

Summer 2021



# Summer 2021

## Alternative Arrangements: AS and A level

### Government and Politics 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 **Government and Politics**.

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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: The Government and Politics of Northern Ireland **or** AS2: The British Political Process. Alternatively, teachers can use both units in forming a Centre Determined Grade. Likewise, at A2, teachers can consider evidence for **either** A21: Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom, Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom **or** A22: Option A: Political Power; Option B: Political Ideas. Alternatively, teachers can use both units in forming a Centre Determined Grade.

Subject	Current Arrangements	Unit For Omission	Specification Adaptations
<b>GCE Government and Politics</b>	<b>AS 1: The Government and Politics of Northern Ireland</b> External Assessment (40%)	<b>Decision lies with the Centre</b>	N/A
	<b>AS 2: The British Political Process</b> External Assessment (60%)	<b>Decision lies with the Centre</b>	
	<b>A2 1: Option A: A Comparative Study of the Government and Politics of the United States of America and the United Kingdom or Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom</b> External Assessment (35%)	<b>Decision lies with the Centre</b>	
	<b>A2 2: Option A: Political Power or Option B: Political Ideas</b> External Assessment (25%)	<b>Decision lies with the Centre</b>	

## 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 Government and Politics, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, past papers<sup>1</sup> and Exemplifying Pupil Performance (EEP) 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 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.

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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.

### 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:

- 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 Government and Politics you may choose to use are included in the following table:

Evidence
<p><b>CCEA assessment resources for Units AS1, AS2, A21 and A22</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>.</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, bookwork and end of topic tests.</p>
<p><b>Performance in any class assessments taken throughout their study of the GCE Government and Politics 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. For example, sourcework tests for AS1, A21 and A22, short answer and essay questions for all Units.</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 Government and Politics are:

<b>AO1</b>	Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and debates.
<b>AO2</b>	Analyse and evaluate political information, arguments and theories and identify parallels, connections, similarities and differences between the political systems studied.
<b>AO3</b>	Construct and communicate coherent arguments, using a range of appropriate political vocabulary.

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.

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.

Assessment Objective 1 is assessed in:

- SGP11 – Questions 1,2,3,4
- SGP21 – Section A and Section B: Questions 1,2, 3a, 3b, 4, 5, 6 and 7
- AGP11 – Option A and Option B: Sections A and B: Questions: 1, 2, 3, 4, 5, 6a and 6b
- AGP21 - Option A and Option B: Sections A and B: Questions: 1, 2, 3, 4, 5a and 5 b

Assessment Objective 2 is assessed in:

- SGP11 – Questions 3, 4a and 4b
- SGP21– Section A and Section B: Questions 3a, 3b, 5 and 7
- AGP11 – Option A and Option B: Sections A and B: Questions:3, 4, 6a and 6b
- AGP21– Option A and Option B: Sections A and B: Questions:3, 5a and 5b

Assessment Objective 3 is assessed in:

- SGP11 – Questions 3, 4a and 4b
- SGP21 - Section A and Section B: Questions 3a, 3b, 5 and 7
- AGP11– Option A and Option B: Sections A and B: Questions:3, 4, 6a and 6b
- AGP21– Option A and Option B: Sections A and B: Questions: 3, 5a and 5b

### 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 A22(AGP21) in line with the Education Minister's announcement in December 2020. Therefore, Centre Determined Grades may be based on evidence for Unit A21 (AGP11) 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 A21 (AGP11).*
- *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 Unit A21 (AGP11)  
Government and Politics Content**

All Students	Student A
<ul style="list-style-type: none"> <li>• The government and politics of the USA – the legislative branch</li> <li>• The government and politics of the USA – the executive branch</li> <li>• Comparative government                             <ul style="list-style-type: none"> <li>• analyse similarities and differences in the structures, powers and operation of Congress and Parliament; and</li> <li>• compare and evaluate the effectiveness of the Senate, the House of Representatives, the House of Lords and the House of Commons in performing their functions in: – representation; – legislation; and – scrutiny.</li> </ul> </li> <li>• analyse similarities and differences in the executive process of both countries, including: – appointment structures; – the powers of the executive; – the constraints on these powers; and – the effectiveness of the executives in the two systems; and</li> <li>• compare and evaluate the power, accountability and effectiveness of the two executives.</li> </ul>	<ul style="list-style-type: none"> <li>• The government and politics of the USA – the legislative branch</li> <li>• The government and politics of the USA – the executive branch</li> <li>• Comparative government                             <ul style="list-style-type: none"> <li>• analyse similarities and differences in the structures, powers and operation of Congress and Parliament; and</li> <li>• compare and evaluate the effectiveness of the Senate, the House of Representatives, the House of Lords and the House of Commons in performing their functions in: – representation; – legislation; and – scrutiny.</li> </ul> </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.

