

Qualification Level Conditions for GCE and GCSE

December 2021



Introduction

The CCEA Regulation *Qualification Level Conditions for GCE and GCSE* is part of a suite of documents that sets out the regulatory requirements for CCEA awarding organisation (hereinafter referred to as CCEA), who offer GCE¹ and GCSE qualifications in Northern Ireland. These Conditions will take effect from July 2019. With respect to these qualifications, CCEA must also comply with:

1. The CCEA General Conditions of Recognition²;
2. Northern Ireland GCE and GCSE Qualification Criteria³;
3. The Northern Ireland GCE and GCSE Design Principles⁴;
4. The CCEA Subject Criteria and Requirements for:
 - GCSE English Language⁵
 - GCSE Mathematics⁶
 - GCSE Digital Technology⁷
 - GCSE Gaeilge⁸; and
5. Any other relevant Regulatory documents.

Section 1

Conditions A-P -Reviews, Moderation and Appeals

Section 1 of the document sets out Qualification Level Conditions in relation to marking, marking reviews, moderation and appeals in GCE and GCSE qualifications.

Section 2

Condition Q - Setting GCSE, AS and A Level Grade Boundaries

Section 2 of the document sets out the requirements that CCEA must comply with in relation to setting grade boundaries for the following:

- GCSE A*-G (from September 2017)
- Revised GCE (from September 2016)

Exemptions from these conditions

Should circumstances arise that lead CCEA to feel it is unable to comply with one or more of these conditions, it must use the template given in Appendix 4 to seek exemption from the regulator.

¹ The term GCE (General Certificate of Education) is used throughout this document to mean AS and A Level qualifications.

² [ccea.org.uk/sites/default/files/docs/accreditation/compliance/General%20Conditions%20of%20Recognition%202019.pdf](https://www.ccea.org.uk/sites/default/files/docs/accreditation/compliance/General%20Conditions%20of%20Recognition%202019.pdf)

³ [ccea.org.uk/sites/default/files/docs/accreditation/compliance/n_ireland_gce_and_gcse_qualifications_criteria.pdf](https://www.ccea.org.uk/sites/default/files/docs/accreditation/compliance/n_ireland_gce_and_gcse_qualifications_criteria.pdf)

⁴ [ccea.org.uk/regulation/compliance](https://www.ccea.org.uk/regulation/compliance)

⁵ [ccea.org.uk/sites/default/files/docs/accreditation/gce_gcse/gcse/English_Criteria.pdf](https://www.ccea.org.uk/sites/default/files/docs/accreditation/gce_gcse/gcse/English_Criteria.pdf)

⁶ [ccea.org.uk/sites/default/files/docs/accreditation/gce_gcse/gcse/Mathematics_Criteria_1.pdf](https://www.ccea.org.uk/sites/default/files/docs/accreditation/gce_gcse/gcse/Mathematics_Criteria_1.pdf)

⁷ [ccea.org.uk/sites/default/files/docs/accreditation/gce_gcse/gcse/Digital_Technology_Criteria_0.pdf](https://www.ccea.org.uk/sites/default/files/docs/accreditation/gce_gcse/gcse/Digital_Technology_Criteria_0.pdf)

⁸ [ccea.org.uk/sites/default/files/docs/accreditation/gce_gcse/gcse/Gaeilge_Criteria.pdf](https://www.ccea.org.uk/sites/default/files/docs/accreditation/gce_gcse/gcse/Gaeilge_Criteria.pdf)



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Section 1

Condition A – Marking arrangements

QC.A1

For each GCSE/GCE qualification, CCEA must ensure that the arrangements which are in place in accordance with General Condition H1.1 provide that, for an assessment other than an assessment marked by a Centre:

- (a) all marking will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the marking,
- (b) prior to carrying out any marking, each Assessor shall be provided with training,
- (c) CCEA shall monitor whether or not the criteria against which the Learners' performance is differentiated are being understood and applied accurately and consistently by Assessors,
- (d) the professional judgement on the interpretation and application of the mark scheme for an assessment made by the senior Assessor with responsibility for that assessment shall be final,
- (e) where CCEA learns, through its monitoring or otherwise, that an Assessor is failing to accurately or consistently apply those criteria against which the Learners' performance is differentiated, it shall take all reasonable steps to:
 - i. correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure, and
 - ii. ensure that the failure does not recur.

QC.A2

For each GCSE/GCE qualification where an assessment is marked by a Centre, CCEA must ensure that the arrangements which are in place in accordance with General Condition H1.1 provide for training to be made available to that Centre prior to the marking.

QC.A3

For each GCSE/GCE qualification, CCEA must ensure that the monitoring which is carried out in accordance with General Condition C1.1(b) includes monitoring of whether or not Assessors are marking in a manner which is compliant with CCEA's General Conditions of Recognition.



Condition B – Moderation arrangements

QC.B1

For each qualification involving Moderation, CCEA must ensure that the arrangements which are in place in accordance with General Condition H2.1 provide that:

- (a) all Moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the Moderation,
- (b) a person who was previously involved in a Centre's marking of an assessment must not be involved in Moderation for that marking,
- (c) prior to carrying out any Moderation, each person tasked with carrying out such Moderation shall be provided with training,
- (d) prior to carrying out any Moderation, a person tasked with carrying out such Moderation shall be provided with a copy of:
 - i. any evidence generated by Learners which is to be considered for the purpose of Moderation or, where such evidence is not held or cannot readily be copied, a representation of the evidence in another form,
 - ii. the record of the awarding of marks made by Assessors when that evidence was marked,
 - iii. any comments which Assessors recorded during the marking of that evidence, and
 - iv. the criteria against which Learners' performance is differentiated,
- (e) CCEA shall monitor whether or not the persons who are carrying out Moderation are:
 - i) doing so in a manner which is compliant with General Condition H2, and
 - ii) making determinations which are consistent over time and consistent with determinations made by each other,
- (f) where CCEA learns, through its monitoring or otherwise, that Moderation has not been carried out in a manner which is compliant with General Condition H2, or has been carried out inconsistently, it shall take all reasonable steps to:
 - i. correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure, and
 - ii. ensure that the failure does not recur.

**QC.B2**

For each qualification involving Moderation, CCEA must ensure that the monitoring which is carried out in accordance with General Condition C1.1(b) includes monitoring of whether or not persons carrying out Moderation are doing so in a manner which is compliant with CCEA's General Conditions of Recognition.

Condition C – Review of marking of centre-marked assessments**QC.C1**

For each qualification where an assessment is marked by a Centre, CCEA must:

- (a) ensure that the agreement which is required to be in place between it and the Centre in accordance with General Condition C2.2 includes the provisions required by this condition, and
- (b) take all reasonable steps to ensure that the Centre complies with those provisions.

QC.C2

For the purposes of this condition, the agreement must include provisions which require the Centre to:

- (a) establish, maintain and comply with arrangements for any Learner to request a review of the Centre's marking of an assessment for the Learner and for such a review to be carried out,
- (b) issue to each Learner the results for each assessment for that Learner which has been marked by the Centre, so as to allow a reasonable time period for the Learner to consider whether to request a review of the Centre's marking of that assessment,
- (c) inform Learners that they may request copies of materials to assist them in considering whether to request a review of the Centre's marking of the assessment,
- (d) on such a request from a Learner, promptly make available to the Learner copies of any materials which the Learner may reasonably require to consider whether to request a review of the Centre's marking of the assessment,
- (e) ensure that the arrangements in place for the review of the Centre's marking provide that all such reviews will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the review being carried out,
- (f) ensure that an Assessor who was previously involved in the Centre's marking of an assessment for a Learner is not involved in a review of marking for that assessment,
- (g) ensure that arrangements in place for the review of the Centre's marking of an assessment require:



- (i) the Assessor carrying out the review to correct the effect of any Marking Error in the marking of the assessment,
 - (ii) that the Centre takes into account the outcomes of the review prior to submitting its marks to CCEA,
- (h) ensure that the arrangements in place for the review of the Centre's marking of an assessment require the Learner to be notified promptly of the outcome of the review, of the reasons for the outcome which has been determined and of any change in mark,
- (i) ensure that arrangements in place for the Learner to request a review of the Centre's marking of an assessment require any such review to be completed so as to meet CCEA's requirements in relation to the time. Therefore, marks for the assessment and materials for the assessment must be provided to CCEA to enable it to undertake Moderation, and
- (j) notify Learners and CCEA of how they may obtain a statement of the arrangements in place for the Learner to request a review of the Centre's marking and provide such a statement promptly when requested.

