

Summer 2022



Conducting Controlled Assessments in CCEA GCSE Qualifications in 2021/22

Instructions for subject teachers,
senior leaders and Heads of Centre



Effective from September 2021

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Foreword

2022 Arrangements for Controlled Assessments

CCEA has adapted some of its controlled assessment arrangements for students who are cashing in at qualification level in Summer 2022, to take account of the disruption to teaching and learning caused by the COVID-19 pandemic. CCEA will keep these under review in light of the changing public health context.

Where there have been changes or adaptations to tasks, these must be followed by all students. For example, where students are asked to produce drawings/plans instead of an actual product, all students must submit drawings/plans only in 2022.

Adaptations for 2022 are summarised below. For specific information on units where these apply, subject-specific guidance is available in the [specification addendum \(2021/22\) for each relevant qualification](#).

Tasks for 2022

Where possible, internally assessed tasks issued in the academic year 2019/20, and carried across into 2020/21, will be carried over for a further academic year for submission in Summer 2022. See the 2021/22 specification addendum for each relevant qualification for details.

Health and Safety Adaptations

Some tasks have been adapted to address health and safety concerns. For example, teachers may supply experimental data instead of the student being required to collect primary data.

Reduction in Content

Some tasks will have reduced content and a lower word limit for the controlled assessment task.

Subject-specific information is available on the CCEA website – please review subject addenda and specifications for detailed guidance.

1 The basic principles of controlled assessment

What is controlled assessment?

Controlled assessment measures subject-specific skills that may not necessarily be tested by timed written papers.

What is the controlled assessment process?

There are three levels of control:

- high;
- medium; and
- limited.

A different level of control may apply at each of the three stages:

- task setting;
- task taking; and
- task marking.

The task-taking stage may involve sub-stages requiring different levels of control.

CCEA adheres to the regulators' controlled assessment regulations for GCSE qualifications.

How does CCEA monitor the management of controlled assessment in centres?

Since September 2010, CCEA has required each centre to have a controlled assessment policy in place:

- to cover procedures for planning and managing controlled assessment;
- to define staff roles and responsibilities with respect to controlled assessment; and
- to manage risks associated with controlled assessment.

A CCEA Centre Inspector will ask the examinations officer to confirm that a controlled assessment policy is in place. The guidance provided in this document will help the Head of Centre to ensure that the centre's controlled assessment policy is fit for purpose.

Which GCSE specifications are affected?

These instructions apply to all CCEA GCSE specifications with a controlled assessment unit/component.

2 Managing task setting

To what extent are centres involved in task setting?

It depends whether task setting is under high, medium or limited control.

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|------------------------|---|
| High control | CCEA is responsible for task setting. For the majority of specifications, centres choose from a number of comparable tasks provided by CCEA. These tasks are designed to ensure that the assessment criteria, as detailed in the specification, are met. |
| Medium control | Centres may opt to select from a number of comparable tasks provided by CCEA. Alternatively, centres may opt to design their own task(s) using criteria set out in the specification. The centre must take care to ensure that the task(s) provide(s) every candidate with an opportunity to meet the assessment criteria and have access to the full range of marks. |
| Limited control | All centres design their own task(s) using criteria set out in the specification. CCEA may provide exemplar tasks. The centre must take care to ensure that the task(s) provide(s) every candidate with an opportunity to meet the assessment criteria and have access to the full range of marks. |

When is it acceptable to contextualise tasks?

Where tasks are set by CCEA, specifications always provide opportunities for centres to contextualise those tasks to best suit their centre-specific circumstances.

Each centre can:

- make the task relevant to its own environment;
- take into account the needs and interests of its own candidates; and
- provide candidates with access to appropriate resources.

Is it permissible to give candidates a copy of the marking criteria?

Yes. Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified, candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

2.1 Issuing tasks

When are controlled assessment tasks issued to centres?

CCEA issues tasks well in advance of submission to allow time for planning, resourcing and teaching in centres. See individual subject specifications for details.

How are controlled assessment tasks and mark schemes issued to centres?

It depends whether task setting is under high, medium or limited control.

- Where high control is specified, access to controlled assessment tasks is via a secure portal or they are issued in a similar way to examination question papers. Details are provided in the specification.
- Where medium or limited control is specified, tasks are normally accessible via the CCEA website.

Mark schemes and assessment criteria are normally included in specifications.

In subjects where it could be advantageous for candidates to have access to work done on the same task in previous years, the regulators require tasks to be changed every year. This means that each task will be 'live' only for a specified period.

Teachers must ensure that they use the correct task for the year of submission.

What action should be taken if the wrong task is given to candidates?