### 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, Student B has shown sound knowledge and understanding of the significance of the cabinet in the US and UK but there are some gaps in knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Some relevant examples are provided. There is sound analysis and evaluation of political information, with some explanation. There is a reasonable attempt at comparing political systems. A structured argument is constructed; however, the answer occasionally lapses into narrative.*

- 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> (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'.
<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>. 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>
Subject Officer	Helen Parks <u><a href="mailto:hparks@ccea.org.uk">hparks@ccea.org.uk</a></u>
Specification Support Officer	Arlene Ashfield <u><a href="mailto:aashfield@ccea.org.uk">aashfield@ccea.org.uk</a></u>

## Appendix 1

### AS Grade Descriptions and Key Features – Government and Politics

Assessment Objective	AO1 Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and debates.		
	A	C	E
<b>Grade Descriptions</b>	Candidates demonstrate comprehensive and accurate knowledge of political institutions and processes and show a sound understanding of political concepts, theories and debates. Candidates use relevant knowledge demonstrating clear contextual awareness; and use relevant evidence and examples.	Candidates demonstrate a satisfactory knowledge of political institutions and processes and a mostly accurate, but sometimes incomplete, understanding of political concepts, theories and debates. Candidates make a satisfactory attempt at answering the question. Candidates produce some evidence to support both sides of the debate, but this evidence may be limited, not fully explained or simply descriptive.	Candidates demonstrate basic knowledge of political institutions and processes and begin to show some understanding of political concepts, theories and debates. Candidates make a limited attempt at answering the question; and produce at least one piece of relevant evidence.
<b>AO1 Evidence</b>	<b>Grade A Key Features</b> Candidates at <b>Grade A</b> will demonstrate clear understanding of the point and context of the question. They will demonstrate sound understanding of different interpretations and theories that address the issue in the question. The discussion will take place in the context of detailed knowledge of the institutions of the political system under consideration. Relevant political concepts will be employed consistently and appropriately. A wide range of relevant evidence will be employed to support both sides of the debate, where required.	<b>Grade C Key Features</b> Candidates at <b>Grade C</b> will demonstrate understanding of the point and context of the question. They will demonstrate mostly accurate, but sometimes incomplete, understanding of the different interpretations and theories that address the issue in the question. The discussion will take place in the context of knowledge of the institutions of the political system under consideration but there may be gaps in this knowledge. There will be some use of relevant political concepts. Evidence will be used and developed to support both sides of the debate, but this evidence may be limited, not fully	<b>Grade E Key Features</b> Candidates at <b>Grade E</b> will demonstrate some basic understanding of the point and context of the question but there will also be major gaps in this understanding. Some knowledge of the different interpretations and theories that address the issue in the question may be displayed but this will often be confused. Some descriptive knowledge of the institutions of the political system under consideration will be displayed, but there will be significant gaps in this knowledge. There will be little or no use of relevant political concepts. Little evidence will be introduced, and this evidence will be

<b>AO1 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
Classwork	The question will be addressed consistently.	explained or simply descriptive.	described rather than explained or applied.
Homework	The question will be addressed consistently.	The question will be directly addressed at times but there will also be general discussion that relates to the issue but is not directly relevant to it.	The question will often be ignored and there will be a high degree of general content that is related to, but not directly relevant to, the issue.



