

Summer 2021



# Summer 2021 Alternative Arrangements: AS and A level Geography Subject Guidance





## 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 Geography.

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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 Unit 1 or Unit 2, Units 1 and 3, Units 2 and 3 or all three units.

Subject	Current Arrangements	Unit For Omission	Specification Adaptations
GCE Geography	<p><b>AS Unit 1 Physical Geography</b> External assessment (40% of AS; 16% of A Level)</p> <p><b>AS Unit 2 Human Geography</b> External assessment (40% of AS; 16% of A Level)</p> <p><b>AS Unit 3 Fieldwork Skills and Techniques in Geography</b> External assessment (20% of AS; 8% of A Level)</p>	<p><b>AS</b> Students could choose to sit Unit 1 (16%); Unit 2 (16%); Units 1 and 3 (24%); Units 2 and 3 (24%); <b>or</b> Units 1 and 2 (32%)</p>	<p>AS 1: No change AS 2: No change AS 3: The requirement for students to collect primary data has been removed. Centres are allowed to use archive data; for example, data collected in a previous year or data provided by a field studies centre.</p>
	<p><b>A2 Unit 1 Physical Processes, Landforms and Management</b> (24% of A Level)</p>	<p><b>A2</b> Students choose to sit Unit 1 (24%), Unit 2 (24%); Units 1 and 3 (36%);</p>	<p>A2 1: No change A2 2: No change A2 3: No change</p>

	<p><b>A2 Unit 2 Processes and Issues in Human Geography</b> (24% of A Level)</p> <p><b>A2 Unit 3 Decision Making in Geography</b> (12% of A Level)</p>	<p>Units 2 and 3 (36%);<b>or</b> Units 1 and 2 (48%)</p>	
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## 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 Geography, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials and past papers<sup>1</sup> which are available on the CCEA website at [www.ccea.org.uk](http://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

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

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.

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

Evidence
<p><b>CCEA assessment resources for AS Geography Units 1, 2 and 3 and A2 Geography Units 1, 2 and 3.</b> 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><b>Performance in any mock examinations taken</b> – 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><b>Performance in CCEA past paper questions and mark schemes</b> – 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 <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>. If the examinations in the qualifications you deliver are marked online, you can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at <a href="mailto:CCEA.Analytics@ccea.org.uk">CCEA.Analytics@ccea.org.uk</a>.</p>
<p><b>Performance in class tests</b> – 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><b>Records of each student’s performance throughout their study</b> – This includes, for example, progress review/tracking data, classwork and bookwork.</p>
<p><b>Performance in any class assessments taken throughout their study of the GCE Geography specification</b> – 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><b>For resitting students</b>, 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 Geography are:

<b>AO1</b>	Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales.
<b>AO2</b>	Apply knowledge and understanding in different contexts to analyse, interpret and evaluate key concepts, information and issues.
<b>AO3</b>	Use a variety of relevant methods and techniques to: <ul style="list-style-type: none"> <li>• investigate geographical questions and issues;</li> <li>• analyse, interpret and evaluate data and resources; and</li> <li>• construct arguments and draw conclusions.</li> </ul>

The following table summarises assessment objectives by unit:

Unit	Assessment objective		
	AO1	AO2	AO3
<b>AS Unit 1</b>	✓	✓	✓*
<b>AS Unit 2</b>	✓	✓	✓
<b>AS Unit 3</b>	✓	✓	✓
<b>A2 Unit 1</b>	✓	✓	✓
<b>A2 Unit 2</b>	✓	✓	✓
<b>A2 Unit 3</b>		✓	✓**

Notes:

\*the weighting given to Assessment Objective 1 is lower in AS Unit 3 compared to AS 1 and AS 2. Limited evidence to support attainment in this assessment objective can be drawn from question 1 and 2.

\*\* a significant weighting is given to Assessment Objective 3 in A2 Unit 3; this assessment objective is assessed throughout this assessment unit.

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

When considered alongside the assessment objectives set out above, the following sources and/or types of evidence may be of greatest value in supporting a holistic review of a student's attainment:

- CCEA past paper questions and mark schemes;
- Mock examinations;
- Specimen Assessment Materials
- CCEA Assessment Resources;
- Homeworks;
- Class tests; and
- Class assessments.

