



Determining predicted grades and ranking candidates

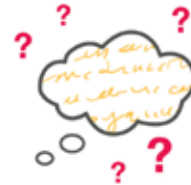
For Cambridge IGCSE™, Cambridge O Level, Cambridge International AS & A Level and Cambridge Pre-U.



Reviewing the evidence you can gather



Predicting grades when the syllabus or grade set is new



Other factors when predicting grades

STEP 1

Determine the predicted grade

The predicted grade should be the grade that, in your professional opinion, the candidate would have been most likely to achieve if the June 2020 exam had taken place.

A. Review the evidence that you can gather

Possible sources of evidence may include:

- **classwork** evidence
- **coursework**
- **assignments or projects** the candidate has completed that are relevant to the syllabus content
- **mock exam results**
- Work the **candidate has produced remotely** – if you are confident it is the candidate's own work
- **marks or records of** a candidate's performance during the course, even if the work itself is not available
- Information gathered from **baseline tests** (such as CEM's Yellis and Alis tests) or other external tests
- the candidate's **performance in a previous exam series** – for example, an AS Level component as part of an A Level, or previous Cambridge IGCSE result if taking a resit of the exam in June 2020.

You can refer back to our '[Gathering evidence](#)' factsheet for more detailed information.

B. Compare that evidence with the evidence of candidate performance we provide

- Marked responses of candidate work on the **School Support Hub**, where available (see page 4).
- Example Candidate Responses booklets and coursework training handbooks, showing the expected level of performance for particular marks. Compare this level of performance to that which your candidates have demonstrated. You may be able to use past paper grade

thresholds and mark schemes to help you to convert the performance you have observed to a predicted grade.

- For some syllabuses there are grade descriptions available, usually in the syllabus document.
- If the syllabus is new for June 2020, you should use the syllabus and support materials available to help you make your judgements.
- If you are making predictions for 9–1 grades for the first time, remember the syllabus requirements are the same as the A*–G version, and that grade thresholds are the same at 7 and A, 4 and C, and 1 and G.

You can refer back to our '[Awarding grades](#)' factsheet for more detailed information, and for suggestions to make sure predicted grades are consistent for each subject if you have more than one teacher for the subject.



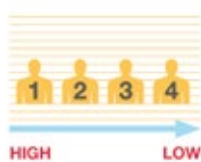
Additional guidance

You do not need to predict marks or grades by component. You should not predict grades for separately endorsed components, like some speaking tests.

In the case of students with **Special Educational Needs and Disabilities (SEND)**, the predicted grade should assume the student had received their usual level of support and access arrangement for the exam.

Your predicted grade **should not be:**

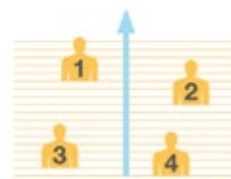
- a target grade – these are often higher than grades students go on to achieve
- the grade the student could have achieved on a good day, with all the questions in the student's areas of greatest strength
- the grade the student could have achieved on a bad day, with all the questions in the student's areas of greatest weakness.



What is rank ordering?