The centre must make arrangements for candidates to undertake the correct task. CCEA will do all it can to protect candidates' interests, but in some cases it may not be possible to accept work based on the wrong task. Centres should therefore take great care to ensure that they issue the correct task to candidates.

3 Managing task taking

3.1 Supervision

Invigilators and display of the JCQ [Unauthorised Items poster and Warning to Candidates](#), available at www.jcq.org.uk, are **not** required. Centres must ensure that supervisors are aware of subject-specific requirements.

Centres **must** also ensure that candidates understand what they need to do to comply with the regulations for controlled assessments. Please refer to the subject-specific Guidance on Controlled Assessment sections in the GCSE specifications. Candidates must:

- understand that information from published sources must be referenced;
- receive guidance on setting out references; and
- be aware that they must not plagiarise other material.

What does formal supervision (high level of control) actually involve?

The use of resources is tightly prescribed. The centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the session(s);
- display materials which might provide assistance are removed or covered;
- there is no access to email, the internet, mobile phones or smart watches;
- candidates complete their work independently;
- interaction with other candidates does not occur; and
- no assistance of any description is provided.

What does informal supervision (medium level of control) actually involve?

Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres **must** always check the subject-specific requirements, as well as ensuring that:

- all candidates participate in the assessment;
- there is sufficient supervision to ensure that individual work can be authenticated; and
- the work that individual candidates submit for assessment is their own.

What does limited supervision (limited level of control) actually involve?

Work may be completed outside of the centre without direct supervision. Where limited control is specified, candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction; and
- work in groups.

3.2 Advice and feedback

Centres should advise candidates on aspects such as those listed below before controlled assessment work begins:

- sources of information;
- how to reference sources;

- relevance of materials/concepts;
- structure of the response (for example chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations; and
- security of their work.

Centres **must not** provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the specification or subject-specific guidance states otherwise.

What advice and feedback can I give to candidates during the task-taking stage?

The task-taking stage of controlled assessment may involve sub-stages, each of which may be subject to a different level of control.

If a high level of control is specified, you must not provide advice or feedback of any description.

If medium or limited control is specified, some categories of advice/feedback are permitted. The following table provides general guidance, but there are some exceptions. **Centres must refer to the relevant specification or subject-specific guidance for confirmation.**

| Category of advice/feedback | High control | Medium control | Limited control |
|---|--------------|----------------|-----------------|
| Review candidates' work and provide oral and written advice at a general level. | ✗ | ✓ | ✓ |
| Evaluate progress to date and propose broad approaches for improvement. | ✗ | ✓ | ✓ |
| Allow candidates to revise and redraft work. | ✗ | ✓ | ✓ |
| Provide detailed, specific advice on how to improve drafts to meet assessment criteria. | ✗ | ✗ | ✗ |
| Give detailed feedback on errors and omissions which leaves candidates with no opportunity to show initiative themselves. | ✗ | ✗ | ✗ |
| Intervene personally to improve the presentation or content of work. | ✗ | ✗ | ✗ |

What if a candidate requires assistance over and above that allowed by the specification?

Before giving additional assistance beyond that described in the specification or subject-specific guidance, teachers must ensure that there is provision to record this assistance. Details must be documented on the CCEA Candidate Record Sheet or eCRS. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

What are the rules on redrafting?

Particular care is needed when drafting is one of the skills being assessed. In this situation:

- the assessment criteria will allow credit to be given where there is evidence of drafting and redrafting; and
- teachers must undertake an interim assessment of candidates' work.

Candidates must use their own initiative when redrafting, without assistance from the teacher.

When drafting is **not** one of the skills being assessed, and dependent on the controls under which work must be completed, teachers may review candidates' work and provide advice at a **general level** unless the specification or subject-specific guidance states otherwise. Feedback must not be given on work completed in controlled conditions unless the specification states otherwise.

How should contact between the teacher and the candidate be monitored and recorded?

Where this may affect the marks awarded, the teacher should keep a record of feedback and advice provided to groups of candidates and to individual candidates. When group work is permitted, the teacher's record must describe the contribution to any group work of any candidate who has received assistance and how this has impacted on the marks awarded.

3.3 Resources

What resources are allowed under each level of control?

