



# A Guide to Teacher Assessed Grades (TAGs)

March 2021

The purpose of this booklet is to inform you as parents the guidance the school has been given and how as a school we wish to achieve the best possible grades for young people within the framework set out by OFQUAL. It is important that students read the subject profiles included within this document to ensure that they fully understand what evidence will be used in the formation of teacher assessed grades and aware of the opportunities available to them over the last half term.

We will be offering you an opportunity to speak to your son/daughter's subject teachers with a parents evening on **Tuesday, 27<sup>th</sup> April**. This will allow you to raise any queries with your subject teacher about the evidence being used and how to use the last half term to support any judgements. It will, however, be very different to normal as subject teachers will not be allowed to discuss any grades, as per OFQUAL guidance.

This document contains a reminder about some of the frequently asked questions, but please feel free to contact the school if you require any further clarification.

## **Contents**

<b>Page</b>	<b>Contents</b>
3	What guidance has been issued from OFQUAL
4	<b>Subject Profiles</b>
	What evidence will each subject use to inform the teacher assessed grade and how will pupils be supported?
12	<b>FAQs</b>

## **What instructions has the school received?**

Ofqual have announced the following headlines:

- Teachers must assess their students' performance, only on what content has been delivered.

*In all subject's evidence of pupil performance will only be assessed on areas of the course covered therefore pupils will not be assessed on areas of the course that are unfamiliar to them.*

- Teachers can use evidence of a student's performance from throughout the course to inform their judgement.

*To support pupils', evidence of their performance can be used from throughout the A-Level course, therefore giving pupils a wider range of evidence to draw upon.*

- Teachers should determine the grades as late in the academic year as is practicable, and not be confined to a defined window, to enable teaching to continue for as long as possible.

*Teachers have not decided the TAG grades already. They are planning further opportunities over the next half term for students to demonstrate any further evidence that may be used in any final judgement. This also means that students receive face-to-face teaching of key content, which supports any transition to their next stage of education.*

- Schools and colleges should use a broad range of evidence across the taught content to determine the grades before submitting the grades to the exam boards.

*In all subjects, teachers have a robust evidence base of pupil progress across 2 years of A-Level study. For example, teacher mark books contain end of topic/regular assessments, short and long essay marks, and the open book mock examinations that were completed during the latest school closure. However, to be fair to pupils and reach the most reliable conclusion this means that not one single assessment point will be used on its own.*

*At the time of writing this, teachers are carefully planning any further in-class assessments to provide further opportunities for students to demonstrate their abilities. Again this new information will be part of the bigger picture when allocating TAGs.*

- Students should continue to work on their non-exam assessment (NEA).

*For subjects where NEA makes a significant contribution to the pupil's final grade, the NEA will contribute to their final grade. The NEA will be marked by teachers using the exam board mark scheme and will contribute to the overall grade, whether or not it has been completed.*

- In A-Level Art & Design, the student's grade must be based on the portfolio only, whether or not it has been completed.

*Within Art & Design students will collate their work from all of their A-Level to produce a portfolio of work. This will be marked by teachers using the exam board criteria, whether or not it has been fully completed, therefore giving students the opportunity to demonstrate their skills from a wide range of evidence.*

- **Overall, it will be no easier or harder for a student to achieve a particular grade this year compared to previous years.**

# How GCSEs, AS and A levels will be awarded in summer 2021



Ofqual/21/6751/2

Working out your grade	Evidence	Results and appeals
<ul style="list-style-type: none"> <li>Graded by teacher judgement</li> <li>Not graded by an algorithm</li> <li>School and college assessments can continue</li> <li>You'll only be assessed on what you've been taught</li> <li>Your teacher will tell you what evidence is used to grade you</li> <li>Private candidates to work with a school, college or exam centre to provide evidence for them to be graded</li> </ul>	<ul style="list-style-type: none"> <li>Mocks, tests and work already done can be used as evidence</li> <li>Non-exam assessment should continue</li> <li>Non-exam assessments can be used as evidence even if incomplete</li> <li>Art &amp; design grade based only on your portfolio</li> <li>Teachers can use question banks provided by exam boards if they want to</li> <li>Results will be based on completed and future work, so keep doing your best</li> </ul>	<ul style="list-style-type: none"> <li><b>Results days</b> AS and A level 10 August GCSE 12 August</li> <li>If you're unhappy with your grade, you can appeal it. First step is to submit an appeal to your school or college.</li> <li>You can find out more details from your school, college or exam board, or by visiting the Ofqual website</li> <li><a href="http://www.gov.uk/ofqual">www.gov.uk/ofqual</a></li> </ul>