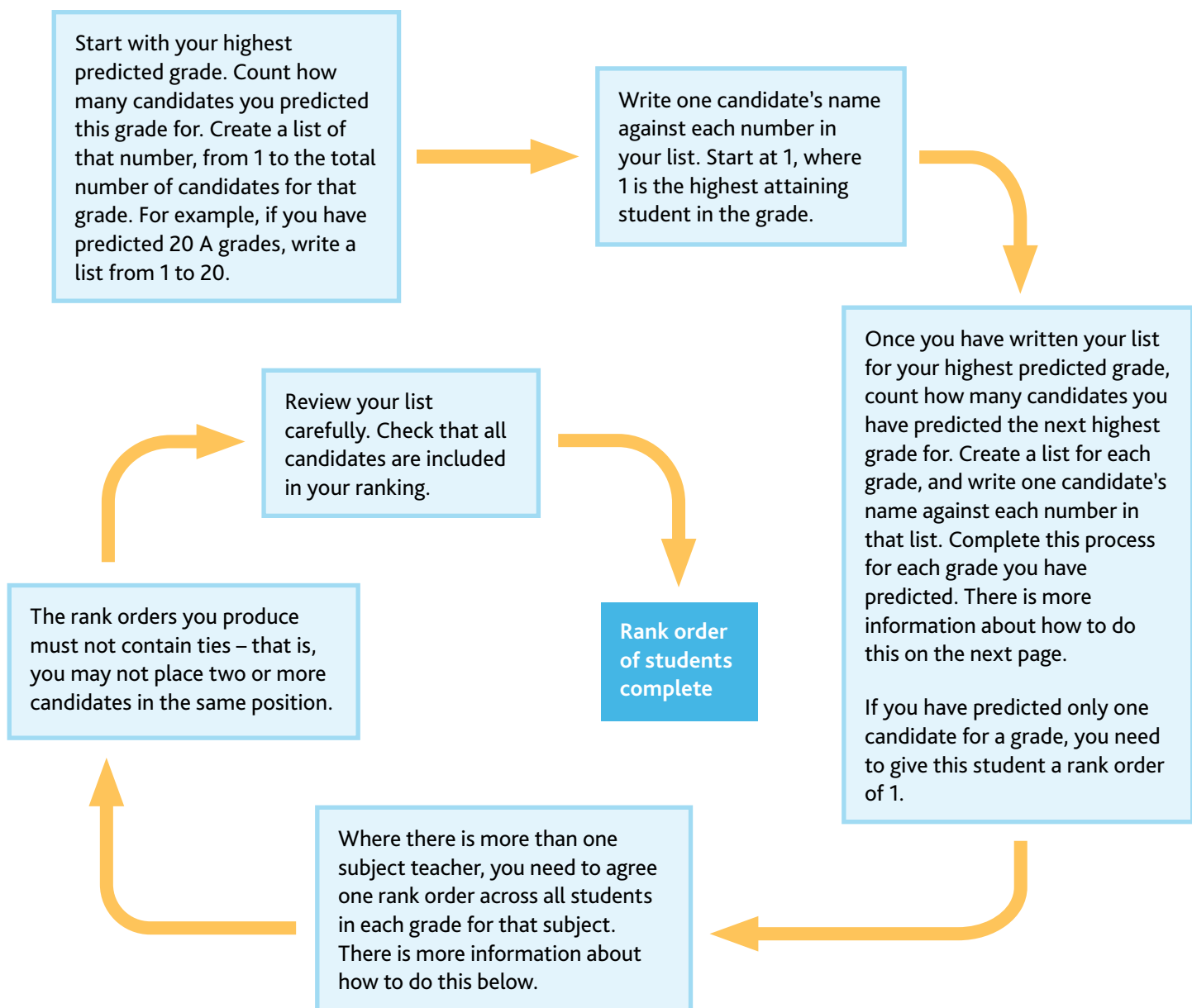
Ranking with large cohorts



Justifying positions in the rank order

STEP 2

Determine a rank order of candidates within each grade for each syllabus



Can I award my own marks for students?

Your judgements need to be objective and fair. You will need to consider different types of evidence to reach a judgement for each student. You may find it helpful to award a mark for each student to support the ranking but you do not *need* to do so. If you decide to designate marks, do not send them to us when you submit your predicted grades and rank orders.



For each predicted grade where there is more than one student, decide the order of attainment for these students. If you had five candidates with the same predicted grade, an example categorisation you could use is shown below:

- 1 Highest attaining
 - 2 Next highest attaining
 - 3 Next highest attaining
 - 4 Next highest attaining
 - 5 Lowest attaining
- within the
grade for your
candidates*

How do I decide the order of candidates within each grade?

- Which student has the highest marks in the evidence I have gathered?
- Which student has most consistently performed at this grade?
- Can I gather more evidence to help me decide?

Produce separate rank orders for:

- core and extended tiers of a tiered Cambridge IGCSE, which you should treat as separate syllabuses (even though they share a syllabus code)
- AS Level candidates and A Level candidates, because the AS Level is graded a–e and A Level is graded A*–E.