AO3	
Construct and communicate coherent arguments, using a range of appropriate political vocabulary.	
Assessment Objective	E
<b>Grade Descriptions</b>	Candidates attempt to communicate and develop an argument or explanation using basic political vocabulary.
<b>AO3 Evidence</b>	<b>Grade E Key Features</b> Candidates at <b>Grade E</b> attempt to construct an argument that engages with the question but there is significant digression and irrelevant content. The argument lacks structure and balance between different interpretations, relying more on sweeping and unsubstantiated statements. The use of spelling, punctuation and grammar are limited and result in meaning, in places, being unclear. Appropriate political vocabulary will be limited in range or used incorrectly.
<b>Grade A</b>	<b>Grade C</b>
Candidates construct and communicate clear, structured and sustained arguments and explanations, making use of accurate political vocabulary.	Candidates construct and communicate arguments and explanations, making use of mostly accurate political vocabulary.
<b>Grade A Key Features</b>	<b>Grade C Key Features</b>
Candidates at <b>Grade A</b> succeed in constructing an argument that consistently engages with the question at all times. The argument is structured effectively and balanced between different interpretations. The use of spelling, punctuation and grammar are good and result in clear communication. Relevant political vocabulary is used with accuracy to support the arguments and explanations. Where required, a coherent conclusion that relates to the question is reached.	Candidates at <b>Grade C</b> succeed in constructing an argument that engages with the question at times but may also digress in places. The argument has structure and some attempt at balance between different interpretations but may contain some related, but not relevant, content. The use of spelling, punctuation and grammar are satisfactory and enable meanings to be communicated. Some limited political vocabulary is used to support the arguments and explanations but there may be a degree of inaccuracy. Where required, a conclusion may be reached that is of satisfactory coherence.
SGP11 – Questions 3, 4a and 4b SGP21 - Section A and Section B: Questions 3a, 3b, 5 and 7 CCEA 2021 Assessment Resources Past Papers and Mark Schemes Classwork Homework	

## Appendix 2

### A2 Grade Descriptions and Key Features – Government and Politics

Assessment Objective	AO1 Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and debates.		
	A	C	E
<b>Grade Descriptions</b>	Candidates demonstrate full, accurate and detailed knowledge of political institutions and processes and a thorough understanding of political concepts, theories and debates. Candidates produce responses that fully address the requirements of the question and that demonstrate excellent contextual awareness and use a variety of relevant evidence and examples.	Candidates demonstrate sound knowledge and understanding of political institutions and processes, political concepts, theories and debates, but there may be some gaps in this knowledge. Candidates produce an answer that makes a reasonable attempt at answering the question; demonstrate some limited contextual awareness; and provide a range of relevant evidence and examples.	Candidates demonstrate outline knowledge and understanding of political institutions and processes, political concepts, theories and debates. Candidates produce responses that make a limited attempt to answer the question and that contain some basic contextual awareness; and provide some relevant evidence or examples.
<b>AO1 Evidence</b>	<b>Grade A Key Features</b> Candidates at <b>Grade A</b> will demonstrate clear and detailed understanding of the point and context of the question. They will demonstrate thorough understanding of different interpretations and theories that address the issue in the question. Candidates will display accurate and detailed knowledge and understanding of competing theories of power and ideologies. Responses will indicate detailed knowledge of the institutions of the political systems under specific consideration. A wider range of political systems may be referenced. Relevant political concepts will be employed consistently and appropriately. A wide variety of relevant evidence will be employed to support	<b>Grade C Key Features</b> Candidates at <b>Grade C</b> will demonstrate understanding of the point and context of the question. They will demonstrate mostly accurate understanding of different interpretations and theories that address the issue in the question although there may be some gaps in this knowledge. Understanding of competing theories of power and ideologies will also be mostly accurate but with some gaps. Responses will indicate sound knowledge of the institutions of the political systems under specific consideration and some reference to other political systems may be made. Political concepts will be employed in responses but not always fully developed. Relevant evidence will be used	<b>Grade E Key Features</b> Candidates at <b>Grade E</b> will demonstrate some understanding of the point and context of the question, but this will be incomplete. They may demonstrate an awareness that there are different interpretations and theories that address the issue in the question although there may be major gaps in their knowledge. Significant gaps will also be apparent in their understanding of competing theories of power and ideologies. Responses will display knowledge of the institutions of the political systems under specific consideration, but this will, in places, be superficial. Understanding of other political systems will be even more superficial. Some political concepts will be employed in

