

# Collecting and using evidence to decide school-assessed grades – June 2022 series for Cambridge Pre-U

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

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## 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 June 2022 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 June 2022, 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 June 2022 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 exam grade.

There is one exception to our rule that no candidate should have more than, or fewer than, three pieces of work in their portfolio. This exception is for the following syllabus:

- Cambridge Pre-U Global Perspectives & Independent Research (9777).

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 more<sup>1</sup>
- 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
- tasks set by the centre, such as essays, assignments, problems, practical tasks and vivas (orally assessed tasks).

<sup>1</sup>If 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.

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 June 2022 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.

**NEW**

### **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 June 2022:

- 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. You should explain this fact 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 June 2022 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 make sure 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 we have set 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 omitted<sup>2</sup>
- 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.

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<sup>2</sup> 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: 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](#).

## 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 number of syllabuses in [Appendix B](#).

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## Advice for candidates who are re-sitting in June 2022 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 June 2022. 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.

### **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 D1, D2, M1, M2, P1 or P2. However, you will not see thresholds for these grades on the list of component-level thresholds, for example you can use D1 or D2 for a piece of evidence which you think demonstrates performance higher than that of a D component grade. At the end of this document, [Appendix C](#) outlines the published grades available at individual component level and for an overall syllabus grade.

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](#) gives an example of how 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 relevant 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. However, 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. You must refer to this mark scheme in the Rationale Document and include it in the Additional Documents folder if we ask you 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.

### **Complete past papers from the November 2020 series**

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

These grade thresholds were calculated on the basis of the specific circumstances these exams took place in, so are not applicable for the June 2022 series. Instead, for complete past papers from the November 2020 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 International-set papers for which a published set of grade thresholds is not available**

If you have used any Cambridge International-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. You should use 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 candidates' 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 June 2022 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. Also consider 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 correspond to the grades that are available as a final syllabus grade. For example, for Cambridge Pre-U, we do not set or publish an M1 or M2 threshold for individual question paper components – we publish an M component threshold, which corresponds to M3. However, Grades M1 and M2 are available as final syllabus grades.

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 M1 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 M3. 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

At least one of the syllabuses for which you submitted school-assessed grades in June 2021 was quality assured through our quality assurance process. If you received feedback from us that the grades you assigned to candidates' work for a Cambridge Pre-U syllabus in the June 2021 series were too harsh or too lenient, you should take this into account when determining grades in the June 2022 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 June 2022 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. A case study example of using the three pieces of evidence to allocate a final grade for Cambridge Pre-U is in [Appendix D](#).

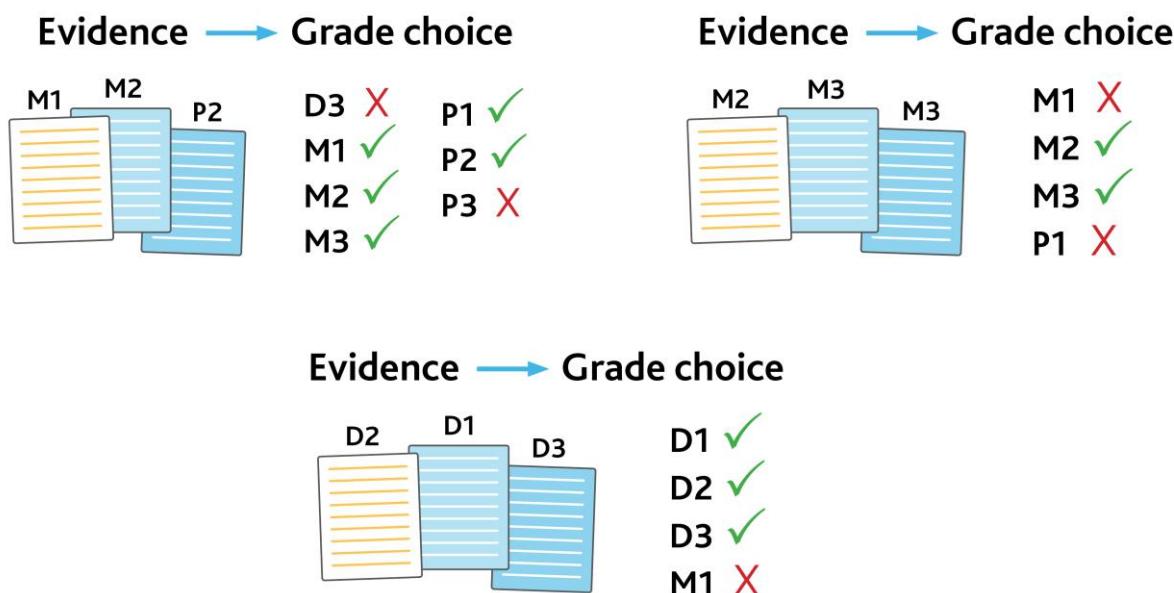
We are not setting any rules about how to combine the grades for a candidate's three pieces of evidence to allocate a final grade to the candidate. It is at your professional discretion to consider how best to consider the relative weight that you give to these pieces of evidence when coming to your 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 M2, M3, M3 for the three pieces of evidence, it would not be appropriate to allocate either a Grade M1 (or higher) or a Grade P1 (or lower) for this candidate. In this example, you will need to make

