



*Rewarding Learning*

# Entry Level Qualifications (ELQ)

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Instructions to Teachers  
March Series 2025

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## 1. Introduction

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The instructions in this booklet relate to the following Entry Level Qualifications:

- *English*
- *Geography*
- *History*
- *Home Economics*
- *Learning for Life and Work*
- *Life Skills and Extended Life Skills*
- *Mathematics*
- *Occupational Studies and Extended Occupational Studies*
- *Religious Studies*
- *Science*

There are separate instructions for Entry Level *Art and Design* and *Physical Education*.

The purpose of moderation is to align the marking of internally assessed components in all centres with the CCEA standard.

Moderation of internally assessed work will be by centre, and each unit will be moderated separately. Centres will be asked to submit the work of a number of candidates, chosen from the centre as a whole, to represent the standards of marking for a particular subject. Adjustments, if needed, will apply to all the candidates in a centre and not to individual teaching groups.

This document should be read in conjunction with the following guidance and instructions, available via the links specified in this booklet (see Appendix 1b):

### E-Moderation Guidance

- *eCandidate Record Sheet (eCRS): User Manual and Guide*; and
- *Sampling on the Mark – Additional Information for Teachers*.

### Specification Requirements & Support

- Subject Specification (including marking instructions and assessment criteria); and
- Pre-Release Stimulus (where applicable).

### Instructions for Conducting Controlled Assessments

- *JCQ's Instructions for Conducting Non-Examination Assessments*

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## 2. Assessing Work and Recording Levels

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### 2.1. Assessing Work and Annotation

Teachers must assess their candidates' work (this includes any candidates from other centres with consortium arrangements) against the assessment criteria set out in the current specification and make use of any additional exemplar material or guidance presented at Agreement Trials or issued by CCEA. When assessing work, teachers must show clearly, how levels have been awarded in relation to these criteria.

Annotation on a candidate's work provides a means of communication between teacher and candidate, showing where achievement has been recognised. Comments should also assist the Moderator in checking the application of the marking criteria to the work. Comments can be used to convey positive achievement of the candidate which may not be evident to a Moderator.

When annotating work, comments must follow any guidance given in the specification, and must be clear, unambiguous and appropriate to the nature of the work.

### 2.2. Recording Levels (eCRS)

Centres will use the *eCRS* Application to input levels for each candidate. Teachers must check that all levels have been correctly inputted prior to submission (see Appendix 4a).

To leave time for internal standardisation, teachers should assess the work of all candidates well in advance of the date for the submission of levels on the *eCRS* Application. The deadline for submission of levels can be found on CCEA's *Calendar of Events* (see Appendix 1b for link to webpage or Appendix 1c for key dates).

Comments should only be included on the *eCandidate Record Sheet* in circumstances where additional information is required to justify to the Moderator the level awarded. The overall level should be entered in the appropriate box.

### 2.3. Internal Standardisation

**It is a requirement of all specifications that where there is more than one teaching group in a unit/component, internal standardisation of assessments is carried out before submitting final levels to CCEA.** Time must be set aside for the completion of internal standardisation and guidelines on this process are included in this booklet (see Appendix 2). The lead teacher or subject co-ordinator must confirm on the *eCRS* Application that internal standardisation has been carried out.

This must be completed even where there is only one teacher responsible for the **unit/component**.

## 2.4. Authentication of Candidates' Work

Candidates must not copy published material and claim it as their own work. Where material is used from printed books, journals or taken from the internet, candidates must provide detailed references. Teachers must take steps to ensure the work submitted is the candidate's own work.

Candidates are required to confirm the work is their own by signing the *Candidate/Teacher Authentication Form* for each unit (see Appendix 3 - forms are available to download from the *eCRS Application*). If the candidate declines to sign the form, a level of zero (0) must be recorded for that candidate.

