

## Special consideration – Summer 2021

A short overview of the  
process this summer

Nick Lait  
Head of Examination Services  
JCQ



1

## Special consideration – key principles

The usual process of centres submitting special consideration applications to awarding bodies will not apply this summer

The range of evidence is flexible and can be tailored to an individual student according to coverage of the specification. So, instances of special consideration should be limited

2

## Special consideration – key principles

---

Special consideration cannot be applied due to lost teaching and learning

Teachers/lecturers can address this through the flexibility of the range of evidence which can be used to assign students' grades

Students should only be assessed on the content of the specification they have been taught

3

## Special consideration – key principles

---

Students should be reminded to raise any mitigating circumstances

These issues should be raised as soon as possible, ideally at the time of the assessment and prior to the submission of the teacher assessed grade

4

## What to do if a candidate experiences adverse circumstances at the time of an assessment

Where a candidate experiences adverse circumstances at the time of the assessment the teacher/lecturer should check the JCQ publication *A guide to the special consideration process*

If the teacher/lecturer believes the student experienced adverse circumstances at the time of the assessment, having checked the JCQ document, and this is supported by the Head of Department/Faculty or relevant member of the senior leadership team, then he/she should record this

5

## The selection of an alternative piece of work

Where possible, the teacher/lecturer should select an alternative piece of work completed by the student where he/she was unaffected by adverse circumstances

The teacher/lecturer will use this alternative piece of work as part of the range of evidence to assign a subject grade which broadly reflects the level of performance the student has demonstrated through the assessment evidence

6

## The selection of an alternative piece of work

The teacher/lecturer should record why the student has a different piece of evidence to the rest of the class

The student should be informed of this. He/she will then be aware that an alternative piece of assessment evidence will be used as part of the range of evidence to assign a subject grade

7

## The teacher/lecturer is unable to use an alternative piece of work

If the teacher/lecturer is unable to use an alternative piece of work, then he/she may base their holistic judgement on the available evidence

The teacher/lecturer may assign an overall subject grade which he/she believes broadly reflects the level of performance the student has demonstrated through the majority of the assessment evidence

8

## The teacher/lecturer is unable to use an alternative piece of work

### An example

A GCSE English Language student has consistently been a Grade 5 GCSE student but achieves a Grade 4 on a single piece of work due to adverse circumstances at the time of the assessment

9

## The teacher/lecturer is unable to use an alternative piece of work

The teacher/lecturer assigns an overall Grade 5 having applied a holistic judgement based on the strength of the student's performance in other assessments

The teacher/lecturer records their rationale for assigning a Grade 5

The teacher/lecturer notes that the student's adverse circumstances have been accounted for

Their judgements will be subject to the centre's internal quality assurance process

10