

Collecting and using evidence to decide school-assessed grades – November 2021 series

Where directives from national or local authorities make it impossible for exams to go ahead, we will switch from exams to a school assessment approach using student work. This document explains our approach to school-assessed grades.

If you are in a country or region which has switched to a school assessment approach, you will need to produce a school-assessed grade for all entries for Cambridge IGCSE™, O Level and International AS & A Level.

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NEW

Introduction

Schools must base their judgement of the candidate's achievement on **demonstrated achievement only**. They cannot speculate whether the student could have done better had there been no pandemic or no disruption to teaching and learning.

The school-assessed grades in November 2021 are different from the predicted grades which were issued in the June 2020 series. The predicted grades issued in June 2020 were based on the centre's judgement of what the candidate would have achieved had the exams taken place – a judgement based on potential. In November 2021, the school-assessed grades will be based on actual achievement, as was the case in June 2021.

Section 1: Selecting the portfolio of evidence

Quantity of evidence

Centres following a school assessment approach in November 2021 should identify a portfolio of **three substantial pieces of work** for each candidate in each syllabus.

By substantial, we mean a piece of work that has taken the candidate at least one hour of concentrated work to complete. This means the school-assessed grades will be based on a roughly similar amount of work as would be used to determine an examination grade.

There are two exceptions to our rule that no candidate should have more than, or fewer than, three pieces of work in their portfolio. These exceptions are for the following syllabuses:

- Cambridge International AS & A Level Global Perspectives & Research (9239)
- Cambridge IPQ (9980).

You can find information about evidence required in the section '[Collecting evidence: syllabus-specific advice](#)'.

Types of evidence

The types of work to be included among the three pieces of work are at the centre's discretion. They can include one or more of any of the following:

- complete past papers from the syllabus with a duration of an hour or more¹
- completed coursework prepared according to syllabus requirements
- work made up of questions selected from various past papers
- papers used as mock exams
- extended project work set by the school during the course of study

¹If you want to use a complete past paper which is set by us but is less than an hour in duration, this is acceptable and can count as one of your pieces of evidence. However, if you are creating your own paper, or using another type of assignment to cover the component's assessment objectives, this must take at least one hour and you must explain what you have done in the Rationale Document. For speaking tests which count towards the final syllabus grade, you can either use a past paper or one that you have created yourself. Both of these may be under an hour in duration.

- tasks set by the centre, such as essays, assignments, problems, practical tasks or vivas (orally assessed tasks).

We strongly recommend that at least one of the pieces of work is a complete past paper dating back to before June 2020. This is because the published grade thresholds for these papers enable you to grade papers to the established performance standard for the qualification that was unaffected by the pandemic. Past papers from later than the June 2020 series may be used in addition, at the centre's discretion. However, you will need to grade these papers differently. This is because their published grade thresholds were calculated on the basis of the specific circumstances these exams took place in, so are not applicable for the November 2021 series.

You will find more information about the types of evidence that you can use and how to assign grades to them below and in these sections of this document:

- [Collecting evidence: general advice](#)
- [Collecting evidence: syllabus-specific advice](#)

Students doing past papers, mock exams and work made up of questions from past papers should, as far as possible, be given the appropriate access arrangements (such as extra time or enlarged copies of the paper). It is not necessary for schools to apply to us for these access arrangements, but you should make sure that they are in line with our regulations and reflect the candidate's normal way of working. Please continue to keep records showing students' need for access arrangements.

Using coursework as evidence

Schools using school-assessed grades can use coursework as one of a student's three pieces of work. If you want to mark a coursework component as a piece of evidence, the entire coursework component, prepared according to syllabus requirements, counts as a single piece of evidence. Where a syllabus has two coursework components the two completed pieces of coursework can count as two of the three pieces of work necessary for the portfolio. The coursework should not be submitted to us for moderation. It should be kept at the school in case it is required for our quality assurance process.

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Using multiple-choice questions as evidence

We have said that you can use past papers as pieces of candidate evidence. It is acceptable to use a multiple-choice past question paper but you must follow these rules, which are new guidance for November 2021:

- Only one of the candidate's three pieces of evidence can be a multiple-choice question paper.
- You should only use multiple-choice questions to test candidates where this is part of the standard assessment model of the Cambridge International syllabus.

For tasks set by the centre, multiple-choice questions should NOT be used.

We have made these changes because the candidate responses provided for a multiple-choice test do not provide clear evidence of a candidate's performance and so are difficult to review as part of our quality assurance processes.

Coverage of syllabus content and assessment objectives

The three substantial pieces of work in the portfolio must be within the content and the assessment objectives of the relevant syllabus.

For each candidate, this must cover as broad a range as possible of the assessment objectives. For example, in a syllabus where there is an assessment objective covering theoretical knowledge and understanding and a second assessment objective covering practical skills, at least one piece of work should be theoretical and at least one should be practical.

In circumstances where government Covid-19 regulations have prevented schools from covering a particular assessment objective, then it does not need to be covered in the portfolio and that fact should be explained in the Rationale Document. Examples of this might include circumstances in which schools were ordered to close, preventing access to the facilities needed for practical work, or circumstances in which social distancing regulations prevented group work. Centres do not need to apply to us for exemptions if they are awarding school-assessed grades.

For each candidate, the three substantial pieces of work in the portfolio must cover as broad a range as possible of the content of the syllabus. For example, where syllabus content is organised into topics, the three pieces of work in a portfolio should be on different topics.

You do not need to use the same pieces of work for each student in the same syllabus. The types of work to be included among the three pieces of work are at your discretion and you can therefore use different pieces of evidence for each candidate's portfolio. Where you do so, you should explain this in the Rationale Document.

Timing of work

Students can complete the work within their portfolio at any time during their course of study. Schools may want to include some pieces of work which have been set or completed after receiving these requirements. You should also refer to the guidance in the section '[Advice for candidates who are re-sitting in November 2021 who have a school-assessed grade from June 2021](#)' in this document.

In many cases the quality of a student's work improves during the course of study, so that later work is at a higher level. Where this is the case, centres may decide that later work is a better reflection of the student's level of achievement. However, during the unusual conditions of the Covid-19 pandemic, some candidates may have slipped back as a consequence of prolonged periods of school closure. In these circumstances, centres may wish to include earlier work in the student's portfolio, so that school-assessed grades reflect the quality of each student's best work.

Security and authentication

The centre must be able to confirm, with a reasonable degree of confidence, that the work included in every portfolio is authentic – which means that it is the candidate's **own unaided work**.


A 'reasonable degree of confidence' does not mean absolute certainty. However, it does mean that the centre has taken reasonable steps to ensure that the work is authentic.

Ideally, all of the work in the portfolio should have been done under the direct supervision of a teacher, at school. Under these conditions the teacher can be reasonably confident that students have not had inappropriate access to the internet, to open books, or to the assistance of families or friends while doing the work.

However, we understand that direct supervision by teachers may not be possible in all circumstances, including where schools have been closed for prolonged periods, or where the candidate is a private candidate.

It is acceptable for some or all of the work in a portfolio to have been done at home. However, the teacher should be confident that the work done at home is of a consistent standard with other work that the student has done. Where the work has been set specifically for assessment purposes, and the student knows this or could infer this, then some sort of supervision is required, whether it is through the camera of a laptop or by an adult member of the family who can provide written confirmation that the work is the candidate's own, and that no assistance has been given.

We know past papers are widely available online and that your candidates may have seen the papers before. Providing the candidates do not know in advance the content of the specific paper you set them and that you can authenticate the candidates' work, you may still use these past papers. You may choose to anonymise the paper so that it is more difficult for candidates to identify the paper you plan to use.

 It is **not** acceptable for candidates to repeat tasks with the aim of improving their performance. This applies equally to past papers set by us and to teacher-set assignments.

The conditions under which the work has been completed should be set out in the Rationale Document.

The Rationale Document

Each centre must complete a Rationale Document for each syllabus, explaining in detail how the school-assessed grades have been determined. This document will include:

- the basis you have used to select pieces of work for each candidate
- whether any assessment objectives are not included in the portfolios, and the reason why they were omitted²
- the conditions in which the work was completed and how it has been authenticated
- how the work of private candidates has been obtained, selected and authenticated
- how marking was standardised and reviewed, in cases where more than one teacher has applied the same mark scheme
- how teachers ensured objectivity in marking
- how any access arrangements were met
- any special consideration that has been applied.

The Rationale Document must also include details of how the work in the portfolio was used to decide the school-assessed grades.

Collecting evidence: general advice

We understand that you may have more questions about how to gather portfolios of evidence for each of your candidates. You can find frequently asked questions, and our answers, in [Appendix A](#).

² Loss of teaching time is not in itself sufficient reason for excluding an assessment objective, since most schools have been able to teach remotely during periods of school closure. However, Covid-19 restrictions preventing access to facilities or equipment, or preventing group work, may be sufficient.

Collecting evidence: syllabus-specific advice

We know that many centres will have questions about gathering evidence for a particular syllabus. You can find more information about evidence in a wide range of syllabuses in [Appendix B](#).

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Advice for candidates who are re-sitting in November 2021 who have a school-assessed grade from June 2021

Candidates who have a school-assessed grade from the June 2021 series may choose to enter again for the same syllabus in November 2021. In some cases, these candidates may be in countries which are assessed via the school-assessed grade route in November 2021. In these cases:

- At least one piece of evidence in the candidate's portfolio of evidence must be a **new** piece of work. 'New' means that the candidate has not attempted the same task on a previous occasion.
- A piece of evidence from the June 2021 series can only be used again if it is **completely unchanged**. A piece of evidence cannot be a reworked version of a piece of evidence used in the June 2021 series.