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|---|---|
| <p>High control (formal supervision)</p> | <ul style="list-style-type: none"> • The use of resources is always tightly prescribed and normally restricted to the candidate’s preparatory notes where these are permitted by the specification. • Access to the internet is not permitted. • If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all material stored on the devices is permissible. |
| <p>Medium control (informal supervision)</p> | <ul style="list-style-type: none"> • Candidates normally have unrestricted access to resources available at the centre and via the internet. There are some exceptions. • Centres should refer to specifications and subject-specific guidance. |
| <p>Limited control (limited supervision)</p> | <ul style="list-style-type: none"> • In many subjects, candidates will need to gather information from published sources when researching and planning their tasks. • Candidates are allowed unrestricted access to the internet and any electronic and printed resources available to them. |

Are candidates allowed to introduce new resources between formally supervised sessions?

No. Candidates are not allowed to add to notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session:

- the work to be assessed; and
- preparatory work.

Additional precautions need to be taken if the centre permits candidates to use computers to store preparatory work and/or word process their work for assessment (see **Section 3.9**).

The centre is responsible for establishing and implementing procedures to ensure that:

- all work which will be assessed is completed under formal supervision; and
- candidates are not able to access preparatory work between supervised sessions.

Do candidates need to keep a record of work completed under informal and/or limited supervision?

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate must keep a detailed record of their own research, planning, resources etc. The record must include all the sources used, including books, websites and DVDs.

How should sources be acknowledged?

Please refer to the Guidance on Controlled Assessment sections of the CCEA GCSE specifications.

3.4 Word and time limits

Specifications and subject-specific documentation include guidance on appropriate word limits or time limits.

How can centres impose time limits?

Centres are responsible for ensuring that candidates adhere to the time limits when high control (formal supervision) or medium control (informal supervision) is specified. When work is done under limited control, the specified timings are for guidance only (unless otherwise stated in the specification), but centres should discourage candidates from exceeding them.

What are the consequences when a candidate's work exceeds the word limit?

You should refer to the relevant specification or subject-specific guidance for clarification. Specifications fall into three broad categories, described in the following table.

| Category of specification | Consequences of exceeding word limit |
|--|--|
| A word limit is provided purely for guidance. | There is no penalty for exceeding the limit. |
| The assessment criteria allow credit to be awarded for work that is focused and concise. | Candidates who exceed the word limit may not have access to the full range of marks. |
| A rigid word limit is specified. | Work submitted over and above the word limit will not be taken into account, and/or an additional penalty may be applied when marking and/or moderation takes place. |

3.5 Scheduling

Teachers may prefer their candidates to use IT to complete assessments at the write-up stage. With limited IT facilities available in many schools, this creates timetabling pressures and can sometimes encroach into periods when other teaching groups would otherwise be using the facilities.

What can centres do to reduce logistical problems?

- 1 Plan ahead – draw up an annual schedule for controlled assessment sessions that will require informal or formal supervision and/or access to the centre's IT resources.
- 2 Involve IT colleagues in the planning exercise.
- 3 Refer to the controlled assessment sections of individual specifications and subject-specific guidance for advice on the amount of time required. Decide how many sessions will be needed and what will work best for your centre in terms of the intervals between sessions.

- 4 Some candidates will be entitled to extra time. Take account of the subjects affected and the number of candidates involved when drawing up the schedule.
- 5 Take account of the likelihood that some candidates will be absent for one or more of the sessions that require supervision. They will need to be given an opportunity to make up the missed time. Identify options for accommodating occasional absence and assess the likely impact of each option on staff, candidates and IT resources.
- 6 Spread controlled assessment across Years 11 and 12, and co-ordinate departmental timetables so that candidates are not doing controlled assessment in several subjects at the same time.
- 7 Review the centre's day-to-day procedures with respect to IT security and storage of confidential materials. Provided that day-to-day security arrangements are sufficiently robust, there is no requirement to implement additional measures for controlled assessment. For example, there is not a requirement for each candidate to have a different login name and password for each controlled assessment subject.

3.6 Collaboration and group work

When is group work permitted?

Candidates are free to collaborate when carrying out research and preparatory work under limited supervision.

Where the specification permits, some parts of assignments may be undertaken as part of a group. The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Each candidate must write up their own account of the assignment. It is acceptable for all members of the group to record the same data or research, but each candidate must use their own words to describe how this information was obtained and draw their own conclusions. Where candidates are required to construct an artefact, they may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

Should all members of a group get the same mark?

No. Group work is permitted, but group assessment is not. Members of the group will have made different contributions, and the work of each candidate must be individually assessed.

How is credit apportioned to individual candidates?

The centre and subject teacher are responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

3.7 Authentication procedures

How is candidates' work authenticated?

Each candidate **must** sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

All teachers **must** sign the declaration of authentication after the work has been completed, confirming that the work:

- is solely that of the candidate concerned; and
- was completed under the required conditions.

Teachers **must** be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within their capabilities.

What if the teacher has doubts about the authenticity of the work?

