

Summer 2021



Summer 2021 Alternative Arrangements: AS and A level Economics 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 Economics.

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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, AS1 or AS2 or both units or A21 or A22 or both units.

Subject	Current Arrangements	Unit For Omission	Specification Adaptations
GCE Economics	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 Economics 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.

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

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.

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 Economics you may choose to use are included in the following table:

Evidence
<p>CCEA assessment resources for AS1, AS2, A21 and 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 Economics 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 Economics are:

AO1	demonstrate knowledge of terms or concepts and theories or models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues
AO2	apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues
AO3	analyse issues within economics, showing an understanding of their impact on economic agents
AO4	evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic 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 of the content for Unit 1.
- 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 Economics Content	
All Students	Student A
<ul style="list-style-type: none"> • Short Run versus Long Run • Business Objectives • Business Growth • Measuring Markets • Analysing Market Structures • Perfect Competition • Monopoly • Monopolistic Competition • Oligopoly • Contestable Markets • Competition Policy 	<ul style="list-style-type: none"> • Short Run versus Long Run • Business Objectives • Business Growth • Measuring Markets • Analysing Market Structures • Perfect Competition • Monopoly

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: In an AS Level assessment, the candidate's response to a question lacks a clear explanation and it relies heavily on the stimuli provided. However, they do show an understanding of the economic impact, and have provided some examples, although they have also overlooked some important issues. They have made a few minor errors in their diagrams but have made a brief but appropriate conclusion tying together a couple of their points.

- 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	<i>See Grade A Description.</i>
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	<i>See Grade C Description.</i>
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	<i>See Grade E Description.</i>

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 – Economics

Assessment Objective	AO1		
	A	C	E
Grade Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate detailed knowledge of terms, concepts, theories and models contained in the AS units, with few significant omissions; and demonstrate clear understanding of: <ul style="list-style-type: none"> terminology; institutions; and models. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate sound knowledge of most terms, concepts, theories and models contained in the AS units, with relatively few omissions; and demonstrate reasonable understanding of: <ul style="list-style-type: none"> terminology; institutions; and models. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate knowledge of some terms, concepts, theories and models contained in the AS units; and demonstrate some understanding of: <ul style="list-style-type: none"> terminology; institutions; and models.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout all parts of the question papers, but particularly in Section A and part (b) of Section B</i></p> <p>CCEA 2021 assessment resources</p> <ul style="list-style-type: none"> past papers mock exams a range of question styles, including those which call for calculation or brief comment, short descriptive answers and extended written responses. 	<p>At this level, the candidate will also:</p> <ul style="list-style-type: none"> generally, be capable of attempting all questions asked. identify accurately information required to answer each question. extend answers beyond elements given in question stimulus material. 	<p>At this level, the candidate will also:</p> <ul style="list-style-type: none"> occasionally only be able to offer token answers to some questions. provide some answers which lack clarity because the issues involved are not clearly explained. sometimes rely heavily on aspects of issues flagged in source stimuli. 	<p>At this level, the candidate will also:</p> <ul style="list-style-type: none"> fail to attempt some questions. provide answers only marginally relevant to some questions asked. base answers on misconceptions - for example, that working-age population is equal to 'workforce'. rely almost exclusively in some questions on source material.