'Completely unchanged' means that:

- The work has been kept secure in the school and the candidate has not had any opportunity to change it.
- The work is given the same mark/grade by the school as was given in June 2021, unless you followed the school-assessed grades route in the June 2021 series and received feedback from us that the grades you assigned to candidates' work were too harsh or too lenient. In this case, you should adjust the grades in the light of this feedback and explain what you have done in the Rationale Document.

Private candidates

As far as possible, centres should treat private candidates who are entered through the centre in the same way as school candidates. The requirements for the amount of work, the types of work, the coverage of syllabus content and assessment objectives are the same. The requirement for a reasonable degree of confidence in the authenticity of the work is also the same.

If the work of a private candidate has been done under the supervision of a reputable teaching institution, then a statement from that institution should be accepted as providing the necessary confidence in the authenticity of the work. It is for the centre to decide whether or not a teaching institution is reputable. If the centre is not familiar with the institution, then the centre should not accept its statements.

Work completed earlier in the course of study by a private candidate should not be accepted unless there is convincing evidence of its authenticity. Assurances from the candidate, or statements made by family members long after the work has been completed, are not sufficiently strong evidence.

It may therefore be necessary for schools to set work for private candidates to complete, ideally at the school under the direct supervision of its teachers.

Responsibility for the entry, and therefore for the final school-assessed grade, lies with the school that has made the entry (the 'entering centre'). It will be their responsibility to submit the school-assessed grade for the candidate on the Grade Submission System, and it will be their Head of Centre who signs the declaration which accompanies the submission of grades. The entering centre must therefore be fully satisfied in how the final grade has been determined, in terms of both the evidence itself and its authenticity, and the marking and grading processes which were followed in order to generate a final grade.

Cambridge International A Level candidates

Our Cambridge International A Level syllabuses are divided into two parts to allow a staged approach to assessment. Each part has its own distinct syllabus content and its own exam components. The two parts are:

- the AS Level part, which comprises the AS Level and also forms a part of the A Level
- the 'A Level only' part, which is taken only by A Level candidates. This is also known as the 'A2' part or 'A2 components'.

For A Level candidates, the pieces of work used to decide the school-assessed grades will depend on whether the candidate has taken their AS Level in a previous series, and on the entry route that the candidate is taking in November 2021.

- **Staged route: If your candidates are taking the staged route carry-forward option and already have their AS Level result from a previous series, all three pieces of evidence in the portfolio must be A2 evidence.** These candidates only ever planned to take their A2 components in the November 2021 series. Section 'Step Five: Deciding grades for complete portfolios' provides more information about how to combine your three pieces of evidence to create an A Level grade and how this relates to the AS Level result your candidates already have.
- **'Best of both' route: If your candidates already have their AS Level result from a previous series but were planning to retake the AS Level components in November 2021 as well as taking the A2 components, one of the pieces of evidence can be for AS Level.** The other two pieces must be A2 evidence. If you plan to include only one past paper as part of the three pieces of evidence, the past paper must be for an A2 component.
- **Linear route: If your candidates are taking the linear route, where they are entered for all the AS Level and A2 components together and for the first time in November 2021, one of the pieces of evidence can be for AS Level.** The other two pieces must be A2 evidence. If you plan to include only one past paper as part of the three pieces of evidence, the past paper must be for an A2 component.

These evidence requirements are summarised in the diagram on the next page.

Staged route candidates

Candidates with this entry option already have an AS Level result from a previous series which they would normally carry forward.



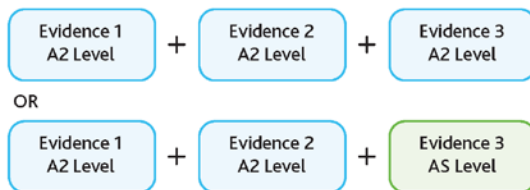
Best of both (all routes) candidates

Candidates with this entry option already have an AS Level result from a previous series but would also normally retake the AS Level components in the current exam series.



Linear candidates

Candidates with this entry option take all of their A Level in the current series.



Informing the candidate of the three pieces of evidence chosen

It is the responsibility of the subject teacher(s) to choose the most appropriate three pieces of evidence that will be used to work out a candidate's final grade. This is in line with our guidance in this document about broad coverage of syllabus content and assessment objectives.

However, you should make sure that each candidate knows which three pieces of evidence will be used, and appropriately consider any feedback from the candidate about this choice.

Section 2: Using evidence to set grades

This section outlines our high-level approach to how you should work out your school-assessed grades. We appreciate that it is difficult to consider a portfolio of candidate evidence and then work out what grade should be given to the student. Our approach gives you some structure to support this task, but also gives you the professional discretion to combine the pieces of evidence in the way that works best for your candidates. However, you should not allocate a candidate an overall grade which is higher or lower than any of the grades that you have allocated to the individual pieces of evidence.

Once you have selected three pieces of evidence in line with the guidance in the 'Collecting evidence' section of this document, you will need to allocate a grade to each piece of evidence. We provide more detailed guidance about how you should do this in [Step Four of our guidance below](#) for deciding school-assessed grades.



Unlike at component level for exams, you can give individual pieces of evidence in the portfolio a grade A*, if grade A* is an available grade for the final syllabus grade. Although you will not always see an A* threshold on the list of component-level thresholds, you can use A* for a piece of evidence which you think demonstrates performance higher than that of an A grade. To determine an A* threshold for a past paper, work out the difference between the A and B thresholds, and add this to the A threshold. At the end of this document, [Appendix C](#) outlines the published grades available at individual component level and for an overall syllabus grade, for each of our qualifications.

There are five steps to our recommended process for deciding school-assessed grades, which are outlined below under the following headings. The guidance applies to both school candidates and private candidates.

- [Step One: Internal standardisation](#)
- [Step Two: Marking individual pieces of evidence](#)
- [Step Three: Internal moderation](#)
- [Step Four: Deciding grades for individual pieces of evidence](#)
- [Step Five: Deciding grades for complete portfolios](#)

You will need to provide information in your Rationale Document about how you have completed these tasks.

[Appendix D](#) shows some different ways that teachers could choose to weight different pieces of evidence and decide on a final grade.

Step One: Internal standardisation

When to carry out internal standardisation

Internal standardisation is a process that takes place at the beginning of marking to make sure all teachers involved in marking the work (markers) agree to apply the mark scheme in the same way.

Internal standardisation is only required if more than one teacher is marking the work, if multiple candidates have carried out the same task, and if the work has not yet been marked. You should record details of how markers standardised their marking in the Rationale Document.

In cases where work was completed earlier in the course and has already been marked, it is possible that more than one teacher applied the same mark scheme but the teachers did not standardise their marking. This is acceptable and the work can still be included in portfolios. However, you should still include this work in **internal moderation** where appropriate (see [Step Three](#)) and you should record the fact that the marking has not been standardised in the Rationale Document.

How to carry out internal standardisation

We recognise that the process of internal standardisation may vary depending on the type of evidence being marked, and that existing departmental processes may be the most appropriate and effective in some cases. We therefore encourage you to adopt a process that best fits your circumstances, using your collective professional judgement to agree the best approach. In support of this, we recommend that you include some or all of the following methods:

- Read through the question paper (or other task instructions) together, making sure all markers understand the demands of each question or task and have an opportunity to ask questions and resolve any uncertainties.
- Work through the mark scheme together, making sure all markers understand the marking criteria and how to apply them. As part of this process, you may find it helpful to review generic marking principles, agree the definitions of phrases within levels-based mark schemes, identify lists of acceptable and/or unacceptable responses to points-based questions, and note any other relevant points for consideration.
- Where other support materials are available (e.g. Example Candidate Responses, Specimen Answers), work through these together to make sure all markers understand how the marks have been awarded.
- Make copies of a sample of responses from your own school and distribute a copy of each response to all markers. Each marker should mark these independently, before comparing and discussing their marking with the rest of the group. You should aim to reach a consensus on the appropriate mark for each response, grounded in the correct application of the mark scheme.
- The **internal moderator** should resolve any remaining disagreements about how to apply the mark scheme (see [Step Three](#)).

Step Two: Marking individual pieces of evidence

Marking using Cambridge International mark schemes

You must mark any Cambridge International past papers and questions taken from past papers using our mark schemes. These are available on the School Support Hub.

You should mark coursework using our marking criteria, which are available in the syllabus document or on the School Support Hub. If you do not have access, contact the School Support Hub coordinator at your school.

To help you reach the appropriate final mark, you may also find it useful to refer back to discussions held during **internal standardisation** and to any relevant support materials (e.g. Example Candidate Responses, Specimen Answers) used as part of that process.

If either of the following apply to one of your pieces of evidence:

- it is an entire past paper from before the June 2020 series
- it comprises the full requirements of a coursework component

you must mark this piece of evidence using the published mark scheme, and you must allocate a grade to this piece of evidence using the published grade thresholds.

If you have used an entire past paper from later than the June 2020 series, then you must mark this piece of evidence using the published mark scheme, but you should **not** allocate a grade to this piece of evidence using the published grade thresholds. Instead, you should treat this in the same way as pieces of evidence which do not have published grade thresholds.

Marking tasks created by the school

Where tasks have been created by the school and have been taken by more than one candidate, the school must write a mark scheme for the tasks and use it to mark each candidate's work. This mark scheme must be referred to in the Rationale Document and included in the Additional Documents folder if you are asked to submit this evidence for external quality assurance.

If your pieces of evidence do not already have published grade thresholds, for example you are using a specimen paper, or a task that you have created in your school, then you will need to take a different approach to deciding how to allocate a grade to this piece of work. You will need to reach a judgement about the quality of the piece of evidence in a different way.

You may find it useful to refer to mark schemes, Example Candidate Responses and Specimen Answers relating to components that cover the same assessment objectives as the task you have created. Informed by these materials, the teachers involved should use their collective professional judgement to determine how the standard of the work they are marking can meaningfully and consistently be aligned with the standard we have set.