If you are unable to confirm that the work presented by a candidate is their own:

- do not accept the candidate's work for assessment; and
- record a mark of zero for internally assessed work.

If you are concerned that malpractice may have occurred, or if you are unable to authenticate the work for any other reason, you **must** inform a member of the senior leadership team (see **Section 9**).

3.8 Presentation of work

- 1 Allow candidates to word process written work if possible, or as directed by the CCEA specification.
- 2 Instruct candidates to insert the following details on each page as a header or footer:
 - five-digit centre number;
 - candidate number; and
 - unit/component code.
- 3 Allow candidates to use the spell/grammar check when they are word processing, unless the specification or subject-specific guidance states otherwise.
- 4 Encourage candidates submitting handwritten work to use black ink and write legibly.
- 5 Submit word-processed or handwritten work on A4 paper, unless the specification states otherwise.
- 6 Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers, where appropriate.
- 7 Consider insuring valuable or fragile materials against loss or damage. CCEA is not liable for the loss of work or damage that occurs during moderation or in transit.

- 8 Do not include items such as photographs or certificates that have real or sentimental value.
- 9 Obtain informed consent from parents/carers at the beginning of the course if videos or photographs/images of candidates will be included as evidence of participation or contribution.
- 10 Remove bulky covers and folders before work is sent for moderation or external marking.
- 11 Ensure that each candidate's work is securely fastened and that the [portfolio sample cover sheet found here](#) is fully completed and attached to the work.

3.9 Keeping materials secure

What constitutes secure storage in the context of controlled assessment?

Secure storage is defined as a securely locked cabinet or cupboard (where work is stored in hard copy format).

Where candidates are producing artefacts (for example in Art and Design or Technology and Design), secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

Is secure storage of candidates' work required throughout the task-taking stage?

No. When candidates are undertaking research, data collection or other preparatory work under limited control (limited supervision), secure storage is **not** required at this stage.

When does the requirement for secure storage of candidates' work come into play?

Secure storage is required from the point at which candidates embark on producing work for assessment.

All work that will be submitted for assessment must always be collected at the end of each session and stored securely between sessions.

Does the requirement for secure storage extend to candidates' preparatory work?

Yes, if the work for assessment is being produced under high control (formal supervision).

| | |
|---|---|
| High control (formal supervision) | <p>From the point at which candidates embark on producing work for assessment, they are not permitted to amend or add to their preparatory work.</p> <p>All work – i.e. work for assessment and preparatory work – must therefore be collected at the end of each session and stored securely between sessions.</p> |
| Medium control (informal supervision) | <p>Work produced for assessment must be collected at the end of each session and stored securely between sessions. The requirement does not extend to preparatory work unless the specification or subject-specific guidance states otherwise.</p> <p>Candidates are allowed to continue to undertake preparatory work under limited control (limited supervision) beyond the point at which they embark on producing work for assessment.</p> |

What if candidates' preparatory work and/or work for assessment is in an electronic format?

Centres must take steps to ensure that they meet the requirements for secure storage described above. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the centre's IT network. If a memory stick is being used to store candidates' work, centres must ensure the security of work already saved when the memory stick is being accessed by candidates.

Are candidates allowed to use their own computers or other electronic devices?

Yes, but additional precautions must be taken if the centre permits candidates to use their own devices to store preparatory work and/or to write up their work. In these circumstances, the centre is responsible for establishing and implementing a procedure to ensure compliance with the requirements for secure storage described above.

Are teachers allowed to take work home to mark?

Yes, provided that they take sensible precautions regarding its security and confidentiality.

When can marked work be removed from secure storage?

Internally assessed work that is not required for moderation purposes and work returned to centres after moderation **must** be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed work may be returned once the enquiry about results and any subsequent appeal have been completed.

Centres must remind candidates to keep their own work secure at all times and not share completed or partially completed work online, on social media or through any other means.

When can preparatory work be removed from secure storage?

Preparatory work should remain in secure storage until marks have been submitted to CCEA, unless the subject specification requires storage of preparatory work for possible further authentication purposes. Where this is required, preparatory work must be stored securely until all possible post-results services have been exhausted.

4 Managing task marking

4.1 Externally assessed units/components

Will externally assessed work be returned to centres automatically?

No. Externally assessed controlled assessments are treated in the same way as examination scripts. Centres can ask for controlled assessment material to be returned using the access to scripts service. Feedback forms are **not** available for externally marked components.

4.2 Internally assessed units/components

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate **how** and **why** marks have been awarded. This will facilitate the standardisation of marking in the centre and enable the moderator to check that marking is in line with the assessment criteria. If the moderator cannot find evidence to justify the marks awarded to a candidate, the work may be returned to the centre for further explanation or the mark may be adjusted.

