

Centre policy on assessment and quality assurance processes for the summer 2021 alternative arrangements

Centre Name: Ysgol Bro Gwaun	Centre Number: 68237
Policy adopted by Board of Governors on (insert date): TBC – 26/5/21	Policy issued to staff on (insert date): 17/5/21
Member of staff responsible for the policy: Paul Edwards, Declan Lynch	

This version of the guidance sets out the school's approach to centre determined grades, as the information is available. Further versions will be published as more information is shared by the examination board; regulator and/or Welsh Government.

Statement of Intent

The purpose of this Centre Policy is:

- to ensure that Centre Determined Grades (CDG) are conducted fairly, consistently, free from bias and effectively within and across departments and maintained throughout the process
- to ensure the operation of effective processes with clear guidelines and support for staff
- to ensure that all staff involved in the processes clearly understand their roles and responsibilities
- to support teachers to take evidence-based decisions in line with Qualification Wales requirements
- to achieve a high standard of internal quality assurance in the allocation of CDGs
- to ensure the centre meets its obligations in relation to equality and disability legislation
- to ensure we meet all requirements set out in the Special Regulatory Conditions, Joint Council for Qualifications and Awarding Organisation instructions for Summer 2021 qualifications.

It will be the responsibility of everyone involved in the generation of Centre Determined Grades to read, understand, and implement the policy.

The policy is split into 7 sections:

1. Roles and responsibilities
2. Subject assessment plans
3. Centre devised assessments
4. Assessment delivery
5. Quality assurance of assessment and grading decisions
6. Learner and parents/carers communication
7. Internal reviews and complaints

1. Roles and responsibilities

- 1.1. The specific roles and responsibilities of staff, at a range of levels, in terms of qualifications remain largely unchanged from other examination series. However, for awards in 2021, the following roles and responsibilities apply in terms of the determination of grades.
 - 1.1.1. The Chair of Governors is responsible for approving the centre policy.
 - 1.1.2. The Headteacher, as Head of Centre, has overall responsibility for the qualifications offered at the school, as well as ensuring due care and regard is taken to account for the school's legislative and regulatory duties, as an examination centre. The Headteacher is responsible for ensuring the planning and management of centre determined grades, in line with existing policies and practices, are conducted efficiently and in the best interest of all students. The Headteacher, working closely with the senior leadership team, is responsible for ensuring that publicised processes are followed by all staff. This includes internal quality assurance processes at subject level and school level. The Headteacher will ensure that appropriate training for all staff involved in the determination of grades is provided. The Head Headteacher will also be responsible for overseeing internal processes, where a concern is raised by staff, regarding the authenticity of students' work provided and/or where a student wishes to review a Centre Determined Grade (see section 7).
 - 1.1.3. The Senior Leadership team are involved in quality assurance of centre policy and assessment plan including training and support of staff; supporting the Head of Centre in the internal quality assurance of final CDGs; providing a clear centre policy on how records and evidence are stored securely; achieving a consistent approach across departments; ensuring the accurate submission of CDGs to WJEC is documented.
 - 1.1.4. The ALNCo is responsible for ensuring that the needs of pupils with access arrangements and reasonable adjustments are met without affecting the integrity of the assessments, i.e. agreed prior to an assessment, and reflecting a candidate's normal way of working. These should be noted on Learner Decision Records (LDRs).
 - 1.1.5. Subject leaders will be responsible for ensuring processes within their departments meet the requirements of the publicised WJEC Qualification Assessment Framework. This includes setting tasks from WJEC past-paper materials, to enable all students within the cohort, to demonstrate what they know and understand. This is designed to enable them to have the opportunity to achieve the highest possible grade. Subject leaders will also ensure that internal moderation of work is undertaken to ensure standardisation across the team they are responsible for, which includes accurate records of internal processes. Subject leaders will also be responsible for managing the accurate recording of outcomes and associated decision-making for each qualification. Subject leaders will ensure that students entitled to access arrangements have these in place for the qualifications they are responsible for. Subject leaders should ensure that these details are recorded accurately on Learner Decision Records and stored securely within the school.
 - 1.1.6. Teaching staff will ensure that evidence is gathered within set timings and that activities set, follow the expectations set by subject leaders and relevant WJEC Qualification Assessment Frameworks and are completed under the centre's