Managing bias

It is important that the marking of work in the portfolios is objective: when marking, teachers should only take account of the student's knowledge, skills and abilities which are evident in the piece of work. We encourage schools to be aware of conscious and unconscious bias in determining school-assessed grades. You can find out more about this on our [website](#).

Step Three: Internal moderation

When to carry out internal moderation

Internal moderation is a process that takes place at the end of marking to make sure all teachers involved in marking the work (markers) have applied the mark scheme in the same way.

Where more than one marker has applied the same mark scheme, the markers involved should take part in a formal process for sampling each other's marking to check for consistency. Internal moderation should be carried out for all such work, including work marked earlier in the course and therefore not included in internal standardisation. Where markers find inconsistent marking approaches, candidates' marks should be adjusted as necessary, using a method such as the one outlined below.

Where there is only one teacher marking the pieces of evidence for all candidates, you do not need to have a formal process of internal moderation. Nevertheless, we strongly recommend that the marker should discuss their approach with another teacher or the Head of Centre, making sure that appropriate safeguards are put in place to enable fair and objective marking.

How to carry out internal moderation

We recognise that the variety of types of evidence involved in this process means that your approach may need to be flexible. In particular, if different classes or candidates have completed different school-created tasks to cover the same assessment objectives, the head of department (or another experienced subject teacher) should use their professional judgement to make sure the standards have been applied fairly and consistently throughout.

Our recommended method of moderation is:

1. Select an internal moderator

Select one teacher per component or school-created task as an **internal moderator**. The internal moderator is usually a head of department, but they can be a subject teacher. It is their responsibility to check that all markers are marking the component or school-created task consistently to the same standard. An internal moderator makes sure all students in each teacher's class have been judged in the same way, against the same marking criteria for that component or school-created task.

2. Initial sampling of marks from every teacher

Each subject teacher marks their own students' work and provides a list of their students' marks to the internal moderator. The internal moderator then checks the marking of each of these markers at the top, middle and bottom of the mark range to see if they agree with the marks. If the internal moderator disagrees with any of the marks they have sampled, they should discuss the marking with the markers involved. Following this discussion, the internal moderator may decide to override some of the marks originally given and to expand the sampling of marks from the markers involved.

3. Expanded sampling of marks from some teachers

If the internal moderator needs to change marks for the marking they have reviewed, they should begin by looking at other students' work that has been marked by the same marker. If the internal moderator finds a consistent trend or pattern in a marker's marking, they may adjust the marks of other students' work, marked by the same teacher, in line with this trend or pattern.

4. Produce a final rank order of internally moderated marks

By internally moderating the marks, the internal moderator produces a final list of all the school's marks for that piece of evidence. The marks are listed in descending order – with the highest marks at the top and the lowest marks at the bottom. This is called a rank order. We call these the internally moderated marks. These are the marks you should use to determine the grade for this piece of evidence. You do not need to submit your rank order to us.

Step Four: Deciding grades for individual pieces of evidence

Once you have completed the internal moderation of marks, you must next **assign a grade** to each individual piece of evidence.

How you decide these grades will depend on the type **of evidence** you are reviewing.

Complete past papers from the syllabus from before the June 2020 series and complete coursework

If you have used a complete past paper from any series before June 2020, or the evidence comprises the full requirements of a coursework component, you should use the grade thresholds from that series (before June 2020) that have been published on the School Support Hub. Although you will not see an A* threshold on the list of component-level thresholds, you can use A* for a piece of evidence which you think demonstrates performance higher than that of an A grade, if grade A* is an available grade for the final syllabus grade. To determine an A* threshold for a past paper, work out the difference between the A and B thresholds, and add this to the A threshold. There is more guidance about how to do this in [Appendix C](#).

Complete past papers from the November 2020, March 2021 or June 2021 series

If you have used a complete past paper from November 2020, March 2021 or June 2021, you should **not** use the grade thresholds that were published for these series.

These grade thresholds were calculated on the basis of the specific circumstances these exams took place in, so are not applicable for the November 2021 series. Instead, for complete past papers from the November 2020, March 2021 or June 2021 series, you should use your **professional judgement** to establish appropriate grade thresholds. These should be based on the sources of evidence listed below, where available.

Specimen papers, and any other Cambridge-set papers for which a published set of grade thresholds is not available

If you have used any Cambridge-set papers for which a published set of grade thresholds is not available, you should use your **professional judgement** to establish grade thresholds based on the sources of evidence listed in the section below, where available.

Evidence types exemplifying the established performance standard

The following evidence types exemplify the established performance standard that we maintain year on year. Using these will help to make sure schools use a common standard when deciding on school-assessed grades.

- Example Candidate Responses
- Specimen Answers
- If you can see that published grade thresholds for a particular paper have usually been very stable from one series to the next, you may consider using grade thresholds for similar question papers from before June 2020.
- If grade thresholds have been relatively variable from one series to the next, you may consider adapting grade thresholds from a question paper from before June 2020 that you judge to be of a similar difficulty, using your professional judgement to make sure appropriate standards are maintained.
- If you have marked other pieces of work for this syllabus that correspond to question papers for which grade thresholds **are** available, you may find it useful to compare the performance standards you have seen at each grade threshold against those of the work you are now grading.

- If the syllabus has changed you may find it useful to look at past papers even if the maximum mark for the paper is different. Consider the types of questions that are in the revised syllabus compared with the previous version of the syllabus. For example, if there used to be three essay questions and now there are two, consider reducing the historical/previous grade thresholds by a third to give you a starting point.

School-set tasks and work made up of questions selected from various past papers, or part of a past paper, or a part coursework task

In this situation it is harder to make broad comparisons with thresholds from past papers. However, if you use part of a past paper it may be appropriate, as a starting point, to reduce the published grade thresholds from that paper. For example, if you have used two-thirds of a question paper for your task, consider reducing the historical/previous grade thresholds by a third to give you a starting point. In doing this you must make sure the demand of the part of the past paper being used is broadly equivalent to the demand of the paper as a whole.

Where there are no grade thresholds available for the task set, you should compare the performance of candidates on this piece of evidence. Make a holistic judgement about how the performance standard on this task compares with the performance standard seen on candidate work for another similar type of past paper for which grade thresholds are available, and in Example Candidate Responses and Specimen Answers. This will help you understand where to set your own grade thresholds for your task, so you can then allocate grades in a consistent way to all candidates, based on the marks they have achieved on your task.

If you have used the same task (or a similar task) with previous year groups who took exams, and if their work is still available, then you can use the past candidate's work to help you to assign grades to the work of this year's candidates. You can look at the work of the past candidates and compare it to their exam grades: this will give you a good indication of what standard of performance corresponds to what grade. This will help you to gauge what grades to assign to different standards of performance among this year's candidates, and where to set your own grade thresholds for your task.

Special consideration

Special consideration requests will not apply in the usual way for school-assessed candidates in the November 2021 series because these students will not be taking their exams. You should bear in mind that loss of teaching time is not an acceptable reason for special consideration. However, where illness or other adverse personal circumstances that are outside the candidate's control might have temporarily affected performance at the time they completed a particular piece of evidence, for example, the candidate was unwell on the day when mock exams were completed, you should bear that in mind when selecting work and making your judgements.

You should tell candidates which pieces of work you have selected for them and appropriately consider any feedback from them about the choice. You should check with each candidate that they were well at the time when they did the work and that their performance was not affected by adverse circumstances outside their control.


If you discover that a candidate's performance on a piece of work was affected by adverse circumstances, you should replace the affected piece of evidence with another piece of evidence if this is possible.

You may not be able to replace an affected piece of evidence. If this is the case, you should start by making a judgement about a grade to allocate in the same way that you have done for all other candidates. Then you will need to consider whether, in your opinion, the candidate's

performance on the affected piece of evidence is out of line with their performance on the other pieces of evidence or not, and whether any adjustment to the grade that you have awarded is appropriate.

In normal circumstances when special consideration is applied to candidates who have taken an exam paper, we only apply a small adjustment to marks. Consider the candidate performance on the affected piece of evidence and the grade that you have allocated. Is the candidate performance at the bottom, the middle or the top of the grade? If the candidate performance is within the lower end of performance for the grade, it would not be appropriate to make an adjustment to the grade that you have allocated. However, if the candidate is close to achieving the next grade up, you may wish to allocate the higher grade. If you have more than one affected candidate, you must take the same approach for all candidates. You will need to explain the approach that you have taken in the Rationale Document.

Available grades at component level

 The published grade thresholds for an individual syllabus component do not always correspond to the grades that are available as a final syllabus grade. For example, for Cambridge IGCSEs graded A* to G, we do not set or publish a Grade A* threshold for individual question paper components. However, Grade A* is available as a final syllabus grade.

When you are allocating grades for the individual pieces of evidence, you should think about the grade for the piece of evidence in line with the **final syllabus grades**. For example, you could allocate a Grade A* for a piece of evidence if you felt that the standard of work produced by the candidate was at a higher level than the standard seen for candidates you have allocated a Grade A. This may mean that you will need to create your own grade threshold for a component if the grade threshold does not exist.

You can find more details about component grades and syllabus grades, and how to calculate new component grade thresholds, in [Appendix C](#).

NEW Our feedback from the June 2021 series

If your school followed the school-assessed grades route in the June 2021 series, at least one of the syllabuses for which you submitted school-assessed grades was quality assured through our quality assurance process. If you received feedback from us that the grades you assigned to candidates' work in the June 2021 series were too harsh or too lenient, you should take this into account when determining grades in the November 2021 series.

You should also act on any other relevant feedback from us regarding your use of the school-assessed grades route in the June 2021 series before submitting school-assessed grades in the November 2021 series.