The following table illustrates examples of question types and associated assessment objectives.

<b>Assessment Unit</b>	<b>Question</b>	<b>Assessment Objective</b>
AS Geography Unit 1: Physical Geography (Summer 2017)	Explain how and why altitude influences temperature. [3]	AO1: recall of knowledge and understanding of the factors influencing temperature – process and environment.
A2 Geography Unit 1 Physical Processes, Landforms and Management (Summer 2019)	With general reference to places, explain how plate tectonic processes create the following two landforms: <ul style="list-style-type: none"> <li>• ocean ridges; and</li> <li>• island arcs. [8]</li> </ul>	AO1: recall of knowledge and understanding of plate tectonics theory – process and environment.
A2 Geography Unit 1 Physical Processes, Landforms and Management (Summer 2019)	With reference to places for illustration, describe and explain the formation of coastal spits. [8]	AO1: recall of knowledge and understanding of the formation of coastal landforms – process, place, interaction and environment
AS Geography Unit 2 Human Geography (Summer 2018)	Evaluate one composite measure of development. [3]	Inevitably many GCE Geography questions assess more than one AO.  This question draws on knowledge and understanding of a composite measure of development (AO1). Candidates are required to evaluate the concept of development (AO2).
A2 Geography Unit 2 Processes and Issues in Human Geography (Summer 2018)	Explain how mass tourism can affect social sustainability and competition for resources in a region. [9]	The candidate needs to draw on their knowledge of mass tourism, social sustainability and competition for resources – place and interactions (AO1). They then need to apply their knowledge to show how mass tourism affects social sustainability and competition for resources (AO2).

<p>A2 Geography Unit 1 Physical Processes, Landforms and Management (Summer 2019)</p>	<p>Study Resource 1 (page 2 of the Resource Booklet) which illustrates volcanic activity in North West USA. Describe the pattern and explain the processes that have created the volcanic activity of this region. [9]</p>	<p>The candidate needs to draw on their knowledge and understanding of volcanic processes (AO1) and be able to apply this knowledge in given context (AO2). The candidate is required to analyse and interpret the resource provided (AO3).</p>
<p>A2 Geography Unit 2 Processes and Issues in Human Geography (Summer 2018)</p>	<p>'International migration is the most important factor in the creation of ethnically diverse countries'. With reference to a case study of an ethnically diverse country, discuss the extent to which you agree with this statement. [18]</p>	<p>Here the candidate needs to draw on their knowledge of the factors that create ethnically diverse countries and knowledge as well as their own case study (AO1). They need to apply this in the context of their chosen case study (AO2). Finally, they are required to construct an argument (the extent to which they agree) (AO3).</p>
<p>A2 Geography Unit 3 Decision Making in Geography (Summer 2019)</p>	<p>State clearly your decision and justify it on the basis of the greater overall benefits. [10]</p>	<p>In A2 Geography Unit 3 candidates investigate a geographical issue, manipulate data and construct an argument leading to the drawing of a conclusion. This is a perfect example of AO3. The candidate is required to draw a conclusion (decision) and to construct their supporting argument (justification) (AO3).</p>

### 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: AS Geography*

*A centre decided to omit assessment of Unit 2 Human Geography and Unit 3 Fieldwork Skills and Techniques in Geography, in line with the Education Minister's announcement in December 2020.*

*Therefore, Centre Determined Grades in this centre may be based on evidence for Unit 1 only.*

- *Student A has missed a significant amount of learning due to Covid-19, self-isolation and disruptions and has not completed all of the content for Unit 1.*
- *Student A's Centre Determined Grade should be based on assessment of only the AS Geography Unit 1 content s/he has covered.*

Assessments adapted/evidence gathered and reviewed based on AS Geography Unit 1 specification content	
All Students	Student A
<ul style="list-style-type: none"> <li>• Processes that shape fluvial environments</li> <li>• Human interaction in fluvial environments</li> <li>• Global Biomes</li> <li>• Small scale ecosystems</li> <li>• Processes that shape our weather and climate</li> <li>• Weather in the British Isles</li> <li>• Global weather issues</li> </ul>	<ul style="list-style-type: none"> <li>• Processes that shape fluvial environments</li> <li>• Human interaction in fluvial environments</li> <li>• Processes that shape our weather and climate</li> <li>• Weather in the British Isles</li> <li>• Global weather issues</li> </ul>

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.

