

Summer 2021



# Summer 2021

## Alternative Arrangements: AS and A level

### Health and Social Care 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 **Health and Social Care**.

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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 1 and AS 2 or AS 3 or for all three units for the Single Award AS.

Subject	Current Arrangements	Unit Omissions 2021	Specification Adaptations
<b>AS Double/Single Award</b>	<p><b>AS</b></p> <p><b>Unit 1</b> internal assessment (5%/10%)</p> <p><b>Unit 2</b> internal assessment (5%/10%)</p> <p><b>Unit 3</b> external assessment (10%/20%)</p> <p><b>Unit 4</b> internal assessment (5%)</p> <p><b>Unit 5</b> external assessment (10%)</p> <p><b>Unit 6</b> internal assessment (5%)</p> <p><b>Unit 7</b> external assessment (10%)</p>	<p><b>AS Single Award</b></p> <p>Students could choose to sit:</p> <ul style="list-style-type: none"> <li>• Unit 3 (20%);</li> <li>• Units 1 and 2 (20%);</li> <li>• Units 2 and 3 (30%); or</li> <li>• Units 1 and 3 (30%);</li> </ul> <p><b>AS Double Award</b></p> <p>Students could choose to sit:</p> <ul style="list-style-type: none"> <li>• Units 1, 2 and 3 (20%)</li> <li>• Units 1, 3 and 4 (20%); or</li> <li>• any combination of units with a total weighting of 16% or over</li> </ul>	<p>The requirement for student placements in health, social care or early years settings has been removed.</p>

Subject	Current Arrangements	Unit Omissions 2021	Specification Adaptations
<b>A level Double/Single Award</b>	<b>A2</b> <b>Unit 1</b> internal assessment (7.5%/15%) <b>Unit 2</b> internal assessment (7.5%/15%) <b>Unit 3</b> external assessment (15%/30%) <b>Unit 4</b> internal assessment (7.5%/15%) <b>Unit 5</b> internal assessment (7.5%/15%) <b>Unit 6</b> external assessment (15%) <b>Unit 7</b> external assessment (15%)	<b>A2 Single Award</b> Students could choose to sit: <ul style="list-style-type: none"> <li>• Unit 3 (30%)</li> <li>• Units 1 and 2 (30%); or</li> <li>• any combination of units with total weighting of 24% or over</li> </ul> <b>A2 Double Award</b> Students could choose to sit: <ul style="list-style-type: none"> <li>• Units 1, 2 and 3 (30%);</li> <li>• Units 3 and 6 (30%); or</li> <li>• any combination of units with a total weighting of 24% or over</li> </ul>	

## 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 Health and Social Care, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, past papers<sup>1</sup> and coursework assessment tasks 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:

- 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 Health and Social Care you may choose to use are included in the following table:

Evidence
<p><b>CCEA assessment resources for Unit AS 3 (AS Single and Double Award) and Unit AS 5 or AS 7 (AS Double Award) and Unit A2 3 (A Level Single and Double Award) and Unit A2 6 or A2 7 (A Level Double Award)</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>. For the AS Unit 3 examination that is 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 homework tasks.</p>
<p><b>Performance in internally assessed units, namely AS 1, AS 2, AS 4, AS 6 and A2 1, A2 2, A2 4, A2 5</b> - This can be even if these have not been fully completed.</p>
<p><b>Performance in any class assessments taken throughout their study of the GCE Health and Social Care 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 Health and Social Care are:

<b>AO1</b>	demonstrate knowledge and understanding of the specified content
<b>AO2</b>	apply knowledge, understanding and skills to a variety of health, social care and early years contexts
<b>AO3</b>	investigate, analyse and evaluate acquired knowledge and understanding, present arguments, make reasoned judgements and draw conclusions

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 previous table of sources and/or types of evidence may be of greatest value in supporting a holistic review of a student's attainment.