Step Five: Deciding grades for complete portfolios

Once you have decided on the grade that you have allocated to the three pieces of evidence for each candidate, you will need to decide on the final grade to allocate to each candidate. Some case study examples of using the three pieces of evidence (and Cambridge International AS Level results, where appropriate) to allocate a final grade are in [Appendix D](#).

We are not setting any rules about how to combine the grades for a candidate's three pieces of evidence to allocate a final grade to the candidate. It is at your professional discretion to consider how best to consider the relative weight that you give to these pieces of evidence when coming to your decision about the final grade.

However, you must be consistent in how you weight different pieces of evidence – if the same combination of pieces of evidence has been chosen for several candidates, then the weighting

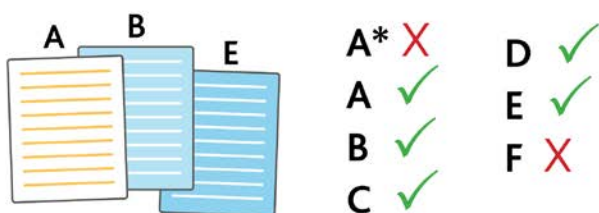
given to each piece of evidence should be the same for all of these candidates in your school. You will need to be able to explain your approach to the weighting of evidence, and how you determined the final grade for each candidate, in the Rationale Document.



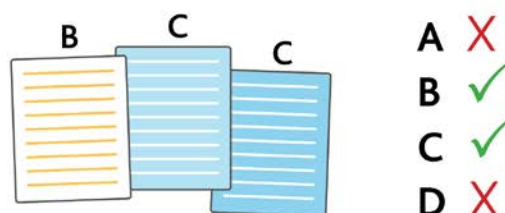
You must allocate a final grade to the candidate which is within the **range of the grades** allocated to the individual pieces of evidence. For example, if you have allocated grades B, C, C for the three pieces of evidence, it would not be appropriate to allocate either a Grade A (or higher) or a Grade D (or lower) for this candidate. In this example, you will need to make a judgement about whether a Grade B or a Grade C is the most appropriate grade, based on the student's portfolio of evidence.

The diagram below summarises this process.

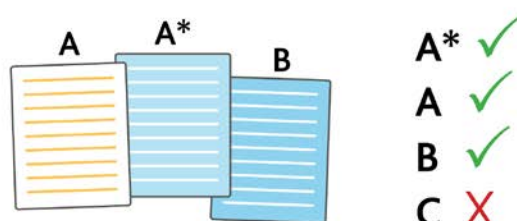
Evidence-level grades → Final grade choice



Evidence-level grades → Final grade choice



Evidence-level grades → Final grade choice



You should include details of the approach that you have taken in the Rationale Document. You must not tell students the overall final grade that you have allocated. Candidates must not know the final grade that you have allocated, or the weighting that has been given to each piece of evidence before results are released in January 2022.

Think about the three pieces of evidence that you have for each candidate. Are you able to treat them all as being of equal value when making your decision about the final grade, or should you give some of them more weight than others? What are the factors that you might want to consider when deciding how much emphasis to give to each piece of evidence? Questions to consider are:

- Are the pieces of evidence equally balanced in terms of the amount of time that candidates have spent on each piece, or did one piece of work represent a greater amount of work and so could be given greater weight in your decision making?
- Are the pieces of evidence equally balanced in terms of coverage of content, or did one piece of work represent the best coverage of content and so could be given greater weight in your decision making?
- Are the pieces of evidence equally balanced in terms of coverage of assessment objectives? Is there an assessment objective that has greater weight within the syllabus in normal exam conditions? If so, you could consider giving greater weight to the piece of evidence that gives most evidence of performance against this assessment objective.

- Were the pieces of evidence completed at school under controlled conditions, or were they completed at home? How confident are you that the work is the candidate's unaided work?
- When was the work completed? Recent evidence is likely to be more representative of candidate performance.

When deciding on the final grade for each candidate, you will need to consider both the grade that you have allocated to each individual piece of evidence, and also whether the candidate's grade shows strong, middle or weak performance at this grade (based on the mark that you have given for the task).

Cambridge International A Level candidates: Accounting for the AS Level evidence to determine the final A Level school-assessed grade

This diagram summarises the evidence you will have available to you when determining the final A Level grade. Further information about how to balance the pieces of evidence is given below.

Staged route candidates

Candidates with this entry option already have an AS Level result from a previous series which they would normally carry forward.



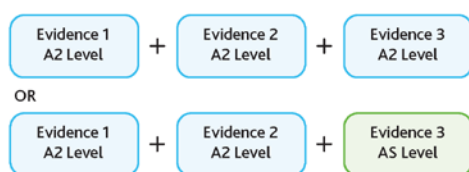
Best of both (all routes) candidates

Candidates with this entry option already have an AS Level result from a previous series but would also normally retake the AS Level components in the current exam series.



Linear candidates

Candidates with this entry option take all of their A Level in the current series.



Staged route candidates

If you have candidates who are entered for a staged route option³ and already have an AS result, you can take this AS grade into account when you are allocating a final grade. This AS result can either be the exam grade from the November 2020, March 2021 or June 2021 series or school-assessed grade in the June 2021 series.

You should make your decision about the final grade to allocate using 1) and 2) below:

1. the three pieces of A2 evidence in your student's portfolio of evidence **and**
2. their existing AS result.

³ In a staged-route option, in a normal examination series, the candidates have already taken the AS Level and are carrying forward their AS Level marks. They are not re-taking the AS Level.

As shown in the graphic on the previous page, you can use the AS grade as a fourth piece of evidence. Therefore, if the AS grade is outside of the range of the grades given to the three pieces of A2 evidence, you can take this into account when determining the school-assessed grade. You must state that you have done this and what the candidate's AS grade is in the Rationale Document. If you do not include this information, this may delay the quality assurance process and the release of the candidate's grade.

If the AS result is a higher grade than any of the grades allocated to the three pieces of evidence, then the results of the A2 pieces of evidence should be given greater weight – for example, it would be unlikely to be appropriate to allocate an overall Grade B to the full A Level if the AS result was a Grade 'B' but all the A2 evidence pieces had been allocated a Grade C. However, if the A2 grades for the individual pieces of evidence suggest a possible range of grades, the AS grade can be used to inform your final decision.

'Best of both' route candidates

Candidates entered as best of both route candidates already have an AS Level result from a previous series but were also planning to retake the AS Level components in November 2021 as well as taking the A2 components. One of their pieces of evidence can be for AS Level. You should start by making your decision about the overall grade to allocate based on your three pieces of evidence, which may include a piece of AS evidence. The piece of AS Level evidence should not be given greater weight than the two other pieces of work combined. If the grades for these individual pieces of evidence suggest a possible range of grades, the AS Level grade from a previous series can be used to inform your final decision.

Linear route candidates

If your candidates are taking the linear route, where they are entered for all the AS Level and A2 components together and for the first time in November 2021, one of the pieces of evidence can be for AS Level. You should make your decision about the overall grade to allocate based on your three pieces of evidence, which includes a piece of AS evidence. The piece of AS Level evidence should not be given greater weight than the two other pieces of work combined.

Comparisons with previous groups of candidates

We recommend that you compare the final school-assessed grades for your students for the November 2021 series with results for students from recent years, to check that you have not been too harsh or lenient in your assessment of the November 2021 students compared to previous years when exams took place.

You may also use data about the quality of your 2021 students from other sources, e.g. Cambridge CEM tests such as Yellis and Alis, which would help you to understand whether you have set an appropriate overall standard for your group of students. You should be aware that the overall ability of your group of students may vary from one year to the next, in particular where the number of students entered for the syllabus in each year is low. We do not expect the distribution of grades that you allocate in November 2021 to be the same as the distribution of grades at your school in previous years. Data from other sources such as Cambridge CEM tests may provide extra insight on the likely grade distribution for your November 2021 students. However, you should understand and be able to explain why there are differences with a previous year.

Where you have accepted private candidates, they should be excluded from such comparisons.

Sharing information with students

You can tell students the mark that you have given for each piece of evidence, but you should not tell students the grade that you have allocated to each piece of evidence as part of this process. If you wish to use work which candidates have already done, and for which you have already fed back a provisional grade to the students, this is acceptable and should not prevent you from selecting the piece of work to be part of a student's portfolio of evidence. However, if you have not yet told students a grade for a piece of work, please do not do so.

You must not tell students the overall final grade that you have allocated. Students must not know the final grade that you have allocated before results are released in January 2022.

Section 3: External quality assurance by Cambridge International

We will carry out external quality assurance checks on your school-assessed grades. We will contact you to request a sample for at least one syllabus. We will tell you which candidates' work we would like to see and for which syllabus. You will be required to send us the work in the portfolios for these candidates, together with the Rationale Document.

You should therefore make sure that candidates' portfolios of work are available in case we need them for the external quality assurance process.

As well as a sample from every centre for at least one syllabus, our selection of centres for quality assurance checks may include:

- large- or medium-entry schools in which there is a significant discrepancy between the pattern of grades proposed for November 2021 and those achieved in November 2020
- a random selection of smaller-entry schools
- schools in which there have been cases of suspected malpractice in the past.

If we find any issues during the quality assurance process, we will contact you, and we may ask you to correct a problem with your submission of evidence or grades. If the quality assurance process indicates that the grades you assigned to the pieces of evidence were not reasonable, we will ask you to reconsider your judgements and resubmit your school-assessed grades. We will withhold candidates' grades until the issues have been resolved to our satisfaction.