appropriate level of control. Teachers must make students aware of the nature and criteria of the task set and ensure students understand when an activity will contribute towards the determination of a grade and have sufficient evidence in line with the centre policy to provide CDGs for learners which are a fair, valid, and reliable reflection of the assessed evidence available. Teaching staff will collect, and store submitted work securely and can be retrieved to support internal reviews and/or appeals. They will ensure that reasonable adjustments for identified students are met. Teachers will mark submitted work within the agreed timeframes, set by subject leaders. Teachers will not provide students with an opportunity to improve their work, once submitted. Teachers will work with relevant subject leaders to ensure that students entitled to access arrangements, within their designated classes, have these in place.

- 1.1.7. The Examinations officer is responsible for ensuring accurate and timely entries; promptly sharing any information produced and distributed by WJEC; other key duties such as making applications for appeals; ensuring the accurate submission of CDGs to WJEC is documented; working with ALNCo and Access Arrangements officer to ensure access arrangements and special considerations are met.

2. Subject Assessment Plans

- 2.1. Subject leaders will develop their assessment plans in line with the WJEC Qualification Assessment Frameworks available. This includes the evidence that they will look at to determine a candidate's CDG, considering how learners demonstrate their knowledge, skills and understanding of the assessment objectives in specific subject areas. These will be recorded internally.
- 2.2. Subject assessment plans will contain the evidence base that a subject will look to use to determine a candidate's centre grade, the following types of evidence will be used:
 - 2.2.1. Adapted WJEC Past Paper Questions
The school will make use of WJEC adapted past papers, as outlined in their modified past paper document. These materials have already been externally quality assured and are supported through mark schemes that are familiar to pupils and staff. These assessments do not have to be completed at once but completed in sections to suit the programme of learning in subject areas; however, timings will be kept in line times set by the WJEC.
 - 2.2.2. Non-Examination Assessment (NEA)
NEAs exist in many qualifications. Where NEAs have been assessed and considered as part of a subject assessment plan, staff should assess NEAs in the normal way and ensure it contributes in proportion to the assessment objective weightings in each adapted specification (see NEA Adaptations for summer 2021, section 2. Assessing NEA). For example, if a NEA contributes to 30% of the overall grade, teachers will take this into account against the other evidence provided when determining a grade. Where any NEA has been worked on at home, teachers will ensure that regular checks are undertaken to ensure that the work is the candidate's own (see NEA Adaptations for summer 2021, section 3.1. Working on NEA at home).
 - 2.2.3. Other contributing evidence
Teachers may make use of other evidence from previously completed WJEC past paper questions, (which as referenced in 2.2.1 are already externally quality assured) if completed under controlled conditions. Other subject assessments

completed prior to the publication of the centre policy such as mock examinations may only be used to help confirm a judgement and will not be used in isolation to determine grades as candidates would not have been aware of the importance of these tasks. This is to ensure equality and fairness to all candidates.

- 2.3. The number of pieces of evidence required to determine a grade will vary in each qualification. Teachers will ensure that there is sufficient opportunity for candidates to provide the evidence noted in their Subject Assessment Plans. Teachers will ensure that the generation of evidence does not create the unnecessary duplication of work.
- 2.4. The Headteacher with help of the senior leadership team will quality assure and approve each subject assessment plan, including the evidence base and measures to quality assure the evidence produced.
- 2.5. See Appendix 1 for completed Subject Assessment Plans

3. Centre Devised Assessments

- 3.1. Subjects will not be devising their own assessments but using those as notified in the modified past paper document published by the WJEC. In some cases, subjects may make minor changes to the WJEC designed tasks; and in doing so will follow the relevant sections of the WJEC's Centre Assessment Creation document. In these cases, staff will also engage with the WJEC Professional Learning Programme as required for training on carrying out any minor changes.
- 3.2. As stated in 2.2.1, the materials that will be used are already quality assured by the WJEC.