a judgement about whether a Grade M2 or a Grade M3 is the most appropriate grade, based on the student's portfolio of evidence.

The diagram below summarises this process.



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 August 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).

## **Comparisons with previous groups of candidates**

We recommend that you compare the final school-assessed grades for your students for the June 2022 series with results for students from recent years, to check that you have not been too harsh or lenient in your assessment of the June 2022 students compared to previous years when exams took place.

You may also use data about the quality of your 2022 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 June 2022 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 June 2022 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 August 2022.

## **Section 3: External quality assurance by Cambridge International**

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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 need 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 June 2022 and those achieved in previous years
- 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
<b>Why do you advise us to use pre-June 2020 papers only?</b>	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.
<b>How do we produce three pieces of evidence if there are only two components in the syllabus, for example Cambridge Pre-U Further Mathematics?</b>	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.
<b>What format should the work be in?</b>	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.
<b>Should the work show the teacher’s comments/marks?</b>	Each piece of evidence in the portfolio should be marked by the teacher and show the teacher’s marks/annotations.
<b>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?</b>	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 November 2020 or specimen papers in these circumstances. You will not be able to use the published grade thresholds for the November 2020 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 <a href="#">Step Four of Section 2</a> .  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 <a href="#">Types of evidence</a> section of this document.
<b>Can we use the June 2022 papers we have already received as evidence?</b>	Any June 2022 exam materials that we have sent to you are live, confidential exam materials and must <b>not</b> 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.
<b>How can candidates complete a past paper if they have not covered all the syllabus content?</b>	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.
<b>For Cambridge Pre-U Mathematics and Cambridge Pre-U Further Mathematics, can we submit the same evidence for both syllabuses?</b>	Candidates must submit three substantial pieces of evidence for each syllabus they are entered for. This means you cannot use the same evidence for Cambridge Pre-U Further Mathematics as you intend using for Cambridge Pre-U Mathematics.

## Appendix B – Collecting evidence: syllabus-specific advice

Syllabus code	Subject	Syllabus-specific advice
9777	Global Perspectives & Independent Research	<p>For Cambridge Pre-U Global Perspectives, in addition to the Short Course requirements (components 1, 2 and 3) there is a single component 4, the Independent Research Report, which is completed in order to achieve a result for Cambridge Pre-U Global Perspectives &amp; Independent Research (9777).</p> <p>For candidates who have already taken the Short Course (1340) in a previous series, you can submit a single piece of evidence to cover the Independent Research element of 9777. This single piece of evidence must comprise the full set of requirements stated in the syllabus for the Independent Research Report. So the single piece of evidence will consist of:</p> <ul style="list-style-type: none"> <li>• the candidate's 5000-word Independent Research Report</li> <li>• the Independent Research Report Monitoring Form completed by the teacher.</li> </ul> <p>You should allocate an overall mark for this piece of evidence using the marking criteria in the syllabus.</p> <p>For candidates who had planned to take all four components for the Global Perspectives &amp; Independent Research (9777) course in the June 2022 series, two pieces of evidence will be required. One piece of evidence must be taken from the content of either components 1, 2 or 3. The other piece of evidence must be the full requirements for the Independent Research Report component 4 as described above.</p>
9837	Art & Design	<p>We strongly recommend that at least one of the pieces of work is a complete past paper dating back to before June 2020 or an entire coursework component. This is because these robust assessments, mark schemes, grade thresholds and examiner reports will be helpful in the next stage of the process, where schools determine an overall syllabus grade using the portfolio of evidence. This guidance is in place to support you with the grading process, rather than to constrain you, and there is no absolute requirement for these to be submitted. The types of work to be included among the three pieces of work are at your discretion.</p> <p>However, for Cambridge Pre-U Art &amp; Design portfolios, at least one piece of work should be theoretical and at least one should be practical, and they should cover as broad a range as possible of the assessment objectives.</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:

Qualification	Component grades	Syllabus grades	Difference?
Cambridge Pre-U	D, M, P, U	D1, D2, D3, M1, M2, M3, P1, P2, P3, U	Yes – component thresholds are for D3, M3 and P3 only

### Cambridge Pre-U

Cambridge Pre-U reports achievement on a scale of nine grades:

- Distinction 1, 2 and 3
- Merit 1, 2 and 3
- Pass 1, 2 and 3.

The full range of grade thresholds is only available for the syllabus option, not for each component. When considering Cambridge Pre-U component thresholds to help determine the grade for each piece of evidence, consider where the candidate's mark falls. For example, if the candidate's mark is towards the top of the range of marks within Merit, award M1. If the candidate achieves marks that are towards the bottom of the range of marks for Pass, award P3. You may find it easier to divide each component mark range for Distinction, Merit and Pass into three to help you decide whether the candidate's work represents a strong or a weak grade for that piece of evidence. There may also be grade descriptions in your syllabus that help you to understand what performance looks like at D2, M2 or P2.

## Appendix D – Case study example

This appendix shows one way that teachers could choose to weight different pieces of evidence and decide on a final grade. This is an example 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.

Lily completed the following three pieces of evidence for a Cambridge Pre-U syllabus and has been allocated grades as follows:

Piece of evidence	Grade	Considerations about the evidence	Notes on performance
Complete past paper 1 from June 2019	M1	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Lily's mark was in the middle of the range of marks for a Grade M1.
Complete past paper 3 from June 2018	D3	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Lily's mark was at the bottom of the range of marks for a Grade D3.
Personal Investigation in line with syllabus requirements	D2	Marked and graded against the Cambridge published mark scheme and grade thresholds.	Lily's mark was at the bottom of the range of marks for a Grade D2.

### Final decision: D3

In line with the instructions in Step Five of this document, Lily must be awarded a Grade M1, D3 or D2, based on the grades given to the three pieces of evidence.

Component thresholds are published for Grades D3, M3 and P3. The teachers created component thresholds for D1, D2, M1, M2, P1 and P2 by dividing the component mark range for each of these grades into three. The grade descriptions in the published syllabus were also used to understand what performance might look like at the midpoint grades of D2, M2 and P2.

Both of the past papers were taken under controlled conditions in school. Usually, the teachers make time available for candidates to do work on their Personal Investigation in class, to give the school greater confidence that it is the candidate's unaided work. However, because candidates were working remotely for a period of time, most of the work on the Personal Investigation was done at home. Although teachers were confident that they could authenticate the work as the candidate's own, they also decided to give greater weight to the past papers as these had been fully supervised in school.

On the day that the past paper from June 2019 was completed, Lily reported to the teacher that she had felt unwell with abdominal pain. The teacher marked the past paper as normal, and a grade of M1 was awarded, based on the Cambridge published grade thresholds. The teachers then considered whether Lily's grade should be adjusted under the guidance for special consideration. The decision was that it should not, as the nature of Lily's illness had not been severe, and she was in the middle of the M1 grade, not near the D3 grade threshold. This was recorded in the Rationale Document for the syllabus.

Lily's highest grade (D2) was on the piece of work that the teachers were giving the least weight to. Lily's performance on the two past papers was very similar, just one grade apart – on past paper 1 she achieved an M1, and on past paper 3 Lily just achieved a D3. The teachers felt that the most appropriate final grade for Lily was a grade D3.