QC.C3

For each qualification where an assessment is marked by a Centre, CCEA must notify Centres (sufficiently far in advance to satisfy their reasonable planning requirements) of its requirements in relation to the time by which marks for the assessment and materials for the assessment must be provided to it to enable it to undertake Moderation.

Condition D – Notification of Moderation outcome

QC.D1

For each qualification where an assessment is marked by a Centre, CCEA must notify the Centre of the outcome of Moderation so as to allow a reasonable time period for the Centre to consider whether to request a review of Moderation, taking into account any date by which CCEA requires such a request to be received.

QC.D2

The notification which CCEA provides for the purposes of QC.D1 must specify the reasons for the outcome of Moderation.

Condition E – Review of Moderation

QC.E1

For each qualification involving Moderation, CCEA must establish, maintain and comply with arrangements in accordance with this condition. This will allow any Centre to request a review of the Moderation undertaken by CCEA for any assessment which has been marked by the Centre and for CCEA to carry out such a review.

**QC.E2**

The arrangements may:

- (a) provide that CCEA shall only carry out a review of Moderation on payment of a fee,
- (b) specify other reasonable requirements for the making of a request for a review of Moderation,
- (c) specify a date by which a review of Moderation must be requested.

QC.E3

Where the arrangements specify a date by which a review of Moderation must be requested, the date must:

- (a) be reasonable, taking into account:
 - i. the date by which a Centre may be notified of the outcome of Moderation in accordance with CCEA's arrangements, and
 - ii. the purpose of the qualification, and
- (b) comply with any requirements set out in Appendix 2 of these conditions .

QC.E4

The arrangements must provide that, on carrying out a review of Moderation:

- (a) where CCEA has determined that the Moderation did not include any Moderation Error, it shall make no changes to the outcome of Moderation,
- (b) where CCEA has determined that the Moderation included a Moderation Error, it shall change the outcome of the Moderation to the extent necessary to correct the effect of that Error, and
- (c) CCEA shall document the reasons for any determination and for any change to the outcome of Moderation.

QC.E5

The arrangements must provide that:

- (a) all reviews of Moderation will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the review being carried out,
- (b) a person who was previously involved in the Centre's marking of an assessment or in Moderation for that marking must not be involved in a review of Moderation for that marking,



- (c) prior to carrying out any review of Moderation, each person tasked with carrying out such a review shall be provided with training on how to do so in accordance with this condition,
- (d) prior to carrying out a review of Moderation, a person tasked with carrying out such a review shall be provided with:
 - i. a copy of any evidence generated by Learners (or any representation of such evidence) which was considered for the purpose of the Moderation,
 - ii. a copy of the record of the awarding of marks made by Assessors when that evidence was marked,
 - iii. a copy of any comments which Assessors recorded during the marking of that evidence,
 - iv. a copy of the criteria against which Learners' performance is differentiated, and
 - v. the outcome of Moderation including any changes made to the Centre's marking and the reasons for that outcome,
- (e) CCEA shall monitor whether or not the persons carrying out reviews of Moderation:
 - i. are doing so in accordance with this condition, and
 - ii. are making determinations which are consistent over time and consistent with determinations made by each other,
- (f) where CCEA learns, through its monitoring or otherwise, that a review of Moderation has not been carried out in accordance with this condition, or has been carried out inconsistently it shall take all reasonable steps to:
 - i. correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure, and
 - ii. ensure that the failure does not recur,
- (g) CCEA reports to the Centre both the outcome of the review of Moderation and, either together with that outcome or later, the reasons documented when the review of Moderation was carried out, and
- (h) where, on carrying out a review of Moderation, CCEA discovers what it considers to be a Marking Error in the marking of an assessment, CCEA includes details of the Marking Error in its report to the Centre on the outcome of the review of Moderation.

QC.E6

The arrangements must, following CCEA's notification of the outcome of the review of Moderation, provide for:

- (a) marks and (where appropriate) results to be updated promptly to take into account any change in the outcome of Moderation,
- (b) reasonable steps to be taken to identify any other assessment, in relation to which there has been a similar error and to update marks and (where appropriate) results promptly to correct the effect of any error which is identified,

provided that a Learner's result shall not be updated so as to lower the result.

However, marks for units or components may be confirmed, raised or lowered, and these marks will be carried forward to any subsequent subject grade. For example, if a non-examination assessment mark which contributes to an AS award is lowered as a result of a review of moderation, the AS grade will be protected, but the lower mark will contribute to any subsequent A level award.

QC.E7

CCEA must make available the arrangements, including details of:

- (a) how a review of Moderation must be requested,
- (b) any date by which a review of Moderation must be requested,
- (c) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged and the circumstances in which any such fee will be refunded,
- (d) the training which CCEA will provide to persons tasked with carrying out a review of Moderation prior to carrying out such a review,
- (e) the monitoring which CCEA will carry out of reviews of Moderation,
- (f) the action which CCEA will take where it learns that reviews of Moderation have not been carried out in accordance with this condition,
- (g) the action which CCEA will take where it learns that determinations being made on reviews of Moderation are not being made consistently over time or between persons carrying out such reviews, and
- (h) the target time period for the period following a request for a review of Moderation within which CCEA will have reported the outcome of the review to the Centre; and the target for the time period following such a request, within which CCEA will have also reported the reasons in respect of the review.



Condition F – Making Marked Assessment Materials available to Learners

QC.F1

For each qualification, CCEA must establish, maintain and comply with arrangements to provide Learner's Marked Assessment Material to:

- (a) the Learner, or
- (b) any Relevant Centre, (on the Learner's behalf).

QC.F2

The arrangements may:

- (a) provide that CCEA is not required to provide a copy or representation of evidence generated by the Learner in the assessment where this is already held by the Learner or any relevant Centre,
- (b) provide that CCEA shall make available Marked Assessment Material only on payment of a fee,
- (c) provide that CCEA shall make available Marked Assessment Material only on request,
- (d) provide that, where the assessment has been delivered by a Relevant Centre, any such request must be made by the Relevant Centre (on the Learner's behalf),
- (e) specify other reasonable requirements for the making of such a request, and
- (f) specify a date by which such a request must be received.

QC.F3

The arrangements must allow for a Learner who is a Private Candidate to request his or her own Marked Assessment Material.

QC.F4

For each GCE qualification and GCSE English Language, Gaeilge and Mathematics qualification, the arrangements must allow Learners and Relevant Centres a reasonable opportunity to consider whether to request:

- (a) an Administrative Error Review, and
- (b) a review of marking of the Marked Assessment Material, taking into account any date by which CCEA requires such a request to be received.

**QC.F5**

Any date specified in the arrangements:

- (a) by which CCEA will make Marked Assessment Material available to the Learner (or as the case may be the Relevant Centre), or
- (b) by which a request for Marked Assessment Material to be made available must be received,

must comply with any requirements which may be published by CCEA Regulation and revised from time to time.

QC.F6

The arrangements must provide that a copy of the criteria against which Learners' performance is differentiated for the assessment is made available to the Learner (or as the case may be the Relevant Centre) at the same time as or prior to the Marked Assessment Material being made available.

QC.F7

CCEA must make available the arrangements, including details of:

- (a) how any request for Marked Assessment Material to be made available must be made and any date by which such a request must be received,
- (b) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded, and
- (c) any date by which CCEA will make Marked Assessment Material available to the Learner (or as the case may be the Relevant Centre) or any target for the time period following a request within which CCEA will have made Marked Assessment Material available to the Learner (or as the case may be the Relevant Centre).

Condition G – Administrative Error Review**QC.G1**

For each qualification, CCEA must establish, maintain and comply with arrangements for it to carry out an Administrative Error Review in respect of a Learner's Marked Assessment Material.

QC.G2

The arrangements may:

- (a) provide that CCEA shall carry out an Administrative Error Review only on request,
- (b) provide that any such request must be made by a Relevant Centre, (on the Learner's behalf),



- (c) provide that CCEA shall only carry out an Administrative Error Review on payment of a fee,
- (d) specify other reasonable requirements for the making of a request for an Administrative Error Review, and
- (e) specify a date by which an Administrative Error Review must be requested.

QC.G3

The arrangements must allow for a Learner who is a Private Candidate to request his or her own Marked Assessment Material.