Section 4: Appendices

Appendix A – Collecting evidence: general advice

Question	Advice
<p>Can I use speaking test evidence for languages, including first and second language English syllabuses, with a separate speaking endorsement?</p> <p>This includes Cambridge IGCSE and Cambridge IGCSE (9–1):</p> <ul style="list-style-type: none"> • Swahili (0262) • First Language English (0500, 0990) • First Language Spanish (0502) • Second Language English (0510, 0993) • Urdu as a Second Language (0539) • Afrikaans as a Second Language (0548) • Hindi as a Second Language (0549) <p>Cambridge O Level:</p> <ul style="list-style-type: none"> • French (3015). 	<p>If your school is in a country taking the school-assessed grades route, the speaking part of endorsed syllabuses – where the speaking grade is reported separately – is not available to you in the November 2021 series.</p> <p>For any syllabus with a separately endorsed speaking component, the criteria for awarding a school-assessed grade do not include the skills tested in the speaking test. As such, demonstrating these skills does not amount to demonstrating a level of performance in this qualification. Therefore, you cannot use the speaking test as part of a candidate's evidence portfolio for any syllabus with a separately endorsed speaking component.</p>
<p>How should I approach using the pre-release material for my syllabus?</p> <p>Syllabuses with pre-release material include Cambridge IGCSE:</p> <ul style="list-style-type: none"> • Art & Design (0400, 0989) • Enterprise (0454) • Computer Science (0478, 0984) <p>Cambridge O Level:</p> <ul style="list-style-type: none"> • Computer Science (2210) • Art & Design (6090) • CDT: Design & Communication (7048) <p>Cambridge International AS & A Level:</p> <ul style="list-style-type: none"> • Art & Design (9479) • Digital Media & Design (9481) • Computer Science (9608). 	<p>We realise candidates may have been working on this pre-release material since it was published on the School Support Hub in June. If this material is pre-release, and not a confidential source file, it is acceptable for you to use this to produce work for the evidence portfolio. You should not use the live question paper that accompanies the pre-release, even if this is sent to your centre. Instead, you will need either to adapt a past paper or to create a paper of your own.</p> <p>You cannot use source files to produce work for the evidence portfolio for Cambridge IGCSE Information & Communication Technology syllabuses (0417, 0983) and Cambridge International AS & A Level (9626).</p> <p>We know past papers and pre-release materials are widely available online and that your candidates may have seen the papers before. We have said that, providing the candidates do not know in advance the content of the specific paper you set them and that you can authenticate the candidates' work, you may still use these past papers. We appreciate this is more difficult when you are using pre-release material, and we also appreciate the efforts you are making to make sure candidates do not know which paper they will be sitting in advance. To help you do this, we recommend that you:</p> <ul style="list-style-type: none"> • anonymise the paper so that it is more difficult for candidates to identify the paper you plan to use • consider reducing the time you allow students between seeing the pre-release material and sitting the assessment • consider supervising all the preparation work students complete using the pre-release material – either in person or remotely.

Question	Advice
Why do you advise us to use pre-June 2020 papers only?	We strongly recommend that at least one of the pieces of work is a complete past paper dating back to before June 2020. This is because the published grade thresholds for these papers enable you to grade papers to the established performance standard for the qualification that was unaffected by the pandemic. Past papers from later than the June 2020 series may be used in addition, at the centre's discretion. However, you will need to grade these papers differently because their published grade thresholds were calculated on the basis of the specific circumstances these exams took place in, so are not applicable for the November 2021 series.
How do we produce three pieces of evidence if there are only two components in the syllabus?	Where the structure of the syllabus does not clearly translate into producing three pieces of evidence, we recommend you provide evidence for one of the components in its entirety and that you divide the work for the other component to create the two further pieces of evidence. Where you do this, each separate piece of work must take the candidate at least an hour to produce.
What approach should I take if the syllabus has four components when the portfolio requires just three pieces of evidence – e.g. languages?	You may choose to combine the work for two of the components into one piece of evidence. We require three pieces of evidence for each portfolio, but you can combine two tasks to make one substantial piece of evidence to cover all of the assessment objectives across the syllabus. Alternatively, if you have not been able to complete evidence for a practical component such as speaking or listening which would normally count towards the syllabus grade, you can omit this assessment objective and explain this in the Rationale Document. This is in line with our arrangements for exemptions for candidates taking exams.
What format should the work be in?	Candidate work can be handwritten or typed. If the portfolio is selected for quality assurance, you will need to send it to us digitally in one of the formats listed on the 'Quality Assurance' page of our website.
Should the work show the teacher's comments/marks?	Each piece of evidence in the portfolio should be marked by the teacher and show the teacher's marks/annotations.
Can we use combined science papers for individual sciences?	The assignments you set must meet the assessment objectives and content of the syllabus for which you are preparing a portfolio of evidence.
What if the syllabus has been substantially revised since 2019?	Where the syllabus has been substantially revised since 2019, it is acceptable to use June 2020, November 2020, March 2021 or June 2021 papers, or specimen papers, in these circumstances. You will not be able to use the published grade thresholds for these papers because these grade thresholds were determined under the particular circumstances in which the exams were taken. However, you can also create your own tasks and assignments based on the specimen papers as set out in the Types of evidence section of this document.

Question	Advice
<p>My candidates have prepared for set texts which are new and do not appear in any past papers from before June 2020. What approach should I take?</p>	<p>We realise that for syllabuses where the set texts are subject to change, complete past papers with relevant texts dating back to before June 2020 may not exist. It is acceptable to use June 2020, November 2020, March 2021 or June 2021 papers, or specimen papers, in these circumstances. You will not be able to use the published grade thresholds for these papers because these grade thresholds were determined under the particular circumstances in which the exams were taken. There is more guidance on how to do this in Step Four of Section 2.</p> <p>We realise there are fewer published materials available that are relevant for some set texts. However, you can also create your own tasks and assignments based on the specimen papers as set out in the Types of evidence section of this document.</p>
<p>Why can we only include one AS Level piece of evidence?</p>	<p>For candidates taking the A Level linear route, we have said that one of the three pieces of evidence in the portfolio can be for the AS Level but the two remaining pieces must be for A2 Level. This is because, if we are allocating a full A level grade, it is important that we have strong evidence that candidates can perform at an A Level standard, which is a higher standard than AS Level.</p>
<p>Can we use the November 2021 papers we have already received as evidence?</p>	<p>Any November 2021 exam materials that we have sent to you are live, confidential exam materials and must not be used as evidence towards a school-assessed grade. This is because we will not be publishing the mark scheme for these papers in time for you to be able to use them. Our exam papers must be used together with an approved Cambridge International mark scheme so that you can use the assessment correctly.</p>
<p>There are more past papers available for the Cambridge IGCSE A* to G version of this syllabus than there are for the 9–1 version. Can we use past papers from the alternative grade set version?</p>	<p>Yes, you can use past papers for the Cambridge IGCSE version of the syllabus if your candidates are entered for the 9–1 version – and the same is true in reverse. Although these papers are acceptable as a piece of evidence, you should note that the grade thresholds available will only be for the A* to G grade set so do not correlate directly with the 9–1 grade set for all grades. For this reason, we advise that candidates should sit a complete past paper for the correct grade set that can be marked against the published grade thresholds for the paper as one of their pieces of evidence.</p> <p>You can use our factsheet for guidance on how the A* to G grade set is benchmarked against the 9–1 grade set. You will need to use your professional judgement to determine the grades that are not anchor points.</p>
<p>How can candidates complete a past paper if they have not covered all the syllabus content?</p>	<p>If your students have not covered sufficient content to meet the demands of a complete past paper you can replace questions, where needed, with those selected from other past papers that are appropriate to the content your students have covered. You must explain this in your Rationale Document.</p>

Appendix B – Collecting evidence: syllabus-specific advice

Cambridge IGCSE

Syllabus code	Subject	Syllabus-specific advice
0400/0989	Art & Design	<p>The guidance in this document applies to Art & Design syllabuses. It is acceptable for some or all of the work in a portfolio to have been done at home. However, the teacher should be confident that the work done at home is of a consistent standard with other work that the student has done. Where the work has been set specifically for assessment purposes, and the student knows this or could infer this, then some sort of supervision is required, whether it is through the camera of a laptop or by an adult member of the family who can provide written confirmation that the work is the candidate's own and that no assistance has been given.</p> <p>We strongly recommend that at least one of the pieces of work is a complete past paper dating back to before June 2020. This is because the published grade thresholds for these papers enable you to grade papers to the established performance standard for the qualification that was unaffected by the pandemic. Past papers from later than the June 2020 series may be used in addition, at the centre's discretion. However, you will need to grade these papers differently because their published grade thresholds were calculated on the basis of the specific circumstances these exams took place in, so are not applicable for the November 2021 series.</p> <p>For Cambridge IGCSE Art & Design, where the structure of the syllabus does not clearly translate into producing three pieces of evidence, we recommend you provide evidence for the coursework component in its entirety. It is much more difficult to apply the grade descriptors and grade thresholds when the preparation work is separated from the final outcome. Instead, you should divide the preparation work from the final outcome of the examined component to create the two further pieces of evidence. Where you do this, each separate piece of work must take the candidate at least an hour to produce.</p>
0410/0978	Music	<p>Candidates should complete as much of the Listening paper as possible. You can combine this with your own teacher-set assignment based on the set works and world music for this exam series to enable candidates to produce a substantial piece of work that takes them an hour to complete. We will not be providing additional secure materials for you to use.</p> <p>If your candidates wish to use Component 2 'Performing' as one of the pieces of work for their evidence portfolio, they should try to meet the full requirements of the component, which include a solo and an ensemble performance. In specific cases where candidates are not able to fulfil this requirement, and you had planned to apply for a component adjustment, these candidates may complete the solo part of the component only. In this case, it is not necessary to extend the duration to reach the usual minimum playing time of 4 minutes. However, the total playing time should not be less than 2 minutes.</p> <p>If your candidates wish to use Component 3 'Composing' as one of the pieces of work for their evidence portfolio, they should meet the requirements set out in the syllabus. This means they should submit two compositions which must be recorded. We strongly recommend that where one of the pieces of work is a coursework component, this should be an entire component because these enable teachers to mark robust assessments, using mark schemes and grade thresholds. These will be helpful in the next stage of the process, where schools determine an overall syllabus grade using the portfolio of evidence. However, there is no absolute requirement to do this, and you may submit a single composition as a teacher-set task if you wish.</p>

