



GCSE Examinations Summer 2021

Gaeilge

Instructions to Teachers

**Teacher Assessed Component
in Reading and Writing**

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Assessment and Moderation of
GCSE Gaeilge Reading and Writing

1 Introduction

1.1 Moderation of written Controlled Assessment (CA) tasks in GCSE Gaeilge is by centre and requires those centres to forward a specified sample of CA tasks to CCEA for external moderation. These samples will be collected on 4 May.

1.2 *Marking Controlled Assessment (CA) tasks*

Teachers should use their professional judgement to apply the assessment criteria appropriately and fairly to the work of candidates. Each successive grade description assumes the continued demonstration of the qualities described in the lower grades.

Candidates should be awarded the appropriate mark within any range on a “best fit” basis, balancing strengths and weaknesses within each response. When assessing CA, teachers should follow the procedure set out below.

- Teachers should refer to the bands set out and decide which band is appropriate for the candidate.
- This initial judgement should then be further refined. If the criteria have only just been fulfilled in a minimum fashion, then the work is likely to be sitting at the bottom of mark band.
- If the assignment demonstrates fulfilment of most of the criteria in a reasonably competent manner then the work is likely to be sitting at the middle of the mark band.
- Where the criteria are very competently fulfilled, and possibly some evidence of achievement of the higher mark band may be apparent, then the work is likely to be sitting at the top of the mark band.

1.3 *Annotation and Assessment*

All Controlled Assessment in Gaeilge **must** be carefully assessed and annotated.

Annotation should be clear, unambiguous and appropriate to the nature of the CA. It should show where marks have been awarded and why. Such comments can also assist the Moderator in checking the application of the assessment criteria to the work submitted.

It can be used to convey positive achievement of the candidate which may not be evident to a Moderator from the written product.

Annotation can be provided by summative comments on the work or by commenting throughout the work. Commenting throughout the work would be preferable.

Any CA which has not been adequately annotated may be returned to the Centre for the inclusion of annotation. This may delay the moderation process.

1.4 *Internal Standardisation*

In accordance with agreed GCSE procedures, all moderation is by centre and, as any adjustments will be made to the rank order of that centre, it is therefore essential that all Gaeilge Departments standardise their marking. This can be done by:

- establishing a standard using exemplar material provided by the Council;
- attending the agreement trials organised by the Council;
- discussing and internalising the CA criteria in relation to actual CA pieces;
- periodically cross-marking a sample of CA drawn from other teachers' examination classes;
- reviewing and cross-marking a further sample of each teacher's CA prior to submitting the centre's CA sample for external moderation and fine tuning adjustments as necessary.

1.5 *Adjusting Marks*

A suitable procedure for conducting this final internal standardisation exercise is set out in Appendix A. If, as a result of this internal standardisation exercise, it is necessary to adjust the marking of individual teachers to bring their assessments into line with those of the other teachers in the subject then the new mark should be indicated on the system, i.e. E-Moderation applications.

Using the E-Moderation applications, a designated teacher, such as the Head of Department or Subject Co-ordinator, should confirm that internal standardisation has been carried out.

2 **Rubric for Gaeilge Controlled Assessment Components**

2.1 *Gaeilge: Reading and Writing CA*

The rubric for CA in GCSE Gaeilge *Reading and Writing* consists of one assignment. Candidates complete their task based on literary texts.

AO2 (Reading) and AO3 (Writing) are internally assessed through one extended writing task.

The task set should enable the student to address Assessment Objectives AO2 and AO3.

3 **Recording Controlled Assessment Marks**

Marks for Reading and Writing CA will be submitted using the *eCandidate Record Sheet* application.

If CA have not been properly annotated as required by the GCSE Code of Practice, tasks may be returned to centres for the inclusion of annotation.

In GCSE Gaeilge, centres write the title of each task in full on the *eCandidate Record Sheet*.

In order to leave sufficient time for marking, teachers should collect CA from their candidates in advance of the date for submission of marks. In GCSE Gaeilge each CA task should be assessed according to the assessment criteria and the mark recorded on the E-Moderation applications.