### General Marking Instructions

#### Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

#### Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

#### Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers.

#### Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### **Awarding zero marks**

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### **Marking calculations**

In marking answers involving calculations, examiners should apply the 'own figure rule' so that candidates are not penalised more than once for a computational error. To avoid a candidate being penalised, marks can be awarded where correct conclusions or inferences are made from their incorrect calculations.

### **Types of mark schemes**

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- Threshold performance: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- Intermediate performance: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- High performance: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

### **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.

Archived past papers and mark schemes are also available in the Support section of the qualification web page. The materials in this section relate to the legacy specification which is no longer available for teaching; however, they may still be of use to teachers and students. If using archive past papers and mark schemes, centres must ensure they fulfil the requirements of the current specification.

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.

Archived Chief Examiner Reports (2014, 2015, 2016 and 2017) are also available in the Support section of the qualification page. The materials in this section relate to the legacy specification which is no longer available for teaching; however, they may still be of use to teachers and students. If using archive reports, centres must ensure they fulfil the requirements of the current specification.

### **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.

## CCEA Analytics

You can also avail of the data held in the CCEA Analytics application. This data relates to AS Geography Unit 1 Physical Geography and AS Geography Unit 2 Human Geography. Further information can be obtained by contacting CCEA at [CCEA.Analytics@ccea.org.uk](mailto:CCEA.Analytics@ccea.org.uk)

## 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 or up or down** using the table below to find the final grade.

*For example: Grade C AO1, candidates characteristically:*

- *demonstrate sound knowledge and understanding of a range of places, environments, concepts, processes, interactions and change at a variety of scales; and*
  - *show sound understanding of subject-specific material.*
- 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
<b>A*</b> <i>(A2 only)</i>	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'.
<b>A</b>	See Grade A Description.
<b>B</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'.
<b>C</b>	See Grade C Description.
<b>D</b>	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'.
<b>E</b>	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><a href="mailto:helpline@ccea.org.uk">Email: helpline@ccea.org.uk</a></u></p> <p>Telephone: <b>028 9026 1220</b>.</p> <p>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><a href="mailto:centresupport@ccea.org.uk">centresupport@ccea.org.uk</a></u></p>
CCEA Entries	<u><a href="mailto:entriesandresults@ccea.org.uk">entriesandresults@ccea.org.uk</a></u>
Principal Officer	<p>Margaret McMullan</p> <p><u><a href="mailto:mmcmullan@ccea.org.uk">mmcmullan@ccea.org.uk</a></u></p>
Specification Support Officer	<p>Arlene Ashfield</p> <p><u><a href="mailto:aashfield@ccea.org.uk">aashfield@ccea.org.uk</a></u></p>

## Appendix 1

### AS Geography Grade Descriptions and Key Features

Assessment Objective	AO1: demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales.		
Grade Descriptions	A	C	E
	Candidates characteristically: <ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales; and</li> <li>demonstrate detailed knowledge and understanding of subject-specific material.</li> </ul>	Candidates characteristically: <ul style="list-style-type: none"> <li>demonstrate sound knowledge and understanding of a range of places, environments, concepts, processes, interactions and change at a variety of scales; and</li> <li>show sound understanding of subject-specific material.</li> </ul>	Candidates characteristically: <ul style="list-style-type: none"> <li>demonstrate some knowledge and understanding of some places, environments, concepts, processes, interactions and change at a variety of scales; and</li> <li>show basic knowledge and understanding of subject-specific material.</li> </ul>
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
AO1 is assessed in all three AS units. However, there is a lower weighting given to AO1 on AS Unit 3 Fieldwork Skills and Techniques in Geography.  Candidate responses will demonstrate knowledge and understanding at a variety of scales, e.g: LEDC; MEDC; small	Candidate responses will show a wide-ranging and accurate knowledge and a clear understanding of environments, concepts, processes, interactions and change relevant to the question.  Each element of the question is addressed explicitly.  All or most of the knowledge and understanding that can be expected will be given.	Candidate responses will show sound knowledge and understanding of places, environments, concepts, processes, interactions and change relevant to the question.  Responses may be imbalanced.  There will be some errors and/or gaps in knowledge and understanding. Some material included may not be relevant.	Candidate responses will show basic knowledge and understanding of the places, environments, concepts, processes, interactions and change relevant to the question.  Candidate responses may neglect one or more elements of the question.  The response will show errors and significant gaps in knowledge and understanding. Only relatively simple ideas can be dealt with