## How will I know when a student has an assessment?

Before any assessment pupils will be notified through Satchel One of any upcoming dates at least a week before any assessment point. The work on Satchel One will be clearly identified as a class test and include any supporting resources to support students.



Class test

satchel:one

## What evidence will each subject use to inform the teacher assessed grade and how will pupils be supported?

<b>Subject:</b>	<b>ART</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
As required by OFQUAL, Art students are required to submit a portfolio of their work based on the work they have completed across the course.  So far students have the Year 12 mock exam, their ongoing personal study worth 20% and their current portfolio of work.	
<b>How will students be assessed going forward?</b>	
Students will continue to undertake their portfolio of work based on the recent project.  A refinement, catch up and challenge program has been set up to allow pupils to develop their portfolios.	
<b>What support is in place to allow students to access any new assessments?</b>	
Students should fully engage in all Art lessons and make the most of any teacher feedback.  Students have been given assessment deadlines to support them through the development of work and the completion of a final piece. The whole unit will be assessed holistically.  All feedback and support materials have been shared through Satchel One.	



**What support is in place to allow students to access any new assessments?**

Continue to make full use of teacher feedback and advice throughout the remaining lessons to ensure coursework is completed to the best possible standard.

Fully engage in the preparation work for Units 2 & 4.

Any supporting resources will be shared through Satchel One.

**Subject: CHEMISTRY****What evidence will be used to support the Teacher Assessed Grade?**

Throughout the course so far evidence has been captured from:

- End of topic tests
- Required practical lab books.
- Mock exam (AS paper sat)

**How will students be assessed going forward?**

Pupils will continue to demonstrate their progress by undertaking two A-level Chemistry assessments based on exam board materials.

**What support is in place to allow students to access any new assessments?**

All students have access to revision materials for all units.

All assessments will be supported by in-class learning and revision style activities.

If a student is unsure about any topic or skill, they should speak to their Chemistry teacher who will be more than willing to assist them.

**Subject: DESIGN & TECHNOLOGY (Resistant Materials)****What evidence will be used to support the Teacher Assessed Grade?**

For Design Technology the Non- Examinated Assessment (NEA) is still required by OFQUAL as part of the evidence towards a TAG. (Sections A,B,C and some of E are completed).

Students have also undertaken the past paper questions to provide evidence of the theory aspect of the course, in addition to the mock exam.

This is further supplemented by a range of mini theory tests and exam questions within the normal lessons.

**How will students be assessed going forward?**

The NEA assessment will continue (50% of the final grade).

There will be opportunities to revisit the theory element (50%) based on exam board materials.

**What support is in place to allow students to access any new assessments?**

Students continue to be supported through the NEA and have extensive support materials on the schools IT system.

The department also has a website that supports pupils through the NEA process.

These links have been shared on a regular basis during lessons and on Satchel One

Students have access to their personal revision guides (and the school online version) to support theory.

<b>Subject:</b>	<b>DESIGN &amp; TECHNOLOGY (Textiles)</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
<p>For Design Technology the Non- Examined Assessment (NEA) is still required by OFQUAL as part of the evidence towards a TAG. (Sections A,B,C and some of E are completed).</p> <p>Students have also undertaken the past paper questions to provide evidence of the theory aspect of the course, in addition to the mock exam.</p> <p>This is further supplemented by a range of mini theory tests and exam questions within the normal lessons.</p>	
<b>How will students be assessed going forward?</b>	
<p>The NEA assessment will continue (50% of the final grade).</p> <p>There will be opportunities to re-visit the theory element (50%) based on exam board materials.</p>	
<b>What support is in place to allow students to access any new assessments?</b>	
<p>Students continue to be supported through the NEA and have extensive support materials on the schools IT system.</p> <p>The department also has a website that supports pupils through the NEA process.</p> <p>These links have been shared on a regular basis during lessons and on Satchel One</p> <p>Students have access to their personal revision guides and teaching power-point resources to support theory.</p>	

