

Summer 2021



Summer 2021 Alternative Arrangements: AS and A level Business Studies Subject Guidance



Version 2.0

Introduction

On 6 January 2021, the Minister of Education, Peter Weir MLA, cancelled all CCEA GCSE, AS and A2 examinations scheduled for January, February, May and June 2021. Instead, the approach to awarding grades in Summer 2021 will be based on teacher professional judgements, with moderation. CCEA has published *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* to support teachers and school leaders in determining the appropriate Centre Determined Grades for each student.

In 2021, centres are asked to use a range of evidence to arrive at a professional and academic judgement of the standard at which each student is performing in the context of the specification for which they are entered and from this provide a grade to CCEA. This is different from 2020, when centres were asked to supply a centre assessment grade based on their judgement of the grade a student would likely have achieved if they had been able to complete examinations. It will require centres and CCEA to develop and use different processes from those used last year.

This document follows on from CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre* and aims to provide further guidance to support teachers and Heads of Department in determining the appropriate Centre Determined Grade for each student entered for GCE AS or A level Business Studies.

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1. Overview

Each Centre Determined Grade is a judgement of the final grade for a qualification. It must be based on a holistic review of a student's performance as indicated by assessment evidence, gathered and retained at centre level. In the interests of fairness within and across centres, each Centre Determined Grade must be a realistic, evidence-based judgement of the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills in the content of the specification they have covered. This means students **do not** need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. In this way, disruption to teaching and learning can be taken into account.

We must also acknowledge the decision taken in December 2020 by the Education Minister in respect of reducing the assessment burden in GCE AS and A level qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021. For example, teachers can consider evidence for either AS Units, (AS1 or AS2) or both units; or either A Level Units (A21 or A22) or both units.

Subject	Current Arrangements	Unit For Omission	Specification Adaptations
GCE Business Studies	AS1 50% of AS 20% of A level	AS1 or AS2	N/A
	AS2 50% of AS 20% of A Level		
	A21 30% of A Level	A21 or A22	
	A22 30% of A level		

2. Preliminary Considerations

In arriving at a Centre Determined Grade for a student, it is not necessary to assess every aspect of the specification exhaustively. A selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows you to authenticate the work as the student's own, will give a good indication of the standard at which the student is performing in the qualification.

To make accurate judgements, you must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades (see Section 5 and Appendix 1 and 2 in this document);
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

For GCE Business Studies information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, and past papers¹ which are available on the CCEA website at www.ccea.org.uk

A piece of evidence has high validity and reliability if a student who performs well in the task would reasonably be expected to perform equally well in the qualification as a whole. Some considerations that may impact on evidence are noted below.

- **Specification Coverage**

A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a unit (or units) with a higher weighting may give a better indication of a student's standard of performance than a piece with lesser breadth or with a lower weighting. Evidence does not need to cover the entire specification content.

- **Similarity to Actual Qualification Assessments**

Evidence that is similar to a CCEA assessment for the qualification will be more useful in determining a student's grade than evidence that is considerably different from the qualification assessment in terms of question structure, content and/or assessment arrangements.

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see **Appendix 3** for definitions.

However, CCEA understands the difficult public health context in which schools have been working since March 2020, which has included two extended periods of remote learning. Schools may, therefore, need to utilise evidence generated within more limited levels of control, where they can authenticate this as the student's own.

- **Level of Demand**

The evidence you gather must be set at an appropriate level of demand for it to be a good indicator of a student's standard of performance.

- **When Evidence Is Generated**

It should be borne in mind that a student's knowledge, understanding and skills may develop over the period of a course of study; you should consider when any piece of evidence was generated and ensure, if possible, that evidence generated recently is taken into account.

¹ Past papers and mark schemes will be available for all CCEA GCSE, AS and A level qualifications subject to copyright clearance.

3. Evidence to Inform Centre Determined Grades

This section provides guidance on the information that centres should use in confirming Centre Determined Grades.

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the relevant specification. For example, this could be, but is not limited to:

- the consistency of a student's practical or performance evidence;
- their depth or breadth of knowledge and understanding in relation to questions on key topics;
- their degree of analytical or evaluative skills demonstrated on key topics; and/or
- quality of student responses to discriminating questions or tasks.