Assessment Objective	AO2		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to show how economic agents are affected by and respond to economic issues by applying: <ul style="list-style-type: none"> concepts; numerical and graphical techniques; theories and models; and terminology. 	Candidates characteristically: <ul style="list-style-type: none"> show how economic agents are affected by and respond to economic issues by accurate, if limited, application of: <ul style="list-style-type: none"> concepts; numerical and graphical techniques; theories and models; and terminology. 	Candidates characteristically: <ul style="list-style-type: none"> show how economic agents are affected by and respond to economic issues by applying in part some: <ul style="list-style-type: none"> concepts; numerical and graphical techniques; theories and models; and terminology.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout all parts of the question papers, but particularly in Section A and early parts of Section B</i></p> <p>CCEA 2021 assessment resources</p> <ul style="list-style-type: none"> past papers mock exams a range of question styles, including those which call for calculation or brief comment, short descriptive answers and extended written responses 	At this level, the candidate will also: <ul style="list-style-type: none"> demonstrate understanding of roles and purposes of real-world institutions. recognise how economic issues have wider social or other impacts. interpret statistical information with confidence and accuracy. be comfortable in illustrating answers with real-world examples. relate answers to specific contexts of questions asked. 	At this level, the candidate will also: <ul style="list-style-type: none"> show some awareness of roles and purposes of real-world institutions. perceive that economic issues have wider social or other impacts. be reasonably competent in handling statistical information. have some blind spots as far as real-world exemplifications of economic theory are concerned. 	At this level, the candidate will also: <ul style="list-style-type: none"> have imperfect understanding of roles and purposes of real-world institutions. have very limited insight into how economic issues interconnect with, for example, social or political ones. have difficulty in relating information in statistical form to its implications for ordinary people. often fail to relate some answers to specific contexts of a question.

Assessment Objective	AO3		
Grade Descriptions	A	C	E
		Candidates characteristically: <ul style="list-style-type: none"> • show the impact on economic agents by: <ul style="list-style-type: none"> – selecting relevant concepts, models or theories; and – demonstrating development of logical explanations of economic issues in relevant contexts with focus and relevance. 	Candidates characteristically: <ul style="list-style-type: none"> • investigate impact on economic agents by: <ul style="list-style-type: none"> – selecting relevant concepts, models, or theories; and – developing coherent explanations of economic issues in relevant contexts.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout all parts of the question papers, including longer questions in Section A</i></p> <p>CCEA 2021 assessment resources</p> <ul style="list-style-type: none"> • past papers • mock exams • a range of question styles, including those which call for calculation or brief comment, short descriptive answers and extended written responses. 	At this level, the candidate will: <ul style="list-style-type: none"> • give comprehensive consideration to the issues raised in the question. • focus sharply on issues relevant to problems specified in the question. • show awareness of phenomena such as unintended consequences. • support arguments with accurate, clear diagrams where appropriate. 	At this level, the candidate will: <ul style="list-style-type: none"> • generally, identify the most important aspects of the question. • often present arguments accurate in themselves but not fully relevant to the terms of the question. • overlook one or more elements to be expected in a complete answer. • make minor errors in labelling, layout or presentation of diagrams intended to support arguments. 	At this level, the candidate will: <ul style="list-style-type: none"> • advance contradictory arguments or demonstrate incomplete mastery by misidentifying consequences. • misinterpret the question, or present irrelevant arguments. • focus on only one aspect of the problem presented by the question. • attempt to illustrate arguments with diagrams which may be unclear, irrelevant, or inaccurate.

Assessment Objective	AO4		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to evaluate by: <ul style="list-style-type: none"> prioritising evidence and arguments; making reasoned judgements; and reaching and presenting supported conclusions. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate some formulaic ability to evaluate economic arguments and evidence in reasonable detail, for example by: <ul style="list-style-type: none"> identifying a limited range of relevant evidence; making judgements on some relevant issues; and stating conclusions. 	Candidates characteristically: <ul style="list-style-type: none"> evaluate straightforward economic arguments and evidence at a simple level, for example by: <ul style="list-style-type: none"> offering judgements; and stating conclusions.
AO4 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>In part (c), and, to a greater extent, part (d) of Section B, and in all of Section C of both question papers</i></p> <ul style="list-style-type: none"> CCEA 2021 assessment resources past papers mock exams questions calling for an extended written response 	At this level, the candidate will: <ul style="list-style-type: none"> display critical awareness of strengths and weaknesses of relevant theories or policies. demonstrate insight that policies to 'solve' one problem may exacerbate other problems. investigate, as appropriate, a range of alternative ideas to the issue(s) presented in the question. deliver judgements as a logical synthesis of arguments presented. 	At this level, the candidate will: <ul style="list-style-type: none"> demonstrate familiarity with a fairly limited range of standard evaluative techniques. produce a fairly full list of relevant factors or policies without a proper focus on effective evaluation. tend towards an investigation which lacks appropriate balance or is limited in scope or depth. seem to conjure a judgement rather abruptly, without fully tying together the arguments presented. 	At this level, the candidate will: <ul style="list-style-type: none"> lack balance in selecting and reviewing relevant evidence. perform only a rudimentary evaluation of relevant issues. adopt a narrow focus, showing little awareness of alternative theories, strategies or policies. offer a judgement with little logical connection to whatever arguments were presented. tend to present unsubstantiated judgements generally.