<b>Subject:</b>	<b>DRAMA</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
<p>The TAG will be informed by a range of evidence across the A-level course:</p> <ul style="list-style-type: none"> <li>• Devised practical exam (NEA)</li> <li>• Mock Exam</li> <li>• Exam theory questions sat in class.</li> <li>• Extract performances across Year 12 &amp; 13</li> <li>• Working notebook (Coursework)</li> </ul>	
<b>How will students be assessed going forward?</b>	
<p>Students NEA will be used based on response to teacher feedback.</p> <p>Students will complete a shortened, scripted practical assessment based on exam criteria and have the opportunity to complete part of a reflective report.</p> <p>To further support this, mini in-class assessments will be used to support the balance of theory (40%) and practical (60%)</p>	
<b>What support is in place to allow students to access any new assessments?</b>	
<p>Students should fully engage in lessons, home learning and make the most out of any teacher feedback.</p> <p>Students should refer to their lesson breakdown to ensure that they are up to date with their learning and assessment deadlines</p>	

<b>Subject:</b>	<b>ENGLISH LITERATURE</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
To support teacher assessed grades in English we will use the following: <ul style="list-style-type: none"> <li>• Past paper questions (timed in-class essays) based on a range of exam style questions.</li> <li>• Mock exams.</li> </ul>	
<b>How will students be assessed going forward?</b>	
To further support this we will undertake 5 mini 1 hour assessments based on exam board materials. Three of these will be based on the Crime unit and there will opportunity to improve writing about tragedy texts.	
<b>What support is in place to allow students to access any new assessments?</b>	
In class revision sessions and advice about approaching questions will continue to be provided. Planning time will also be provided in addition to this.	

<b>Subject:</b>	<b>GEOGRAPHY</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
The TAG will be informed by a wealth of robust evidence from over the A-Level course: <ul style="list-style-type: none"> <li>• Yr12 End of Topic Tests.</li> <li>• A range of 12 and 20 mark essay questions from across all parts of the course covered.</li> <li>• Open book mock examinations taken in Yr13.</li> <li>• The range of assessments will allow judgements to be made across all three “Assessment Objectives”.</li> </ul>	
<b>How will students be assessed going forward?</b>	
The department will offer students to chance to demonstrate their potential in five short assessments across the paper 1 and paper 2 topics. These will include: Coasts, Carbon & Water, Globalisation, Superpowers and Regeneration. In addition, there will be a chance to demonstrate the AO3 skills developed over time in a paper three style assessment.	
The in-class assessments will be based on a range of exam questions from the new materials issued by the exam boards and cover a variety of question types and skills.	
This information will be used alongside all the student’s assessments to help support any final judgements. They are part of the bigger picture.	
<b>What support is in place to allow students to access any new assessments?</b>	
Before any in-class assessment we will deliver lesson based and homework revision style activities.	
Students will be provided with specific support materials for each assessment, and these will be shared through Satchel One.	
Students will have a clear understanding of what and how they will be assessed prior to any assessment.	
Ultimately if a student is unsure about any topic or skill, they should speak to their Geography teacher who will be more than willing to assist them.	

<b>Subject:</b>	<b>HEALTH &amp; SOCIAL CARE (Single Award)</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
Evidence will include: From Year 12: Unit 1 - exam grade generated by the exam board. Unit 12 - Coursework From Year 13: Unit 2 - External Exam (Jan 21) Unit 5 - Coursework focused on learning aim A & B	
<b>How will students be assessed going forward?</b>	
To support this, students will have the following opportunities: <ul style="list-style-type: none"> <li>• Those who did not sit the January 2021 exam will have an opportunity to sit a 45-minute assessment based on exam board materials.</li> <li>• Students will continue with the learning aim C &amp; D content for the Unit 5 coursework and will complete a mini assessment relating to the coursework assessment criteria.</li> </ul>	
<b>What support is in place to allow students to access any new assessments?</b>	
Students should continue to make use of teacher feedback and guidance. Students who did not sit the January 2021 exam will be given revision support resources to support them in the preparation for the assessment. All revision tools will be shared through Satchel One.	