4. Assessment Delivery

- 4.1. Where possible, delivery will occur face to face in a classroom environment following the Easter break. This includes NEA guidelines that subject areas adhere to from the WJEC. The level of supervision in a given assessment and will not exceed the required level supervision given to a candidate.
- 4.2. If face to face delivery is not available due to Covid related constraints such as self-isolation or lockdown rules, a remote, blended learning approach will be taken to teaching as noted in the schools blended learning policy. At this time the school will introduce procedures to ensure the authenticity of students work such as ensuring candidate's cameras are switched on during live sessions; by considering previous work produced against new evidence; Q and A sessions following the completion of any assessment to check pupil understanding.
- 4.3. Where NEA is not able to be completed in a controlled classroom environment, it will be delivered and assessed remotely, considering the WJEC document 'NEA Adaptations for summer 2021'; if it is safe and practicable to do so. Procedures recommended for staff to carry out in said document will look to ensure candidate work is of their own and therefore reducing the risk of plagiarism, such as Q&As and video conferences as noted above.
- 4.4. Evidence generated through adapted WJEC past papers will not take the form of an examination, but candidates will produce work within a specified timeframe to reflect the volume of work needed. This may be done through a series of lessons as noted in 2.2.1.
- 4.5. Assessments will be at least 30 minutes long to ensure that they are rigorous enough to provide a true and authentic representation of the learner's level of attainment, whilst also allowing relevant access arrangements to be applied (such as extra time).
- 4.6. Pupils will record their name, candidate number and centre number on evidence produced from adapted WJEC past paper questions.
- 4.7. Pupils will be given a provisional assessment calendar which outlines when WJEC adapted past paper assessments will take place. This calendar will be reviewed by senior staff prior to being shared to ensure that pupil well-being is considered.

- 4.8. As noted in Appendix 2 of the WJEC 'Guide to centre policy' and highlighted in section 1, the ALNCo will follow the guidance ensure that the approved access arrangements of candidates are adhered to, to ensure the integrity of the assessment and reflect the candidate's typical way of working.
- 4.9. Staff will be required to keep evidence, including decision-making records safe and secure, whilst following the school and county's data protection and GDPR policies
- 4.10. If the centre determines that there is a conflict of interest, the centre will follow JCQ and WJEC regulation and guidance to record and take steps to mitigate their effects – notifying the WJEC if a conflict of interest takes place.

