

CAG Process Document Subject: GCSE History

The table below identifies the evidence selected by each Head of Department/ Faculty to determine the Centre Assessed Grades (CAGs) for students studying the course. The document also includes the methodology explaining how the evidence used was calculated to reach the final CAGs.

Data	Conditions for Completion	Course Coverage	Grading
Primary Evidence 1 Mock Exam	Formal exam setting in school, high control. Externally invigilated.	GCSE Paper 3 (Germany 1918-1939) past paper used. Coverage therefore the same as a GCSE paper for this unit.	Grading set using similar boundaries to the exam board for this specific paper and series. Total mark 52.
Primary Evidence 2 Unit Assessment	In class assessment with High Control. Total assessment time proportionate to GCSE exam.	GCSE questions from Paper 2 Part B (Anglo-Saxon and Normans) used. Coverage of KT2&KT3. Total mark 20.	Grade boundaries set using prior attainment of cohorts to create an appropriate (improving) grade distribution. Total mark 20.
Primary Evidence 3 Unit Assessment	In class assessment with High Control. Total assessment time proportionate to GCSE exam.	GCSE questions from Paper 2 Part A (The Cold War) used. Coverage of KT1.	Grade boundaries set using prior attainment of cohorts to create an appropriate (improving) grade distribution. Total mark 16.
Mini Assessment 1 and 2	Formal exam setting in school, high control. Externally invigilated. Any student who was absent sat a second version of the assessment so had no unfair advantage.	GCSE questions from both units on Paper 2 used. Structure/layout of papers the same as the GCSE paper. Coverage of all key topics from the Anglo-Saxon and Norman unit. Coverage of KT1&KT2 of the Cold War used (KT3 not used as entirely taught during remote	Grade boundaries set using prior attainment of cohorts to create an appropriate (improving) grade distribution. Total mark 64.

		learning). Questions taken from multiple past papers including from those with restricted access. At least one question on each paper created by the department in same style as those on the GCSE paper.	
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Final CAGs – The Methodology

The initial CAG (April 2021) was awarded as a best fit of the three pieces of primary evidence (the most common grade or average if significant variation).

The smallest assessment primary evidence 3 carried least weight in borderline cases.

March assessments did not have enough coverage to determine grade 9 if not achieved in mock, so the mini-assessment was used as evidence for those on the border to improve and secure the top grade.

Where significant evidence was missing (i.e. primary 1 or both primary 2 & 3) an initial CAG was given on the primary and secondary available but the final CAG was confirmed by giving more weighting to the mini-assessment grade.

Final grades were not awarded solely on the mini assessment due to lack of coverage of unit 3 and not to disadvantage students in line with a no detriment policy.

Students who exceeded their initial CAG by 2 grades in the mini assessments had their initial CAG increased by a GCSE grade.

Where students had significant primary data missing, as outlined above, the mini-assessments were used to average the grade with any primary data available.

In one instance where no primary data was available secondary data was used.