Appendix 2

A2 Grade Descriptions and Key Features – Economics

Assessment Objective	AO1		
	A	C	E
Grade Descriptions	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate detailed knowledge of terms, concepts, theories and models contained in this specification, with few significant omissions; demonstrate clear understanding of: <ul style="list-style-type: none"> terminology; institutions; and models; and demonstrate detailed knowledge and clear understanding of the interconnections between the different elements of the subject content. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate sound knowledge of most terms, concepts, theories and models contained in this specification, with relatively few omissions demonstrate reasonable understanding of: <ul style="list-style-type: none"> terminology; institutions; and models; and generally demonstrate knowledge and understanding of the interconnections between the different elements of the subject content. 	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate knowledge of some terms, concepts, theories and models included in this specification; demonstrate some understanding of: <ul style="list-style-type: none"> terminology; institutions; and models; and demonstrate some knowledge and understanding of the interconnections between the different elements of the subject content.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout all parts of the question papers, but particularly in Section A and part (b) of Section B</i></p> <ul style="list-style-type: none"> CCEA 2021 assessment resources past papers mock exams a range of question styles, including those which call for calculation or brief comment, short descriptive answers and extended written responses 	<p>At this level, the candidate will also:</p> <ul style="list-style-type: none"> identify accurately information required to answer each question. develop answers beyond ideas in question stimulus material. be comfortable in relating ideas under discussion to concepts in different aspects of the subject. 	<p>At this level, the candidate will also:</p> <ul style="list-style-type: none"> occasionally interpret too narrowly the focus of a question. fail to reconcile all the elements of some complex situations. deal with ideas beyond those indicated in source material. be able to call on other aspects of the subject to illuminate points in an issue under discussion. 	<p>At this level, the candidate will also:</p> <ul style="list-style-type: none"> sometimes fail to recognise all the key information required by a question. sometimes provide answers which lack clarity because issues involved are not clearly explained. explore in only limited detail ideas beyond those in source material. sometimes fail to see ways in which other aspects of the subject influence issues under discussion.

Assessment Objective	AO2		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> • show how economic agents are affected by and respond to complex economic issues by clearly and effectively applying: <ul style="list-style-type: none"> – concepts; – numerical and graphical techniques; – theories and models; and – terminology. 	Candidates characteristically: <ul style="list-style-type: none"> • show how economic agents are affected by and respond to complex economic issues by accurate, if limited, application of: <ul style="list-style-type: none"> – concepts; – numerical and graphical techniques; – theories and models; and – terminology 	Candidates characteristically: <ul style="list-style-type: none"> • show how economic agents are affected by and respond to complex issues arising in a range of situations by appropriately applying some: <ul style="list-style-type: none"> – concepts; – numerical and graphical techniques; – theories and models; and – terminology.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout all parts of the question papers, but particularly in Section A and early parts of Section B</i></p> <ul style="list-style-type: none"> • CCEA 2021 assessment resources • past papers • mock exams • a range of question styles, including those which call for calculation or brief comment, short descriptive answers and extended written responses 	At this level, the candidate will also: <ul style="list-style-type: none"> • understand how economic issues have wider social or other impacts. • interpret and communicate statistical information with insight and accuracy. • comfortably and accurately relate theories to real-world contexts • demonstrate detailed insight into roles and purposes of real-world institutions and understand the rationale for establishment of such bodies as Ofgem or the WTO • understand significance of past events or policies where these are highlighted in the specification. 	At this level, the candidate will also: <ul style="list-style-type: none"> • understand some wider social or other impacts of economic issues. • interpret and communicate statistical information accurately. • show ability to relate economic theory to real world contexts, • demonstrate understanding of the rationale, purposes and roles of real-world institutions. • show some understanding of historical contexts where these are highlighted in the specification. 	At this level, the candidate will also: <ul style="list-style-type: none"> • perceive some wider social or other impacts of economic issues. • interpret statistical information with reasonable accuracy. • connect some economic concepts appropriately to real world issues. • demonstrate some insight into roles and purposes of real-world institutions. • show limited awareness of the relevance of historical contexts highlighted in the specification.