Centres should be clear in their Centre Determined Grades policy what types of evidence will be used in determining the grade. Centres should also be clear with students the evidence that will be used to determine their grades. Where possible, centres should aim to use consistent sources of evidence for a qualification cohort. Some examples of evidence suitable for GCE AS and A level Business Studies you may choose to use are included in the following table:

Evidence
<p>CCEA assessment resources for AS1; AS2; A21 and/or A22. – When taken under high control conditions, where the public health situation allows, these assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. See Section 4 for more details.</p>
<p>Performance in any mock examinations taken – These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers.</p>
<p>Performance in CCEA past paper questions and mark schemes – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. However, elements of these can be incorporated into mock exams or class tests. You may wish to access grade boundaries and/or Chief Examiner’s reports which relate to these papers, available at www.ccea.org.uk.</p>
<p>Performance in class tests – If class tests only assess specific content, you should use a series of marked class tests. A series of such assessments, done under high control conditions and sampling the key aspects of the specification, should provide good evidence of student performance. Many class tests will be recorded as a mark or percentage, and centres should ensure there is a consistent approach in mapping these to a grade.</p>
<p>Records of each student’s performance throughout their study – This includes, for example, progress review/tracking data, classwork, bookwork and/or extended writing exercises where this is assessed.</p>
<p>Performance in any class assessments taken throughout their study of the GCE Business Studies specification – This may consist of a variety of evidence types, produced under different conditions. Evidence of this kind is unlikely to form a strong evidence base on its own, but it may supplement other evidence types.</p>
<p>For resitting students, prioritise evidence generated during the 2020/21 academic year.</p>

Assessment Objectives

Assessment objectives are the skills that are normally assessed through the completion of examinations or internally assessed tasks. They are the foundations on which a specification is developed, and a weighting is applied to each individual assessment objective to show the weighting of assessment associated with it. They may also prove to be a useful indicator of the level of demand of a task or assessment. As such, you should consider the assessment objectives that will be assessed when selecting evidence to form a holistic judgement of a student's performance. This information will be recorded in the Departmental Assessment Evidence Grid which is set out in Appendix 6 of CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre*.

The assessment objectives for GCE Business Studies are:

AO1	Demonstrate knowledge of terms, concepts, theories, methods and models to show an understanding of how individuals and organisations are affected by and respond to business issues.
AO2	Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues.
AO3	Analyse issues in a business, showing an understanding of the impact of external and internal influences on individuals and organisations.
AO4	Evaluate quantitative and qualitative information to make informed judgements and propose evidence-based solutions to business issues.

Further information on assessment objectives, including weightings associated with individual units, can be found in Section 4: Scheme of Assessment in the subject specification.

Please note that where a unit omission has impacted on an assessment objective, it is *not necessary* to consider evidence for this objective; however, where reliable evidence exists, centres may still wish to consider it in forming a holistic judgement.

Using AS Evidence at A Level

For A level, AS evidence may be considered alongside A2 evidence; however, the differences between AS and A2 should be borne in mind. For example, the AS qualification is weighted at 40% of the overall A level and has different grade descriptions. There is also no A* grade at AS. If AS evidence is used, it must be assessed against the grade descriptions at A2 (see Appendix 2 for more details). If you do decide to use AS evidence to support judgements at A2, this should be reflected in the Centre Determined Grades policy for your centre and in the Candidate Assessment Record, and it should be included in evidence submitted to CCEA for sampling in the CCEA review stage.

4. Support

A range of subject-specific support is available on the CCEA website and can assist teachers in arriving at a fair and consistent judgement for students.

CCEA 2021 Assessment Resources

In 2020, many students seeking a GCSE or GCE qualification grade had been awarded notional unit grades or uniform mark scores in previous examination series, to use as evidence in determining centre assessment grades; however, this is not the case in 2021. In the absence of this information, CCEA will supply assessment resources to your centre. These will be quality assured question papers and mark schemes for **all** units that normally have examinations. They will contain new questions and tasks not previously released to centres and must therefore be stored securely. These materials are not to be seen as high stakes assessments but rather viewed as materials which could form part of the evidence used to inform Centre Determined Grades. Centres do not have to use all the assessment resources, but we advise centres to use at least one per qualification. We would encourage centres to use the assessment resources under high control conditions, where it is safe to do so, to ensure they have the greatest value.