Syllabus code	Subject	Syllabus-specific advice
0413/0995	Physical Education	<p>For Cambridge IGCSE Physical Education, if you are able to include the practical assessment objectives in your candidates' portfolio of evidence, you must include recorded evidence of the candidates' work for every candidate. This is different from the exam route, where our moderation procedures only require you to record the work of a sample of candidates. This could be recorded evidence of:</p> <ul style="list-style-type: none"> • the entire practical component that meets the coursework guidelines • at least one practical activity for the component that meets the coursework guidelines • one or more teacher-set assignments for one or more physical activity that does not meet the coursework guidelines. This evidence could focus on skills or drill work and can be completed in line with local restrictions and regulations. <p>If you are not able to provide recorded evidence for any individual candidate for the practical component, you should include three pieces of evidence for the written component for that candidate and explain why this is the case in the Rationale Document.</p>
0417/0983	ICT	<p>Confidential source files for Cambridge International AS & A Level Information Technology (9626) and Cambridge IGCSE Information & Communication Technology (0417, 0983) are not pre-release materials. They are live exam materials and must stay confidential. Centres submitting school-assessed grades should not attempt to download the November 2021 confidential source files or give candidates in their centre sight of the November 2021 confidential source files. Centres should not use the November 2021 confidential source files to produce pieces of work for their evidence portfolio.</p>
0445/0987	Design & Technology	<p>Providing the work produced is substantial, we can accept coursework that is not complete where this is because schools were ordered to close, preventing access to the facilities needed for practical work, or circumstances in which social distancing regulations prevented the work from taking place. You should explain this in the Rationale Document. The seven sections of the coursework count as a single piece of evidence because the entire coursework component counts as a single piece of evidence. There must be just three pieces of evidence in the portfolio.</p> <p>However, where the structure of a syllabus does not clearly translate into producing three pieces of evidence, we recommend you provide evidence for one of the components in its entirety and that you divide the work for the other component to create the two further pieces of evidence. Where you do this, each separate piece of work must take the candidate at least an hour to produce. In this case, you could divide the coursework into two separate pieces of evidence. Where you do this, you need to take a different approach to marking and grading. You should follow the approach in our guidance, set out under Step Four, section 4 'School-set tasks and work made up of questions selected from various past papers...' because you will not be able to apply the published grade thresholds to the work that has been divided into separate pieces of evidence.</p>
0448	Pakistan Studies	<p>The evidence portfolio should cover as broad a range as possible of the assessment objectives and content of the syllabus. This means that at least one piece of evidence should cover the history and culture of Pakistan and at least one piece of evidence should cover the environment of Pakistan.</p>

Syllabus code	Subject	Syllabus-specific advice
0478/0984	Computer Science	<p>We know past papers and pre-release materials are widely available online and that your candidates may have seen the papers before. We have said that, providing the candidates do not know in advance the content of the specific paper you set them and that you can authenticate the candidates' work, you may still use these past papers. We appreciate this is more difficult when you are using pre-release material and we also appreciate the efforts you are making to make sure candidates do not know which paper they will be sitting in advance.</p> <p>To help you do this, we recommend that:</p> <ul style="list-style-type: none"> • you anonymise the paper so that it is more difficult for candidates to identify the paper you plan to use • you consider reducing the time you allow students between seeing the pre-release material and sitting the assessment • you consider supervising all the preparation work students complete using the pre-release material – either in person or remotely.
0500/0990	First Language English	<p>The types of work to be included among the three pieces of work are at your discretion. Where the structure of the syllabus does not clearly translate into producing three pieces of evidence, we recommend you provide evidence for one of the components in its entirety and that you divide the work for the other component to create the two further pieces of evidence. Where you do this, each separate piece of work must take the candidate at least an hour to produce. For First Language English, this means you can:</p> <ul style="list-style-type: none"> • submit the entire coursework and use the tasks from the question paper to produce two teacher-set assignments taking an hour each, OR • submit a completed question paper and then use the individual coursework tasks as two teacher-set assignments taking an hour each, OR • submit a completed question paper and then use the individual tasks from the other question paper to produce two teacher-set assignments taking an hour each. <p>You should note that speaking evidence is not acceptable as evidence for endorsed syllabuses, <u>as outlined above</u>.</p>
0654/0973	Co-ordinated Science (Double award)	Our requirement for three pieces of evidence applies equally to this double award syllabus.

Cambridge O Level

Syllabus code	Subject	Syllabus-specific advice
2059	Pakistan Studies	The evidence portfolio should cover as broad a range as possible of the assessment objectives and content of the syllabus. This means that at least one piece of evidence should cover the history and culture of Pakistan and at least one piece of evidence should cover the environment of Pakistan.
2210	Computer Science	<p>We know past papers and pre-release materials are widely available online and that your candidates may have seen the papers before. We have said that, providing the candidates do not know in advance the content of the specific paper you set them and that you can authenticate the candidates' work, you may still use these past papers. We appreciate this is more difficult when you are using pre-release material and we also appreciate the efforts you are making to make sure candidates do not know which paper they will be sitting in advance.</p> <p>To help you do this, we recommend that:</p> <ul style="list-style-type: none"> • you anonymise the paper so that it is more difficult for candidates to identify the paper you plan to use

		<ul style="list-style-type: none"> • you consider reducing the time you allow students between seeing the pre-release material and sitting the assessment • you consider supervising all the preparation work students complete using the pre-release material – either in person or remotely.
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Cambridge International AS & A Level

Syllabus code	Subject	Syllabus-specific advice
9231	Further Mathematics	<p>For A Level Further Mathematics there are two components – Further Mechanics and Further Probability and Statistics – that can be taken as part of the AS Level and as part of the A Level. For A Level candidates who have already taken their AS qualification (staged route), the pieces of work you use to decide the school-assessed grades should relate exclusively to the ‘A Level only’ (i.e. A2) part of the course. The evidence should cover the A2 components (including Further Mechanics Paper 3, or Further Probability and Statistics Paper 4 as appropriate) that have been taught and that the candidate would have sat as part of the A Level option they have been entered for. These components cover different content from the Further Pure Mathematics 2 component. Work from these components can be used as part of the evidence to make sure the content and assessment objectives are being covered as broadly as possible.</p> <p>The evidence must include evidence for Further Pure Mathematics 2 (Paper 2) as this is a compulsory A2 component. Some examples are given below to support centres in their decision making:</p> <ul style="list-style-type: none"> • Scenario 1: The candidate has been entered for a staged route. They have an AS Level based on Further Pure Mathematics 1 and Further Mechanics, and the staged route would be completed with Further Pure Mathematics 2 and Further Probability and Statistics. The evidence should cover Further Pure Mathematics 2 and Further Probability and Statistics content. • Scenario 2: The candidate has been entered for a staged route. They have an AS Level based on Further Pure Mathematics 1 and Further Probability and Statistics, and the staged route would be completed with Further Pure Mathematics 2 and Further Mechanics. The evidence should cover Further Pure Mathematics 2 and Further Mechanics content. <p>For candidates who are taking a linear route, or are re-taking AS components in November 2021, one piece of evidence can be taken from AS content. For example, a candidate has been entered for a linear route comprising Further Pure Mathematics 1, Further Pure Mathematics 2, Further Mechanics, Further Probability and Statistics. The evidence should cover Further Pure Mathematics 2 content and at least one of Further Mechanics or Further Probability and Statistics content. It can include evidence covering content from all three of these components. One piece of evidence may be from AS content, i.e. Further Pure Mathematics 1.</p>
9239	Global Perspectives & Research	<p>For A Level Global Perspectives, there is a single component 4, the Cambridge Research Report, which is completed for the A Level. This component is the ‘A2’ component. For A Level candidates who have already taken their AS qualification (staged route), you can submit a single piece of evidence for A2. This single piece of evidence must comprise the full set of requirements stated in the syllabus for component 4, Cambridge Research Report. Therefore, the single piece of evidence will consist of:</p> <ul style="list-style-type: none"> • the candidate’s 5000-word Research Report • the candidate’s research log • the Monitoring Form, completed by the teacher • the Oral Explanation Form, completed by the teacher. <p>You should allocate an overall mark for this piece of evidence using the marking criteria in the syllabus, which you can use with the published grade thresholds to produce an overall syllabus grade’</p>