Teachers are also required to sign the *Candidate/Teacher Authentication Form* to confirm that the work was conducted under the conditions laid down in the specification and to authenticate the candidate's work. 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 level which represents the candidate's unaided achievement should be awarded. Details of this must be recorded on the *eCandidate Record Sheet*. If a teacher is unwilling to sign the *Candidate/Teacher Authentication Form*, then the candidate's work cannot be accepted for assessment and a level of zero (0) must be recorded for that candidate. If malpractice is suspected the guidelines in paragraph 2.5 must be followed.

All forms should be signed by both the teacher(s) and the candidate before levels are submitted. **Centres must retain copies of the authentication forms, as they may be asked for by CCEA.**

## 2.5. Malpractice

If dishonesty or malpractice such as copying, collusion or plagiarism, is identified prior to the candidate signing the *Candidate/Teacher Authentication Form*, the matter should be resolved internally by the centre. If the candidate is subsequently entered, none of the work which contributed to the malpractice should be submitted. The only exception to this is where CCEA's confidential assessment material has been breached. The breach must be reported to CCEA.

If dishonesty or malpractice is discovered after the candidate signs the *Candidate/Teacher Authentication Form*, the Head of Centre must notify CCEA at the earliest opportunity using *Form JCQ/M1*, available to download from the JCQ Website (see Appendix 1b).

## 2.6. Internal Appeals

In accordance with JCQ regulations, centres are required to have an internal appeals procedure relating to internal assessment decisions, available and accessible to candidates. Centre representatives are advised to confirm what these procedures are with their Examinations Officer, before submitting levels to CCEA. Internal appeals procedures must be completed before levels are submitted to CCEA. Centres should make it clear to candidates that levels awarded by the centre are subject to change through the moderation process.

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## 3. Samples for Moderation and Collection of Candidates' Work

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### 3.1. Sampling Instructions

Once all candidates' levels have been submitted to CCEA through the *eCRS* Application, an additional 'Sampling' tab will be available, detailing the candidates selected by CCEA to be submitted for moderation.

In the 'Sampling' tab, the candidates required for the sample will appear in descending level order, covering a range of levels (including the top and bottom candidate) and teacher codes (where applicable). Absent candidates or those awarded a level of zero will not be included in the sample. The sample of candidates selected will be based on the outcomes submitted (known as 'Sampling on the Mark'). **Centres are required to provide the work of all listed candidates.**

All samples must be collected by the teacher immediately upon receipt of instructions to ensure that they are available for collection by CCEA (see Paragraph 3.2). For further support with sampling, please refer to the 'Sampling on the Mark' guidance available on the CCEA Website (see Appendix 1b for link).

### 3.2. Collection of Samples

For Entry Level Qualifications, work must be ready for collection by the date specified in CCEA's 'Calendar of Events' (see Appendix 1c for key dates).

Centres are provided with:

- an envelope for the portfolio samples for each unit; and
- a sack and a label.

In preparation for the collection:

- label the portfolio envelope correctly for each unit;
- ensure that the portfolio envelope contains the required samples of work and the *eCandidate Record Sheets* for the sampled candidates; and
- place the portfolio envelopes for each unit in the sack provided. This should be securely tied and labelled indicating the centre number.

CCEA will arrange to have the sacks collected from centres.

### 3.3. Preparing Work for Submission

The following points should be considered before the work is submitted:

- care must be taken to ensure that each piece of each candidate's work is clearly identified with the candidate's examination number and centre number;

- the printed *eCandidate Record Sheet* for each candidate in the sample should be attached to the portfolio (see Appendix 4b);
- the work should be submitted in handwritten or printed form in a flat, securely bound A4 folder. Ring binders, because of their bulk, are not an acceptable form of binding;
- the samples from each unit should be placed in rank order, starting with the candidate with the highest level; and
- if the total number of candidates for a subject is 11 or less, the work of all candidates must be submitted, unless otherwise directed.

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## 4. Moderation of Internally Assessed Work

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### 4.1. General

The purpose of moderation is to align the marking of internally assessed components in all centres with the CCEA standard.

