



## CAG Process Document Subject: GCSE Mathematics

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
<b>Primary Evidence 1 - 4</b> Mock Exams	The first paper was completed in high control in the sports hall and 2,3 and 4 were completed in class with high control. Where students completed the work in an alternative setting (home) due to COVID, primary evidence 5 – 8 was used to validate the result.	GCSE questions used, coverage similar to a full set of GCSE papers when combined.  Total assessment time the same as a full GCSE. Questions from restricted access.	Grading set using prior attainment of cohorts to create an appropriate and improving grade distribution.  Total mark 240.
<b>Primary Evidence 5 - 8</b> Class assessments	Four papers all completed in class with High Control.	GCSE questions used, coverage similar to a full set of GCSE papers when combined.  Total assessment time same as a full GCSE. Questions from restricted access.	Grading set using prior attainment of cohorts to create an appropriate and improving grade distribution.  Total mark 240.
<b>Mini Assessment 1 and 2</b>	2 Papers, completed in a formal exam setting with high control. Externally invigilated.  Any students completing at a later date due to absence	Coverage 44% of a full GCSE. Total mark 100.	Grading set using prior attainment of cohorts to create an appropriate and improving grade distribution.  Papers designed with a maximum grade 8 due to limited coverage.

	completed an edited version of the paper to ensure there was no unfair advantage.		
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### **Final CAGs – The Methodology**

Best grade of Primary 1-4 combined and Primary 5-8 combined was taken as both combined sets have full content coverage. Where the result of primary 1-4 was not completed in a high control conditions the result from Primary 5-8 was prioritised.

Final grades were not awarded solely on the mini assessments due to the lower coverage. Where students had a significant improvement (2 grades) on their Initial CAG the grade has increased by one grade. Where students improved in the mini assessment by one grade, the overall result has been increased to that new grade.

In the mini assessments in cases where students have performed at a lower level to prior assessments. The results have been ignored in line with a no detriment policy.

All students have at least one piece of Primary data.

Internal resit students have completed the Primary 5-8 assessment and the mini assessments in order to be bench marked against the current year 11 students. Results have been combined using the same methodology as year 11.

Internal private entry candidates. Two internal candidates have completed the mini assessments in order to be benchmarked against the year 11 coho