Syllabus code	Subject	Syllabus-specific advice
		<p>For candidates who are taking a linear route, or are re-taking AS components in November 2021, two pieces of evidence will be required. One piece of evidence must be taken from AS content. The other piece of evidence must meet the full requirements for component 4 as described above.</p> <p>For candidates entering for AS Level, select three pieces of evidence from:</p> <ul style="list-style-type: none"> • 9239/01 – past examination papers • 9239/02 – 2000-word essay + bibliography (in separate documents) • 9239/03 – Individual Report/Presentation Transcript + Reflective paper (based on team project).
9396	Physical Education	<p>For AS Level Physical Education, candidates may complete one physical activity only from those listed in the syllabus as available for the component. Candidates should also complete an Action Plan). Teachers should mark the one physical activity according to the marking criteria. They should not adjust the mark to account for other physical activities or for reduced evidence. This would make up one piece of evidence.</p> <p>However, we realise that some students may not be in a position to complete a physical activity in line with coursework guidance for either Cambridge IGCSE or AS & A Level PE. In these cases, your students can complete a teacher-set assignment which meets the practical assessment objectives. These tasks should take the student an hour to complete and you should record the teacher-set activity as evidence for the portfolio. You must record each physical activity that you wish to use as evidence in a candidate's portfolio.</p>
9479	Art & Design	<p>For AS & A Level Art & Design, you can use one AS Level piece of work and the remaining two pieces of evidence must be for A2. The single component at A2 level consists of two elements and you can submit the practical work and the written analysis as two separate pieces of evidence. For candidates that already have their AS Level grade from a previous series, you will need to submit three pieces of A2 evidence. You can submit the written analysis as one piece of evidence and then submit the preparation for the practical work and the final practical outcome as two separate pieces of evidence, providing they have taken at least an hour to complete.</p>
9489	History	<p>The structure of the question papers for 9389 and 9489 are similar, so you could use papers from the previous syllabus to test generic essay and source skills. However, you should also check the specimen papers for the new syllabus to make sure you are familiar with how the new question papers will appear.</p>
9609	Business	<p>For AS & A Level Business, you can use one AS Level piece of work and the remaining two pieces of evidence must be for A Level. The single component examination at A Level consists of five questions and one essay, and you can submit these as two separate pieces of evidence. Candidates that already have their AS Level grade from a previous series need three pieces of evidence at A Level, or you can choose to submit a complete past paper for component 3, or set the students additional questions to answer – providing they have taken at least an hour to complete.</p>
9626	Information Technology	<p>Confidential source files for Cambridge International AS & A Level Information Technology (9626) and Cambridge IGCSE Information & Communication Technology (0417, 0983) are not pre-release materials. They are live exam materials and must stay confidential. Centres submitting school-assessed grades should not attempt to download the November 2021 confidential source files or give candidates in their centre sight of the November 2021 confidential source files. Centres should not use the November 2021 confidential source files to produce pieces of work for their evidence portfolio.</p>

Syllabus code	Subject	Syllabus-specific advice
9696	Geography	The evidence portfolio should cover as broad a range as possible of the assessment objectives and content of the syllabus. This means that at least one piece of evidence should cover physical and at least one piece of evidence should cover human geography.
9709	Mathematics	<p>For A Level maths, there are two components – Mechanics 1 and Statistics 1 – that can be taken as part of the AS Level and as part of the A Level. For A Level candidates who have already taken their AS qualification (staged route), the pieces of work you use to decide the school-assessed grades should relate exclusively to the 'A Level only' (i.e. A2) part of the course. The evidence should cover the A2 components (including M1 or S1 as appropriate) that have been taught and that the candidate would have sat as part of the A Level option they have been entered for.</p> <p>Work from these components (M1 or S1) can be used as part of the evidence to make sure the content and assessment objectives are being covered as broadly as possible. At least one of the pieces of evidence must be for Paper 3 (Pure 3) as this is a compulsory A2 component. For example, a candidate has an AS Level result based on Pure 1 and Mechanics 1, and the staged route would be completed with Pure 3 and Statistics 1. The three pieces of evidence should cover Pure 3 content and Statistics 1 content. For candidates who are taking a linear route, or are re-taking AS components in November 2021, one piece of evidence can be taken from AS content. Some examples are given below to support centres in their decision making:</p> <ul style="list-style-type: none"> Scenario 1: The candidate has been entered for a linear route comprising Pure 1, Pure 3, Mechanics 1, Statistics 1. The A2 evidence should cover Pure 3 content and at least one of Mechanics 1 or Statistics 1 content. It can include two pieces of A2 evidence covering content from all three of these components. One piece of evidence may be from AS content, i.e. Pure 1, Mechanics 1 or Statistics 1. Scenario 2: The candidate has been entered for a linear route comprising Pure 1, Pure 3, Statistics 1, Statistics 2. The A2 evidence should cover Pure 3 content and Statistics 2 content. One piece of evidence may be from AS content, i.e. Pure 1 or Statistics 1.

Cambridge IPQ

Syllabus code	Subject	Syllabus-specific advice
9980	CIPQ	<p>For Cambridge IPQ candidates, you can submit a single piece of evidence for the qualification. This single piece of evidence must comprise the full set of requirements stated in the syllabus for the Cambridge IPQ Research Report. Therefore, the single piece of evidence will consist of:</p> <ul style="list-style-type: none"> the candidate's 5 000-word Research Report the candidate's research log. <p>You should allocate an overall mark for this piece of evidence using the marking criteria in the syllabus, which you can use with the published grade thresholds to produce an overall syllabus grade.</p>

Appendix C – Component grades and syllabus grades

The following table outlines the published grades available at individual component level and for an overall syllabus grade, for each of our qualifications:

Qualification	Component grades	Syllabus grades	Difference?
Cambridge IGCSE™	A, B, C, D, E, F, G, U	A*, A, B, C, D, E, F, G, U	Yes – no A* at component level
Cambridge IGCSE (9–1)	9, 8, 7, 6, 5, 4, 3, 2, 1, U	9, 8, 7, 6, 5, 4, 3, 2, 1, U	No
Cambridge O Level	A, B, C, D, E, U	A*, A, B, C, D, E, U	Yes – no A* at component level
Cambridge International AS Level	A, B, C, D, E, U	A, B, C, D, E, U	No
Cambridge International A Level	A, B, C, D, E, U	A*, A, B, C, D, E, U	Yes – no A* at component level

Cambridge IGCSE and IGCSE (9–1)

For tiered Cambridge IGCSE and tiered Cambridge IGCSE (9–1) subjects, your final school-assessed grades must reflect the tier of entry. You will need to bear in mind the structure of the tiered syllabus when you are determining school-assessed grades. For example, Cambridge IGCSE science syllabuses have tiered entry options. Candidates who have studied the Core subject content are eligible for overall syllabus grades C to G or 5 to 1. Candidates who have studied the Extended subject content (Core and Supplement) are eligible for overall syllabus grades A* to G or 9–1.

There is no A* grade threshold at component level. However, when the A* grade threshold is set at syllabus option level, it is usually set by working out the number of marks between the syllabus-level Grade A threshold and the syllabus-level Grade B threshold and adding this to the A threshold. Where this gives a threshold that is close to the maximum mark, it may instead be set halfway between the Grade A threshold and the maximum total mark for the syllabus option. You could take a similar approach when deciding whether a candidate has demonstrated A* achievement for an individual piece of evidence.

Cambridge O Level

There is no published A* grade threshold at component level. However, when the A* grade threshold is set at syllabus option level, it is usually set by working out the number of marks between the syllabus-level Grade A threshold and the syllabus-level Grade B threshold and adding this to the A threshold. Where this gives a threshold that is close to the maximum mark, it may be set halfway between the Grade A threshold and the maximum total mark for the syllabus option. You could take a similar approach when deciding whether a candidate has demonstrated A* achievement for an individual piece of evidence.

Cambridge International AS & A Level

At Cambridge International AS Level, there is no A* grade at either component level or syllabus level. Therefore, for a student taking the AS syllabus, a strong Grade A on each AS paper can only lead to a Grade A for AS overall.

At Cambridge International A Level, there is no A* grade threshold at component level. However, when the A* grade threshold is set at syllabus option level, it is usually set by working out the number of marks between the syllabus-level Grade A threshold and the syllabus-level Grade B threshold and adding this to the A threshold. Where this gives a threshold that is close to the maximum mark, it may be set halfway between the Grade A threshold and the maximum total mark for the syllabus option. You could take a similar approach when deciding whether a candidate has demonstrated A* achievement for an individual piece of evidence that is used towards an A Level grade.

Appendix D – Case study examples

This appendix shows some different ways that teachers could choose to weight different pieces of evidence and decide on a final grade. These are examples only. A teacher's professional judgement will decide how to combine the pieces of evidence. You will need to be able to explain your approach to the weighting of evidence, and how you determined the final grade for each candidate in the Rationale Document.

Example 1

Mohammed has completed the following three pieces of evidence for a Cambridge IGCSE syllabus and has been allocated grades as follows:

Piece of evidence	Grade	Considerations about the evidence	Notes on performance
Complete past paper 1 from November 2019	A	Marked and graded against Cambridge published mark scheme and grade thresholds.	Mohammed's mark for this piece was just above the grade threshold for Grade A.
Extended essay done in class, based on content covered in paper 2	C	There were no published grade thresholds for this task, as it was created in the school. The teachers used the guidance we provided to understand the quality of work required for each grade.	Mohammed's essay was judged to be at the bottom end of a C-grade standard.
Coursework in line with syllabus requirements	D	The full syllabus coursework requirements were completed, so this piece of evidence was marked and graded against the Cambridge published mark scheme and grade thresholds, as these grade thresholds do not change from series to series.	Mohammed's mark for his coursework was just below the grade threshold mark required for a Grade C.

Final decision: C

In line with the instructions in Step Five of this document, Mohammed must be awarded a grade in the range A, B, C or D. However, the range of performance across the pieces of evidence meant that a grade of B or C was likely to be the most appropriate.

All pieces of work took over an hour to complete. However, the coursework took the longest amount of time, covers all of the assessment objectives, and is worth 40 per cent of the marks for the syllabus. For this reason, teachers decided to give most weight to the grade given for the coursework component, as this represents 40 per cent of the work for the syllabus. Candidates had been able to complete their coursework tasks in school, so teachers felt confident that it was the candidates' own work.

Mohammed's lowest grade (D) was on the piece of work that was given most weight. As he also had a low Grade C on his extended essay, Grade C was felt to be the grade that best represents the overall standard of Mohammed's performance, despite his good result on paper 1.