### 4.2. Scrutiny of Samples

For each centre, CCEA will send the sample of work to a Moderator. The Moderator will inspect the sample to check that it is a fair and reasonable sample of the work of the centre.

The Moderator will scrutinise the sample of work submitted and will assess it against the assessment criteria contained in the specification and the standards established by the Principal Moderator. **The sample is taken to be representative of the marking standard at the centre.** Scrutiny of the sample will indicate if any adjustment to levels is needed.

### 4.3. Adjustment to Levels

Based on the review of the sample, the Moderator will determine if the centre's levels are acceptable or if an adjustment may be needed. Decisions about the nature and scale of any adjustment are taken by the Senior Moderating team at a meeting convened for that purpose. Where an adjustment to a centre's levels is considered necessary, the adjustment will be made to align the centre's levels as closely as possible with the levels agreed by the Senior Moderating team. Any adjustment to centre levels will be applied to all candidates in the centre not just those submitted as part of the sample.

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## 5. After Moderation

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### 5.1. Retention of Internally Assessed Work

In accordance with the JCQ guidance, centres are required to retain candidates' marked coursework, under secure conditions, whether or not it was part of the moderation sample, until all possibility of a Review of Moderation has been exhausted or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

### 5.2. Report on Internal Assessments

Following the examination series, each centre will be sent the final moderated level of each candidate.

Centres will receive an *eTAC6* report on the work they submitted, and some centres may wish to seek further advice and clarification. Initial contact must be made through the designated CCEA Subject Officer or Specification Support Officer (please visit the subject specific area of the CCEA website for up-to-date contact details).

The *Principal Moderator's Report* will be available on the subject specific area of the CCEA website in the Autumn term.

### 5.3. Return of Internally Assessed Work to Centres

Internally assessed work samples will be returned to centres during November and December after the Agreement Trial period.

If a centre requires specific internally assessed work returned before this time it can be requested from CCEA's Moderation Team (see Appendix 1b). This internally assessed work will not be despatched until the closing date for Reviews of Moderation has passed. 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.

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## 6. Additional Information

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### 6.1. Centre Consortium Arrangements (CCA)

Consortium arrangements are required when two or more centres have joint teaching arrangements for candidates from different centres for the same specification. The candidates are treated as a single group for the centre-assessed work. **Centres must carry out internal standardisation across the consortium.**



The centres concerned must nominate a consortium co-ordinator who liaises with CCEA on behalf of all centres in the consortium. The nominated co-ordinator's centre will be the 'lead centre' (normally the teaching centre) of the consortium. For further guidance, please visit the Consortium Arrangements area of the CCEA Website (see Appendix 1b).

### **6.2. Special Consideration and Access Arrangements**

For further guidance on special consideration and access arrangements in Entry Level Qualifications, please contact CCEA's Special Consideration Team (see Appendix 1a).

### **6.3. Post-Results Services Review of Moderation and Appeals**

Following the issue of results, centres who have had their internally assessed levels adjusted during the moderation process can apply for a Review of Moderation. Details of this service are provided in CCEA's Post Results Services FAQs and summary document (see Appendix 1b).

Further information on applying for Moderation Appeals following the outcome of the Post Result Service Review of Moderation can be found on the JCQ Appeals website (see Appendix 1b).

Centres operating as part of a consortium must submit requests for reviews of moderation on behalf of all centres within the consortium. Individual centres within a consortium cannot request a Review of Moderation solely on their own behalf.