4 Gaeilge: Reading and Writing

4.1 Teachers should derive a single mark for *Reading and Writing* for each student.

4.2 *Authentication of candidates' work*

When compiling the CA, teachers should ensure that the CA is completed by using the Answer Booklets available from CCEA. The Answer Booklet must be filled in including the identification of the task (title), task code and purpose of the assignment. The back page of the booklet must be signed by both the candidate and teacher confirming that the work submitted was carried out under the appropriate conditions and that the work is that of the candidate.

Candidates may revise and re-draft internally-assessed work without teacher involvement before submitting the final piece, unless the specification states otherwise.

Candidates must not copy published material and claim it as their own work. Candidates must provide detailed reference to material used from printed books, journals or taken from the internet.

Teachers must take steps to ensure the work submitted is the candidate's own work and that the candidate has signed the authentication statement to confirm this. If the candidate declines to sign the authentication statement, a mark of zero (0) must be recorded for that candidate. The lead teacher must also sign the authentication statement for their centre's candidates.

The lead teacher is required to confirm that the work was conducted under the conditions laid down in the specification and to authenticate the candidate's work on the eCRS application. If a teacher has reservations about authenticating the work of an individual candidate because the candidate received additional assistance, acceptable within the specification, but beyond that of the teaching group as a whole, then a mark which represents the candidate's unaided achievement should be awarded. Details of this must be recorded on the eCRS application. If a teacher is unwilling to confirm authentication then the candidate's work cannot be accepted for assessment and a mark of zero (0) must be recorded for that candidate. If malpractice is suspected the guidelines in paragraph 2.7 below must be followed.

Signed authentication statements by candidates and teachers **must be retained** in the centre for CCEA use and/or inspection purposes.

The internally-assessed work submitted must be the work of individual candidates, even if the preparatory work/research has been done in pairs/groups.

4.3 *Incomplete Assignments*

In GCSE Gaeilge: Reading and Writing, candidates must complete one CA task in order to fulfil the requirements of the component.

5 **Submission of Controlled Assessment Marks**

5.1 All marks for Reading and Writing in Gaeilge will be uploaded using the *eCandidate Record Sheet* application.

6 **Selecting Samples for Moderation and Collection of Candidates' CA**

6.1 **Candidates for Moderation**

Towards the end of April centres will receive a list of candidates' numbers whose CA work must be submitted for moderation. It is essential that all of the samples specified in the instructions be submitted for moderation. All samples must be collected by the teacher immediately upon receipt of instructions to ensure that they are available for collection by the Council. The samples for moderation for each subject should be placed in rank order starting with the candidate with the highest mark.

6.2 *Collection of samples*

Centres are provided with:

- labels to be attached to each centre's sample of CA.
- sack and label.

In preparation for the collection:

- a label should be completed for each subject; this label, the samples of CA and the *Candidate Record Sheets* should be tied together;
- the bundles for each subject should be placed in the sack provided. The sack should be securely tied and labelled.

The Council will arrange to have the sacks collected from the centres.

6.3 *Miscellaneous points to note*

The following points should be taken into account before the CA tasks are submitted:

- care must be taken to ensure that each candidate's CA task is clearly identified with the candidate's examination number and centre number. The complete CA of each candidate should be attached to the *eCandidate Record Sheet*;

- if the total number of candidates in a centre is ten or less then, the work of all candidates must be submitted as directed;

6.4 *Exemplar materials*

Some samples of work may be retained by CCEA for training, research or archive purposes. In such cases the centre concerned will be informed. CCEA will not share work with third parties such as teachers unless prior permission has been received from the candidate.

7 **Moderation of Controlled Assessments**

7.1 *Despatch of CA samples to Moderators*

The Council will send the samples of CA to Moderators along with all of the *eCandidate Record Sheets*. By inspection of the samples, the Moderators will check that the samples of CA submitted by the centre are a fair and reasonable sample of the work of the centre. **It may be that a Moderator may require additional samples from a centre to ensure coverage of the full mark range. Arrangements for this will be made through the Council.**

7.2 *Scrutiny of CA samples*

The Moderator will scrutinise the CA submitted and will assess it against the marking criteria contained in the *Specimen Assessment Materials* and the standards established by the Principal Moderator.