Example 2

Luisa has completed the following three pieces of evidence for a Cambridge IGCSE syllabus and has been allocated grades as follows:

Piece of evidence	Grade	Considerations about the evidence	Notes on performance
Complete past paper 1 from November 2019	B	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Marked out of 40, worth 30% of the syllabus.
Complete past paper 2 from November 2019	A	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Marked out of 80, worth 50% of the syllabus.
Complete past paper 3 from March 2020	A*	Marked and graded against the Cambridge published mark scheme and grade thresholds. In line with Cambridge guidance, the teachers worked out an A* grade threshold and were able to allocate a Grade A* for this piece of work.	Marked out of 40, worth 20% of the syllabus.

Final decision: A

In line with the instructions in Step Five of this document, Luisa must be awarded a grade in the range A*, A or B.

All of the pieces of evidence chosen are a direct match to the syllabus requirements. The past papers are all from before June 2020, so were marked using the published mark scheme and grade thresholds.

Teachers needed to decide whether candidates had achieved an A* at component level for each piece of evidence. They worked out an A* grade threshold for each piece of evidence by working out the number of marks between the Grade A threshold and Grade B threshold and adding this to the A threshold.

All candidates at the school had completed the same three pieces of evidence, and these were identical to the three papers that candidates would have taken if they had been taking the subject in exam conditions. So in this case, the teachers were able to add up the component grade thresholds, in line with the weightings given in the syllabus, to produce a set of grade thresholds for the syllabus overall. The A* threshold for the syllabus was produced by working out the number of marks between the syllabus-level Grade A threshold and the syllabus-level Grade B threshold and adding this to the A threshold.

The teachers then compared each candidate's total mark, in line with the weightings given in the syllabus, with their final set of grade thresholds for the syllabus. When this was done, the grade allocated to Luisa was a Grade A.

There is more information about syllabus weightings on our [website](#).

Example 3

Oliver has completed the following three pieces of evidence for a Cambridge International AS Level syllabus and has been allocated grades as follows:

Piece of evidence	Grade	Considerations about the evidence	Notes on performance
Complete past paper 1 from November 2020	C	Marked using the Cambridge published mark scheme. Grade thresholds cannot be used, so teachers used their understanding of the performance demonstrated in Example Candidate Responses and other Cambridge support materials to give a grade.	Oliver's responses were judged to be in line with a mid-level performance at Grade C.
Work made up of questions selected from various past papers	D	As the work was based on past questions, the teachers were able to construct their own mark scheme using the relevant Cambridge published mark schemes. Teachers used their understanding of the performance demonstrated in Example Candidate Responses and other Cambridge support materials to give a grade.	Oliver's responses were judged to be in line with a high-level performance at Grade D, but not quite at a Grade C standard.
Practical coursework task, representing 50% of the normal coursework requirements	D	Candidates had been unable to complete all elements of the coursework, as they were unable to get into school to finish it. The teachers created a set of grade thresholds that were half of the published grade thresholds (out of 50 instead of 100) and marked the task against these thresholds.	Oliver's task was marked against the school's grade thresholds, and his mark was given a Grade D.

Final decision: D

In line with the instructions in Step Five of this document, Oliver must be awarded either a Grade C or a Grade D.

The pieces of evidence all took a similar time for candidates to complete, so the teachers decided to give equal weight to each piece of evidence. However, teachers felt most confident in their judgements about the grade for the practical coursework task, as they had been able to create a set of grade thresholds for this task.

Oliver was given a Grade D for two out of the three pieces of evidence. One of these (the practical coursework task) was the piece where the teachers felt most confident about the grade, so they felt that the most appropriate final grade for Oliver was a Grade D.

Example 4

Chen is taking a Cambridge International A Level syllabus following a staged route, and already has an AS result from the November 2020 series. Chen completed the following three pieces of evidence for an A Level syllabus and has been allocated grades as follows:

Piece of evidence	Grade	Considerations about the evidence	Notes on performance
Complete past paper 3 on A2 content from June 2019	B	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Chen's mark was at the top end of the range of marks for a Grade B.
Complete past paper 4 on A2 content from March 2020	C	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Chen's mark was in the mid-range of marks for a Grade C.
Essay (on A2 paper 4 content) set by the school	C	The essay task was the same as one of the question types in the past papers for paper 4. Teachers marked it using the levels-based mark scheme criteria in the Cambridge published mark scheme. They compared the performance seen on this task with the performance seen from all candidates answering the same task on the complete past paper 4 (marked to grade thresholds). This helped them to decide on an appropriate grade for this piece of work.	Chen's response was judged to be in line with a high-level performance at Grade C.
AS result from November 2020	A	Result from a previous series, which can be considered in addition to the three pieces of A2 evidence if the grades for the individual pieces of evidence suggest a range of grades.	Chen's final AS mark was well above the Grade A threshold.

Final decision: B

In line with the instructions in Step Five of this document, Chen must be awarded either a Grade B or a Grade C, based on the grades given to the three pieces of A2 evidence. The AS result from November 2020 can be used to inform the final decision.

The past papers took longer to complete than the essay task, so the teachers decided to give more weight to these two pieces of evidence. Also, the essay task was completed before the two past papers, so the past papers were felt to be a better indicator of current performance.

Chen was given a Grade B for past paper 3 and a Grade C for past paper 4, so either grade could be chosen. Chen's mark on past paper 3 was at the top end of the range of marks for a Grade B, and Chen's AS result was a Grade A. For this reason, the teachers felt that the most appropriate final grade for Chen was a Grade B.

Example 5

Samira is taking a Cambridge International A Level syllabus following a linear route, taking all the AS and A2 components together, and does not have any previous AS results in the subject. Samira completed the following three pieces of evidence for an A Level syllabus and has been allocated grades as follows:

Piece of evidence	Grade	Considerations about the evidence	Notes on performance
Complete past paper 1 on AS content from June 2019	C	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Samira's mark was in the middle of the range of marks for a Grade C.
Complete past paper 3 on A2 content from March 2020	D	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Samira's mark was in the middle of the range of marks for a Grade D.
Complete past paper 4 on A2 content from March 2020	E	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Samira's mark was in the middle of the range of marks for a Grade E.

Final decision: D

In line with the instructions in Step Five of this document, Samira must be awarded a Grade C, D or E, based on the grades given to the three pieces of evidence.

All of the past papers were taken by candidates during this academic year, but the A2 past papers 3 and 4 have been taken most recently. Therefore the teachers felt that these were a stronger indicator of candidate performance. The teachers were also aware of our guidance that although all three pieces of evidence should be used to make a decision on the final grade, the piece of AS Level evidence should not be given greater weight than the two other pieces of work combined. The previous pattern of performance for candidates at the school was that candidates often achieved one grade lower at A Level than their AS result. Teachers therefore decided that the grade they should award to all candidates should be based on the grades from the A2 evidence.

The teachers were not surprised to see that Samira's result for past paper 1, the AS content, was better than her result on her A2 past papers, as this was in line with the pattern of performance for their school. The approach to weighting the evidence more towards A2 evidence meant that they would allocate a Grade D or a Grade E, as these were Samira's grades for the pieces of evidence based on the A2 content. However, because Samira had achieved a higher grade, a Grade C, on the AS content, the teachers felt that the most appropriate final grade for Samira was a Grade D.

Example 6

Mike is taking a Cambridge International A Level syllabus. Mike already has an AS Level result from the November 2020 series, but was intending to resit the AS components in November 2021. For this reason, in line with our guidance, his three pieces of evidence are based on both AS and A2 content. Mike completed the following three pieces of evidence for an A Level syllabus and has been allocated grades as follows:


Piece of evidence	Grade	Considerations about the evidence	Notes on performance
Complete past paper 1 (AS content) from November 2019	A	Marked using the Cambridge published mark scheme and grade thresholds.	Mike's mark was well above the grade threshold mark required for a Grade A, but did not meet the teachers' threshold for an A*.
Work made up of A2 content questions selected from various past papers	A	As the work was based on past questions, the teachers were able to construct their own mark scheme using the relevant Cambridge published mark schemes. Teachers used their understanding of the performance demonstrated in Example Candidate Responses and other Cambridge support materials to give a grade.	Mike's responses were judged to be in line with a high-level performance at Grade A, but not quite at an A* standard.
Coursework (A2) in line with syllabus requirements	A*	The full syllabus coursework requirements were completed, so this piece of evidence was marked and graded against the Cambridge published mark scheme and grade thresholds, as these grade thresholds do not change from series to series.	Mike's mark for his coursework was just above the grade threshold mark required for a Grade A*.
AS result from November 2020	B	Result from a previous series, which can be considered in addition to the three pieces of A2 evidence if the grades for the individual pieces of evidence suggest a range of grades.	Mike's final AS mark in the middle of the Grade B range.

Final decision: A*

In line with the instructions in Step Five of this document, Mike must be awarded either a Grade A* or a Grade A, based on the grades given to the three pieces of evidence. The AS result from June 2020 can be used to inform the final decision.

For the AS past paper coursework component, there is no published Grade A* threshold for an AS paper. However, because the work is contributing towards an A Level, where A* is an available grade, the teachers worked out an A* grade threshold for this past paper, to see which candidates had achieved above an A standard.

The coursework was a more substantial piece of work to complete, and targets all four assessment objectives covered by the syllabus. It is the only piece of evidence to cover all of the



assessment objectives, and it is at A2 standard. For this reason, teachers decided to give the greatest weight to this piece of work. This piece of evidence was completed in line with the usual requirements we set in the syllabus, and can be fully authenticated by the school.

The result for the AS piece of evidence (Grade A) showed that Mike's grade had improved on the AS result that he achieved in November 2020. For this reason, the November 2020 AS result was not taken into account in the final decision and this was recorded in the Rationale Document. The teachers noted that for the AS piece of evidence, Mike's mark was well above the mark required for a Grade A. They then focused their judgement on the two A2 pieces of evidence. The coursework grade, given the greatest weight, is A*. The work for the other piece of A2 evidence was felt to be very close to the A* standard.

For this reason, the teachers felt that the most appropriate final grade for Mike was a Grade A*.