<b>Subject:</b>	<b>HEALTH &amp; SOCIAL CARE (Double Award)</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
Evidence will include: From Year 12: Unit 1 - Exam unit grade generated by exam board Unit 7 - Coursework Unit 12 - Coursework Unit 14 - Coursework From Year 13: Unit 2 - External exam (Jan 21) Unit 5 - Coursework focused on learning aim A & B. Unit 8 - Coursework (fully completed)	
<b>How will students be assessed going forward?</b>	
To support this, students will have the following opportunities: <ul style="list-style-type: none"> <li>• Those who did not sit the January 2021 exam will have an opportunity to sit a 45-minute assessment based on exam board materials.</li> <li>• Students will continue with the learning aim C &amp; D content for the Unit 5 coursework and will complete a mini assessment relating to the coursework assessment criteria.</li> <li>• Unit 4 mock external assessment using pre-seen articles. Students will have opportunity to review the article and prepare for the assessment and will complete activity 1 under supervised conditions.</li> </ul>	
<b>What support is in place to allow students to access any new assessments?</b>	
Students should continue to make use of teacher feedback and guidance. Students who did not sit the January 2021 exam will be given revision support resources to support them in the preparation for the assessment. All revision tools will be shared through Satchel One. Students should remain engaged in the preparation for the Unit 4 assessment.	

<b>Subject:</b>	<b>HISTORY</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
<p>The TAG will be informed by a wealth of robust evidence from over the A-level course:</p> <ul style="list-style-type: none"> <li>• Past end of unit and mid unit exam questions across all topics across the specification.</li> <li>• Past paper questions based on a range of exam style questions.</li> <li>• Mock exams.</li> </ul> <p>The assessments all consider the assessment objectives as set out by the exam board and will provide evidence of knowledge, application and skills.</p>	
<b>How will students be assessed going forward?</b>	
<p>Pupils will continue to complete the coursework element of the History course.</p> <p>Before Easter students will have the opportunity to undertake further essays marked to the exam board requirements, focusing on the Paper 3 skills of synthesis and interpretation.</p> <p>After Easter pupils will sit three assessments based on exam board materials.</p>	
<b>What support is in place to allow students to access any new assessments?</b>	
<p>All students have access to revision materials for all units.</p> <p>All assessments will be supported by in-class learning and revision style activities.</p> <p>Students will have a clear understanding of what and how they will be assessed prior to any assessment.</p> <p>If a student is unsure about any topic or skill, they should speak to their History teacher who will be more than willing to assist them.</p>	

<b>Subject:</b>	<b>MATHS - A'Level</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
<p>Across the Maths course we have collected a range of supporting evidence:</p> <ul style="list-style-type: none"> <li>• Assessment grades from year 12</li> <li>• Year 13 end of topic assessments</li> <li>• Mock exam</li> </ul>	
<b>How will students be assessed going forward?</b>	
<p>To further provide opportunities for students to demonstrate their achievements we will undertake 3 assessment exam papers based on exam board materials.</p>	
<b>What support is in place to allow students to access any new assessments?</b>	
<p>All students have access to revision materials for all units.</p> <p>All assessments will be supported by in-class learning and revision style activities.</p> <p>If a student is unsure about any topic or skill, they should speak to their Maths teacher who will be more than willing to assist them.</p>	

<b>Subject:</b>	<b>MATHS – AS (Y12 students)</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
<p>Across the Maths course we have collected a range of supporting evidence:</p> <ul style="list-style-type: none"> <li>• Assessment grades from Year 12</li> </ul>	
<b>How will students be assessed going forward?</b>	
<p>To further provide opportunities for students to demonstrate their achievements we will undertake 2 assessment exam papers based on exam board materials.</p>	
<b>What support is in place to allow students to access any new assessments?</b>	
<p>All students have access to revision materials for all units.</p> <p>All assessments will be supported by in-class learning and revision style activities.</p> <p>If a student is unsure about any topic or skill, they should speak to their Maths teacher who will be more than willing to assist them.</p>	