<p>scale; city; regional; national; global.</p>	<p>Where required, a response at this level will include comprehensive, detailed, and accurate reference to an appropriate and relevant case study.</p> <p>Responses at this level will make good use of appropriate geographical terminology.</p>	<p>Where required, a response at this level will make sound reference to a relevant case study.</p> <p>Responses at this level will make restricted use of appropriate geographical terminology.</p>	<p>competently. Material included may lack relevance.</p> <p>Where required, a response at this level makes limited and/or inaccurate reference to a relevant case study.</p> <p>Responses at this level will make poor use of appropriate geographical terminology.</p>
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<b>Assessment Objective</b>	<b>AO2:</b> apply knowledge and understanding in different contexts to analyse, interpret and evaluate key concepts, information and issues.		
<b>Grade Descriptions</b>	<b>A</b>	<b>C</b>	<b>E</b>
	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>analyse and interpret key concepts, information and issues;</li> <li>offer a valid evaluation of key concepts, information and issues; and</li> <li>demonstrate the ability to apply geographical understanding in different contexts.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>show sound analysis and interpretation of key concepts, information and issues;</li> <li>offer a sound evaluation of key concepts, information and issues in relation to specific geographical concepts; and</li> <li>demonstrate the ability to apply sound geographical understanding in different contexts.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>offer limited and inconsistent analysis and interpretation of key concepts, information and issues;</li> <li>attempt some limited evaluation of key concepts, information and issues; and</li> <li>show limited ability to apply aspects of geographical understanding in different contexts.</li> </ul>
<b>AO2 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
<p>AO2 is assessed in all three AS units.</p>	<p>Candidate's responses will demonstrate detailed, accurate and competent analysis and interpretation of key concepts, information and issues.</p> <p>At this grade, responses will demonstrate a balanced, detailed and thorough evaluation of key concepts, information and issues.</p> <p>Candidate responses will demonstrate the ability to apply accurate and appropriate geographical understanding in different contexts with precision at a</p>	<p>Candidate's responses will demonstrate a sound analysis and interpretation of key concepts, information and issues.</p> <p>Responses will demonstrate a sound, reasonably balanced evaluation of key concepts, information and issues.</p> <p>Candidate responses will demonstrate the ability to apply sound geographical understanding in different contexts at a range of scales: LEDC; MEDC; small scale; city; regional; national; global.</p>	<p>Candidate's responses will demonstrate a basic analysis and interpretation of key concepts, information and issues.</p> <p>Responses will demonstrate a basic evaluation of key concepts, information and issues.</p> <p>Candidate responses will demonstrate the ability to apply basic geographical understanding in different contexts at a range of scales: LEDC; MEDC; small scale; city; regional; national; global.</p>