## 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**

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. 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 use the CCEA Assessment Resource for Unit A2 3 in line with the Education Minister's announcement in December 2020. Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has not covered all the content for Unit A2 3.*

*Student A's Centre Determined Grade should be based on assessment of only the content he has covered.*

**Assessments adapted/Evidence gathered and reviewed based on A2  
Unit 3 content**

All Students	Student A
<ul style="list-style-type: none"> <li>• How the paramountcy principle and the parental responsibility principle as set out in the Children (Northern Ireland) Order 1995 apply to children who are 'at risk'</li> <li>• Why a court may decide to make a care order</li> <li>• How policies can help to ensure appropriate standards of care for children in private day nurseries</li> <li>• The reasons for the increase in the number of children with disabilities in Northern Ireland</li> <li>• How voluntary providers can support children with disabilities and their families</li> <li>• An evaluation of private day care provision for children</li> <li>• The impact of informal caring on families of children with disabilities</li> <li>• Funding of service provision for children and families</li> <li>• An in-depth understanding of how the needs of 'looked after' children/teenagers might be met in residential settings</li> <li>• An understanding of the roles of staff involved in providing care and support for 'looked after' children</li> <li>• An understanding of how inspections can improve the quality of care in private day nurseries.</li> </ul>	<ul style="list-style-type: none"> <li>• How policies can help to ensure appropriate standards of care for children in private day nurseries</li> <li>• The reasons for the increase in the number of children with disabilities in Northern Ireland</li> <li>• How voluntary providers can support children with disabilities and their families</li> <li>• An evaluation of private day care provision for children</li> <li>• The impact of informal caring on families of children with disabilities</li> <li>• An in-depth understanding of how the needs of 'looked after' children/teenagers might be met in residential settings</li> <li>• An understanding of how inspections can improve the quality of care in private day nurseries.</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.

## **Agreement Trial Materials**

The agreement trial for Summer 2021 is available at <https://training.ccea.org.uk/course/view.php?id=131>. Please note these agreement trials were produced before the cancellation of examinations for 2021. However, they will still be useful in providing guidance on the requirements of internally assessed units and the CCEA standard to be applied in marking them.

## **Chief Examiner/Principal Moderator 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.

## CCEA Analytics

You can also avail of the data held in the CCEA Analytics application. 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 up or down** using the table below to find the final grade.

*For example, A student has demonstrated a high level of knowledge and understanding of the content of the specification in most of their evidence but application to health, social care and early years contexts, such as the service user group and the services or settings they use, is more competent in some responses than others. Clarity and coherence are lacking in some of the work though overall spelling, punctuation and grammar are of a sufficiently high standard to make the meaning clear. There is some competent use of specialist vocabulary in the work.*

- 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>. 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	Deborah McGuffin <u><a href="mailto:dmcguffin@ccea.org.uk">dmcguffin@ccea.org.uk</a></u>
Specification Support Officer	Joan Jennings <u><a href="mailto:jjennings@ccea.org.uk">jjennings@ccea.org.uk</a></u>

## Appendix 1

### AS Grade Descriptions and Key Features – Health and Social Care

Assessment Objective		AO1 demonstrate knowledge and understanding of the specified content		
Grade Descriptions		A	C	E
<p>For <b>AO1</b>, candidates characteristically demonstrate an in-depth knowledge and understanding of the concepts, principles, theories and issues relevant to a range of health, social care and early years contexts.</p>		<p>For <b>AO1</b>, candidates characteristically demonstrate a sound knowledge and understanding of the concepts, principles, theories and issues relevant to a range of health, social care and early years contexts.</p>	<p>For <b>AO1</b>, candidates characteristically demonstrate some knowledge and understanding of the concepts, principles and issues relevant to individuals presented in some health, social care and early years contexts.</p>	
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features	
<ul style="list-style-type: none"> <li>internally assessed units – all tasks</li> <li>externally assessed units – all questions on past papers, mock exams, class tests and the CEA 2021 assessment resources</li> <li>formative assessments – class work and homework tasks.</li> </ul>	<p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>demonstrate a high level of knowledge and understanding of the specified content</li> <li>demonstrate knowledge and understanding in writing that makes extensive and accurate use of specialist vocabulary</li> <li>present responses with a high degree of clarity and coherence</li> <li>use spelling, punctuation and grammar of a high standard in written responses.</li> </ul>	<p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>demonstrate sound knowledge and understanding of the specified content</li> <li>demonstrate knowledge and understanding in writing using specialist vocabulary competently</li> <li>present responses with clarity and coherence</li> <li>use spelling, punctuation and grammar competently in written responses.</li> </ul>	<p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>demonstrate basic knowledge and understanding of the specified content</li> <li>demonstrate knowledge and understanding in writing that makes some use of specialist vocabulary</li> <li>present responses with limited clarity and coherence</li> <li>may have errors in spelling, punctuation and grammar in written responses.</li> </ul>	