<b>Subject:</b>	<b>PE – L3 OCR Cambridge Technical</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
Students have undertaken the following assessments that will be used to support teacher assessed grades:	
<ul style="list-style-type: none"> <li>• 3 units completed in Year 12 and externally verified</li> <li>• Examined unit 3 from Jan 21</li> <li>• Past papers sat for unit 3.</li> </ul>	
<b>How will students be assessed going forward?</b>	
There are no further assessments scheduled to take place. Unit 18 is currently being delivered, however OCR have said not to do assessments in it.	
<b>What support is in place to allow students to access any new assessments?</b>	
There are no further assessments due to take place.	

<b>Subject:</b>	<b>PHYSICS</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
Throughout the course so far evidence has been captured from:	
<ul style="list-style-type: none"> <li>• End of topic tests</li> <li>• Required practical lab books.</li> <li>• Mock exams</li> </ul>	
<b>How will students be assessed going forward?</b>	
Pupils will continue to demonstrate their progress by undertaking two A-level Physics (Unit 3d & 3a) assessments based on exam board materials.	
<b>What support is in place to allow students to access any new assessments?</b>	
All students have access to revision materials for all units. All assessments will be supported by in-class learning and revision style activities. If a student is unsure about any topic or skill, they should speak to their Physics teacher who will be more than willing to assist them.	

<b>Subject:</b>	<b>PSYCHOLOGY</b>
<b>What evidence will be used to support the Teacher Assessed Grade?</b>	
The TAG will be informed by a wealth of robust evidence from over the A-level course.	
<ul style="list-style-type: none"> <li>• Past end of unit and mid unit exam questions across all topics across the specification.</li> <li>• Past paper questions based on a range of exam style questions.</li> <li>• Mock exams.</li> </ul>	
The assessments all consider the assessment objectives as set out by the exam board and will provide evidence of knowledge, application and skills.	
<b>How will students be assessed going forward?</b>	
To support this, students will have the following opportunities:	
<ul style="list-style-type: none"> <li>• Paper 1 (AS topics: social influence, memory, attachment) - 1 hour assessment</li> <li>• Research methods assessment - questions from paper 2 (in-class assessment)</li> <li>• Biopsychology and Approaches (1 hour)</li> <li>• Issues &amp; Debates (40 mins)</li> <li>• Schizophrenia and Gender (1 hour)</li> </ul>	
These are all based on exam board materials.	

**What support is in place to allow students to access any new assessments?**

All assessments will be supported by in class learning and revision style activities, preparing students for the range of assessment objectives.

Students will have a clear understanding of what and how they will be assessed prior to any assessment, giving them a chance to revise in and out of class and to ask for help from their teacher if needed.

<b>Subject:</b>	<b>SOCIOLOGY</b>
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**What evidence will be used to support the Teacher Assessed Grade?**

The TAG will be informed by a wealth of robust evidence from over the A-level course:

- Past end of unit and mid unit exam questions across all topics across the specification.
- Past paper questions based on a range of exam style questions.
- Mock exams.

The assessments all consider the assessment objectives as set out by the exam board and will provide evidence of knowledge, application and skills.

**How will students be assessed going forward?**

To further provide opportunities for students to demonstrate their achievements we will undertake 2 assessment exam papers based on exam board materials.

**What support is in place to allow students to access any new assessments?**

Students have access to revision materials for all assessments.

Before any assessment students will be told in advance when it will be and the topic area that will be assessed.

All assessments will be preceded by a review and revision lesson to cover the topic to be tested.

Students will be directed to complete the practice assessment questions in main textbook as a way of ensuring they fully understand the topic covered prior to assessments.

## FAQs

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A reminder of some of the frequently asked questions:

**How will TAGs be finalised?** TAGs are based on teachers' professional judgment, taking into account any work and assessments completed covering elements of the course which have been delivered. These can be finalised using a combination of historical assessments and any work produced during the weeks ahead which help validate grades given. We are in a strong position to do this; while students have been working from home, we continued to deliver our normal schemes of work and undertake regular assessments. For practical and vocational based subjects, advice is being provided on how components which have either been completed or are in the process of being completed can be used to finalise grades.

