1 Unit) and evidence from Unit 1 (external exam) completed during the year.
Engineering	Q-TAG will be based on assignment and portfolio work completed in Year 14 Unit 2: Delivery of Engineering Processes Safely as a Team Assessment of learning aim A & C via assignment briefs (no change to the assessment method from previous years).  Unit 3: Engineering Product Design and Manufacture Assessment of past papers (tracking data) and mock controlled assessment.
Uniformed Protective Services	Year 13 mid-flight learners assessed on units 4 and 5 (DA) and unit 5 (SA). Units 13 and 11 are not being assessed.

□

April 2021