We appreciate that decisions were taken in December 2020 in respect of unit omissions in AS and A level qualifications. We also acknowledge disruption to teaching and learning may mean that even in the context of these omissions, certain content may not have been covered. In such cases, the assessment resources may be adapted accordingly. In this way, it can be taken into account that some students have suffered more disruption to their learning than others. For example:

A centre decided to omit Unit 2 (A22) in line with the Education Minister's announcement in December 2020. Therefore, Centre Determined Grades may be based on evidence for Unit 1(A21) only.

- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has not covered all the content for Unit 1(A21).*
- *Student A's Centre Determined Grade should be based on assessment of only the content he has covered.*

Assessments adapted/Evidence gathered and reviewed based on A2 Unit 1 Business Studies Content	
All Students	Student A
<ul style="list-style-type: none"> • Business Objectives • Organisational Culture • Stakeholder Objectives • Communications • Economies and Diseconomies of Scale • Business Strategy and Planning • Decision Tree Analysis • Risk and Uncertainty • Company Accounts • Ratio Analysis • Investment Appraisal 	<ul style="list-style-type: none"> • Business Objectives • Organisational Culture • Stakeholder Objectives • Communications • Economies and Diseconomies of Scale • Business Strategy and Planning • Decision Tree Analysis

CCEA will provide mark schemes to centres. To support a standardised approach in the use of the assessment resources, we will provide guidance to accompany the mark scheme.

Summer 2021 Support Webinar

We will produce subject-specific support webinars for teachers to accompany this guidance document. These will include an overview of arriving at a Centre Determined Grade and additional guidance in using the CCEA assessment resources and existing support materials. Subject-specific webinars will be uploaded to the CCEA website from 26 March 2021.

Specimen Assessment Materials and Past Papers

Specimen assessment materials and past papers are available in the Support section of the qualification web page and are provided to give centres guidance on the structure and character of CCEA examination papers and assessments. Please note that if a past paper or mark scheme does not appear in this section, it is for copyright reasons.

You may also wish to create a question paper that is of a similar standard to a CCEA GCE question paper. In doing so, you should refer to the specimen question paper and mark schemes, and the past papers and mark schemes, available on the CCEA qualification web page. These illustrate the standard, structure and requirements of the question paper.

You can generate the most valid evidence by using assessments that replicate, as far as possible, the standard, duration, format and security of CCEA question papers.

Exemplification of Examination Performance (EEP)

EEP booklets are available in the Support section of the qualification web page and include exam questions from the Summer 2017 and 2018 papers, exemplar answers by students and a senior examiner commentary on the answers.

Chief Examiner Reports

The reports for 2017–2019 Summer series are available in the Reports section of the qualification web page and outline the performance of students in all aspects of this qualification.

CCEA Grade Boundaries

Raw to uniform mark boundaries for past Summer series are available in the Support section of the qualification web page and may provide a reference point to support Centre Determined Grades.

5. Making Decisions about Centre Determined Grades

Before deciding Centre Determined Grades you should agree as a department the evidence you will review (see Section 3 for some examples). Once the decision has been made, this should be set out in your centre's Centre Determined Grades policy and be included in the Departmental Assessment Evidence Grid, referenced in Section 3, that will form part of the evidence base.

When making decisions, take into consideration the amount of specification coverage and if this applies to all students. Adapt as necessary for individual students the evidence you will review, to account for those students who may have encountered more significant disruption. Evidence does not have to be in the same format for every student, but teachers should be satisfied that the evidence is reliable to make an informed holistic judgement of that student's attainment.

Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the Centre Determined Grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

Where more than one teacher is involved in marking the assessment, the application of the mark scheme must be agreed before marking begins.

When marking is complete, internal standardisation must be conducted to ensure all markers have applied the mark scheme consistently and accurately.

Internal standardisation should include cross-marking samples of work across the full range of attainment and include students' work from each class **to ensure a common standard within a department is applied.**

Grade Descriptions

Grade descriptions set out the characteristics of performance at key grades in the grade range for a qualification, in terms of both content covered and the skills developed (assessment objectives) over the course of study. These should be used to form the

basis of your decisions on the Centre Determined Grades that will be awarded to your students in Summer 2021.

Grade descriptions are provided at Grades **A** and **E** in the GCE specification for both AS and A2 level, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. To support teachers in Summer 2021, we are providing an additional grade description at Grade C. Teachers should refer to these descriptions to support their judgements when arriving at their Centre Determined Grades for students.