**What previous work will be used to support TAGs?** Any work completed can be used as evidence, alongside work completed in the period through to submission of grades shortly after May half term. This means that students will be able to further secure and validate grades which they had previously been given and demonstrate potential improvement. It is important that all work set by teachers is completed and that students demonstrate their very best in all they do; previous 'working at' grades may move up or down based on the outcomes of work set. A holistic approach will be taken to look at a range of work, therefore no individual assessment will be solely used to allocate a final grade.

**What guidance is being given to teachers on how to allocate TAGs?** All schools have received guidance on how to approach the allocation of TAGs; the general principles are as follows:

- Teachers must assess their students' performance, only on what content has been delivered to them by their teachers, to determine the grade each student should receive.
- Teachers can use evidence of a student's performance from throughout the course to inform their judgement.
- Teachers should determine the grades as late in the academic year as is practicable, and not confine it to a defined window, to enable teaching to continue for as long as possible.
- Schools should use a broad range of evidence across the taught content to determine the grades.
- Schools will have to confirm that students have been taught sufficient content to allow progression to the next stage of their education.
- Students should continue to work on their non-exam assessment (NEA), including for Project qualifications. NEAs will be marked by teachers and will contribute to the overall grade, whether or not it has been completed.
- In some practical subjects, the student's grade may be based on the portfolio only. Requirements regarding what should be complete and included may change following exam board guidance.

**Will students sit any type of exam?** Students will complete some assessments in lessons, these will generally be shorter than examinations which would have taken place formally in the exam hall. These assessments will be set through Satchel One as a 'Class Test'. Students will be given at least 1 week's notice on when these will take place. Parents are encouraged to keep an eye on their parent app and discuss with their child any assessments which are scheduled, to support their child in preparing fully. ***Remember that these assessments only form part of the evidence to support allocated TAGs.***

**Do students who would normally receive support (special consideration) in examinations still receive this in any assessments?** We will ensure that all students are fully supported. Where students would normally receive additional support/access arrangements (eg. additional time, a reader, scribe or use of a laptop in examinations), opportunity will be provided for identified key pieces of work.

**How will I know what evidence is being used to support TAGs?** Teachers will be sharing with students what work will be considered when finalising TAGs; future in-class assessments will also be outlined to help students prepare. Parents will receive an overview of details for all subjects prior to the Easter Holiday. Students will be able to use this to further recap on previous work completed and help them prepare work to be completed in class. We will be advising students to use revision materials to help them prepare for future work and recap on key topics.

**Will the exam board be providing formal assessment work?** Additional materials will be provided by the exam boards to help teachers award grades and will be available after Easter. The use of these materials is optional for all schools so we will wait to see the nature of what is provided to school. We are extremely confident with the planning being finalised for students at our school and would consider using additional materials should they be required. The Department of Education continue to send all schools updates and so we may have to make adjustments in line with all other schools should any further updates require us to do so.

**When are results published?** Results day for A-Level is Tuesday, 10<sup>th</sup> August. How results will be published will depend on the COVID restrictions in place at that time; we will update students of arrangements at the earliest opportunity. Our hope is that these can be collected from school where key staff will be on hand to provide further advice and guidance at the time.

**Will students be informed of their TAGs before the results day?** No, schools are not expected to share these grades. Where any formal assessment takes place students will be given appropriate feedback on how they have performed which may link to a level an individual piece of work is graded at; this does not however mean that the final grade would be in line with this as the work would only be one piece of evidence which may be considered. Final moderation of a range of work and sampling of evidence provided within school will result in final grades being allocated.

**What if a student believes their grade is wrong?** As in any other years, every student will have the right to appeal their grade. If they believe their grade is wrong, they can ask the school to check for errors. If the student still believes their grade is wrong, their centre can then submit an appeal to the exam board on their behalf. The exam board can confirm whether the grade is reasonable, based on the evidence. If not, they will determine the alternative grade. An exam board will only revise a student's grade where the evidence cannot reasonably support that grade, rather than as a result of marginal differences of opinion. Students should be aware that grades can go up or down as the result of an appeal.