QC.G4

Where the arrangements specify a date by which an Administrative Error Review must be requested, the date must:

- (a) be reasonable, taking into account:
 - i. the date by which Marked Assessment Material may be made available to a Learner in accordance with CCEA's arrangements, and
 - ii. the purpose of the GCSE/GCE qualification, and
- (b) comply with any requirements which may be published by CCEA Regulation and revised from time to time.

QC.G5

The arrangements must require that, on carrying out an Administrative Error Review:

- (a) where CCEA has determined that the marking recorded in the Marked Assessment Material contains an Administrative Error, it shall correct the effect of the Administrative Error,
- (b) where CCEA considers that the marking recorded in the Marked Assessment Material does not contain an Administrative Error, it shall not make any change to the mark awarded,
- (c) where the outcome of the Administrative Error Review is that there should be a change in mark, CCEA makes any consequent change to the Learner's result, and
- (d) CCEA reports the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre), specifying any change in mark, any change in result, and details of the nature of any Administrative Error which has been discovered.

**QC.G6**

The arrangements must require that all Administrative Error Reviews will be carried out by persons who have appropriate competence and who have no personal interest in the outcome of the Administrative Error Review being carried out.

QC.G7

CCEA must make available the arrangements, including details of:

- (a) how an Administrative Error Review must be requested,
- (b) any date by which an Administrative Error Review must be requested,
- (c) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded, and
- (d) the target for the time period following a request for an Administrative Error Review within which CCEA will have reported the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre).

Condition H – Review of marking of Marked Assessment Material**QC.H1**

For each GCSE/GCE qualification, CCEA must establish, maintain and comply with arrangements for it to carry out a review of marking of a Learner's Marked Assessment Material.

QC.H2

The arrangements may:

- (a) provide that CCEA shall carry out a review of marking only on request,
- (b) provide that any such request must be made by a Relevant Centre (on the Learner's behalf),
- (c) provide that CCEA shall only carry out a review of marking on payment of a fee,
- (d) specify other reasonable requirements for the making of a request for a review of marking, and
- (e) specify a date by which a review of marking must be requested.

QC.H3

The arrangements must allow for a Learner who is a Private Candidate to request his or her own Marked Assessment material.

**QC.H4**

Where the arrangements specify a date by which a review of marking must be requested, the date must:

- (a) be reasonable, taking into account:
 - i. the date by which Marked Assessment Material may be made available to a Learner in accordance with CCEA's arrangements, and
 - ii. the purpose of the GCSE/GCE qualification, and
- (b) comply with any requirements set out in Appendix 2 of these Conditions.

QC.H5

The arrangements must provide that, on carrying out a review of marking:

- (a) the Assessor shall determine, whether the marking of the assessment included any Marking Error,
- (b) where the Assessor has determined that the marking of the assessment did not include any Marking Error, the Assessor shall make no changes to the mark awarded,
- (c) where the Assessor has determined that the marking of the assessment included a Marking Error, the Assessor shall correct the effect of the Marking Error but make no other changes to the mark awarded, and
- (d) the Assessor shall document the reasons for any determination and for any change of mark.

QC.H6

The arrangements must provide that:

- (a) all reviews of marking will be carried out by Assessors who have appropriate competence and who have no personal interest in the outcome of the review being carried out,
- (b) an Assessor who was previously involved in the marking of a task in an assessment for a Learner must not be involved in a review of marking for that task,
- (c) prior to carrying out any review of marking, each Assessor shall be provided with training on how to carry out a review of marking in accordance with this condition,
- (d) prior to carrying out a review of marking, an Assessor shall be provided with a copy of the Marked Assessment Material to which the review relates and a copy of the criteria against which Learners' performance is differentiated,



- (e) CCEA shall monitor whether or not the Assessors who are carrying out reviews of marking are:
 - i. doing so in accordance with this condition, and
 - ii. making determinations which are consistent over time and with determinations made by each other,
- (f) where CCEA learns, through its monitoring or otherwise, that a review of marking has not been carried out in accordance with this condition or has been carried out inconsistently, it shall take all reasonable steps to:
 - i. correct, or where it cannot be corrected, mitigate as far as possible the effect of the failure, and
 - ii. ensure that the failure does not recur,
- (g) where the outcome of a review of marking is that there should be a change in mark, CCEA makes any consequent change to the Learner's result, and
- (h) CCEA shall:
 - i. report to the Learner (or as the case may be the Relevant Centre) the outcome of the review of marking, specifying any change in mark and any change in result, and
 - ii. where requested, report to the Learner (or as the case may be the Relevant Centre) the reasons documented by the Assessor carrying out the review, provided that CCEA may specify a reasonable time period following the reporting of the outcome of the review during which such a request must be received.

QC.H7

CCEA must make available the arrangements, including details of:

- (a) how a review of marking of Marked Assessment Material must be requested,
- (b) any date by which a review of marking must be requested and any time period during which a request for the reporting of reasons in respect of the review must be received,
- (c) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded,
- (d) the training which CCEA will provide to Assessors prior to carrying out a review of marking,
- (e) the monitoring which CCEA will carry out of Assessors carrying out reviews of marking,



- (f) the action which CCEA will take where it learns that an Assessor is failing to carry out reviews of marking in accordance with this condition,
- (g) the action which CCEA will take where it learns that determinations are not being made consistently over time or between Assessors, and
- (h) the target for the time period following a request for a review of marking within which CCEA will have reported the outcome of the review to the Learner (or as the case may be the Relevant Centre).

Condition I – Appeals process for GCSE/GCE qualifications

QC.11

For each GCSE/GCE qualification, CCEA must establish, maintain and comply with an appeals process, which must provide for the appeal of:

- (a) the outcome of any Moderation of a Centre's marking of an assessment, following a review of Moderation,
- (b) the result for any assessment in respect of a Learner, following a review of marking of Marked Assessment Material in respect of that assessment,
- (c) decisions regarding reasonable Adjustments and Special Consideration, and
- (d) decisions relating to any action to be taken against a Learner or a Centre following an investigation into malpractice or maladministration.

QC.12

The appeals process may:

- (a) provide that CCEA shall only conduct an appeal on payment of a fee,
- (b) specify other reasonable requirements for the making of a request for an appeal, and
- (c) specify a time period during which an appeal must be requested.

QC.13

Where the arrangements specify a time period during which an appeal must be requested, the time period must:

- (a) be reasonable, and
- (b) comply with the requirements set out in Appendix 2 of these conditions.

**QC.I4**

The appeals process must provide for:

- (a) all appeal decisions to be taken by persons who have appropriate competence and who have no personal interest in the decision being appealed,
- (b) all appeal decisions to be taken by persons who were not previously involved in any marking, Moderation, review of marking of Marked Assessment Material or review of Moderation regarding an assessment for a Learner to which the appeal relates,
- (c) the final decision for the outcome of an appeal to involve at least one decision maker who is not an employee of CCEA, an Assessor working for it, or otherwise connected to it, and
- (d) CCEA to report the outcome of an appeal to the Learner (or as the case may be the Relevant Centre), detailing the reasons for that outcome.

QC.I5

The appeals process must not allow a specified level of attainment which has been set for the GCSE/GCE qualification to be changed.

QC.I6

For the purpose of Condition I.1(a) the appeals process which CCEA has in place must provide for the effective appeal of outcomes of Moderation on the basis:

- (a) that the Moderation (or as the case may be the Review of Moderation) included a Moderation Error, and
- (b) that CCEA did not apply procedures consistently or that procedures were not followed properly and fairly. Note that for these purposes any exercise of academic judgement in relation to the outcome of moderation shall not constitute the application or following of a procedure.

QC.I7

For the purposes of Condition I.1(a) the appeals process which CCEA has in place must provide:

- (a) for any request for an appeal of the outcome of moderation of a Centre's marking of an assessment to be made by the Centre, and
- (b) that, following the outcome of an appeal, a Learner's result shall not be updated so as to lower that result.

QC.I8

For the purposes of Condition I.1(b) the appeals process which CCEA has in place must provide for the effective appeal of results on the basis



- (a) that the marking of the assessment (or as the case may be the review of marking of Marked Assessment Material) included a marking error, and
- (b) that CCEA did not apply procedures consistently or that procedures were not followed properly and fairly provided that for these purposes:
 - i) any procedures in respect of the setting of specified levels of attainment for the qualification shall be excluded, and
 - ii) any exercise of academic judgement in relation to the awarding of marks shall not constitute the application or following of a procedure.