	range of scales: LEDC; MEDC; small scale; city; regional; national; global.		
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<b>Assessment Objective</b>	<b>AO3:</b> use a variety of relevant methods and techniques to: <ul style="list-style-type: none"> <li>– investigate geographical questions and issues;</li> <li>– analyse, interpret and evaluate data and resources; and</li> <li>– construct arguments and draw conclusions.</li> </ul>		
<b>Grade Descriptions</b>	<b>A</b>	<b>C</b>	<b>E</b>
	Candidates characteristically: <ul style="list-style-type: none"> <li>• select and use a range of relevant methods and techniques appropriately when investigating geographical questions and issues;</li> <li>• analyse, interpret and evaluate geographical data and resources; and</li> <li>• construct sound arguments to reach valid conclusions and communicate findings clearly in a structured manner appropriate to the task.</li> </ul>	Candidates characteristically: <ul style="list-style-type: none"> <li>• select and use a range of relevant methods and techniques appropriately when investigating geographical questions and issues;</li> <li>• analyse, interpret and evaluate geographical data and resources; and</li> <li>• construct sound arguments to reach valid conclusions and communicate findings clearly in a structured manner appropriate to the task.</li> </ul>	Candidates characteristically: <ul style="list-style-type: none"> <li>• use a limited range of methods and techniques to attempt to investigate geographical questions and issues;</li> <li>• attempt to analyse, interpret and evaluate geographical data and resources; and</li> <li>• draw some limited conclusions and communicate findings with limited success.</li> </ul>
<b>AO3 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
AO3 is assessed in all three AS Geography units.  This AO is particularly significant in AS Geography Unit 3 Fieldwork Skills and Techniques in Geography.	At Grade A, candidates will thoroughly investigate geographical questions and issues. The response will be based on an appropriate and accurate selection and use of a wide range of methods and techniques: graphical, cartographical, statistical and investigative.  At Grade A, the candidate will display a high level of ability	At Grade C, candidates will soundly investigate geographical questions and issues. The response will be based on an appropriate selection and use of a range of methods and techniques: graphical, cartographical, statistical and investigative.  At Grade C, the candidate will display a sound level of ability through analysis and interpretation	At Grade E, candidate responses will investigate geographical questions and issues with limited success using a limited range of methods and techniques: graphical, cartographical, statistical and investigative.  At Grade E, the candidate will display a basic level of ability through limited analysis and interpretation of the resource

<p>Questions in Section A of AS Geography Units 1 and 2 along with Section B in AS Unit 3 will include resource material. Resource material may take several forms including text, photographs, data, graphs, infographics, diagrams and maps.</p>	<p>through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant will be extracted from the resource material.</p> <p>Candidate's responses will show thorough evaluation of geographical data and resources. Where appropriate the response shows a thorough understanding of statistical significance.</p> <p>Candidates will draw substantiated and valid conclusions. They will communicate findings accurately in a manner appropriate to the task.</p>	<p>of the resource material with some gaps, errors and/or misapprehensions.</p> <p>Candidate's responses will show sound evaluation of geographical data and resources. Where appropriate the response shows sound understanding of statistical significance.</p> <p>Candidates will draw sound conclusions. They will communicate findings in an appropriate manner.</p>	<p>material with significant gaps, errors and/or misapprehensions.</p> <p>Candidate responses will show basic evaluation of geographical data and resources. Where appropriate the response shows basic understanding of statistical significance.</p> <p>Candidates will draw basic conclusions. They communicate findings with some degree of success.</p>
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<p><b>Quality of written communication</b></p>	<p>In A level Geography, candidates must demonstrate their quality of written communication. They need to:</p> <ul style="list-style-type: none"> <li>• ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;</li> <li>• select and use a form and style of writing that suit their purpose and complex subject matter; and</li> <li>• organise information clearly and coherently, using specialist vocabulary where appropriate.</li> </ul>		
<p><b>Grade Descriptions</b></p>	<p><b>A</b></p>	<p><b>C</b></p>	<p><b>E</b></p>
	<p>Quality of written communication is excellent. The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence.  There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.</p>	<p>Quality of written communication is good. The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence.  There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.</p>	<p>Quality of written communication is basic. The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence.  There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.</p>
<p><b>QWC Evidence</b></p>	<p><b>Grade A Key Features</b></p>	<p><b>Grade C Key Features</b></p>	<p><b>Grade E Key Features</b></p>
<p>Quality of written communication is assessed in AS Units 1 and 2 within the level descriptors for responses to questions in Section B. In AS Unit 3, quality of written communication is assessed within the level descriptors for</p>	<p>Responses at Grade A will display excellent quality of written communication throughout. The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. The response will include detailed use of geographical terminology and will be written legibly with few, if any,</p>	<p>Responses at Grade C will display good quality of written communication. The candidate will have a form and style of writing which is appropriate. The material displays some clarity and coherence. There is some use of geographical terminology. There will be some errors in spelling, punctuation and grammar; however, intended meaning remains clear.</p>	<p>Responses at Grade E will display basic quality of written communication. The candidate will have a form and style of writing which is not fluent. The organisation of material may lack clarity and coherence. There is little use of geographical terminology. There will be noticeable errors in spelling, punctuation and grammar with the result that intended meaning is not clear.</p>