5. Quality assurance of assessment and grading decisions

- 5.1. Whilst the WJEC will take measures to quality assure entry patterns and CDGs are consistently applied, internal quality assurance processes will be carried out by the centre in assessment and grading decisions. This is to ensure that the determined grades are valid, reliable, equitable and fair, while seeking to avoid discrimination. Training will be provided to staff through the WJEC professional learning programme as noted on the centre dates timetable.
- 5.2. Internal moderation processes will verify assessments and CDGs to ensure fairness and equality for all students.
- 5.3. Subjects will liaise and work with line managers/senior staff to ensure that processes of determining CDGs and generating subject assessment plans are thorough and consider the WJEC assessment frameworks in their subject area. This includes how access arrangements of pupils are being met and how assessments are being delivered in line with section 4 of this policy.
- 5.4. We will adhere to guidance, notably from QWA who note that Centres must have processes in place to consistently document the rationale for grade decisions for each learner, including any access arrangements and special considerations applied. Decision making records need to provide clarity for learners and parents/carers of all the details that have been considered when determining CDGs. The WJEC highlights how 'special considerations' (Guide to centre policy - appendix 3) should be applied for and calculated to a maximum of 5% of the total raw mark for an assessment.
- 5.5. Ensuring objectivity in grading decisions will be made based upon several factors.
 - 5.5.1. Internal sampling of assessments will be carried out by each subject area looking at candidates from a cross section of the year group, including protected pupil groups. This will include work assessed from multiple teachers at different levels of attainment to ensure work is assessed fairly across the cohort. Initial assessment and grading decisions will provide an opportunity for senior staff to look at, and question staff on decisions made when awarding CDGs and this could be supported by other performance measures such as FFT, CAT4 data and historical data where deemed appropriate (exam profiles).
 - 5.5.2. Conflicts of interest will be reported to the WJEC as noted in section 4. Compliance with Public Sector Equalities Duties will be followed to avoid any bias and discrimination candidates, including learners with protected characteristics. To ensure we meet these conditions, we will follow guidance from QWAs summer 2021 assessment guidance – section 10. Equalities.
 - 5.5.3. If a qualification is delivered by one teacher in a centre, quality assurance will take place internally, only if internal expertise within that subject area exists within the centre. However, if subject expertise cannot be used within the centre, QA will take place across different identified centres delivering the same qualification. This falls

outside of WJEC's quality assurance processes and outside of Qualifications Wales' regulatory framework but will form part of the overall process to produce Centre Determined Grades. We will follow further details on this provided by Welsh Government.

- 5.6. Any amendments to CDGs will be recorded, including the reasoning behind any amendment. These will be held securely on the internal school network.
- 5.7. Internal data protection obligations and practices will be followed and as a centre we will comply with our own obligations as a data controller. If necessary, privacy notices will be updated in line with any reviews.
- 5.8. CDGs will be analysed internally to look for atypical performance in a subject area based on prior performance. Where there is atypical performance, subject leaders will be asked to evaluate and provide evidence on the reasons for these results prior to submission to the WJEC.

6. Learner and parents/carers communication

- 6.1. By 26th March 2021, the centre will look to communicate to learners our approach to generating and quality assuring CDGs.
- 6.2. An assessment calendar will be shared with pupils prior to Easter outlining provisional dates for assessment tasks.
- 6.3. By 25th June, learners will receive their provisional CDGs and will have an opportunity to ask for the grades to be reviewed by the centre, outlined in the Qualifications Wales document 'Guidance on alternative arrangements for approved GCSEs, AS and A levels (Version 2 4th March)'.

7. Internal Reviews and complaints

- 7.1. As stated in section 6, provisionally, by 25th June, learners will receive their provisional CDGs and will have an opportunity to ask for the grades to be reviewed by the centre. At the time of writing this policy, the 3 stages of the appeals process are:
 - 7.1.1. Stage 1 - a centre review of the provisional Centre Determined Grade on the grounds of judgement and/or a procedural error has been made.
 - 7.1.2. Stage 2 – an appeal to WJEC on the grounds that the judgement that the centre has made is unreasonable and/or a procedural error has been made.
 - 7.1.3. Stage 3 – a request to Qualifications Wales for an Exam Procedures Review Service (EPRS) to review whether WJEC has followed the required procedures.
- 7.2. The WJEC's internal review and appeals guidance, due for publication on the week commencing April 26th will provide further guidance on the internal reviews and complaint process. As a centre we will read this guidance once published and review and update our complaints and internal appeals procedure to reflect any updated guidance.

Appendix 1 – Subject Assessment Plans Proforma – Draft 1

Ysgol Bro Gwaun Subject Evidence Proforma

Following the information shared by QWA and WJEC on Friday 5th March and to continue in our preparations for CDG. Please populate your subject table below with the following information

- **Subject name e.g.** ICT
- **Qualification Type:** GCSE
- **Board e.g.** WJEC
- **Assessment objectives:** Located on subject specifications (under key requirements to ensure progression section of subject qualification assessment frameworks).
- **What specific evidence will be used to determine the CDG for each of your GCSE or vocational subject areas against the relevant assessment objective?** This can come from a range of activities which could include mock exams, other past papers provided by WJEC, NEA and other assessed work (QWA and WJEC document).