Please note that shortcomings in some aspects of students' performance in assessments may be balanced by better performances in others.

Please see Appendices 1 and 2 for the Grade Descriptions at A, C and E for both AS and A level. These also include the type of assessment objective evidence you may wish to use and the key features associated with each grade.

Practical Application of Grade Descriptions

To select the most appropriate grade for a student, teachers may use the following approach:

1. Familiarise yourself with the grade descriptions for the subject.
2. Consider support materials such as those set out in Section 4 of this document.
3. Before you arrive at a holistic grade for a student's performance, review the evidence available. At this stage you may wish to make notes to record the qualities that are being looked for.
4. Consider the positive features of the evidence, based on the key features described in the Appendix.
5. Using the descriptions for Grades A, C and E, based on the principle of 'best fit', select the grade you believe comes closest to encapsulating the overall achievement of the student as demonstrated by the evidence. Using this grade as a benchmark, work **either up or down** using the table below to find the final grade.

For example:

At AS level the candidate responded to an 18-mark question by giving an appropriate level of detail on the business issues raised by the question. In the two points discussed, the first was well applied in the context of the information given in the source material but the second was discussed in more general terms. Calculations were used to substantiate their analysis (although annotation was not used accurately) and an appropriate conclusion was reached, although no further recommendations were made as required.

- a) *If you are of the view that the candidate's evidence meets the description for grade C, consider this first; if the supporting evidence is strong, you may then wish to go up to the grade above and decide if the evidence meets this, and so on, until you have a best fit between the grade description and the student's work; or*
- b) *if you are of the view that the candidate's evidence does not meet the description for grade C, then go down to the grade below and decide if it meets this, and so on, until you have a best fit between the grade description and the student's work.*

The table below summarises this approach:

Grade	Description/Advice
A* (A2 only)	Candidates at grade A* clearly demonstrate all of the features associated with performance at 'A' but in many areas elements of the evidence presented are exceptional, i.e. beyond that which would reasonably be expected of a candidate working at grade 'A'.
A	See Grade A Description.
B	Candidates at grade 'B' may demonstrate some elements of grade 'A' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'A'.
C	See Grade C Description.
D	Candidates at grade 'D' may demonstrate some elements of grade 'C' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'C'.
E	See Grade E Description.

6. Further Advice and Information

Summer 2021 presents us with significant challenges, particularly teachers and students, and we hope the information set out in this document supports you through the process of awarding Centre Determined Grades this year. The information in this document will be supplemented with a webinar, which amongst other things will provide additional guidance on how to apply grade descriptions to the process of arriving at Centre Determined Grades for each of your students.

If in the interim you require further information, please contact:

CCEA Helpline	<p><u>Email: helpline@ccea.org.uk</u></p> <p>Telephone: 028 9026 1220. The helpline is operational each day from 9am to 5pm, Monday to Friday, for centres with queries in relation to Summer 2021.</p> <p>All other queries should be directed to <u>centresupport@ccea.org.uk</u></p>
CCEA Entries	<u>entriesandresults@ccea.org.uk</u>
Subject Officer	Jill Armer <u>jarmer@ccea.org.uk</u>
Specification Support Officer	Arlene Ashfield <u>aashfield@ccea.org.uk</u>

Appendix 1

AS Grade Descriptions and Key Features – Business Studies

Assessment Objective	AO1		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> demonstrate a thorough knowledge of terms, concepts, theories, methods and models; and show a very good level of understanding of how individuals and organisations respond to business issues. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate sound knowledge of most terms, concepts, theories, methods and models contained in the AS units, with relatively few omissions; and demonstrate a competent understanding of how individuals and organisations respond to business issues. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate a basic knowledge of terms, concepts, theories, methods and models contained in the AS specification; and demonstrate some understanding of terminology, methods and models.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout the relevant parts of the question papers:</i></p> <ul style="list-style-type: none"> Range of marks at AS including, 4, 8, 10 and 18 mark questions Mock Examinations CCEA 2021 assessment resources CCEA Exam papers, 2017 onwards Homework assessments Essay assignments A range of question styles including, a 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate comprehensive, relevant and detailed knowledge of business terms, concepts, theories, methods and models specifically referred to in the source material; show comprehensive, relevant and accurate knowledge and understanding of the links between relevant business concepts made in the source material; demonstrate comprehensive understanding of business terminology, and related specifically to the source information demonstrate comprehensive knowledge and clear understanding of the inter-connections between different elements of the subject 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate sound knowledge of business terms, concepts, theories, methods and models, referred to in the source material, usually expressed more briefly; show a sound knowledge of some of the links between some business concepts made in the source; <ul style="list-style-type: none"> Knowledge may on occasion be incomplete and explanations although appropriate may be lacking in detail/clarity demonstrate good quality of written communication. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate a basic and more general knowledge of some of the terms, concepts, theories, methods and models referred to in the source material; and show some knowledge of the links between business concepts, with only brief or partial explanations which may not always be source related; <ul style="list-style-type: none"> Issues are likely to be referred to more generally rather than specifically linked to the source demonstrate basic quality of written communication.