## Appendix 1a – Contact Details

CONTACT	REASON
<p><b>CCEA Subject Officer and Specification Support Officer</b>  <i>See the subject specific area of the CCEA website for up to date details (links below):</i></p> <p><a href="#">English</a>  <a href="#">Geography</a>  <a href="#">History</a>  <a href="#">Home Economics</a>  <a href="#">Learning for Life and Work</a>  <a href="#">Life Skills and Extended Life Skills</a>  <a href="#">Mathematics</a>  <a href="#">Occupational Studies and Extended Occupational Studies</a>  <a href="#">Religious Studies</a>  <a href="#">Science</a></p>	<ul style="list-style-type: none"> <li>• Queries regarding the moderation procedures</li> <li>• Specification/assessment criteria queries and support</li> </ul>
<p><b>Contact CCEA</b>            CCEA, Clarendon Dock,            29 Clarendon Road,            Belfast,            BT1 3BG  <a href="mailto:info@ccea.org.uk">info@ccea.org.uk</a></p>	<ul style="list-style-type: none"> <li>• General queries</li> </ul>
<p><b>CCEA Moderation Team</b>  <a href="mailto:moderationteam@ccea.org.uk">moderationteam@ccea.org.uk</a>            (028) 9026 1200</p>	<ul style="list-style-type: none"> <li>• Moderation queries</li> </ul>
<p><b>CCEA Special Consideration Team</b>  <a href="mailto:specialconsideration@ccea.org.uk">specialconsideration@ccea.org.uk</a></p>	<ul style="list-style-type: none"> <li>• Queries regarding Special Consideration</li> </ul>

## Appendix 1b – Useful Links

WEBPAGE	REASON
<b>JCQ GUIDANCE</b>	
JCQ   Exams Office   Non-Examination Assessments <a href="https://www.jcq.org.uk/exams-office/non-examination-assessments/">https://www.jcq.org.uk/exams-office/non-examination-assessments/</a>	<ul style="list-style-type: none"> <li>JCQ instructions for conducting controlled assessments</li> </ul>
JCQ   Exams Office   Malpractice <a href="https://www.jcq.org.uk/exams-office/malpractice/">https://www.jcq.org.uk/exams-office/malpractice/</a>	<ul style="list-style-type: none"> <li>Guidance on Suspected Malpractice</li> <li>JCQ Form M1</li> </ul>
JCQ   Exams Office   Appeals <a href="https://www.jcq.org.uk/exams-office/appeals/">https://www.jcq.org.uk/exams-office/appeals/</a>	<ul style="list-style-type: none"> <li>Information about applying for appeals after the outcome of a Post-Results Review of Moderation.</li> </ul>
<b>E-MODERATION GUIDANCE</b>	
CCEA   E-Moderation   Forms, User Guides, Login <a href="https://ccea.org.uk/examiner-centre-support/assessment-and-grading/e-moderation/forms-user-guides-login">https://ccea.org.uk/examiner-centre-support/assessment-and-grading/e-moderation/forms-user-guides-login</a>	<ul style="list-style-type: none"> <li>Guidance on the use of eCRS Application.</li> <li>Sampling on the Mark Guidance</li> <li>Sample Cover Sheets</li> </ul>
<b>ADDITIONAL CCEA GUIDANCE</b>	
CCEA   Examiner/Centre Support   Examinations Support   Pre-Examination Information   Key Dates/Calendar of Events <a href="https://ccea.org.uk/examiner-centre-support/examinations-support/pre-examination-information/key-datescalendar-events">https://ccea.org.uk/examiner-centre-support/examinations-support/pre-examination-information/key-datescalendar-events</a>	<ul style="list-style-type: none"> <li>Deadline for submission of levels on eCRS Application</li> <li>Sampling Instructions available on the eCRS Application</li> </ul>
CCEA   Examiner/Centre Support   Assessment and Grading   E-Moderation   Consortium Arrangements <a href="https://ccea.org.uk/examiner-centre-support/assessment-and-grading/e-moderation/consortium-arrangements">https://ccea.org.uk/examiner-centre-support/assessment-and-grading/e-moderation/consortium-arrangements</a>	<ul style="list-style-type: none"> <li>Information on consortium arrangements and applications.</li> </ul>
CCEA   Examiner/Centre Support   Post-Results Support <a href="https://ccea.org.uk/examiner-centre-support/post-results-support">https://ccea.org.uk/examiner-centre-support/post-results-support</a>	<ul style="list-style-type: none"> <li>Review of Moderation (Post-Results Service) information.</li> </ul>
CCEA   Examiner/Centre Support   Examinations Support   Pre-Examination Information   Entries Information <a href="https://ccea.org.uk/examiner-centre-support/examinations-support/pre-examination-information/entries-information">https://ccea.org.uk/examiner-centre-support/examinations-support/pre-examination-information/entries-information</a>	<ul style="list-style-type: none"> <li>Conflict of Interest Forms.</li> </ul>