4.3 Annotation and marking

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|-----------------------------------|--|
| Annotate the work | <ul style="list-style-type: none"> • Follow guidance in the relevant specification and associated subject-specific documents. • Provide evidence to support your marks. Identify the assessment criteria that have been met. • Be clear and unambiguous. • Use key phrases from the criteria, for example 'awareness of values', 'uses a variety of techniques', 'selects appropriate data'. • Insert annotations at the appropriate point in the work – in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded. |
| Award marks | <ul style="list-style-type: none"> • If some work was done in groups, award marks that reflect the contribution of each individual candidate. • If the candidate has received feedback and guidance over and above that allowed by the specification, take this into account. Apply the principle of best fit and use annotation to explain how marks have been applied in the context of the additional assistance given. |
| Complete the documentation | <ul style="list-style-type: none"> • Record the feedback and guidance that you have given. • Enter marks in the way specified by CCEA. |

What is the correct procedure if a candidate submits little or no work?

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|---|---|
| Candidate submits no work whatsoever | When marks are submitted to CCEA, the candidate must be recorded as absent (<u>and not awarded a mark of zero</u>). |
| Candidate submits very little work | If some work has been produced, it must be assessed against the assessment criteria and mark scheme. The appropriate mark must be awarded. If none of the work submitted is worthy of credit, a mark of zero must be given. |

Is the centre required to tell candidates what marks they have been awarded?

Yes. The centre **must** inform candidates of their centre assessed marks, as a candidate is allowed to request a review of the centre’s marking **before marks are submitted to CCEA.**

Centres must also make it clear to candidates that any centre assessed marks are subject to change through the moderation process.

What is the correct procedure for a candidate requesting a review of the centre’s mark?

Any review **must** be undertaken **before marks are submitted to CCEA.**

Sufficient time must be given to candidates to allow them to review copies of material, as necessary, and reach a decision. The centre must also allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the CCEA deadline for submission of marks.

What is the correct procedure where a teacher teaches their own child?

The centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

4.4 Internal standardisation

Teachers must indicate on candidates’ work, or on the cover sheet, the date when the work was marked.

It is important that all teachers involved in assessing a unit/component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. The following sequence is an example of good practice.

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| <p>Obtain reference materials at an early stage in the course.</p> <ul style="list-style-type: none"> • Obtain exemplar material provided by CCEA. |
| <p>Hold a preliminary trial marking session prior to marking.</p> <ul style="list-style-type: none"> • Include all the teachers involved in assessment. • Compare standards through cross-marking a small sample of work. • Agree a common understanding of the assessment criteria. |

Carry out further trial marking at appropriate points during the marking period.

- Repeat the trial marking/cross-marking exercise.
- Ensure that any discrepancies in marking are resolved.

After most marking has been completed, hold a further meeting.

- At this meeting, carry out a final review of marks or assign responsibility for comparing marks to the teacher who co-ordinates internal standardisation in your centre.

Make final adjustments to marks prior to submission.

- If there are inconsistencies, ensure that the teacher(s) concerned make(s) adjustments to their marks.
- The teacher who co-ordinates internal standardisation checks the new marks.

Retain work and evidence of standardisation.

- Retain evidence that internal standardisation has been carried out.
- Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later. (See **Section 3.9.**)

4.5 Consortium arrangements

A consortium is a group of centres from which candidates are taught and assessed together. If your centre is part of a consortium, follow these steps:

- 1 Nominate a consortium co-ordinator who will liaise with CCEA on behalf of all the centres. This will most likely be someone from the lead (entering) centre.
- 2 Inform CCEA that your centre is part of a consortium through the Centre Consortium Arrangements form accessed in [CCEA's Central Login](#)
Complete a separate form for each specification that is being taught and assessed jointly.

Make a new application for each examination series.

- 3 Return the form to CCEA by the published deadline.
- 4 Follow the procedures for internal standardisation described in **Section 4.4 as a consortium**, i.e. include all the teachers involved in assessment from all centres in the consortium.
- 5 Submit marks as detailed in **Section 4.6**. The lead centre should submit the marks of all the consortium candidates.
- 6 Submit a single sample of work for moderation as specified by CCEA. CCEA will allocate the same moderator to all centres in the consortium. If marks need to be adjusted, the adjustment will be applied across the consortium.

- 7 Retain all candidates' work from all the centres in the consortium until after the closing date for enquiries about results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

If the consortium requests a review of moderation, the work must be available from all the centres, as the original sample will be required for the review.