<p>variety of stems, with deliberate incline of difficulty, addressing different skills.</p> <ul style="list-style-type: none">• Synoptic questions and extended written responses.	<p>content and in relation to the context set in the source material; and</p> <ul style="list-style-type: none">• demonstrate excellent quality of written communication.		
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Assessment Objective	AO2		
Grade Descriptions	A	C	E
<p style="text-align: center;">Grade Descriptions</p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply relevant knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to complex issues; and demonstrate knowledge and understanding of how individuals and organisations respond to issues. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply relevant knowledge to show how individuals and organisations are affected by issues; and demonstrate a reasonable knowledge and understanding of how individuals and organisations respond to issues. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply a basic level of relevant knowledge to show how individuals and organisations are affected by issues; and show some knowledge and understanding of how individuals and organisations respond to issues.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout the relevant parts of the question papers:</i></p> <ul style="list-style-type: none"> Range of marks at AS including, 4, 8, 10 and 18 mark questions Mock Examinations CCEA 2021 assessment resources CCEA Exam papers 2017 onwards Homework assessments A range of question styles including, a variety of stems, with deliberate incline of difficulty, addressing different skills. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply comprehensive, relevant and accurate knowledge to the context given in the source; demonstrate clear application to the issues raised by making thorough use of relevant source material and their own knowledge; provide detailed explanations of the possible impacts; demonstrate comprehensive, relevant and accurate knowledge by showing clearly the impact on individuals and/or organisations in relation to issues raised, referring directly to the source; and demonstrate excellent quality of written communication 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate sound and reasonably accurate knowledge in relation to the context given in the source; show application of how some of the issues raised may impact on the organisation or individuals; explanations are likely to be appropriate but briefer in nature and less thorough; and demonstrate good quality of written communication. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply a basic level of knowledge to the context given in the source; apply a limited use of relevant source material; provide only a basic and possibly, at times, inaccurate explanation of how issues may impact on the business; and demonstrate basic quality of written communication.

<ul style="list-style-type: none">• Synoptic questions and extended written responses			
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Assessment Objective	AO3		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to analyse complex issues in a business by building logical and well developed arguments; show an understanding of the impact of external and internal influences; and use numerical and non-numerical techniques appropriately and accurately 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to provide an analysis of complex issues in a business by building mostly logical arguments; show some understanding of the impact of external and internal influences; and use numerical and non-numerical techniques with limited accuracy. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to provide partial analysis of issues in a business; build arguments; and use numerical and non-numerical techniques.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout the relevant parts of the question papers:</i></p> <ul style="list-style-type: none"> Range of marks at AS including 8, 10 and 18 mark questions Mock Examinations CCEA 2021 assessment resources CCEA Exam papers 2017 onwards Homework assessments A range of question styles including, a variety of stems, with deliberate incline of 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to comprehensively analyse complex issues in a business; by building logical arguments using the source information and data to the optimum; using comprehensive analysis of relevant information from the source; show an understanding of the impact of external and internal influences as specified in the source; demonstrate excellent use and understanding of numerical and non-numerical techniques based on data provided and presented appropriately, i.e. <ul style="list-style-type: none"> graphs or tables will be completed accurately; 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to analyse issues in a business; analysis may be appropriate and logical but brief, be less well expressed and use only some of the source data; demonstrate a good use of numerical and non-numerical techniques based on data provided e.g. <ul style="list-style-type: none"> graphs or tables will be mostly accurate, but there may be small omissions/errors; calculations whilst mostly accurate may contain a few omissions or may not be presented appropriately; and demonstrate a good quality of written communication. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the basic ability to provide partial analysis of issues in a business; analysis will be incomplete, with partial and/or brief explanations, not all data will be used and there may be significant errors and/or a lack of clarity; demonstrate basic ability to use numerical and non-numerical techniques based on the data provided e.g. <ul style="list-style-type: none"> graphs or tables will not be completed accurately calculations may be inaccurate; and demonstrate basic quality of written communication.