responses that require extended writing.	errors in spelling, punctuation and grammar.		
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## Appendix 2

### A2 Geography Grade Descriptions and Key Features

Assessment Objective	AO1: Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change at a variety of scales.		
Grade Descriptions	A	C	E
		Candidates characteristically: <ul style="list-style-type: none"> <li>demonstrate detailed knowledge and understanding of a wide range of places, environments, concepts, processes, interactions and change at a variety of scales; and</li> <li>demonstrate detailed knowledge and understanding of subject-specific material.</li> </ul>	Candidates characteristically: <ul style="list-style-type: none"> <li>demonstrate sound knowledge and understanding of a range of places, environments, concepts, processes, interactions and change at a variety of scales; and</li> <li>show sound understanding of subject-specific material.</li> </ul>
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
AO1 is assessed in each option/question in both Assessment Unit A2 1 Physical Processes, Landforms and Management and Assessment Unit A2 2 Processes and Issues in Human Geography.  Candidate responses will demonstrate knowledge and understanding at a variety of scales: LEDC;	Candidate responses will show a wide-ranging and accurate knowledge and a clear understanding of the environments, concepts/ideas relevant to the question.  Each element of the question is addressed explicitly.  All or most of the knowledge and understanding that can be expected will be given.	Candidate responses will show sound knowledge and understanding of the concepts/ideas relevant to the question alongside some errors and/or gaps.  Responses may be imbalanced.  Some material included may have dubious relevance.  Where required, a response at this level will make sound reference to a relevant case study.	Candidate responses will show basic knowledge and understanding of the concepts/ideas relevant to the question alongside errors and significant gaps. Only relatively simple ideas can be dealt with competently.  Candidate responses may neglect one or more elements of the question.  Material included may have dubious relevance.

<p>MEDC; small scale; city; regional; national; international; global.</p>	<p>Where required, a response at this level will include detailed, accurate reference to an appropriate and relevant case study.</p> <p>Responses at this level will demonstrate good use of appropriate geographical terminology.</p>	<p>Responses at this level will demonstrate restricted use of appropriate geographical terminology.</p>	<p>Where required, a response at this level makes limited and/or inaccurate reference to a relevant case study.</p> <p>Responses at this level will demonstrate poor use of appropriate geographical terminology.</p>
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<b>Assessment Objective</b>	<b>AO2:</b> Apply knowledge and understanding in different contexts to analyse, interpret and evaluate key concepts, information and issues.		
<b>Grade Descriptions</b>	<b>A</b>	<b>C</b>	<b>E</b>
	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>accurately and competently analyse and interpret key concepts, information and issues;</li> <li>offer a thorough evaluation of key concepts, information and issues in relation to specific geographical concepts; and</li> <li>demonstrate the ability to apply accurate and appropriate geographical understanding in different contexts with precision at a range of scales.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>show sound analysis and interpretation of key concepts, information and issues;</li> <li>offer a sound evaluation of key concepts, information and issues in relation to specific geographical concepts; and</li> <li>demonstrate the ability to apply sound geographical understanding in different contexts at a range of scales.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>show some attempts to analyse and interpret key concepts, information and issues with varying degrees of success;</li> <li>offer some evaluation of key concepts, information and issues with variable success; and</li> <li>show some ability to apply geographical understanding in different contexts with some degree of accuracy.</li> </ul>
<b>AO2 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
<p>AO2 is assessed in all three A2 Geography units.</p>	<p>Candidate's responses will accurately and competently analyse and interpret key concepts, information and issues.</p> <p>Responses will clearly demonstrate a thorough, balanced evaluation of key concepts, information and issues in relation to specific geographical concepts.</p> <p>Candidates will demonstrate the ability to apply accurate and</p>	<p>Candidate's responses will offer a sound analysis and interpretation of key concepts, information and issues.</p> <p>Responses will demonstrate a sound evaluation of key concepts, information and issues in relation to specific geographical concepts. The valuation may be imbalanced.</p> <p>Candidates will demonstrate the ability to apply sound geographical</p>	<p>Candidate's responses will offer a basic analysis and interpretation of key concepts, information and issues.</p> <p>Responses will demonstrate a basic evaluation of key concepts, information and issues in relation to specific geographical concepts. There may be no attempt to give a balanced evaluation.</p>

