

GCSE, AS and A Level Awarding Summer 2020

Exemplar Information to Support Requests for Initial Review

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Version 1

Introduction to Exemplar Information to Support Requests for Initial Review

As a result of the cancellation of all public examinations in summer 2020 due to the covid-19 pandemic, the method of awarding candidates' results, and consequently the usual grounds for a review of results or appealing outcomes, has changed. JCQ launched its appeals guidance on Friday 7 August via the August edition of their newsletter. It may be accessed via the following link: <https://www.jcq.org.uk/exams-office/appeals/>

CCEA's Post Results Services-Summer 2020 is a new electronic facility within the Centre Assessment Grades application which was launched in Spring 2020 to enable centres to provide

CCEA with centre assessment outcomes of candidates entered for CCEA qualifications. This is accessible through Central Login and will be launched to centres on Thursday 13 August. A step-by-step User Guide will be available within the application.

We are pleased to be able to announce the CCEA appeals process is free of charge this year. As the appeals process is an integral part of the summer 2020 arrangements, CCEA wishes to ensure there are no barriers to accessing the appeals process for students and centres who are unhappy with an outcome.

This document aims to provide examples of how supporting evidence might be submitted as part of the request for an Initial Review.

The CCEA Examination Queries Helpline is available for two weeks (028 9026 1260) to provide further assistance, or email helpline@ccea.org.uk

For technical guidance, please email postresults@ccea.org.uk

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The examples provided in this document illustrate how you might provide evidence to support your request for an initial review.

EVIDENCE EXEMPLAR 1 (CCEA Error)

Detail of Request:

We are requesting a review of the grades of a significant number of our AS candidates who have received results which are considerably different to those submitted by our centre. I have provided further details of the students and subjects affected. I am confident that the CAGs submitted were accurate, having completed a thorough internal process which took into account past performance, mock examination results, class tests and ongoing homework assignments.

Candidate	Subject	AS Result	Y14 Mock Exam	CAG Awarded	Final Grade
0000	Biology	C	B	C	D
1111	Biology	C	C	C	U
2222	Biology	B	C	B	C
3333	Biology	B	B	B	E
4444	Biology	A	A	A	C
5555	Biology	A	A	A	B
6666	Biology	C	B	C	E

EVIDENCE EXEMPLAR 2 (CCEA Error)

Details of Complaint:

Appeal of results for candidate 0000, centre 71000

This candidate was given an E grade in A Level Biology, despite the Centre Assessment Grade submitted by their teacher being a grade C. This candidate was correctly placed at the bottom of the rank order, having the lowest Year 14 performance in the subject, but we do not understand why they have been given an E grade.

Details of CAG Awarding

The centre used as robust a process as possible to arrive at the CAG. We considered regular class tests, mock examination results and the candidate's AS performance.

Some of this data is outlined below:

Mock Exam Result	C
AS Grade	C
CAG Submitted	C
Actual Grade 2020	E

Therefore there is no evidence of this candidate working at a grade E. It is our belief that CCEA have made an error in assigning this candidate an E grade. It is worth noting that we have only ever received one E grade in this subject in our centre in 2018 (see three year history below with the exception of one year, the lowest grade for our centre is a C). There were exceptional circumstances that led to this E grade for that student in 2018.

Three Year History Cumulative % Outcomes:

	A*	A	B	C	D	E
2017	10.0%	48.8%	81.7%	100.0%	100.0%	100.0%
2018	4.7%	45.3%	84.4%	98.4%	98.4%	100.0%
2019	1.7%	30.5%	64.4%	100.0%	100.0%	100.0%

EVIDENCE EXEMPLAR 3 (CENTRE Error)

Detail of Request

We have reviewed our results for A2 Performing Arts. On reflection, we feel we did not use the most appropriate available evidence to rank order our students. This has had an adverse impact on the rank order of our students particularly within the C Grade. Our staff used internally available evidence and AS performance on which they based Centre Assessment Grades and corresponding rank order.

However, on discussion with colleagues, we realise that we could have used this information to better inform our rank order within each grade.

We would like to re-submit an amended rank order for the candidates affected as follows:

Original grade C rank order			New Rank Order	
Rank order	Cand. No.	Grade awarded by CCEA	Rank order	Cand. No.
1	9111	C	1	9111
2	8256	C	2	8745
3	8745	C	3	6525
4	6525	D	4	7894
5	7894	D	5	8256

EVIDENCE EXEMPLAR 4 (CCEA Error)

Complaint

Having compared the Centre Assessment Grades to the final grades issued by CCEA, we found:

- **35%** of grades were lowered by one grade; and
- **7%** of grades were lowered by two grades.

The total number of grades changed accounts for **approximately 42% of our total cohort**.

I have included below headline figures of centre outcomes at GCE level since 2017:

Year	% A to C
2017	40%
2018	45%
2019	52%
2020	43% (Actual) 58% (Predicted)

As you can see from the data, our school examination outcomes at GCE level have been improving year-on-year since 2017. Whilst we had predicted this trend to continue in 2020, the grades issued by CCEA represent a 9% decline from 2019.

Awarding Centre Assessment Grades (CAGs)

Our school had in place a robust process for determining CAGs. We took into consideration tests, mock examinations, any previous attainment and all teaching interventions. As I was required to sign off our centre's submission, I engaged in all meetings and oversaw a rigorous internal standardisation process; I can stand over the CAGs submitted with a great deal of confidence. I am content that there was no over-inflation of our student's grades.

Grade Improvement Strategies

The Leadership Team has undergone considerable change since 2016 and alternative approaches to teaching and learning have been adopted, we have a new curriculum model and we have amended our admissions criteria for years 13 and 14. There is a direct correlation between these changes and the improving outcomes since 2017. We have also worked closely with external bodies to ensure robust interventions are in place.

Cohort changes

As a non-selective, all-ability school, the characteristics of our cohort changes on a yearly basis. Our Year 13 intake usually comprises approximately 50% who stay on from Year 12 and 50% from external schools. Students come from a variety of backgrounds, ranging from no social disadvantage to some of the highest areas of social deprivation in Northern Ireland. Many of our students are vulnerable but our A Level results are above the NI average.

There is a total of 110 candidates taking GCE qualification and we have some very small subject entries, for example, 3 candidates in AS Music, 3 candidates in AS Art, 4 candidates in AS English Literature.