<p>difficulty, addressing different skills.</p> <ul style="list-style-type: none">• Synoptic questions and extended written responses	<ul style="list-style-type: none">• calculations will be carried out accurately and presented appropriately; and• demonstrate excellent quality of written communication.		
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Assessment Objective	AO4		
Grade Descriptions	A	C	E
Grade Descriptions	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to distinguish between fact and opinion; assess the appropriateness of information from a variety of sources; make a reasoned evaluation of the sources considered; use qualitative and quantitative information to make informed judgements; and make logical and supported conclusions and recommendations. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate some ability to distinguish between fact and opinion; make some informed judgements from a variety of sources; make a limited evaluation of the sources considered; use qualitative and quantitative information to make some informed judgements; and make limited logical and supported conclusions and recommendations. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to make some distinction between fact and opinion; assess at a basic level the appropriateness of information from one or more sources; and make a partial evaluation of the sources considered by offering judgements and stating conclusions.
AO4 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout the relevant parts of the question papers:</i></p> <ul style="list-style-type: none"> In AS1 and AS2 units, questions 1(d) and 2(d) Mock Examinations CCEA 2021 assessment resources CCEA Exam papers 2017 onwards Homework assessments A range of question styles including, a variety of stems, with deliberate incline of 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate comprehensive ability to distinguish between fact and opinion from given source material; assess comprehensively the appropriateness of information from a variety of given sources and write about them in detail; make a reasoned evaluation of all the relevant source material based on highly appropriate clear and logical judgements; demonstrate the ability to evaluate quantitative and qualitative information from given source material, make informed judgements and propose appropriate solutions in context to the source; make detailed reasoned recommendations and conclusions in 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate some ability to distinguish between fact and opinion from given source material, in an appropriate way although it may be incomplete; assess the appropriateness of information from a variety of given sources and write about them briefly; make a brief evaluation of some of the relevant sources based on an appropriate but incomplete analysis; demonstrate an ability to partially evaluate quantitative and qualitative information from given stimulus, make some informed judgements and propose appropriate but possibly general solutions; make brief, appropriate recommendations or conclusions 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to make some basic distinctions between fact and opinion from given source material, likely to contain some errors or omissions; assess at a basic level the appropriateness of information from one or more given sources; may make brief/no recommendations based on limited analysis of the sources given; by offering basic judgements; and make basic or no recommendations and/or conclusions; and demonstrate basic quality of written communication.

difficulty, addressing different skills • Synoptic questions and extended written responses	the context of the source material; and • demonstrate excellent quality of written communication.	which may not always be source focused; and • demonstrate good quality of written communication.	
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Appendix 2

A2 Grade Descriptions and Key Features – Business Studies

Assessment Objective	AO1		
Grade Descriptions	A	C	E
		Candidates characteristically: <ul style="list-style-type: none"> demonstrate detailed knowledge of terms, concepts, theories, methods and models contained in the A level specification, with few significant omissions; show knowledge and understanding of the links between business concepts; demonstrate clear understanding of terminology, methods and models; and demonstrate detailed knowledge and clear understanding of the inter-connections between different elements of the subject content. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate sound knowledge of business terms, business concepts, business theories, business methods and business models contained in the A level specification, with some significant omissions; and demonstrate a sound understanding of how individuals and organisations respond to business issues.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<i>Throughout the relevant parts of the question papers:</i> <ul style="list-style-type: none"> Range of marks at A21 including, 4, 6, 15, 20 and 25 mark questions Range of Marks at A22 including 6, 9, 15, 20 mark questions 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate comprehensive, relevant and accurate knowledge of business terms, concepts, theories, and models referred to the context of the source, with few/no significant omissions; demonstrates comprehensive, relevant and accurate knowledge and understanding of the links between business 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate sound knowledge of some of the business terms, concepts, theories, methods and models referred to in the context of the source material and; show sound knowledge of the links between some of the business concepts, with some significant omissions; demonstrate a good quality of written communication. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate a basic knowledge of terms, concepts, theories, methods and models referred to which may or may not be in the context of the source material and; show some knowledge of the links between business concepts, which may be expressed briefly or inconsistently; demonstrate a basic quality of written communication.