<b>AO2</b> apply knowledge, understanding and skills to a variety of health, social care and early years contexts	
<b>Assessment Objective</b>	<b>E</b>
<b>Grade Descriptions</b>	For <b>AO2</b> , candidates characteristically: <ul style="list-style-type: none"> <li>• show some use of subject-specific terminology;</li> <li>• demonstrate some competence in an appropriate range of skills; and</li> <li>• show their understanding by appropriately applying their knowledge and skills in some health, social care and early years contexts.</li> </ul>
	<b>C</b>
	For <b>AO2</b> , candidates characteristically: <ul style="list-style-type: none"> <li>• use appropriate subject-specific terminology competently;</li> <li>• demonstrate competence in an appropriate range of skills; and</li> <li>• show their understanding by appropriately applying their knowledge and skills in a variety of health, social care and early years contexts.</li> </ul>
	<b>A</b>
	For <b>AO2</b> , candidates characteristically: <ul style="list-style-type: none"> <li>• use appropriate subject-specific terminology confidently and accurately;</li> <li>• demonstrate a high level of competence in an appropriate range of skills; and</li> <li>• show clear understanding by appropriately applying their knowledge and skills in a variety of health, social care and early years contexts.</li> </ul>
<b>AO2 Evidence</b>	<b>Grade A Key Features</b>
<ul style="list-style-type: none"> <li>• internally assessed units - all tasks</li> <li>• externally assessed units – most questions on past papers and the CCEA 2021 assessment resources, as indicated on the mark schemes</li> <li>• mock exams and class tests where application of knowledge is required</li> <li>• formative assessments – class work and homework tasks where application of knowledge is required.</li> </ul>	At this level the candidate will: <ul style="list-style-type: none"> <li>• demonstrate highly accurate and appropriate application of knowledge and skills in a variety of health, social care and early years contexts, for example in a range of settings or in relation to individuals or groups</li> <li>• make extensive and accurate use of specialist vocabulary in their application of knowledge and skills.</li> </ul>
	<b>Grade C Key Features</b>
	At this level the candidate will: <ul style="list-style-type: none"> <li>• demonstrate competent application of knowledge and skills in a variety of health, social care and early years contexts, for example in a range of settings or in relation to individuals or groups</li> <li>• use specialist vocabulary competently in their application of knowledge and skills.</li> </ul>
	<b>Grade E Key Features</b>
	At this level the candidate will: <ul style="list-style-type: none"> <li>• demonstrate some ability to apply knowledge and skills in some health, social care and early years contexts, for example in a range of settings or in relation to individuals or groups</li> <li>• make limited use of specialist vocabulary in their application of knowledge and skills.</li> </ul>