<b>AO1 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
Classwork Homework	<p>alternative interpretations and theories.</p> <p>The question will be addressed directly and consistently.</p>	<p>to support alternative interpretations and theories but there will also be some general material and unsubstantiated statements.</p> <p>The question will be addressed directly but there may be some digression in places.</p>	<p>responses but in an unsophisticated way. Evidence will be present, but it will remain undeveloped or of unclear relevance.</p> <p>Only a limited attempt will be made to address the question and significant related, but not relevant, material will be included.</p>

AO2	
Analyse and evaluate political information, arguments and theories and identify parallels, connections, similarities and differences between the political systems studied.	
Assessment Objective	E
<b>Grade Descriptions</b>	<b>E</b>
<b>A</b>	<b>C</b>
<b>Grade A</b>	<b>Grade C</b>
<b>Grade A Key Features</b>	<b>Grade C Key Features</b>
<b>Grade B</b>	<b>Grade E</b>
<b>Grade B Key Features</b>	<b>Grade E Key Features</b>
<b>AO2 Evidence</b>	<b>Grade E Key Features</b>
<b>AGP11 – Option A and Option B: Sections A and B: Questions:3, 4, 6a and 6b</b>	<b>Grade E Key Features</b>
<b>AGP21 – Option A and Option B: Sections A and B: Questions:3, 5a and 5b</b>	<b>Grade E Key Features</b>
<b>CCEA 2021 Assessment Resources</b>	<b>Grade E Key Features</b>
<b>Past Papers and Mark Schemes</b>	<b>Grade E Key Features</b>
<b>Classwork</b>	<b>Grade E Key Features</b>
<b>Homework</b>	<b>Grade E Key Features</b>

AO3		Construct and communicate coherent arguments, using a range of appropriate political vocabulary.	
Assessment Objective	A	C	E
<b>Grade Descriptions</b>	Candidates will construct and communicate cogent and coherent arguments and explanations; demonstrate a clear sense of direction and form a coherent conclusion that flows from the discussion. Candidates will use a range of relevant evidence and appropriate political vocabulary.	Candidates will construct and communicate arguments and explanations that have a clear degree of structure. Candidates will demonstrate a sense of direction with some degree of consistent engagement with the question and contain a suitable conclusion. Candidates will use relevant evidence and make good use of political vocabulary.	Candidates will construct and communicate some arguments and explanations with a structure that is narrative or descriptive. Candidates will display a sense of direction and offer a conclusion that may be tenuous or implicit. Candidates may use some relevant evidence and some appropriate political vocabulary.
<b>AO3 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
<b>AGP11</b> – Option A and Option B: Sections A and B: Questions: 3, 4, 6a and 6b  <b>AGP21</b> – Option A and Option B: Sections A and B: Questions: 3, 5a and 5b  CCEA 2021 Assessment Resources  Past Papers and Mark Schemes  Classwork  Homework	Candidates at <b>Grade A</b> construct an argument that consistently and fully engages with the question at all times. The argument is structured effectively, balanced between different interpretations and reveals clear depth of understanding. The use of spelling, punctuation and grammar are good and result in clear communication and effective presentation of ideas. Relevant political vocabulary is used consistently and with accuracy to support the arguments and explanations. Where required, a coherent conclusion that directly relates to the question is reached.	Candidates at <b>Grade C</b> construct an argument that engages with the question but may digress in places. The argument has a degree of structure and balance between different interpretations and will indicate some depth of understanding. The use of spelling, punctuation and grammar are generally good and result in sound communication and presentation of ideas. Although there may be some mistakes in spelling, punctuation and grammar these do not impair meanings. Good use is made of relevant political vocabulary to support the arguments and explanations. Where required, a conclusion is reached that may, in places, lack coherence.	Candidates at <b>Grade E</b> construct an argument that will only engage with the question at times. The argument has a degree of structure but will be mostly made up of descriptive content. Some awareness of different interpretations may be present, but this remains undeveloped. The use of spelling, punctuation and grammar is generally satisfactory but with some errors, with the result that communication and presentation of ideas is undermined at times. Some relevant political vocabulary is used to support the arguments and explanations. Any concluding remarks may be sweeping statements that are not supported by the content of the response.

## 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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