Assessment Objective	AO3		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> select relevant concepts, models or theories; and demonstrate development of logical explanations of complex economic issues in relevant contexts to show the impact on economic agents. 	Candidates characteristically: <ul style="list-style-type: none"> select relevant concepts, models or theories; and develop coherent explanations of complex economic issues in relevant contexts to investigate the impact on economic agents. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate some evidence of selecting relevant concepts, models, theories and techniques; and demonstrate partial development of logical explanations of complex economic issues to show the impact on economic agents.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>Throughout all parts of the question papers, including longer questions in Section A</i></p> <ul style="list-style-type: none"> CCEA 2021 assessment resources past papers mock exams a range of question styles, including those which call for calculation or brief comment, short descriptive answers and extended written responses. 	At this level, the candidate will also: <ul style="list-style-type: none"> give comprehensive consideration to the issues raised in the question. focus sharply on a range of issues relevant to problems specified in the question. fully investigate a range of consequences of events or policy decisions on economic agents. reinforce explanations with accurate, clear diagrams where appropriate. 	At this level, the candidate will also: <ul style="list-style-type: none"> identify the most important aspects of the question. present valid arguments which may not always be perfectly sequenced or developed. occasionally overlook some elements of a complex issue. incorporate largely accurate and relevant diagrams into explanations. 	At this level, the candidate will also: <ul style="list-style-type: none"> not quite get to grips with the complexity of certain issues. develop relevant arguments but some only partially or with limited skill. illustrate explanations with diagrams which may not always be wholly clear, relevant or accurate.

Assessment Objective	AO4		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> demonstrate the ability to evaluate effectively complex economic arguments; prioritise evidence and arguments; make reasoned judgements; reach and present supported conclusions; and make reasoned recommendations. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate some ability to evaluate complex economic arguments; select appropriate evidence and arguments; make judgements; reach and present conclusions with some valid references to supporting evidence; and make recommendations. 	Candidates characteristically: <ul style="list-style-type: none"> demonstrate some evaluative skills in relation to complex economic arguments and evidence; make judgements; reach and present conclusions with some supporting evidence; and make recommendations
AO4 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><i>In part (c), and, to a greater extent, part (d) of Section B, and in all of Section C of both question papers</i></p> <ul style="list-style-type: none"> CCEA 2021 assessment resources past papers mock exams questions calling for an extended written response 	At this level the candidate will also: <ul style="list-style-type: none"> demonstrate acute awareness of strengths and weaknesses of a range of policies and instruments. investigate issues with regard to complexity of interconnecting influences. review and compare impacts of a range of economic decisions. deliver judgements as a logical synthesis of arguments presented. show objectivity and pragmatism in making recommendations. 	At this level the candidate will also: <ul style="list-style-type: none"> have an informed and balanced view of the effectiveness of most policies and instruments. show some awareness of complex interconnections. exhibit some unevenness in quality of evaluation of points. make judgements broadly consistent with issues investigated. make recommendations which are generally realistic. 	At this level the candidate will also: <ul style="list-style-type: none"> produce high quality investigation of some issues, but fall short of higher standards because of deficiencies in scope or balance. possibly fail to appreciate more complex interconnections. tend to rely at times on formulaic evaluation. tend to make judgements and recommendations which are not wholly connected or convincing.

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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