7.3 *Controlled Assessment Moderation Meeting*

The Moderators, working under the direction of the Principal Moderator and Assistant Principal Moderators, will make recommendations regarding the centre's assessments. These recommendations will be reviewed by the Principal Moderator, and Assistant Principal Moderators not involved in the original assessment, and the CA marks finalised.

Should difficulties arise during moderation, centres may be asked to review and, where necessary, revise the original assessments given to their candidates and to resubmit revised marks to the Council.

7.4 *Retention of Controlled Assessments in centre*

In accordance with the Council's *Rules and Programme* all CA must be retained in the centre until the end of October.

7.5 *Report on Controlled Assessments*

In the Summer term following the examination, each centre will be furnished with the final mark of each candidate.

7.6 *TAC6*

All centres will receive centre-specific reports on the CA (*TAC6*) forms they submitted and may wish to seek further advice and clarification from the centre's Moderators. Initial contact must be made through the Education Manager responsible for GCSE Gaeilge.

7.7 The Principal Moderator's report will be published in the Autumn term.

8 **Special Consideration Requests**

In cases where a special consideration request applies to the CA component of the examination, please ensure that:

- the appropriate form, *SCQ/SC Form 10: Application for Special Consideration*, has been forwarded to the Council;
- the candidate's CA and the *Candidate Record Sheet* are placed inside an envelope; the envelope is labelled *Special Consideration Case* and forwarded to the Council under a separate cover.

Northern Ireland Council for the Curriculum, Examinations and Assessments

TEACHER-ASSESSED COMPONENTS

Internal Standardisation – Guidelines to Teachers

- 1 The Council requires that, in each centre in which more than one teacher is teaching a subject, a process of internal standardisation of CA assessments be carried out within the centre. These guidelines provide teachers and departments with a straightforward method of internal standardisation. The purpose of internal standardisation is to ensure, as far as possible, that there is uniformity in the centre's assessments for each subject.
- 2 Internal standardisation should take the form of a mini-agreement trial based on the exemplar material supplied by the Council and on samples of work selected by each of the teachers concerned.

Stage 1 – Confirmation of Standards

- 3 The teacher conducting the internal standardisation should choose a number of pieces from CA exemplars already published by CCEA. The teachers in the department, working in pairs, should discuss the pieces of work and decide on an appropriate mark. Each pair should then discuss their marks with the other teachers in the department with the aim of achieving a departmental consensus.
- 4 Any disagreement should be clarified by reference to the assessment criteria and any previous notes for guidance and/or exemplar material provided by CCEA. The role of the teacher or teachers who attended the agreement trial is important at this stage.

Stage 2 – Agreement Trial

- 5 From each teaching group the work selected should illustrate the variety of types of work undertaken by that group and also the range of performance within the group. Three items of work from each group are likely to suffice as sample material.
- 6 The sample work from one teaching group should be re-marked by the other teachers in the department. The original marks should not be known to those doing the re-marking. All assessments should be in accordance with the assessment criteria for the subject.
- 7 The marks resulting from both the original marking and re-marking should be reported together and a discussion held on the reasons for any significant discrepancies which appear. During this process, reference should be made to the assessment criteria. If it is found that the original marks awarded by one or more teachers do have to be adjusted, agreement should be reached on the adjustment(s) needed. For each mark band, consideration must be given to the amount of adjustment to be applied to **all** candidates in that mark band.

- 8 If substantial adjustments are found to be necessary the original marker should be asked to reconsider the marks for all candidates in that group. It might be prudent (time permitting) to hold a second agreement trial based on different items of work from that teaching group, before the submission of the marks to CCEA.
- 9 The procedures outlined in Paragraphs 4, 5 and 6 above should be repeated for each teaching group.

ONLY THE FINAL AGREED MARKS SHOULD APPEAR ON THE MARK SHEET SUBMITTED TO THE CCEA.

This booklet has been drawn up to comply with the relevant regulatory requirements.

Teachers, centres and candidates should note that CCEA may use extracts from examination scripts/internal assessment material on an anonymous basis in educational presentations, materials and products.



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