STEP 3

Head of Centre confirms the predicted grades and rank orders. Centre sends them to Cambridge International.

The system that centres will use to submit predicted grades and rank orders is planned to open on 29 May 2020 and will close on 16 June 2020. When your centre submits the grades and rank orders the Head of Centre will be asked to confirm that:

- they are satisfied that the predicted grades and rank orders have been properly decided by the subject teachers based on the available evidence

Ranking large cohorts

If more than one teacher has taught the syllabus at your centre, teachers should work together to make sure that all students are appropriately ranked relative to students in other classes.

One approach is for one teacher, perhaps the head of department, to produce an initial rank order for each grade and to share this with the other teachers. Then, in a meeting or conference call, each candidate in each rank order is discussed in turn, starting with the highest-ranked candidate. For each candidate, every teacher is given the opportunity to argue, on the basis of the evidence, that the candidate's position in the rank order should be raised above that of the candidates already discussed. During this process, some of the initial positions in the rank order may need to be changed in order to make sure that the rank orders are consistent and acceptable to all subject teachers.

Have you:

- ✓ gathered all the evidence available to you for each candidate?
- ✓ determined a predicted grade for each candidate?
- ✓ produced a rank order of candidates within each grade for the syllabus?
- ✓ made sure that there are no tied candidates in your rank order?

- they reflect a fair professional judgement of the candidates concerned
- the process of making the judgements has been carried out professionally, under their oversight and by people whose judgements they trust.

We will not ask Heads of Centre to scrutinise and agree with every judgement that has been made.

We will investigate any attempts to undermine this system that could be regarded as malpractice.

Ranking school candidates alongside private candidates

You may have different amounts and types of evidence about different candidates, but you need to make a judgement and comparison based on the quality of work demonstrated in the evidence available to you.

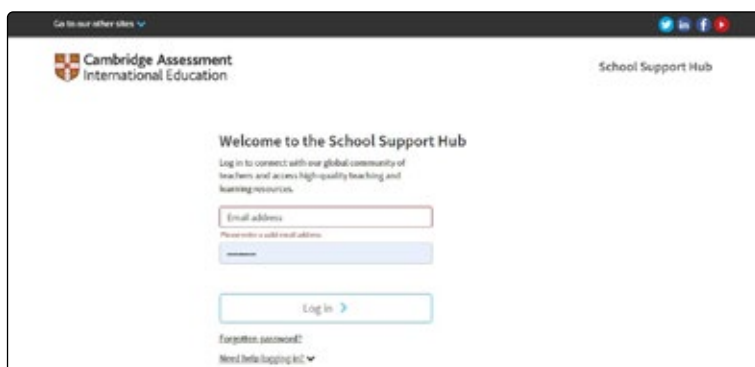
If the evidence is enough to give the teacher confidence about private candidates' levels of performance, then private candidates can be included in the school's predicted grades and rank orders.

Where to find Example Candidate Responses and other support for predicting grades

1

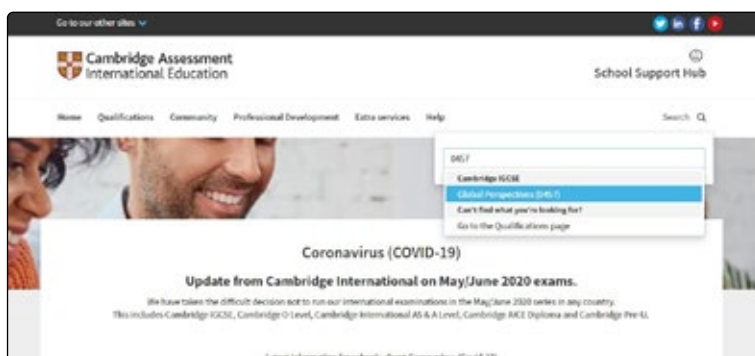
Log in to the School Support Hub

<https://schoolsupporthub.cambridgeinternational.org>



2

Search for the syllabus code on the home page



3

Search for relevant materials in 'Syllabus and specimen materials' and 'Examination resources'