When completing the document, please add any links to document you are using and think will be relevant.

Important Links

[QWA Guidance on alternative arrangements for approved GCSEs](#)

[WJEC Assessment Creation Guide](#)

[WJEC Subject Assessment Frameworks](#)

[WJEC Modified Past Paper Coverage](#)

[WJEC NEA Adaptations](#)

[YBG Dates Timeline](#)

If you are **delivering a vocational qualification**, please add what needs to be completed for an outcome to be awarded. Please refer to your specific subject guidance – [WJEC Vocational Qualifications Guidance](#)

This will give us an overall outline which we can adapt as there is also a requirement for us to have shared with our learners how they will be assessed and graded for each of their qualifications. However the amount of detail that needs to be shared with learners needs to be clarified.

Subject	Qual Type	Board	Assessment Objective (s) covered	Subject specific evidence to be used for CDG	When will the assessments be carried out?
				Evidence 1 – WJEC Based Evidence <ul style="list-style-type: none"> • Evidence 2 – School Based Evidence <ul style="list-style-type: none"> • Evidence 3 – Further Evidence (subject specific) <ul style="list-style-type: none"> • 	

We will quality assure assessments and CDGs in line with Centre Policy.

Additional Documents

Appendix 2: Timeline of Key Dates for Centres

Event	Date
WJEC provides information to centres on the assessment and IQA requirements	5 March
Centres submit their assessment and Internal QA policies to WJEC	Between 19 - 25 March
WJEC provides feedback to centres on their policies	12 April
Grading decisions made in centres and Internal QA undertaken. Grades are shared with learners and centre reviews undertaken. Centres internally review and sign off outcomes	By 2 July
Submission window for CDGs	Between 14 June – 2 July
WJEC QA learner decision making records and overall outcomes	Between 21 June – 12 July
WJEC discusses atypical results with centres and issues arising from review of evidence records	13-16 July
AS and A level Results	10 August
AS and A level appeals window	10 August – 7 September
GCSE Results	12 August
GCSE appeals window	24 August – 21 September*

(*provisional date)

Appendix 3: WJEC Timeline of Guidance and Training Events

Activity	Date
Training: Foundations and creation of assessment	5 March
Guidance on Centre policy on assessment and QA	5 March
Training: Centre approach to assessment and QA of grading decisions	w/c 8 March
Training: Live Q&A	12 March
High-level appeals process	15 March
Final Qualification Assessment Frameworks including grade descriptors	w/c 15 March
Grading Guide for centres	w/c 15 March
Assessment materials for centres	w/c 15 March
Entries deadline	19 March
Subject specific training materials	w/c 22 March
Centres submit Assessment and Internal QA policies to WJEC	19 - 25 March
Training: Unconscious bias and objectivity	22 March
Training: Live Q&A	25 March
WJEC provides feedback to centres on their policies	12 April
Online Training: Making final judgements	19 April
Entries amendment window deadline	22 April
Final appeals process	w/c 26 April
Training: Good practice in making final grading decisions and QA	26 April
Training: Live Q&A sessions	5 May
Training: Submitting CDGs	17 May
Submission window for CDGs	14 June – 2 July
WJEC QA learner decision records and overall outcomes	21 June – 12 July

Appendix 4: Key Dates for Students

Event	Date
Your school or college will tell you how you will be assessed and graded for your qualification	By Easter
You should have face to face teaching and some additional assessments	12 April – 28 May
You will receive your provisional Centre Determined Grades and you will have the opportunity to ask for your grades to be reviewed	By 25 June
Your school or college will submit the provisional Centre Determined Grades to WJEC.	14 June – 2 July
AS and A level Results Day	10 August
You will have the opportunity to appeal your AS or/and A level result to WJEC	10 August – 7 September
GCSE Results Day	12 August
You will have the opportunity to appeal your GCSE result to WJEC	24 August – 21 September *
You will have the opportunity to appeal to Qualifications Wales for an Exam Procedures Review Service (EPRS)	Post results day

(*provisional date)

Appendix 5: Centre Policy Staff Declaration

Questions
Responses

Staff Declaration - Centre Policy for assessing and quality assuring CDGs.