<ul style="list-style-type: none"> • Mock Examinations • CCEA 2021 assessment resources • CCEA Exam papers, 2017 onwards • Homework assessments • A range of question styles including, a variety of stems, with deliberate incline of difficulty, addressing different skills. • Synoptic questions and extended written responses 	<p>concepts referred to in the source material;</p> <ul style="list-style-type: none"> • demonstrates comprehensive understanding of business terminology, methods and models specifically from the source material; • demonstrate comprehensive knowledge and clear understanding of the inter-connections and impacts of the issues raised in the source material; and • demonstrate an excellent quality of written communication. 		
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Assessment Objective	AO2		
Grade Descriptions	A	C	E
<p>Grade Descriptions</p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply relevant knowledge and understanding to various business contexts to show how individuals and organisations are affected by issues; and demonstrate knowledge of how individuals and organisations respond to issues. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply some relevant knowledge to show how individuals and organisations are affected by issues; and show some relevant knowledge and understanding of how individuals and organisations respond to issues. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply a basic level of relevant knowledge to show how individuals and organisations are affected by issues; and show some knowledge and understanding of how individuals and organisations respond to issues.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout the relevant parts of the question papers:</i></p> <ul style="list-style-type: none"> Range of marks at A21 including, 4, 6, 15, 20 and 25 mark questions Range of Marks at A22 including 6, 9, 15 and 20 mark questions Mock Examinations CCEA 2021 assessment resources CCEA Exam papers 2017 onwards Homework assessments A range of question styles including, a 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply comprehensive, relevant and accurate knowledge and understanding to business contexts specified in the source material to show how individuals and organisations are affected by issues, by writing about them in detail; and thoroughly apply relevant source material in answering the question; demonstrate comprehensive, relevant and accurate knowledge by writing in detail how individuals and organisations respond to issues; and demonstrate an excellent quality of written communication. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply some relevant knowledge of how issues expressed in the source material impact on the organisation or individuals, by writing briefly about some of them; and show some appropriate knowledge of the links between business concepts, although this may be brief and/or incomplete; and demonstrate a good quality of written communication. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to apply a basic level of knowledge of how issues expressed in the sources may affect individuals or organisations; often comments may be more general rather than specific in nature; responses may make limited/no use of relevant source material; show little knowledge and understanding of how individuals and organisations respond to issues in source material; and demonstrate a basic quality of written communication.

<p>variety of stems, with deliberate incline of difficulty, addressing different skills.</p> <ul style="list-style-type: none">• Synoptic questions and extended written responses			
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Assessment Objective	AO3		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to analyse issues in a business by building logical arguments; use numerical and non-numerical techniques appropriately and accurately; analyse a business strategy; and develop a business strategy. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to analyse issues in a business by building reasonable but not comprehensive arguments; and use numerical and non-numerical techniques with some accuracy. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to provide partial analysis of issues in a business; build arguments; use numerical and non-numerical techniques; and outline a business strategy.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout the relevant parts of the question papers:</i></p> <ul style="list-style-type: none"> Range of marks at A21 including, 15, 20 and 25 mark questions Range of Marks at A22 including 9, 15, 20 mark questions Mock Examinations CCEA 2021 assessment resources CCEA Exam papers 2017 onwards Homework assessments A range of question styles including, a variety of stems, with deliberate incline of 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to comprehensively analyse issues in a business by building logical arguments based on relevant source material; use numerical and non-numerical techniques appropriately and accurately based on source data e.g. <ul style="list-style-type: none"> presenting calculations correctly, using appropriate annotation relating tables and calculations to the source data accurately; analyse a business strategy based on the relevant and cohesive use of source material; develop a business strategy based on appropriate and clear analysis of stimulus material; and demonstrate an excellent quality of written communication. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to analyse issues in a business by building reasonable and appropriate arguments; use numerical and non-numerical techniques appropriately based on stimulus data with some accuracy, e.g. <ul style="list-style-type: none"> calculations may be correct/partially correct annotation may be missing tables and calculations will be used but there may be some inaccuracies; a brief analysis of a business strategy may be evident, which may be appropriate but not detailed; and demonstrate a good quality of written communication. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrates a basic ability to provide a limited analysis of issues in a business from some aspects of the source material; partially build basic/incomplete arguments which may or may not be linked to the source material; ability to use numerical and non-numerical techniques from source material in a stimulus in a limited way e.g. <ul style="list-style-type: none"> calculations may be flawed, annotation may be missing inaccurate assumptions may be made from data or calculations, business strategy may be limited or flawed and may only partially stem from source material; and demonstrate a basic quality of written communication.