QC.I9

For the purposes of QC.I1(b) to QC.I1(d), the appeals process which CCEA has in place:

- (a) may provide that where an assessment has been delivered by a Relevant Centre, any request for an appeal for a Learner relating to the assessment must be made by the Relevant Centre (on the Learner's behalf),
- (b) must provide that where a Learner is a Private Candidate, the Learner may request an appeal him or herself.

QC.I10

CCEA must make information available on the appeals process which it has in place to enable results of assessments and outcomes of Moderation to be appealed, including details of:

- (a) how any request for an appeal must be made,
- (b) any time period during which an appeal must be requested,
- (c) any fee which is payable as part of the arrangements, the circumstances in which any such fee will be charged, and the circumstances in which any such fee may be refunded,
- (d) the target for the time period following a request for an appeal within which CCEA will have reported the outcome of the appeal to the Learner (or as the case may be the Centre), and
- (e) the target time period following receipt of all evidence for an appeal within which CCEA will have reported the outcome of the appeal to the Learner (or as the case may be the Centre).



Condition J – Centre decisions relating to Review Arrangements

QC.J1

For each GCSE/GCE qualification where CCEA's arrangements provide that a request under Conditions QC.F to QC.I must be made by a Relevant Centre on a Learner's behalf, CCEA must take all reasonable steps to ensure that the Relevant Centre has in place effective arrangements for the Learner to:

- (a) apply to the Relevant Centre for it to make such a request, and
- (b) appeal a Relevant Centre's decision that such a request should not be made and the Relevant Centre to determine that appeal.

QC.J2

For the purposes of this condition, CCEA must take all reasonable steps to ensure that:

- (a) the Relevant Centre makes Learners aware of the arrangements it has in place prior to the issue of results for the assessment, and
- (b) the Relevant Centre provides Learners with a statement of the arrangements promptly when requested.

Condition K – Target performance in relation to Review Arrangements and appeals process

QC.K1

For each GCSE/GCE qualification, where CCEA's arrangements provide for it to make a Learner's Marked Assessment Material available on request, it must set a target for the time period following such a request within which it will have made the Marked Assessment Material available to the Learner (or as the case may be the Relevant Centre).

QC.K2

For each GCSE/GCE qualification, CCEA must set targets for each of the following time periods:

- (a) the period following a request for a review of Moderation within which CCEA will have reported the outcome of the review of Moderation to the Centre,
- (b) the period following a request for such a review of Moderation within which CCEA will have reported both the outcome of the review of Moderation and the reasons in respect of the review to the Centre,
- (c) the period following a request for an Administrative Error Review within which CCEA will have reported the outcome of the Administrative Error Review to the Learner (or as the case may be the Relevant Centre),



- (d) the period following a request for a review of marking of Marked Assessment Material within which CCEA will have reported the outcome of the review of marking to the Learner (or as the case may be Relevant Centre),
- (e) the period following a request for an appeal within which CCEA will have reported the outcome of the appeal to the Learner (or as the case may be the Relevant Centre), and
- (f) the period following receipt of all evidence for an appeal within which CCEA will have reported the outcome of the appeal to the Learner (or as the case may be the Relevant Centre).

QC.K3

Any target time period which CCEA has set for a GCSE/GCE qualification must comply with any requirements which may be published by CCEA Regulation and revised from time to time.

QC.K4

CCEA must take all reasonable steps to meet the target time periods which it has set for a GCSE/GCE qualification.

Condition L – Reporting of data relating to Review Arrangements and appeals process**QC.L1**

CCEA must ensure that the data made available:

- (a) complies with any requirements in relation to the content or the presentation of the data which may be published by CCEA Regulation and revised from time to time, and
- (b) is made available by any date which has been specified by CCEA Regulation in advance.

Condition M – Review Arrangements and certificates**QC.M1**

For each GCSE/GCE qualification, where a Learner's result has been changed under CCEA's Review and Appeal arrangements, CCEA must take all reasonable steps, including having procedures in place, to:

- (a) revoke any certificate that it has issued to that Learner, and
- (b) issue a replacement certificate which accurately reflects the amended mark.

Condition N – Discovery of failure in assessment processes**QC.N1**

Where the application of CCEA's Review Arrangements or the application of an appeals process leads CCEA to discover a failure in its assessment process, it must take all reasonable steps to:



- (a) identify any other Learner who has been affected by the failure,
- (b) correct or, where it cannot be corrected, mitigate as far as possible the effect of the failure, and
- (c) ensure that the failure does not recur.

Condition O – Publication of Review Arrangements and appeals process

QC.O1

For each GCSE/ GCE qualification CCEA must publish a statement of its review and appeal arrangements (in one or more documents) including details of:

- (a) how any requests for marked assessment materials and each type of review and appeal must be made,
- (b) a date by which each type of request must be made,
- (c) any fee which is payable in respect of each type of request, the circumstances in which any such fee will be charged and the circumstances in which any such fee may be refunded, and
- (d) the target time period set in relation to each type of request under Condition K.

QC.O2

The information which CCEA publishes in line with Condition O1 must enable learners and centres to have:

- (a) a reasonable understanding of those arrangements, and
- (b) a reasonable understanding of how those arrangements relate to each other.

QC.O3

CCEA must take all reasonable steps to ensure that information which it publishes in line with QC.O1 is published sufficiently far in advance of the time at which the qualification to which it relates will be made available to learners to satisfy the reasonable planning requirements for potential purchasers.

Condition P – Interpretation and Definitions

QC.P1

The rules of interpretation and definitions outlined in General Condition J1 shall apply to the Qualification Level Conditions.

QC.P2

Except in the circumstances described in QC.P3, the requirements imposed by the Qualification



Level Conditions apply in addition to the requirements of the General Conditions of Recognition.

QC.P3

To the extent that there is any inconsistency between a requirement of a Qualification Level Condition and a requirement of a General Condition of Recognition, such that CCEA could not comply with both such requirements, CCEA must comply with the requirement of the Qualification Level Condition and is not obliged to comply with the requirement of the General Condition of Recognition.

QC.P4

In these Conditions, the following words shall have the meaning given to them below (and cognate expressions should be construed accordingly):

Administrative Error

An error in the marking of an assessment which is either:

- (a) a failure to mark a task forming part of the assessment, or
- (b) a failure to correctly calculate the total mark for the assessment from the marks which were awarded by the Assessor for the tasks forming part of the assessment.

Administrative Error Review

A review to determine whether the marking recorded in Marked Assessment Material contains an Administrative Error.

Assessment by Examination

An assessment which is:

- (a) set by an awarding organisation,
- (b) designed to be taken simultaneously by all relevant Learners at a time determined by the awarding organisation, and
- (c) taken under conditions specified by the awarding organisation (including conditions relating to the supervisions of Learners during the assessment and the duration of the assessment).

Assessor

A person who undertakes marking or the review of marking. This involves using a particular set of criteria to make judgements as to the level of attainment a Learner has demonstrated in an assessment.

**Learner**

A person who is seeking to obtain, or who might reasonably be expected to obtain, qualifications.

Marked Assessment Material

In relation to an assessment for a GCSE/GCE qualification taken by a Learner, other than an assessment where evidence generated by a Learner is marked by a Centre, material comprising:

- (a) a copy of any evidence generated by the Learner in the assessment which is held by CCEA or, where evidence generated by the Learner in the assessment is not held or cannot readily be copied, a representation of the evidence in another form,
- (b) a copy of the record of the awarding of marks made by the Assessor when the evidence generated by the Learner was marked, and
- (c) a copy of any comments which the Assessor recorded during the marking of the evidence generated by the Learner.

Marking Error

The awarding of a mark which could not reasonably have been awarded given the evidence generated by the Learner, the criteria against which Learners' performance is differentiated and any procedures of CCEA in relation to marking, including in particular where the awarding of a mark is based on:

- (a) an Administrative Error,
- (b) a failure to apply such criteria and procedures to the evidence generated by the Learner where that failure did not involve the exercise of academic judgment, or
- (c) an unreasonable exercise of academic judgment.

Moderation Error

A Moderation outcome which could not reasonably have been arrived at given the evidence generated by Learners which was considered for the purpose of Moderation, the Centre's marking of that evidence, the criteria against which Learners' performance is differentiated and any procedure of CCEA in relation to Moderation, including in particular where the outcome of Moderation is based on:

- (a) an Administrative Error,
- (b) a failure to apply such criteria and procedures to the evidence generated by the Learner where that failure did not involve the exercise of academic judgment, or
- (c) an unreasonable exercise of academic judgment.

**Private Candidate**

A Learner who does not have a Relevant Centre.