Hi everyone,

As a centre we are required to submit a policy to the WJEC on how CDGs will be assessed, quality assured and awarded. All staff need to make themselves aware of the contents of this policy and must adhere to it.

Please complete the form below to confirm that you have read and understood the policy.

Many thanks,

Declan.

The policy is located at: Teacher Resources\CDGs\Policy\YBG CDG Centre Policy - Draft 2.docx

1. I confirm that I have read and fully understand the Centre Policy for assessing and quality assuring CDGs. *

Yes
 No

2. Please provide a digital signature below (i.e. D Lynch). *

Enter your answer

+ Add new

Appendix 6: CDG Data Subject Declaration Form

CDG Data Subject Declaration Form



Subject:

Subject Code:

We confirm that the Centre Determined Grades (CDG) provided are a true, unbiased and fair reflection of the evidence candidates have produced in the above subject area. We confirm there have been no conflicts of interest during the generation of evidence leading to the awarding of these provisional CDGs. The CDGs are a true reflection of the grades that the candidates would have been most likely to achieve if the exam series had gone ahead as planned.

The CDGs and rank orderings have not been shared with candidates, parents/guardians or anyone else outside of the centre.

Head of Department:

Print Name :

Signature :

Date :

Teacher:

Print Name :

Signature :

Date :

Head of Centre:

Print Name :

Signature :

Date :

Appendix 7: CDG Profile Analysis Evaluation

Evaluation of CDGs based on Historical Data



Subject:

Subject Code:

The following analysis compares the CDG performance for this academic year with previous years.

	2016/17	2017/18	2018/19	2019/20	2020/21
A*-A					
A*-C					
A*-F					

Please complete the table below:

When comparing this year's CDGs to previous years attainment, can you justify any differences in the results (increase/decrease)?

Where there is an increase/decrease of more than 3% what evidence have you got to support your data?

In your analysis, are there any individual anomalies? If yes, please justify any anomalies with evidence and how you have come to this/these judgements.



Year 11 Assessment Calendar – Ysgol Bro Gwaun

Name: Form: Candidate Number:

Subjects:

The following calendar is designed to show when an assessment, based on an **adapted WJEC past papers** will be completed following the Easter Holidays. These assessments will be at least 30 minutes long and used as part of the evidence for your **centre determined grades (CDGs)**. These assessments are based on materials released by the WJEC and as a result may be subject to change. The calendar is to ensure that you are clear about when an adapted past paper assessment will be completed, but may be subject to change in exceptional circumstances (such as a positive Covid test). You may be completing tasks at different times to you peers depending on your timetable (for example, in option subjects). Within lessons you may also be completing **Non-Examined Assessments (NEAs)** such as controlled assessments, or elements of **vocational courses** that will be used as part of your evidence. Your teacher will inform you of these tasks.