## Appendix 1c – Key Dates

ACTIVITY	DATE
<b>Closing Date for Submission of levels via eCRS</b> <i>For all candidates</i>	1 April 2025
<b>Collection of Coursework Samples</b> <i>For sampled candidates</i>	3 April 2025
<b><i>Entry Level Occupational Studies and Learning for Life and Work only</i></b> <b>Closing Date for Submission of levels via eCRS</b> <i>For all candidates</i>	30 April 2025
<b><i>Entry Level Occupational Studies and Learning for Life and Work only</i></b> <b>Collection of Coursework Samples</b> <i>For sampled candidates</i>	2 May 2025

## Appendix 2 – Internal Standardisation: Guidelines to Teachers

1. CCEA requires that, in each centre or consortium in which more than one teacher is teaching a subject, a process of internal standardisation of assessments is 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 consistency in the application of assessment criteria for each subject within the centre.
2. Internal standardisation should take the form of a mini-agreement trial based on the exemplar material used by CCEA in agreement trials and on samples of work selected by each of the teachers concerned.

### **Stage 1 – Confirmation of Standards**

3. A record must be kept where the amount of assistance given varies between teaching groups.
4. The teacher conducting the internal standardisation should choose a number of pieces from exemplars already issued by CCEA. The teachers in the department, working in pairs should discuss the pieces of work and decide on an appropriate level. Each pair should then discuss their levels with the other teachers in the department with the aim of achieving a departmental consensus.
5. 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**

6. 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.
7. The sample work from one teaching group should be re-marked by the other teachers in the department. The original levels should not be known to those doing the re-marking. All assessments should be in accordance with the assessment criteria for the subject.
8. The levels 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 levels awarded by one or more teachers have to be adjusted, agreement should be reached on the extent and type of adjustment(s) needed.
9. The procedures outlined in Paragraphs 7 and 8 above should be repeated for each teaching group.
10. Confirm the internal standardisation process has been completed in the eCRS application.
11. If necessary, amend the level(s) on *eCandidate Record Sheets*.

**ONLY THE FINAL AGREED LEVELS SHOULD BE SUBMITTED ON THE eCRS. THE FINAL AGREED LEVEL MUST BE NOTED ON THE CANDIDATE'S WORK.**

## Appendix 3 – Candidate/Teacher Authentication Form

**2025 March**

**EPE11: EL PE HEALTHY ACTIVE LIFESTYLE at 71000**

**Teacher: EX 71000**

Teachers, centres and candidates should note that CCEA may use extracts from examination scripts/internally assessed assignments on an anonymous basis in educational presentations, materials and products

### Candidate Authentication

Please sign below to confirm you have:

1. Read and understood the **Information for Candidates/Notice to Candidates**.
2. Produced the work without assistance other than that which is acceptable under the scheme of assessment.

Number	Candidate Name	Signature
0001	CANDIDATE, EXAMPLE 1	
0002	CANDIDATE, EXAMPLE 2	
0003	CANDIDATE, EXAMPLE 3	
0004	CANDIDATE, EXAMPLE 4	
0005	CANDIDATE, EXAMPLE 5	

### Teacher Authentication

When multiple teachers have marked the work of the above candidates all teachers must sign the teacher authentication statement

I/We confirm that all candidates have been made aware of the appropriate information and guidance and that marks awarded for the above candidate are for work that:

- a. is solely that of the candidates concerned;
- b. was completed under the required conditions.