Relevant Centre

In relation to a Learner, a Centre which:

- (a) has purchased the GCSE/GCE qualification (on behalf of the Learner), and
- (b) materially contributed to the preparation of the Learner for the assessment (whether through teaching or instruction provided by Teachers employed by it or otherwise),
- (c) has delivered the assessment to the Learner.

Review Arrangements

In relation to a GCSE/GCE qualification, the arrangements which CCEA is required to establish, maintain and comply with in accordance with:

- (a) QC.E (Review of Moderation),
- (b) QC.F (Making Marked Assessment Materials available to Learners),
- (c) QC.G (Administrative Error Review), and
- (d) QC.H (Review of marking of Marked Assessment Material).

Section 2

Condition Q – Setting GCSE, AS and A level Grade Boundaries

QC.Q1

For each GCSE/GCE qualification, CCEA must comply with any requirements, and have regard to any guidance, which may be published by CCEA Regulation and revised from time to time in relation to:

- (a) the promotion of consistency between the measurement of Learners' levels of attainment in that qualification and similar qualifications made available by other awarding organisations, and
- (b) the setting of grade boundaries.

QC.Q2

In setting the specific levels of attainment for a GCSE/GCE qualification, CCEA must have regard to an appropriate range of qualitative and quantitative evidence.

The range of evidence to which CCEA has regard for the purposes of this condition will only be appropriate if it includes evidence of any one, or more, of the following:

- (a) the level of demand of the assessments for that qualification,
- (b) the level of attainment demonstrated in those assessments by an appropriately representative sample of the Learners taking that qualification,
- (c) the level of attainment demonstrated by the Learners taking that qualification in a:
 - i. prior assessment (which was not for that qualification), whether or not that assessment was for a regulated qualification, or
 - ii. prior qualification, whether or not that qualification was a regulated qualification, or
- (d) the level of attainment demonstrated by Learners who have previously been awarded the qualification.

QC.Q3

CCEA must maintain a record of:

- (a) the evidence to which it has had regard in setting the grade boundaries for a qualification, and
- (b) its rationale for the selection of and how it has taken that evidence into account.



Appendix 1

Requirements for setting grade boundaries for GCE and GCSE Qualifications

Qualification Level Condition QC.Q1(b) allows us to specify requirements and guidance in relation to the setting of grade boundaries for GCE and GCSE Qualifications.

We set out below our requirements for the purposes of Qualification Level Condition QC.Q1(b).

These requirements apply to assessments for A level qualifications that are graded A* to E, assessments for AS qualifications that are graded A to E and GCSE qualifications that are graded using the 9 grade A* to G scale.

Grading for GCE and GCSE qualifications

Qualifications that use uniform marks

1. Aggregate marks will be calculated on the basis of a uniform mark scale (UMS). Uniform marks for each unit must be calculated in such a way as to maintain the candidates' relative position between the raw grade boundaries. Each unit must be reported in uniform marks. Uniform marks for individual assessment units are added to generate a final grade for the qualification as a whole.
2. The terminal requirement* and resit rules for each qualification level are as follows:
 - i. GCSE
Units that account for at least 40% of the assessment must be taken in the terminal series in which certification is requested. The final qualification grade must include assessment results from that series for the unit/s which satisfy the terminal requirement, whether or not there is a higher mark from a previous attempt. In unitised specifications, any individual assessment unit may be resat once before certification, with the better mark counting towards the final grade (subject to the application of the relevant terminal requirements).
 - ii. GCE
Individual assessment units may be resat once before certification, with the best mark counting towards the final grade.

* The terminal requirement for GCSE is suspended up to and including the summer 2022 series



3. CCEA will generate the highest subject grade possible from unit results, subject to the conditions above. Candidates' results for individual assessment units can count towards a specification until it is withdrawn by CCEA.



GCE qualifications

4. For GCE qualifications (first teaching September 2016) the AS units will contribute 40% of the total uniform marks available for the full A level, with the A2 units contributing 60%.
5. Grade boundary marks for each unit or component will be determined judgementally for the key boundaries in the following sequence:
 - i. E/U
 - ii. A/B.
6. When a unit consists of two or more components, such as a written paper and internally assessed work, grade E/U and A/B boundary marks may be determined for each component separately. The boundary mark for each component is scaled as necessary to reflect the weighting for that component as detailed in the specification, and these scaled component boundary marks are added to give unit boundary marks. These unit boundary marks will then be used as the basis for conversion to uniform marks. Alternatively the key boundaries may be set at unit level based on inspection of candidates' combined work for both components.
7. Where candidates repeat a unit that consists partly of internally assessed work, moderated marks for their internally assessed work may be carried forward during the lifetime of the specification (if allowed by the specification).
8. For each unit, the grade B/C, C/D and D/E boundary marks are determined arithmetically.

The grade B/C, C/D and D/E boundary marks are calculated by dividing the mark interval between the A/B and E/U boundaries by four:

- i. Where there is a remainder of one, the extra mark is added to the A–B mark range.
 - ii. Where there is a remainder of two, one extra mark is added to each of the A–B and B–C mark ranges.
 - iii. Where there is a remainder of three, one extra mark is added to each of the A–B, B–C and C–D mark ranges.
9. In A level, the A* conversion point is provisionally set on each unit as follows:
 - i. Where the mark width from the grade A boundary to the maximum mark is more than twice the width from A to B, A* is the same width above A as B is below A.
 - ii. Where the mark width from the grade A boundary to the maximum is less than or equal to twice that from A to B, A* is halfway between A and the maximum, rounded down where necessary to the nearest whole number below.

10. In order to maintain standards for A* at subject level, it may be necessary to adjust the A* conversion point on some units. Before any changes are made to an A* conversion point consideration should be given to moving one or more boundaries at the judgemental grades (normally grade A), in order to bring the subject outcome at grade A* within tolerance. If adjustments are needed, the maintenance of subject standards at the judgemental grades must be the first priority. Adjustments to the A* must be agreed by the Chair of Examiners but do not need to be discussed by the whole awarding committee. Adjustments to an A* conversion point should not normally be made in a series where the majority of learners are not cashing in.

Conversion to uniform marks in GCE qualifications

11. For all units, raw marks are converted to uniform marks according to the table below. CCEA will select an appropriate maximum uniform mark for the subject award in light of the assessment scheme. At qualification level for GCE single award, the uniform mark grade boundaries are set at the same percentages of the maximum uniform mark for the qualification.

For GCE	A	B	C	D	E
Percentage of available uniform marks	80	70	60	50	40

12. A mark of zero on the raw mark scale must always be converted to zero on the uniform mark scale. The maximum raw mark for the unit is always converted to the maximum uniform mark for the unit.
13. For A level an A* grade will be awarded to candidates who achieve grade A overall and also achieve 90 per cent or more of the maximum uniform mark on the aggregate of the A2 units.

GCE double award

14. For double awards, the grade range at qualification level is extended to allow credit for intermediate performance. The uniform mark grade boundaries are set at the percentages of the maximum uniform mark for the qualification according to the table below.



For GCE double award	AA	AB	BB	BC	CC	CD	DD	DE	EE
Percentage of available uniform marks	80	75	70	65	60	55	50	45	40

15. For the A level double award, there will be an A*A* and an A*A grade. In each case, candidates will need to achieve an AA grade overall. The A*A* grade will be awarded to those achieving 90 per cent or more of the maximum uniform mark on the aggregate of all of the A2 units. The A*A grade will be awarded to those achieving 90 per cent or more of the maximum uniform mark on the aggregate of the three best A2 units but not achieving A*A*.

GCSE (unitised)

Non-tiered units

16. The three key grade boundaries must be dealt with in the following sequence for each unit:
- C/D
 - A/B
 - F/G.
17. All other boundaries are determined arithmetically:
- The B/C and C*/C boundaries are obtained by dividing the mark interval between the A/B and C/D boundaries by three. Where there is a remainder of one, the extra mark is added to the grade B interval. Where there is remainder of two, one extra mark is added to each of the grade B and grade C* intervals.
 - The D/E and E/F boundaries are obtained by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is remainder of two, one extra mark is added to each of the grade D and grade E intervals.
 - The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.
18. In unitised GCSEs, the A* boundary is provisionally set at subject level in uniform marks as follows:
- The % of candidates awarded grade A* will be determined using the following formula:
Percentage of those candidates achieving at least grade A who should be awarded grade A = 7% + 0.5*(percentage of candidates awarded grade A or above).*
 - The A* boundary will be set at the uniform mark which produces a cumulative



percentage outcome closest to the percentage determined by the formula stated in 18(i).