W/B: Week Beginning

Week	W/B 12 th April (B)	W/B 19 th April (A)	W/B 26 th April (B)	W/B 3 rd May (A)	W/B 10 th May (B)	W/B 17 th May (A)
Maths	Maths	Maths	Maths			
Numeracy				Numeracy	Numeracy	Numeracy
English Language	English Reading Assessment 1	English Reading Assessment 2	English Writing Assessment 1	English Writing Assessment 2		
English Literature					Unit 1 Assessment 1	Unit 1 Assessment 2
Science	Science assessment 1	Science assessment 2	Science assessment 3	Science assessment 4	Science assessment 5	Science assessment 6

Welsh 1 st Language	Aseiniad 1 Reading		Aseiniad 2 Writing		Aseiniad 3 Reading/Proof Reading / Editing	Aseiniad 4 Writing
Welsh 2 nd Language	Aseiad 1		Aseiad 2		Aseiad 3	
Religious Studies (Full Course)		Part A of unit 1.	Part B of unit 1.	Part A & B of unit 2		
Religious Studies (Short Course)		Part A of unit 1. (Y10&11)	Part A of unit 1. (Y10&11)			
French		French- Unit 1 Listening		French- Unit 3 Reading	French- Unit 3 Writing	
ICT			ICT – Unit 3			ICT – Unit 3
Product Design	Product design – unit 1	Product design – unit 1	Product design – unit 1			
Drama						Drama – Unit 3
Construction		Construction – unit 1 (2 candidates) CT,CF	Construction – unit 1 (2 candidates) CT,CF			
Health and Social Care		Health & Social Care – Unit 1	Health & Social Care – Unit 1			

History		History Unit 1	History Unit 1		History Unit 2	History Unit 2
Geography			Geography Unit 2	Geography Unit 2	Geography Unit 1	Geography Unit 1
Food and Nutrition	Food and Nutrition – unit 1	Food and Nutrition – unit 1	Food and Nutrition – unit 1	Food and Nutrition – unit 1		
Engineering	Engineering – unit 1 (2 candidates) JB, RM	Engineering – unit 1 (2 candidates) JB, RM	Engineering – unit 1 (2 candidates) JB, RM			
PE		PE – Section A		PE – Section B		PE – Extended Questions (3 x 6 markers)
Music		Music – Unit 3				

The week beginning 24th May will be used as Catch-up opportunities for pupils who may have been absent from assessments.

Appendix 9: Adapted WJEC Assessment Cover (to be signed by each pupil sitting the assessment)

WJEC Adapted Past Paper Assessment



Surname:	Centre Number	Candidate Number
Other Names:	68237	0

Subject:

INFORMATION FOR CANDIDATES

This assessment is based on adapted past paper materials produced and provided by the WJEC. It will make up part of the evidence required to help determine your Centre Determined Grade (CDG). The marks allocated for this assessment will not be shared with you following completion, and you will not have the opportunity to re-take this assessment.

WORK DECLARATION

The work you submit for assessment must be your own. If you copy from someone else, allow other candidates to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

By completing the details above you confirm that you have understood the **information for candidates** and **work declaration** above and can confirm that the work you have produced in this assessment has been completed by you without assistance other than that which your teacher has explained is acceptable within the specification.

For Teacher use only		
	Maximum Mark	Mark Awarded
Total		

Appendix 10: Pupil Appeal Form – Stage 1



Ysgol Bro Gwaun Pupil Appeals Form

Stage 1- Pre-Results Centre Review Stage.

Learners may ask a centre to review their provisional grades and check for any errors before the grades are submitted.

A review may be requested on the grounds of judgement and/or an error having been made, ***and NOT made on the grounds that a learner disagrees with their centre assessment grade and/or position in the rank order.***

Surname:	Centre Number	Candidate Number
Other Names:	68237	0

Subject:

Reason for Pre-Result Centre Review:

I think the school or college has made an error in the centre determined grade	
Other (please specify):	

An appeal may result in a Centre Determined grade moving down, up or staying the same. Any original CDGs cannot be reinstated in any circumstances following an appeal. By signing this form you consent to appealing the CDG as outlined above and understand that any changes to grades cannot be reversed.

Parent/Guardian Signature:

Date:

Internal Use only:

Outcome of Review:

Review Accuracy and Entry of Data			
CDG Given	CDG Submitted	LDR Check	Outcome

Head of Centre Signature:

Date: