



We have taken multiple steps to make sure your grades reflect your performance.

Teachers have received clear guidance and support with grading and making objective decisions to enable grades to be fair.

There is also a **rigorous system to ensure fairness**, including checks in school and by exam boards.

If a student thinks an error has been made in their grade, **an appeals system is in place as a safety net for exceptional circumstances**, and **to fix any genuine errors** that were not identified earlier in the process.

**If you think a grade is incorrect when you receive your results**, you can appeal if you think:

1. there has been an **administrative error**
2. the school did **not apply a procedure** correctly
3. that there was an **unreasonable exercise of academic judgement** in the choice of evidence from which your grade was determined

You should **consider carefully if appealing is the right course of action for you**. Be aware that on appeal, **grades could go up, down, or stay the same** and the exam board's decision will be final. Once a finding has been made you cannot withdraw your request for a centre review or appeal. If your grade has been lowered, you will not be able to revert to the original grade you received on results day.

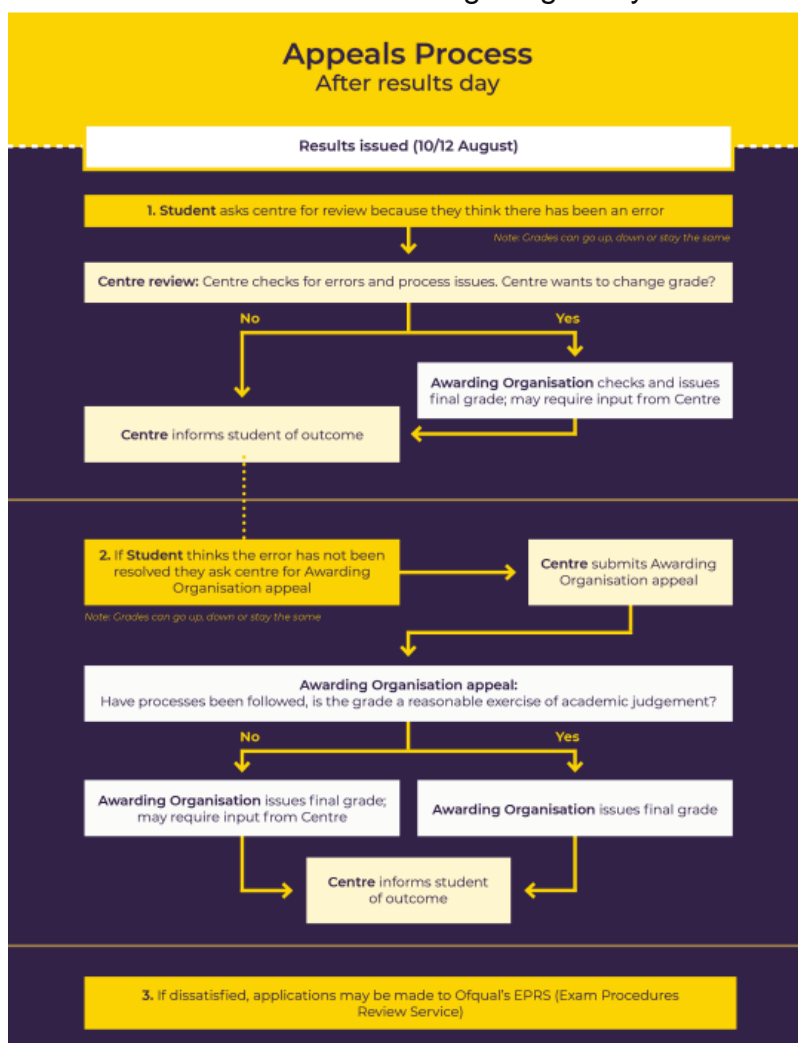
The exam boards will not be able to consider appeals that are based solely on differences of opinion. If you want to improve your grade you might want to consider entering for the autumn exam series.

There are priority and non-priority appeal routes. Priority appeals are only for students applying to higher education who did not attain their firm choice (i.e. the offer they accepted as their first choice) and wish to appeal an A level or other Level 3 qualification result. All other appeals must follow the non -priority route.

You should submit a request for a centre review by **12 August 2021** for a **priority appeal**, or by **2 September 2021** for **non-priority appeals**.

To appeal you should submit a **request for a centre review**

If upon receipt of the appeal outcome, you believe the exam board has made a procedural error in handling your appeal, you can apply to Ofqual's Exam Procedures Review Service to review the process undertaken by the exam board.



# 2021 STUDENT RESULTS FLOW



MY EXAM GRADE IS NOT AS EXPECTED

SPEAK TO A MEMBER OF STAFF



READ GUIDANCE AND COMPLETE  
APPEALS FORM

YES  
GROUNDS FOR APPEAL?

NO

SIT EXAM AUTUMN

## APPEAL STAGE ONE:

Your grade will be checked for any administrative or procedural errors:

- an error in the way the teacher assessed grade (TAG) was calculated or submitted
- the centre did not follow its procedure properly and consistently
- a reasonable adjustment / access arrangement was not provided
- the exam board made a mistake when assigning or communicating a grade

ERRORS  
IDENTIFIED  
**GRADE  
CHANGED**

ERRORS NOT  
IDENTIFIED  
**GRADE  
REMAINS**

OUTCOME COMMUNICATED TO  
STUDENT

## APPEAL STAGE TWO:

Your grade will be reviewed by at the awarding body. It will consider:

- whether the original Teacher Assessed Grade decision was reasonable on its own terms, not if any alternative proposition for the Teacher Assessed Grade or evidence put forward by the student, would be a more appropriate exercise of academic judgement. There may be a difference of opinion as to the assessed grade without there being an unreasonable exercise of academic judgement. The reviewer will only conclude that there has been an unreasonable exercise of academic judgement if the Teacher Assessed Grade was clearly wrong
- whether an academic decision to depart from, or not to depart from, the starting point of same evidence in respect of the particular student was unreasonable

YES

ACADEMIC JUDGEMENT WAS UNFAIRLY AP-  
PLIED WHEN MY GRADE AND /OR EVIDENCE WAS  
DECIDE AND/OR SELECTED

NO

YES

HAPPY WITH OUTCOME



Rejected  
(disallowed)

Upheld (allowed)  
in whole or in part

Request Exam  
Procedures Re-  
view Service  
(EPRS) regulator  
Ofqual (England)

OUTCOME  
COMMUNICATED TO  
STUDENT

*NB: The fact that an  
appeal has been up-  
held (allowed) will not  
necessarily result in a  
grade change for the  
student.*

SIT EXAM AUTUMN

# 2021 STUDENT APPEAL



## A. Student request

An appeal request must be submitted to the school, not the awarding organisation. A centre review will be conducted before an appeal to the awarding organisation. This is so the awarding organisation is certain that your grade is as the centre intended.

Centre Name	St Peter's Huntingdon	Centre Number	22207
Student Name		Candidate Number	
Student (Non School) email address			
Qualification title e.g. AQA GCSE English Language			
Teacher Assessed Grade issued			
Is this a priority appeal? A priority appeal is only for students applying to higher education who did not attain their firm choice and wish to appeal an A level or other Level 3 qualification result.	YES / NO	If Yes provide your UCAS personal ID e.g. 123-456-7890	

## Grounds for appeal: Please tick the grounds upon which you wish to appeal

1. Administrative error by the awarding organisation (STAGE ONE)	<input type="checkbox"/>
2. Procedural issue at the centre (STAGE ONE)	
a) Procedural Error	<input type="checkbox"/>
b) Issues with access arrangements / reasonable adjustments and/or mitigating circumstances (NB: Loss of learning due to Covid is not applicable)	<input type="checkbox"/>
3. Unreasonable exercise of academic judgement (STAGE TWO)	
a. Selection of evidence	<input type="checkbox"/>
b. Determination of Teacher Assessed Grade	<input type="checkbox"/>

## EVIDENCE TO SUPPORT A STAGE ONE APPEAL

(NOTE: A Stage One centre review will occur, and the outcome of this will be shared with the student before a Stage Two appeal is actioned)

### 1. Administrative error by the awarding organisation (Stage One)

Please provide a short explanation of what you believe went wrong and how you think this has impacted your grade. You **must** provide a clear reason, but it does not have to be lengthy.

(Please continue on a sheet of paper & attach to this form if additional space is needed)

### 2. (a) Procedural Error (Stage One)

### 2. (b) Issues with access arrangements / reasonable adjustments and/or mitigating circumstances (Stage 1)

You **must** provide a clear explanation of what you believe went wrong and how you think this has impacted on your grade.

(Please continue on a sheet of paper & attach to this form if additional space is needed)

## EVIDENCE TO SUPPORT A STAGE TWO APPEAL

(NOTE: A Stage Two appeal will only be processed after Stage One is concluded and the student has received the outcome of Stage One)

### 3. (a) Selection of evidence (Stage Two)

You **must** provide a clear explanation of what you believe went wrong and how you think this has impacted on your grade. You must provide a clear reason, but it does not have to be lengthy.

*(Please continue on a sheet of paper & attach to this form if additional space is needed)*

### 3. (b) Determination of the Teacher Assessed Grade (Stage Two)

Provide a short explanation of the reason for your appeal.

*(Please continue on a sheet of paper & attach to this form if additional space is needed)*

### Acknowledgement

I confirm that I am appealing the qualification named above and that I have read and understood the information provided in the document Exams Appeals everything you need to know. In submitting this appeal, I am aware that:

- The outcome of the review may result in my grade remaining the **same**, being **lowered** or **raised**
- The next stage (Stage Two, the appeal to awarding organisation) will only be requested once the centre review (Stage One) has been requested and concluded.
- (Stage Two, the appeal to awarding organisation) I understand that following a stage two appeal there is no further opportunity to appeal to the awarding organisation and that the next stage would be to contact the regulator. The awarding organisation will include the next appropriate steps, where applicable, in their appeal outcome letter which you will receive from your school.

Student Name:

Student signature:

Date

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