4.6 Submitting marks and work for moderation

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|----------|---|
| 1 | Set internal deadlines that will allow your centre to accommodate any candidate requests for reviews of marking and to meet the deadline for the submission of marks and candidates' work, as published by CCEA. This will enable CCEA to meet the deadlines for completion of moderation and release of results. CCEA may refuse to accept work submitted after the deadline. |
| 2 | Follow CCEA's instructions regarding the submission of marks. This is normally done electronically. It is the responsibility of centres to carefully check the marks they are submitting to CCEA in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission. |
| 3 | Submit supporting documentation required by CCEA: <ul style="list-style-type: none"> • authentication of candidates' work; • confirmation that internal standardisation has been undertaken; and • any subject-specific information. |

Is it possible to obtain an extension to the deadline for submission of marks?

Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of CCEA.

The centre must contact CCEA as soon as possible to request an extension. The timely release of examination results will be put at risk if the deadlines for submission of marks and samples are not adhered to.

4.7 Storing and retaining work after submission of marks

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|--------------------------|---|
| Moderation sample | <ul style="list-style-type: none"> • Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if a review of moderation is made. • CCEA will return your moderation sample at the earliest opportunity after the deadline for enquiries about results or after any appeal, malpractice or other results enquiry has been completed, whichever is later. |
| Marked work | <ul style="list-style-type: none"> • Retain marked work under secure conditions until after the deadline for enquiries about results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the moderation sample. • Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place. |

| | |
|-----------------------------------|---|
| | <ul style="list-style-type: none">• If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings. |
| Extracts and exemplar work | <ul style="list-style-type: none">• CCEA will retain the work of some candidates for archive and standardisation purposes.• For information on copyright, please see paragraphs 6.12 to 6.19 of the JCQ publication General Regulations for Approved Centres. |

5 External moderation

5.1 The moderation process

The purpose of moderation is to ensure that the standard of marking is consistent across all centres.

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|---------------------------------------|---|
| Sample selection | <ul style="list-style-type: none"> • CCEA specifies the sample, which will include work from across the range of attainment at the centre. • It is the responsibility of centres to ensure that CCEA receives the correct samples of work requested for moderation. |
| Sample submission | <ul style="list-style-type: none"> • For most units/components, the centre submits a sample of work directly to CCEA, according to instructions. • For some units/components, the moderator visits the centre to mark the sample of work. • Different procedures are used for performance-based subjects such as PE. |
| Sample assessment | <ul style="list-style-type: none"> • The moderator assesses work in the sample using the published marking criteria. |
| Mark comparison and adjustment | <ul style="list-style-type: none"> • Moderator marks are compared with the centre marks for the sample of work. • The moderator may request some or all of the remaining work if they need further evidence of the centre's marking. • If the differences between the moderator's marks and the centre's marks exceed the allowed tolerance, but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks. • If the moderator significantly disagrees with the centre's rank order (perhaps because internal standardisation has not been carried out effectively), CCEA may ask the centre to reconsider its marks. Alternatively, the moderator's marks may be applied to all candidates in the centre and, in some circumstances, a charge may be made. |
| Feedback to centres | <ul style="list-style-type: none"> • The final moderated marks are issued to centres electronically when results are published. • Feedback forms are also issued to centres. |

5.2 Feedback

What sort of feedback can we expect?

Feedback is intended to enable the centre to take remedial action, if necessary, before the next examination series. The feedback given is intended to be constructive, objective, supported by fact or judgement, and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard for the unit/component.

Feedback will cover the following aspects:

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| Tasks | <ul style="list-style-type: none"> • Were tasks appropriate (where set or contextualised by the centre)? • Was there adequate coverage of the assessment objectives? |
| Centre assessment | <ul style="list-style-type: none"> • Were marks accurate against the criteria and in relation to the agreed standard for the unit/component? |
| Centre administration | <ul style="list-style-type: none"> • Was this satisfactory? |

6 Access arrangements

For detailed information see the JCQ document [Access Arrangements and Reasonable Adjustments, 1 September 2021 to 31 August 2022](#), available at www.jcq.org.uk

CCEA has developed its specifications to be compliant with equality legislation. Access arrangements, where granted, **must not** undermine the integrity of a qualification.

In principle, if a candidate has an access arrangement as part of their normal way of working within the centre, a similar arrangement will normally be permitted for written examinations and controlled assessment. **Centres must apply for access arrangements in advance of examinations and controlled assessments.**

How can centres prepare themselves to cater for candidates with access arrangements?

When drawing up the schedule for controlled assessment sessions, take account of the fact that candidates entitled to extra time will need to be supervised.