	<p>appropriate geographical understanding in different contexts with precision at a range of scales: LEDC; MEDC; small scale; city; regional; national; international; global.</p>	<p>understanding in different contexts at a range of scales: LEDC; MEDC; small scale; city; regional; national; international; global.</p>	<p>Candidates will demonstrate the ability to apply basic geographical understanding in different contexts at a range of scales: LEDC; MEDC; small scale; city; regional; national; international; global.</p>
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<b>Assessment Objective</b>	<b>AO3: Use a variety of relevant methods and techniques to:</b> <ul style="list-style-type: none"> <li>– investigate geographical questions and issues;</li> <li>– analyse, interpret and evaluate data and resources; and</li> <li>– construct arguments and draw conclusions.</li> </ul>		
<b>Grade Descriptions</b>	<b>A</b>	<b>C</b>	<b>E</b>
	Candidates characteristically: <ul style="list-style-type: none"> <li>• select and use, appropriately and accurately, a wide range of methods and techniques to thoroughly investigate geographical questions and issues;</li> <li>• analyse, interpret and thoroughly evaluate geographical data and resources; and</li> <li>• draw substantiated and valid conclusions and communicate findings accurately and in a manner appropriate to the task.</li> </ul>	Candidates characteristically: <ul style="list-style-type: none"> <li>• select and use a range of methods and techniques to soundly investigate geographical questions and issues;</li> <li>• soundly analyse, interpret and evaluate geographical data and resources; and</li> <li>• draw sound conclusions and communicate findings accurately and in a manner appropriate to the task.</li> </ul>	Candidates characteristically: <ul style="list-style-type: none"> <li>• use a limited range of methods and techniques to investigate geographical questions and issues with varying degrees of success;</li> <li>• show some attempts to analyse, interpret and evaluate geographical data and resources; and</li> <li>• draw some straightforward conclusions and communicate findings with some degree of success.</li> </ul>
<b>AO3 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
At least one sub-section of each question on A2 Geography Unit 1 and A2 Geography Unit 2 will be based on resource material. A2 Geography Unit 3 includes a wide range of resource material. In each unit, the resource material may take several forms	At Grade A, candidate responses will show a thorough investigation of geographical questions and issues. The response will be based on an appropriate and accurate selection and use of a wide range of methods and techniques: graphical, cartographical, statistical and investigative.  Candidate's responses will show thorough analysis, interpretation and	At Grade C, candidate responses will show a sound investigation of geographical questions and issues. The response will be based on an appropriate and accurate selection and use of a range of methods and techniques: graphical, cartographical, statistical and investigative.  Candidate's responses will show sound analysis, interpretation and	At Grade E, candidate responses will investigate geographical questions and issues with limited success using a limited range of methods and techniques: graphical, cartographical, statistical and investigative.  Candidate responses will show basic analysis, interpretation and