Tiered units

19. The key grade boundaries must be dealt with in the following sequence for each unit:
 - i. C/D foundation tier,
 - ii. C/D higher tier,
 - iii. A/B higher tier, and
 - iv. F/G foundation tier.

20. All other boundaries are determined arithmetically:
 - i. The B/C and C*/C boundaries on the higher tier are obtained by dividing the mark interval between the A/B and C/D boundaries by three. Where there is a remainder of one, the extra mark is added to the grade B interval. Where there is remainder of two, one extra mark is added to each of the grade B and grade C* intervals.
 - ii. The D/E boundary on the higher tier is set the same number of marks below the C/D boundary as the C*/C boundary is above the C/D boundary.
 - iii. The E/U boundary on the higher tier is set by subtracting half the mark interval between the C/D and D/E boundaries (rounding up half marks) from the D/E boundary.
 - iv. On the foundation tier, the D/E and E/F boundaries are obtained by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is a remainder of two, one extra mark is added to each of the grade D and grade E intervals.
 - v. The G/U boundary on the foundation tier is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.

21. The C*/C boundary is provisionally set on the foundation tier as follows:
 - i. Where the mark width from the grade C boundary to the maximum mark is more than twice the $(C-G)/3$ calculation, then C* is set as $C+(C-G)/3$ [ignoring remainder].
 - ii. Where the mark width from the grade C boundary to the maximum is less than or equal to twice the $(C-G)/3$ calculation, then C* is set halfway between C and the maximum, rounded down where necessary to the nearest whole number below.



- iii. When a review of technical and statistical evidence leads the awarders to judge that the C*/C boundary should be set at a different mark, the C*/C boundary may be adjusted. Adjustments to the C* boundary must be agreed by the Chair of Examiners but do not need to be discussed by the whole awarding committee.
22. The A* boundary is provisionally set at subject level in uniform marks as follows:
- i. the % of candidates awarded grade A* will be determined using the following formula:
Percentage of those candidates achieving at least grade A who should be awarded grade A = 7% + 0.5*(percentage of candidates awarded grade A or above).*
 - ii. The A* boundary is set at the uniform mark which produces a cumulative percentage outcome closest to the percentage calculated by the formula stated in 22(i).
23. When a unit consists of two or more components, such as a written paper and internally assessed work, the key grade boundary marks may be determined for each component separately. The boundary mark for each component is scaled as necessary to reflect the weighting for that component as detailed in the specification, and these scaled component boundary marks are added to give unit boundary marks. These unit boundary marks will then be used as the basis for conversion to uniform marks. Alternatively the key boundaries may be set at unit level based on inspection of candidates' combined work for both components.

Grading in GCSE mathematics

24. The key grade boundaries must be dealt with in the following sequence for each unit:
- i. C/D MC3
 - ii. C/D MC2
 - iii. C/D MC4
 - iv. B/C* MC3
 - v. A/B MC4
 - vi. F/G MC2
 - vii. F/G MC1
 - viii. D/E MC1
 - ix. C/D MC7
 - x. C/D MC6
 - xi. C/D MC8
 - xii. B/C* MC7
 - xiii. A/B MC8
 - xiv. F/G MC6
 - xv. F/G MC5
 - xvi. D/E MC5



25. All other boundaries are determined arithmetically:

MC1 and MC5 (judgemental boundaries D/E and F/G)

- i. The E/ F boundary is obtained by dividing the mark interval between the D/E and F/ G boundaries by two and rounding down.
- ii. The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.

MC2 and MC6 (judgemental boundaries C/D and F/G)

- i. The D/E and E/F boundaries are obtained by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is a remainder of two, one extra mark is added to each of the Grade D and grade E intervals.
- ii. The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.

The C*/C boundary is provisionally set on MC2 and MC6 as follows:

- i. Where the mark width from the grade C boundary to the maximum mark is more than twice the $(C-G)/3$ calculation, then C* is set as $C+(C-G)/3$ [ignoring remainder].
- ii. Where the mark width from the grade C boundary to the maximum is less than or equal to twice the $(C-G)/3$ calculation, then C* is set halfway between C and the maximum, rounded down where necessary to the nearest whole number below.

MC3 and MC7 (judgemental boundaries B/C* and C/D)

- i. The C*/ C boundary is obtained by dividing the mark interval between the B/C* and C/D boundaries by two and rounding down.
- ii. The D/E boundary is the same number of marks below the C/D boundary as the C*/ C boundary is above the C/D boundary.
- iii. The E/U boundary is the same number of marks below the D/E boundary as the C/D boundary is above the D/E boundary.

MC4 and MC8 (judgemental boundaries A/B and C/D)

- i. The B/C* and C*/C boundaries are obtained by dividing the mark interval between the A/B and C/D boundaries by three. Where there is a remainder of one, the extra mark is added to the grade B interval. Where there is remainder of two, one extra mark is added to each of the grade B and grade C* intervals
- ii. The D/U boundary is half the number of marks below the C/D boundary as the C*/C boundary is above the C/D boundary.



26. The A* boundary is provisionally set at subject level in uniform marks as follows:
- the % of candidates awarded grade A* will be determined using the following formula:
Percentage of those candidates achieving at least grade A who should be awarded grade A = 7% + 0.5*(percentage of candidates awarded grade A or above).*
 - The A* boundary is set at the uniform mark which produces a cumulative percentage outcome closest to the percentage calculated by the formula stated in 26 (i).

Conversion to uniform marks in GCSE qualifications

27. In all GCSE specifications using uniform marks, the raw grade boundary marks for each component/unit will be converted to the equivalent UMS boundary marks based on the percentages given in the table below. CCEA will select an appropriate maximum uniform mark for the subject award in light of the assessment scheme. At qualification level, the uniform mark grade boundaries are set at the same percentages of the maximum uniform mark for the qualification unless affected by tiering arrangements.

For revised GCSE	A	B	C*	C	D	E	F	G
Percentage of available uniform marks	80	73	67	60	50	40	30	20

28. For all units, a raw mark of zero will convert to a uniform mark of zero. For untiered and higher-tier units, the maximum raw mark will be converted to the maximum uniform mark. For foundation tier units, the maximum raw mark will convert to the maximum uniform mark allowed for the grade range, or one below the lowest uniform mark above the targeted grades.
29. The subject grade awarded for those qualifications that use uniform marks will be determined by the total uniform mark. However, for some qualifications the grade range will be restricted by the tier of entry of individual units.

GCSE double award (qualification level)

30. For double awards, the grade range allows credit for intermediate performance according to the following table:

	AA	AB	BB	BC*	C*C*	C*C	CC	CD	DD	DE	EE	EF	FF	FG	GG
Percentage of available uniform marks	80	77	73	70	67	63	60	55	50	45	40	35	30	25	20



31. The A* A* boundary is provisionally set at subject level in uniform marks as follows:
- The % of candidates awarded grade A*A* will be determined using the following formula:
*Percentage of those candidates achieving at least grade AA who should be awarded grade A*A* = 7% + 0.5*(percentage of candidates awarded grade AA or above).*
 - The A*A* boundary is set at the uniform mark which produces a cumulative percentage outcome closest to the percentage calculated by the formula stated in 31(i).
32. The A*A boundary is set at subject level by dividing the uniform mark interval between the A*A* and AA boundaries by two. Where there is a remainder of one, the extra uniform mark is added to the A*A interval.

GCSE (linear)

33. For linear qualifications, the key grade boundaries may be set for each component. The boundary mark for each component is scaled as necessary to reflect the weighting for that component as detailed in the specification. The resulting scaled component boundary marks are added to establish the key boundary mark for the subject as a whole. Alternatively, the key boundaries may be set at subject level based on inspection of candidates' combined work for all components.
34. The three key grade boundaries must be dealt with in the following sequence:
- C/D
 - A/B
 - F/G.
35. All other boundaries are determined arithmetically:
- The B/C and C*/C boundaries are obtained by dividing the mark interval between the A/B and C/D boundaries by three. Where there is a remainder of one, the extra mark is added to the grade B interval. Where there is remainder of two, one extra mark is added to each of the grade B and grade C* intervals.
 - The D/E and E/F boundaries are obtained by dividing the mark interval between the C/D and F/G boundaries by three. Where there is a remainder of one, the extra mark is added to the grade D interval. Where there is remainder of two, one extra mark is added to each of the grade D and grade E intervals.
 - The G/U boundary is the same number of marks below the F/G boundary as the E/F boundary is above the F/G boundary.