The SENCo must ensure that all relevant staff are aware of any access arrangements that need to be applied during a controlled assessment session.

7 Special consideration

The JCQ document [A guide to the special consideration process](http://www.jcq.org.uk), available at www.jcq.org.uk, provides detailed information.

7.1 Absence

If candidates are absent, will they be eligible for special consideration?

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|---|---|--|
| Short-term occasional absence | <ul style="list-style-type: none"> The candidate was unexpectedly absent for one or more of the controlled assessment sessions that require supervision. | <p>Not eligible for special consideration.</p> <p>The candidate should be given an opportunity to make up the missed time.</p> |
| Joined the course at a late stage (see Section 11 for candidates who move centres) | <ul style="list-style-type: none"> The candidate was absent for some of the controlled assessment sessions that require supervision because they joined the course at a late stage. | <p>Not eligible for special consideration.</p> <p>The candidate should be given an opportunity to make up the missed time, if feasible.</p> |
| Longer-term absence prior to the terminal examination series | <ul style="list-style-type: none"> The candidate was absent for acceptable reasons when their peers undertook a controlled assessment unit/component. The unit/component was being submitted prior to the terminal examination series. There will be another assessment opportunity prior to the series in which the candidate certifies. | <p>Not eligible for special consideration.</p> <p>The candidate should submit the unit/component in a subsequent examination series.</p> |
| Longer-term absence during the terminal examination series | <ul style="list-style-type: none"> The candidate was absent for acceptable reasons when their peers undertook a controlled assessment unit/component and was unable to complete the work at a later date, prior to the end of the published window. The unit/component was being submitted in the terminal examination series. As this is the candidate's terminal examination series, there will be no further assessment opportunity to complete the work. | <p>May be eligible for special consideration provided the published criteria are met.</p> |

What are the criteria for a candidate who has been absent to be eligible for special consideration?

- The candidate has covered the whole GCSE course and has been fully prepared for the relevant controlled assessment unit/component.
- The candidate was unable to complete the relevant assessment **during the certification series** at the same time as their peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time).
- The centre has taken all reasonable steps – including the consideration of a short extension – to try to accommodate the candidate in completing the controlled assessment unit/component in a subsequent supervised session.
- The centre can clearly set out why the controlled assessment unit/component could not be completed in the terminal examination series by means of an agreed extension.
- The candidate meets the published criteria for enhanced grading.
- The centre supports the application for special consideration.

Are there any circumstances in which CCEA will accept a reduced quantity of work?

Yes, provided that **all** the following criteria are met:

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and all the assessment objectives have been covered at least once.

7.2 Loss of work

What are the criteria for a candidate whose work has been lost to be eligible for special consideration?

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| Candidate responsible for loss | <ul style="list-style-type: none"> • The loss is a consequence of negligence on the part of the candidate. | Not eligible for special consideration. |
| Centre responsible for loss | <ul style="list-style-type: none"> • The loss is not a consequence of negligence on the part of the candidate. • The centre is able to verify that the work was completed or partially completed and had been monitored while it was in progress. | Eligible for special consideration. |

What is the procedure for requesting special consideration for a candidate whose work has been lost?

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| Obtain guidance | Refer to the JCQ document A guide to the special consideration process , available at www.jcq.org.uk |
| Report the loss | Submit Form 15 – JCQ/LCW to CCEA. |
| If the work had been marked before it was lost or damaged | Submit the mark in the usual way. Submit Form 15 – JCQ/LCW to the moderator and CCEA by the deadline for submission of marks. |
| If the work had not been marked before it was lost or damaged | Submit an estimated mark on Form 15 – JCQ/LCW . Base the estimate on the teacher’s assessment of the work actually seen. Do not attempt to estimate marks for work not seen. |
| If only part of the work is lost | Seek further guidance from CCEA. |

8 Making a fresh attempt

Are there any circumstances under which a candidate can produce a new piece of work before the submission of marks to CCEA?

If the centre is willing to undertake additional supervision and/or marking, it may be possible for the candidate to make a fresh attempt.

Is it permissible for a candidate to make a fresh attempt at a task requiring high control (formal supervision)?

The candidate is **not** allowed to make another attempt at the same task or enhance the work already submitted. **They are allowed to attempt a different task provided that a valid alternative is available for the series concerned.** The candidate may reuse the research already undertaken if it is relevant to the new task.

Is it necessary to provide an alternative task when work is produced under medium control (informal supervision)?

No. The candidate is allowed to amend and improve their work, provided that the feedback and advice they receive is in line with the requirements of the specification and subject-specific guidance.