<b>AO3</b> investigate, analyse and evaluate acquired knowledge and understanding, present arguments, make reasoned judgements and draw conclusions	
<b>Assessment Objective</b>	<b>E</b>
<b>Grade Descriptions</b>	<b>C</b>
<b>AO3 Evidence</b>	<b>E</b>
<ul style="list-style-type: none"> <li>internally assessed units – in tasks where it is indicated on the assessment evidence and mark band grids in Appendix 1 of the specification</li> <li>externally assessed units – in extended written responses on past papers and the CCEA 2021 assessment resources – these are the three questions where QWC is assessed, as identified on the front cover of the paper</li> <li>mock exams and class tests where similar extended written</li> </ul>	<p style="text-align: center;"><b>Grade A</b></p> <p>For <b>AO3</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>display competence in investigating, analysing and evaluating information and data from a range of primary and secondary sources; and</li> <li>present arguments and make reasoned judgements and draw conclusions in a variety of health, social care and early years contexts.</li> </ul> <p style="text-align: center;"><b>Grade B</b></p> <p>For <b>AO3</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>display competence in investigating, analysing and evaluating information and data from an adequate range of primary and secondary sources; and</li> <li>make sound judgements and draw conclusions in a variety of health, social care and early years contexts.</li> </ul> <p style="text-align: center;"><b>Grade C</b></p> <p>For <b>AO3</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>display competence in investigating, analysing and evaluating information and data from an adequate range of primary and secondary sources; and</li> <li>make sound judgements and draw conclusions in a variety of health, social care and early years contexts.</li> </ul> <p style="text-align: center;"><b>Grade D</b></p> <p>For <b>AO3</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>display some competence in investigating, analysing and evaluating information and data from a limited range of primary and secondary sources; and</li> <li>make some judgements and present limited conclusions in some health, social care and early years contexts.</li> </ul> <p style="text-align: center;"><b>Grade E</b></p> <p>For <b>AO3</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>display some competence in investigating, analysing and evaluating information and data from a limited range of primary and secondary sources; and</li> <li>make some judgements and present limited conclusions in some health, social care and early years contexts.</li> </ul>
<ul style="list-style-type: none"> <li>internally assessed units – in tasks where it is indicated on the assessment evidence and mark band grids in Appendix 1 of the specification</li> <li>externally assessed units – in extended written responses on past papers and the CCEA 2021 assessment resources – these are the three questions where QWC is assessed, as identified on the front cover of the paper</li> <li>mock exams and class tests where similar extended written</li> </ul>	<p style="text-align: center;"><b>Grade A Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>use a wide range of primary and secondary sources to investigate, analyse and evaluate information accurately and appropriately</li> <li>present the information in an appropriate format with the highest degree of clarity and coherence</li> <li>use the information appropriately to present cogent arguments, make reasoned judgements and draw valid conclusions</li> <li>use spelling, punctuation and grammar of a high standard.</li> </ul> <p style="text-align: center;"><b>Grade B Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>use an adequate range of primary and secondary sources to investigate, analyse and evaluate information competently,</li> <li>present the information in an appropriate format with clarity and coherence</li> <li>use the information to present arguments, make sound judgements and draw adequate conclusions</li> <li>use spelling, punctuation and grammar of a sufficiently high standard to make meaning clear.</li> </ul> <p style="text-align: center;"><b>Grade C Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>use an adequate range of primary and secondary sources to investigate, analyse and evaluate information competently,</li> <li>present the information in an appropriate format with clarity and coherence</li> <li>use the information to present arguments, make sound judgements and draw adequate conclusions</li> <li>use spelling, punctuation and grammar of a sufficiently high standard to make meaning clear.</li> </ul> <p style="text-align: center;"><b>Grade D Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>use a limited range of primary and secondary sources to investigate, analyse and evaluate information with some level of competence</li> <li>present the information with limited clarity and coherence</li> <li>use the information to present some relevant arguments, make some judgements and draw basic conclusions</li> <li>may have errors in spelling, punctuation and grammar.</li> </ul> <p style="text-align: center;"><b>Grade E Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>use a limited range of primary and secondary sources to investigate, analyse and evaluate information with some level of competence</li> <li>present the information with limited clarity and coherence</li> <li>use the information to present some relevant arguments, make some judgements and draw basic conclusions</li> <li>may have errors in spelling, punctuation and grammar.</li> </ul>

<p>responses have been included</p> <ul style="list-style-type: none"><li>• formative assessments – class work and homework tasks where investigation, analysis and/or evaluation are required</li></ul>			
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## Appendix 2