36. The A* boundary is provisionally set at subject level as follows:
- i. The % of candidates awarded grade A* will be determined using the following formula;
Percentage of those candidates achieving at least grade A who should be awarded grade A = 7% + 0.5*(percentage of candidates awarded grade A or above).*
 - ii. The A* boundary will be set at the mark which produces a cumulative percentage outcome closest to the percentage calculated by the formula stated in 36(i).

Appendix 2

Key Dates for Reviews of Marking, Moderation, and Appeals

GCSE Qualifications

We set out below the requirements which CCEA must comply with when it specifies deadlines for requesting reviews of marking, reviews of Moderation and appeals. These requirements are published under Qualification Level Conditions QC.E3, QC.F5, QC.H4 and QC.I3 and apply to all CCEA's GCSEs.

CCEA is no longer required to set deadline dates for Learners/Centres to request reviews of marking, reviews of Moderation and appeals. In choosing to set any deadlines, CCEA must comply with the requirements set out below and with all other requirements in its Conditions of Recognition.

In particular, the requirements set out below must be read and complied with in conjunction with the relevant Qualification Level Conditions set out in the main body of this document. Some of the Conditions have not yet come into effect and there are currently some transitional provisions in effect. We will keep the requirements set out below under review as any changes are made.

Requirements for key dates for GCSE assessments other than assessments which are marked by a Centre

CCEA must ensure that the requirements in the table below are met in each case where the assessment is not marked by a Centre. The table sets out the minimum timeframe within which CCEA must allow a review/appeal to be requested. Provided a review/appeal is allowed to be requested in that timeframe, CCEA is permitted to also provide an 'accelerated service' (for example, where requests for reviews provided by an earlier date will be processed more quickly).

	Stage	Timeframe Requirements
A	Date results are issued	
B	Date by which a review of marking of Marked Assessment Material must be made. ⁹	Learner/centre making the request must be allowed at least four weeks from Stage A to make such a request.
C	Date CCEA reports the outcome of the review of marking. ¹⁰	
D	Date by which reasons for the outcome of the review must be requested.	

⁹ Any date for stage B must also reflect the requirements set out in QC.H4.

¹⁰ Under QC.K2, CCEA must set targets for reporting the outcome of a review of marking.



E	Date CCEA provides reasons for the outcome of the review.	
F	Date by which an appeal of the result of the assessment must be requested.	Learner/centre making the request must be allowed at least four weeks following Stage C to make the request, and where reasons for the outcome of the review have been requested (by Stage D, where specified by CCEA), the Learner/centre making the request must be allowed at least two weeks following Stage E to request an appeal.
G	CCEA reports outcome of the appeal.	

Requirements for key dates for GCSE assessments which are marked by a Centre

CCEA must ensure that the requirements in the table below are met in each case where the assessment is marked by a Centre. The table sets out the minimum timeframe within which CCEA must allow a review/appeal to be requested. As above, provided a review/appeal is allowed to be requested in that timeframe, CCEA is permitted to also provide an 'accelerated service'.

	Stage	Timeframe Requirements
A	Date CCEA issues the outcome of its moderation.	
B	Date by which a request for a review of moderation must be made. ¹¹	Centre making the request must be allowed at least four weeks following Stage A to make the request.
C	Date CCEA reports the outcome of the review of Moderation. ¹²	
D	Date CCEA provides reasons for the outcome of the review. ¹³	

¹¹ Any date which is set must comply with Condition QC.E3, including complying with the requirements set out in the table.

¹² Under Condition QC.K, CCEA is required to have and take all reasonable steps to meet a target for the time it will take to complete a review.

¹³ Under Condition QC.K, CCEA is required to have and take all reasonable steps to meet a target for the time it will take to complete a review and provide reasons.

E	Date by which an appeal of outcome of review of Moderation must be requested. ¹⁴	Centre making the request must be allowed at least four weeks following Stage C to make the request, and Centre making the request must be allowed at least two weeks following Stage D to make the request.
F	CCEA reports outcome of the appeal. ¹⁵	

GCE Qualifications

We set out below the requirements which CCEA must comply with when it specifies deadlines for requesting reviews of marking, reviews of Moderation and appeals. These requirements are published under Conditions QC.E3, QC.F5, QC.H4 and QC.I3 and apply to all GCE Qualifications.

CCEA is no longer required to set deadline dates for Learners/Centres to request reviews of marking, reviews of Moderation and appeals. In choosing to set any deadlines, CCEA must comply with the requirements set out below and with all other requirements in its General Conditions of Recognition.

In particular, the requirements set out below must be read and complied with in conjunction with the relevant Qualification Level Conditions set out in the main body of this document. Some of the Conditions have not yet come into effect and there are currently some transitional provisions in effect. We will keep the requirements set out below under review as any changes are made.

Requirements for key dates for GCE assessments other than assessments which are marked by a Centre

CCEA must ensure that the requirements in the table below are met in each case where the assessment is not marked by a Centre. The table sets out the minimum timeframe within which CCEA must allow a review/appeal to be requested. Provided a review/appeal is allowed to be requested in that timeframe, CCEA is permitted to also provide an 'accelerated service' (for example, where requests for reviews provided by an earlier date will be processed more quickly).

¹⁴ Any date which is set must comply with Condition QC.K, including complying with the requirements set out in the table.

¹⁵ Under the Condition QC.K, CCEA is required to have and take all reasonable steps to meet a target for the time it will take to complete an appeal.



	Stage	Timeframe Requirements
A	Date results are issued.	
B	Date by which a request for Marked Assessment Material must be made (where applicable). ¹⁶	Learner / Centre must be allowed at least two weeks following Stage A to make the request.
C	Date of receipt of Marked Assessment Material. ¹⁷	
D	Date by which a request for a review of marking of Marked Assessment Material must be made. ¹⁸	Learner/Centre making the request must be allowed at least four weeks following Stage A to make the request, and where Marked Assessment Materials are required to be provided, Learner/Centre making the request must be allowed at least two weeks following Stage C to make the request.
E	Date CCEA reports the outcome of the review of marking. ¹⁹	
F	Date by which the reasons for the outcome of the review must be requested. ²⁰	
G	Date CCEA provides reasons for the outcome of the review.	
H	Date by which a request for Marked Assessment Material must be made (where not previously requested prior to the review of Marked Assessment Material).	Learner / Centre making the request must be allowed at least two weeks following Stage G to make the request.
I	Date of receipt of Marked Assessment Material.	

¹⁶ Under Condition QC.F, it is up to CCEA to decide whether to make the Marked Assessment Materials available automatically or only on request.

¹⁷ Under Condition QC.F4, CCEA's arrangements for making Marked Assessment Material available must allow Learners/Centres a reasonable opportunity to consider whether to request a review of marking.

¹⁸ Any date which is set must comply with Condition QC.H4, including complying with the requirements set out in the table.

¹⁹ Under Condition QC.K, CCEA is required to have and take all reasonable steps to meet a target for the time it will take to complete a review.

²⁰ Under Condition QC.H6, CCEA is required to provide reasons for the outcome of the review on request, although they may specify a reasonable deadline for requests.

J	Date by which an appeal of the result of the assessment must be requested. ²¹	Learner/Centre making the request must be allowed at least four weeks following Stage E to make the request, and where reasons for the outcome of the review have been requested (by Stage F, where specified by CCEA), Learner/Centre making the request must be allowed at least two weeks following Stage G to request an appeal and where Marked Assessment Materials are required to be provided, Learner / Centre making the request must be allowed at least two weeks following Stage I to make the request.
K	CCEA reports outcome of the appeal. ²²	

Requirements for key dates for GCE assessments which are marked by a Centre

CCEA must ensure that the requirements in the table below are met in each case where the assessment is marked by a Centre. The table sets out the minimum timeframe within which CCEA must allow a review/appeal to be requested. As above, provided a review/appeal is allowed to be requested in that timeframe, CCEA is permitted to also provide an 'accelerated service'.

	Stage	Timeframe Requirements
A	Date CCEA issues the outcome of its Moderation.	
B	Date by which a request for a review of Moderation must be made. ²³	Centre making the request must be allowed at least four weeks after Stage A to make the request.
C	Date CCEA reports the outcome of the review of Moderation. ²⁴	
D	Date CCEA provides reasons for the outcome of the review of Moderation. ²⁵	

²¹ Any date which is set must comply with Condition QC.I3, including complying with the requirements set out in the table.