Teacher Name(s): \_\_\_\_\_ (Print)

Teacher Signature(s): \_\_\_\_\_

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

The completed form must be retained in the centre to be available should it be requested by CCEA and/or inspection purposes.

Sample

## Appendix 4a – eCandidate Record Sheet (Submitting Levels and Comments)

Series: <b>2025 March</b>	For guidance and support please refer to the <a href="#">E-Moderation Microsite</a>
Component: <b>EAB12: Entry Level Unit 1 (CW)</b>	

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### 1. Select Candidate

Return to Candidate Summary

Candidate Name	
7000	EXAMPLE, CANDIDATE 1 <span style="float: right;">🔔</span>

### 2. Enter Marks

**7000: EXAMPLE, CANDIDATE 1**

🔔 This candidate record sheet is incomplete. *Current Mark: 0 out of 3*
Save eCRS

**Provide details of additional assistance (if any)**

**Title**

**Instructions**

Teachers should input the level achieved for each candidate in the 'Mark' field below.

- Work that has achieved Entry Level 3 should be noted with a '3' in the marks field;
- Work that has achieved Entry Level 2 should be noted with a '2' in the marks field;
- Work that has achieved Entry Level 1 should be noted with a '1' in the marks field;
- Work that has not achieved any Entry Level should be noted with a '0' in the marks field.

Centres will receive their sampling instructions for this unit in a separate 'Sampling' tab within the eCandidate Record Sheet application. This tab will appear upon submission of marks.

Teachers are not required to input comments on eCandidate Record Sheets, unless there are circumstances where additional information is required to justify to the moderator the level awarded. Teachers can add comments for sampled candidates after submission if they wish to do so.

Task	Mark
<p><b>Entry Level Achieved</b></p> <p>Entry Level 1</p> <p>Entry Level 2</p> <p>Entry Level 3</p> <p><b>Comment</b></p> <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 1.2em;">0</span> </div> <p>out of 3</p>

Mark as Absent

Save eCRS

## Appendix 4b – eCandidate Record Sheet (Printed)

Series: 2025 March  
Component: EPE11: QUALIFICATION UNIT 1  
Teaching / Admin Centre: 71999  
Teacher Code: 71999  
Candidate 7000: EXAMPLE, CANDIDATE

✔ Total Mark: 3 out of 3

**Title**

EPE11: Healthy, Active Lifestyle

**Instruction**

Teachers should input the level achieved for each candidate in the 'Mark' field below.

- Work that has achieved Entry Level 3 should be noted with a '3' in the mark field;
- Work that has achieved Entry Level 2 should be noted with a '2' in the mark field;
- Work that has achieved Entry Level 1 should be noted with a '1' in the mark field;
- Work that has not achieved any Entry Level should be noted with a '0' in the mark field.

Teachers are not required to input comments on eCandidate Record Sheets, unless there are circumstances where additional information is required to justify to the moderator the level awarded.

Task	Mark
Entry Level Achieved Entry Level 3	3 out of 3

CCEA is currently developing Agreement Trial resources for this subject. The material will contain actual candidate response to coursework/Controlled Assessment. Teachers find these extremely valuable, as they assist them in preparing their candidates for future series of examinations.

We may use some of your coursework/Controlled Assessment to contribute to the documents which will appear in both print and online in PDF format on our website: [www.ccea.org.uk](http://www.ccea.org.uk)

To assist us in this endeavour we need your permission to reproduce your coursework/Controlled Assessment.

*I hereby grant CCEA non-exclusive permission to copy, distribute in material form, make available to the public electronically and deal with my work, named above, as part of the CCEA resources specified above.*

**Authorised by (print name)**

(If under 16, name of owner's parent/guardian)

**Signature**

(If under 16, name of owner's parent/guardian)



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

Teachers, centres and candidates should note that CCEA may, with prior permission, use extracts from examination scripts/ internally assessed material on an anonymous basis in educational presentations, materials and products.