9 Malpractice

For detailed guidance on dealing with suspected malpractice, see the JCQ document [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](https://www.jcq.org.uk/resources/suspected-malpractice-in-examinations-and-assessments-policies-and-procedures) available at www.jcq.org.uk

Candidates must not:

- submit work which is not their own;
- make their work available to other candidates in any way;
- allow other candidates to have access to their own independently sourced material;
- assist other candidates to produce work;
- use books, the internet or other sources without acknowledgement or attribution;
- submit work that has been word processed by a third party without acknowledgement; or
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another, but they must not plagiarise others' research.

Candidates **must not** post their work on social media.

Heads of Centre and senior leaders **must** ensure that those members of teaching staff involved in the direct supervision of candidates producing controlled assessment are aware of the potential for malpractice.

Teaching staff must be reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself.

Teaching staff **must**:

- be vigilant in relation to candidate malpractice and be fully aware of the published regulations; and
- escalate and report any alleged, suspected or actual incidents of malpractice to the senior leadership team or directly to CCEA.

What should a centre do if it suspects malpractice?

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|--|--|
| <p>Irregularities identified by the centre before the candidate signs the authentication statement (where required)</p> | <ul style="list-style-type: none"> • The centre should deal with the irregularity under its own internal procedures. • There is no requirement to report the irregularity to CCEA. (The only exception to this is where CCEA's confidential assessment material has been breached. The breach must be reported to CCEA.) • Details of any work which is not the candidate's own must be recorded on the record form. |
| <p>Irregularities identified by the centre after the candidate has signed the authentication statement (where required)</p> | <ul style="list-style-type: none"> • The Head of Centre must notify CCEA at the earliest opportunity using Form JCQ/M1. • CCEA will ask the Head of Centre to collect the relevant information, which will be reviewed by CCEA. • If malpractice is found, CCEA will apply a penalty. |
| <p>Irregularities identified by an examiner or moderator after the candidate has signed the authentication statement (where required)</p> | <ul style="list-style-type: none"> • CCEA will ask the Head of Centre to collect the relevant information, which will be reviewed by CCEA. • If malpractice is found, CCEA will apply a penalty. |

What penalty is applied when malpractice has occurred?

If a breach of the regulations on the part of the candidate is discovered **after** a candidate has signed the authentication statement, CCEA will apply **one** of the following penalties:

- the piece of work will be awarded zero marks;
- the candidate will be disqualified from that unit/component for that examination series;
- the candidate will be disqualified from the whole subject for that examination series; or
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

10 Enquiries about results services

For detailed information on enquiries about results services, you should refer to the JCQ document [Post-Results Services, Information and guidance for centres](http://www.jcq.org.uk) available at www.jcq.org.uk

The following post-results services may be requested.

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|--------------------------------|---|
| Internally assessed components | <p>Service 3 – Review of moderation:</p> <ul style="list-style-type: none"> • This service is not available if no adjustment was made to the centre’s marks as a result of the original moderation. • <u>A review of moderation is not available for an individual candidate.</u> |
|--------------------------------|---|

What is the procedure for obtaining a review of moderation?

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|--------------------------------|---|
| Request a review of moderation | <ul style="list-style-type: none"> • Submit a request for Service 3 – Review of moderation. • CCEA will review the moderation of the work in the original sample. |
| Receive outcome of review | <ul style="list-style-type: none"> • You will be notified of the outcome. • Feedback will normally be provided. |

Why is the original moderation sample required?

This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. **It is not a re-moderation of candidates’ work.**

CCEA will have trained its reviewers to conduct reviews of moderation accurately and consistently.

Where a re-moderation is on a unit involving visiting moderation, the original sample of work must have been stored securely. If there is evidence that work has been returned to candidates, the enquiry will be cancelled.

11 Other issues

What happens if, after submission, it is discovered that the wrong task was given to candidates?

The centre **must** submit an application for special consideration. CCEA does all it can to protect candidates' interests, but in some cases it may not be possible to accept work based on the wrong task. Centres **must** therefore take great care to ensure that they give candidates the correct task for the year of submission. **See Section 2.1 for further information.**

Can excluded pupils, private candidates and those who do not attend school for whatever reason do controlled assessment?

You should refer to the relevant specification and/or subject-specific guidance in the first instance. Some specifications will not be available to candidates outside mainstream education because of the specific nature of the controlled assessment. Where the specification is available to those outside of mainstream education, the centre that makes the entry for the controlled assessment unit(s)/component(s) **must** arrange for supervision, authentication and marking.

What happens if a candidate moves to a different centre during the course?

Possible solutions depend on the stage of the course at which the move takes place. Contact CCEA as early as possible for advice about individual cases.



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