²² Under Condition QC.K2, CCEA is required to have and take all reasonable steps to meet a target for the time it will take to complete an appeal.

²³ Any date which is set to comply with Condition QC.E3, including complying with the requirements set out in the table.

²⁴ Under Condition QC.K, CCEA is required to have and take all reasonable steps to meet a target for the time it will take to complete a review.

²⁵ Under Condition QC.K, CCEA is required to have and take all reasonable steps to meet a target for the time it will take to complete a review and provide reasons.



E	Date by which an appeal of the outcome of Moderation must be requested. ²⁶	Centre making the request must be allowed at least four weeks following Stage C to make the request, and Centre making the request must be allowed at least two weeks following Stage D to make the request.
F	CCEA reports outcome of the appeal. ²⁷	

²⁶ Any date which is set must comply with Condition QC.I3, including complying with the requirements set out in the table.

²⁷ Under Condition QC.K, CCEA is required to have and take all reasonable steps to meet a target for the time it will take to complete an appeal.

Appendix 3

Application of Qualification Level Conditions

This section sets out the detail relating to a number of Qualification Level Conditions that have yet to be introduced. These will replace the current Conditions on the dates specified.

The Conditions where this applies and associated implementation dates have been set out in the table below:

Section	Condition	Implementation Date
Review of Moderation	QC.E6	Implementation Deferred.
Making Marked Assessment Materials available to Learners.	QC.F4	May 2020 [already in place for GCE].
Review of Marking of Marked Assessment Material.	QC.H6(h) QC.H7(b) QC.H7(h)	May 2020 May 2020 May 2020
Appeals process for GCSE/GCE qualifications.	QC.I7	Implementation Deferred.
Target performance in relation to Review Arrangements.	QC.K2(e)	May 2020

Condition E – Review of Moderation

QC.E6 [Implementation Deferred – No date set]

The arrangements must, following CCEA's notification of the outcome of the review of Moderation, provide for:

- (a) marks and (where appropriate) results to be updated promptly to take into account any change in the outcome of Moderation, and
- (b) reasonable steps to be taken to identify any other assessment, in relation to which there has been a similar error and update marks and (where appropriate) results promptly to correct the effect of any error which is identified.

Condition F – Making Marked Assessment Materials available to Learners

QC.F4 [Implemented for all GCSE qualifications by May 2020]

For each qualification, the arrangements must:

- (c) allow Learners and Relevant Centres a reasonable opportunity to consider whether to request CCEA to carry out an Administrative Error Review for the Marked Assessment Material, and



- (d) allow Learners and Relevant Centres a reasonable opportunity to consider whether to request CCEA to carry out a review of marking of the Marked Assessment Material, taking into account any date by which CCEA requires such a request to be received.

Condition H – Review of marking of Marked Assessment Material

QC.H6 [Implemented May 2020]

The arrangements must provide that:

- (h) CCEA reports to the Learner (or as the case may be the Relevant Centre) both the outcome of the review of marking, specifying any change in mark and any change in result, and, either together with that outcome or later, the reasons documented by the Assessor carrying out the review.

QC.H7 [Implemented May 2020]

CCEA must publish a statement of the arrangements, including details of:

- (b) any date by which a review of marking must be requested,
- (h) the target for the time period following a request for a review of marking within which CCEA will have reported the outcome of the review to the Learner (or as the case may be the Relevant Centre) and the target for the time period following such a request within which CCEA will have also reported the reasons in respect of the review.

Condition I – Appeals process for GCSE/GCE qualifications

QC.I7 [Implementation Deferred – No date set]

For the purposes of QC.I1(a), the appeals process which CCEA has in place must provide for any request for an appeal of the outcome of Moderation of a Centre's marking of an assessment to be made by the Centre.

Condition K – Target performance in relation to Review Arrangements and appeals process

QC.K2 [Implemented May 2020]

For each GCSE/GCE qualification, CCEA must set targets for each of the following time periods:

- (e) the period following a request for such a review of marking within which CCEA will have reported both the outcome of the review of marking and the reasons in respect of the review to the Learner (or as the case may be the Relevant Centre).

Once Condition QC.K2(e) comes into effect the current Conditions QC.K2(e) and QC.K2(f) become QC.K2(f) and QC.K2(g).

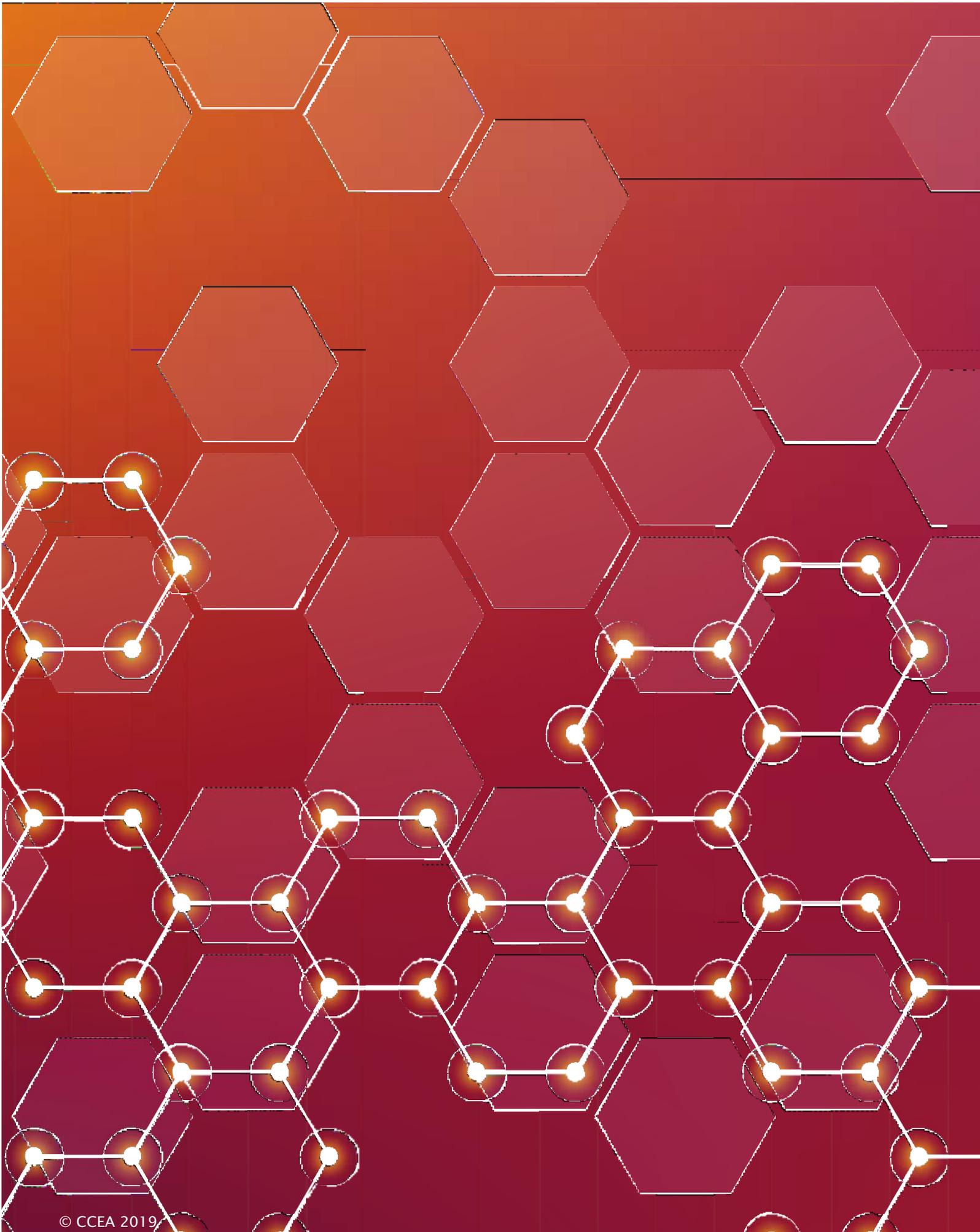
Appendix 4

AO Request for Exemption from One or More of the Qualification Level Conditions

This form should be used only in very exceptional circumstances, which lead CCEA to believe it is not possible for it to comply with the Qualification Level Conditions (QLC). CCEA should provide as much detail as possible about the circumstances which apply. The form should be submitted to the Head of Regulation. No action that is not compliant with the QLC should be taken by CCEA until authorisation has been received in writing from the Head of Regulation.

Request for Exemption from the Qualification Level Conditions





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