### A2 Grade Descriptions and Key Features – Health and Social Care

Assessment Objective	AO1 demonstrate knowledge and understanding of the specified content		
	A	C	E
<b>Grade Descriptions</b>	<p>For <b>AO1</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>display an in-depth knowledge and understanding of a range of appropriate health, social care and early years concepts, principles, theories and issues in written papers and research-based assignments; and</li> <li>demonstrate a clear understanding of relevant concepts, principles, theories, issues and developments in health, social care and early years contexts.</li> </ul>	<p>For <b>AO1</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>display a sound knowledge and understanding of a range of appropriate health, social care and early years concepts, principles, theories and issues in written papers and research-based assignments; and</li> <li>demonstrate a sound understanding of relevant concepts, principles, theories, issues and developments in health, social care and early years contexts.</li> </ul>	<p>For <b>AO1</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>display some relevant knowledge and understanding of health, social care and early years; and</li> <li>demonstrate some understanding of relevant concepts, principles, theories and issues.</li> </ul>
<b>AO1 Evidence</b>	<p><b>Grade A Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>demonstrate a high level of knowledge and understanding of the specified content</li> <li>demonstrate an in-depth knowledge and understanding of concepts, theories, principles, issues and developments relevant to the sector</li> <li>demonstrate knowledge and understanding in writing that makes extensive and accurate use of specialist vocabulary</li> <li>present responses with a high degree of clarity and coherence</li> <li>use spelling, punctuation and grammar of a high standard in written responses.</li> </ul>	<p><b>Grade C Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>demonstrate sound knowledge and understanding of the specified content</li> <li>demonstrate a sound knowledge and understanding of concepts, theories, principles, issues and developments relevant to the sector</li> <li>demonstrate knowledge and understanding in writing using specialist vocabulary competently</li> <li>present responses with clarity and coherence</li> <li>use spelling, punctuation and grammar competently in written responses.</li> </ul>	<p><b>Grade E Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>demonstrate basic knowledge and understanding of the specified content</li> <li>demonstrate basic knowledge and understanding of concepts, theories, principles, issues and developments relevant to the sector</li> <li>demonstrate knowledge and understanding in writing that makes some use of specialist vocabulary</li> <li>present responses with limited clarity and coherence</li> <li>may have errors in spelling, punctuation and grammar in written responses.</li> </ul>

AO2 apply knowledge, understanding and skills to a variety of health, social care and early years contexts	
Assessment Objective	E
<p><b>Grade Descriptions</b></p>	<p style="text-align: center;"><b>A</b></p> <p>For <b>AO2</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• use appropriate subject-specific terminology confidently and accurately;</li> <li>• demonstrate a well-developed ability to apply their knowledge, understanding and skills to a variety of health, social care and early years contexts; and</li> <li>• demonstrate a high level of competence in applying an appropriate range of skills.</li> </ul>
	<p style="text-align: center;"><b>C</b></p> <p>For <b>AO2</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• use appropriate subject-specific terminology competently;</li> <li>• demonstrate the ability to apply their knowledge, understanding and skills to a variety of health, social care and early years contexts; and</li> <li>• demonstrate competence in applying an appropriate range of skills.</li> </ul>
<p><b>AO2 Evidence</b></p> <ul style="list-style-type: none"> <li>• internally assessed units - all tasks</li> <li>• externally assessed units – most questions on past papers and the CCEA 2021 assessment resources as indicated on the mark schemes</li> <li>• mock exams and class tests where application of knowledge is required</li> <li>• formative assessments – class work and homework tasks where application of knowledge is required.</li> </ul>	<p style="text-align: center;"><b>E</b></p> <p>For <b>AO2</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• show some use of subject-specific terminology;</li> <li>• demonstrate some competence in an appropriate range of skills; and</li> <li>• show their understanding by appropriately applying their knowledge and skills in some health, social care and early years contexts.</li> </ul>
	<p style="text-align: center;"><b>Grade A Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>• demonstrate highly accurate and appropriate application of knowledge and skills in a variety of health, social care and early years contexts, for example in a range of settings or in relation to individuals or groups</li> <li>• make extensive and accurate use of specialist vocabulary in their application of knowledge and skills.</li> </ul>
	<p style="text-align: center;"><b>Grade C Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>• demonstrate competent application of knowledge and skills in a variety of health, social care and early years contexts, for example in a range of settings or in relation to individuals or groups</li> <li>• use specialist vocabulary competently in their application of knowledge and skills.</li> </ul>
	<p style="text-align: center;"><b>Grade E Key Features</b></p> <p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>• demonstrate some ability to apply knowledge and skills in some health, social care and early years contexts, for example in a range of settings or in relation to individuals or groups</li> <li>• make limited use of specialist vocabulary in their application of knowledge and skills.</li> </ul>