<p>including text, photographs, data, graphs, infographics, diagrams and maps. The resources are provided in the form of a Resource Booklet that accompanies the question paper.</p> <p>AO3 is assessed in all three A2 Geography units. This AO is particularly significant in A2 Geography Unit 3 Decision Making in Geography.</p>	<p>evaluation of geographical data and resources.</p> <p>Candidates will draw substantiated and valid conclusions, they will communicate findings accurately and, in a manner appropriate to the task.</p> <p>At this level the candidate will display a high level of ability through insightful analysis and interpretation of the resource material with little or no gaps, errors or misapprehensions. All that is significant is extracted from the resource material.</p>	<p>evaluation of geographical data and resources.</p> <p>Candidates will draw sound conclusions, they will communicate findings in an appropriate manner.</p> <p>At this level the candidate will display a sound level of ability through analysis and interpretation of the resource material with some gaps, errors and/or misapprehensions.</p>	<p>evaluation of geographical data and resources.</p> <p>Candidates will draw basic conclusions and communicate findings with some degree of success.</p> <p>At this level the candidate will display a basic level of ability through limited analysis and interpretation of the resource material with significant gaps, errors and/or misapprehensions.</p>
<p>Notes:</p> <p>Resource based questions may require the candidate to base their response <b>solely</b> on the resource/s provided. In such questions <b>no</b> credit can be given for material not included in the resource/s.</p> <p>Candidates may also be required to use the resource/s to help them answer the question; in this case the response <b>must</b> include the candidate's own material.</p> <p>AO3 requires candidates to communicate their findings in a manner appropriate to the task. This is particularly important in A2 Unit 3 where candidates are required to present their response in the form of a written report using the headings and sub-headings provided.</p> <p>When marking questions based on the analysis, interpretation and evaluation of resource material, markers should pay particular attention to plagiarism. Responses that are based on significant plagiarism are limited to maximum Level 1.</p>			

<b>Quality of written communication</b>	In A level Geography, candidates must demonstrate their quality of written communication. They need to: <ul style="list-style-type: none"> <li>• ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear;</li> <li>• select and use a form and style of writing that suit their purpose and complex subject matter; and</li> <li>• organise information clearly and coherently, using specialist vocabulary where appropriate.</li> </ul>		
<b>Grade Descriptions</b>	<b>A</b>	<b>C</b>	<b>E</b>
	<p>Quality of written communication is excellent.</p> <p>The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence.</p> <p>There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.</p>	<p>Quality of written communication is good.</p> <p>The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence.</p> <p>There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.</p>	<p>Quality of written communication is basic.</p> <p>The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence.</p> <p>There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear.</p>
<b>QWC Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
<p>Quality of written communication is assessed within the level descriptors for responses to questions and tasks that require extended writing.</p> <p>The final sub-section of each question in both Units A2 1 and A2 2 carry [18] marks and are also</p>	<p>Responses at Grade A will display excellent quality of written communication. The candidate will express complex subject matter using an appropriate form and style of writing. Material included in the answers will be relevant and clearly organised. The response will include detailed use of geographical terminology and will be written</p>	<p>Responses at Grade C will display good quality of written communication. The candidate will have a form and style of writing which is appropriate. The material displays some clarity and coherence. There is some use of geographical terminology. There will be some errors in spelling, punctuation and grammar; however, intended meaning remains clear.</p>	<p>Responses at Grade E will display basic quality of written communication. The candidate will have a form and style of writing which is not fluent. The organisation of material may lack clarity and coherence. There is little use of geographical terminology. There will be noticeable errors in spelling, punctuation and grammar with the</p>

used to assess quality of written communication. QWC is assessed throughout A2 3.	legibly with few, if any, errors in spelling, punctuation and grammar.		result that intended meaning is not clear.
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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.

<b>High</b>	<p>The use of resources is tightly prescribed. The centre must ensure that:</p> <ul style="list-style-type: none"> <li>• all students are within direct sight of the teacher/supervisor throughout the session(s);</li> <li>• display materials which might provide assistance are removed or covered;</li> <li>• there is no access to email, the internet or mobile phones;</li> <li>• students complete their work independently;</li> <li>• interaction with other students does not occur; and</li> <li>• no assistance of any description is provided.</li> </ul>
<b>Medium</b>	<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"> <li>• there is sufficient evidence to ensure that the individual work can be authenticated; and</li> <li>• the work an individual student submits for assessment is their own.</li> </ul> <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>
<b>Limited</b>	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>





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