<p>difficulty, addressing different skills.</p> <ul style="list-style-type: none">• Synoptic questions and extended written responses			
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Assessment Objective	AO4		
Grade Descriptions	A	C	E
<p style="text-align: center;">Grade Descriptions</p>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to distinguish between fact and opinion; assess the appropriateness of information from a variety of sources; make a reasoned evaluation of the sources considered; demonstrate the ability to evaluate quantitative and qualitative information, make informed judgements and propose appropriate solutions; and make reasoned recommendations. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to make reasonable distinction between fact and opinion assess at a competent level the appropriateness of information from one or more sources; make a limited evaluation of the sources considered; use qualitative and quantitative information competently, to make informed judgements; and make limited supported conclusions and recommendations. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to make some distinction between fact and opinion; assess at a basic level the appropriateness of information from one or more sources; make a partial evaluation of the sources considered by offering judgements; and make some recommendations.
AO4 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout the relevant parts of the question papers:</i></p> <ul style="list-style-type: none"> Range of marks at A21 including 15, 20 and 25 mark questions Range of Marks at A22 including 15 and 20 mark questions Mock Examinations CCEA 2021 assessment resources 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate comprehensive ability to distinguish between fact and opinion from given source material, responses here will be detailed; assess comprehensively the appropriateness of information from a variety of given sources; make a reasoned evaluation of most of the relevant sources based on highly appropriate clear and logical judgements; demonstrate the ability to evaluate quantitative and qualitative information from 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate a reasonable ability to distinguish between fact and opinion from one or more sources, responses here may be brief and lack detail; partially assess the appropriateness of information from one or more of the sources; make a limited evaluation of some of the sources based on brief analysis; demonstrate a competent ability to evaluate quantitative and qualitative information from one or more sources to make informed judgements, these may be appropriate but incomplete, lacking detail; 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate the ability to make basic distinctions between fact and opinion in relation to the sources given, or may make more general comments which may not be in the business context; assess at a basic level the appropriateness of information from one or more sources, this will usually be very brief and may be incomplete or contain a number of inaccuracies; make a very basic or no evaluation based on limited analysis of one or more sources and offering brief, and sometimes flawed judgements;

<ul style="list-style-type: none"> • CCEA Exam papers 2017 onwards • Homework assessments • A range of question styles including, a variety of stems, with deliberate incline of difficulty, addressing different skills. • Synoptic questions and extended written responses 	<p>given sources, and then make informed judgements and propose appropriate solutions in the specific business context;</p> <ul style="list-style-type: none"> • make detailed reasoned recommendations and conclusions which are in line with their previous analysis; and • demonstrate an excellent quality of written communication. 	<ul style="list-style-type: none"> • make some brief recommendations and conclusions based on appropriate analysis; and • demonstrate a good quality of written communication. 	<ul style="list-style-type: none"> • make basic or no recommendations or conclusions; and • demonstrate a basic quality of written communication.
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Appendix 3

Definitions of Levels of Control

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

High	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> • all students are within direct sight of the teacher/supervisor throughout the session(s); • display materials which might provide assistance are removed or covered; • there is no access to email, the internet or mobile phones; • students complete their work independently; • interaction with other students does not occur; and • no assistance of any description is provided.
Medium	<p>Students do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres should ensure that:</p> <ul style="list-style-type: none"> • there is sufficient evidence to ensure that the individual work can be authenticated; and • the work an individual student submits for assessment is their own. <p>If work has been completed in groups, teachers must ensure that they can determine and assess the individual student's contribution to the work.</p> <p>If work has been completed remotely, it may be useful to ask questions about what they did and how/why they did it, to help authenticate the work.</p>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>



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