<b>Assessment Objective</b>	<b>AO3</b> investigate, analyse and evaluate acquired knowledge and understanding, present arguments, make reasoned judgements and draw conclusions		
	<b>A</b>	<b>C</b>	<b>E</b>
<b>Grade Descriptions</b>	<p>For <b>AO3</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>investigate, analyse and interpret information using a range of methods of investigation and show a developed and refined ability to organise material from a range of primary and secondary sources in a variety of health, social care and early years contexts;</li> <li>analyse the complexity of interrelationships between areas of the specification;</li> <li>demonstrate the ability to effectively evaluate knowledge, understanding and information from a range of sources;</li> <li>communicate clear, objective and accurate conclusions in a concise, logical and relevant manner;</li> <li>present arguments, evaluate and justify judgements, decisions and/or choices; and</li> <li>show a well-developed understanding of the connections and relationships between the different aspects of health, social care and early years presented in the specification.</li> </ul>	<p>For <b>AO3</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>investigate, analyse and interpret information using a range of methods of investigation and show an adequate ability to organise material from a range of primary and secondary sources in a variety of health, social care and early years contexts;</li> <li>show understanding of the connections between the different aspects of health, social care and early years presented in the specification;</li> <li>demonstrate the ability to adequately evaluate knowledge, understanding and information from a range of sources;</li> <li>communicate conclusions in a logical and relevant manner;</li> <li>present sound decisions, judgements and/or choices; and</li> <li>show understanding of the connections and relationships between the different aspects of health, social care and early years presented in the specification.</li> </ul>	<p>For <b>AO3</b>, candidates characteristically:</p> <ul style="list-style-type: none"> <li>investigate information using some basic methods of investigation and show an ability to manage material from a limited range of sources in health, social care and early years contexts;</li> <li>demonstrate a basic ability to analyse, evaluate knowledge, understanding and information;</li> <li>communicate some conclusions in a logical and relevant way;</li> <li>present limited decisions, judgments and/or choices; and</li> <li>show some understanding of the connections between the different aspects of health, social care and early years presented in the specification.</li> </ul>

AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<ul style="list-style-type: none"> <li>internally assessed units – in tasks where it is indicated on the assessment evidence and mark band grids in Appendix 1 of the specification</li> <li>externally assessed units – in extended written responses on past papers and the CCEA 2021 assessment resources – these are the four questions where QWC is assessed, as identified on the front cover of the paper, and in other extended responses as indicated on the mark scheme</li> <li>mock exams and class tests where similar extended written responses have been included</li> <li>formative assessments – class work and homework tasks where investigation, analysis and/or evaluation are required.</li> </ul>	<p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>use a wide range of primary and secondary sources to investigate, analyse and evaluate information accurately and appropriately</li> <li>present the information in an appropriate format with the highest degree of clarity and coherence</li> <li>use the information appropriately to present cogent arguments, and evaluate and justify judgements, decisions and/or choices</li> <li>draw relevant, objective and valid conclusions and present them in a logical and concise manner</li> <li>demonstrate a high level of ability to make connections between different areas of the specification and aspects of the health, social care and early years sectors</li> <li>use spelling, punctuation and grammar of a high standard.</li> </ul>	<p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>use an adequate range of primary and secondary sources to investigate, analyse and evaluate information competently</li> <li>present the information in an appropriate format with clarity and coherence</li> <li>use the information to present arguments, and make and justify sound judgements, decisions and/or choices with some attempt at evaluation</li> <li>draw adequate conclusions and present them clearly</li> <li>demonstrate an adequate ability to make connections between different areas of the specification and aspects of the health, social care and early years sectors</li> <li>use spelling, punctuation and grammar of a sufficiently high standard to make meaning clear.</li> </ul>	<p>At this level the candidate will:</p> <ul style="list-style-type: none"> <li>use a limited range of primary and secondary sources to investigate, analyse and evaluate information with some level of competence</li> <li>present the information with limited clarity and coherence</li> <li>use the information to present some relevant arguments and make some judgements</li> <li>draw basic conclusions</li> <li>demonstrate a limited ability to make connections between different areas of the specification and aspects of the health, social care and early years sectors</li> <li>may have errors in spelling, punctuation and grammar.</li> </ul>

## 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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