

Summer 2021



Summer 2021

Alternative Arrangements: GCSE

English Language Subject Guidance



Version 1.0

Introduction

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

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

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

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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 October 2020 by the Education Minister in respect of reducing the assessment burden in GCSE 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 Units 1, 3 and 4 or all four units.

Subject	Current Arrangements	Defined Unit For Omission	Specification Adaptations
GCSE English Language	Unit 1 external assessment (30%) Unit 2 controlled assessment (20%) Unit 3 controlled assessment (20%) Unit 4 external assessment (30%)	Unit 2 (endorsement in place of formal assessment as announced in October 2020) Please note that the endorsement is no longer required as the Centre Determined Grade will be at subject level.	No adaptations

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 in this document);
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

For GCSE English Language, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, past papers¹ and controlled assessment tasks which are available on the CCEA website at www.ccea.org.uk

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

- **Specification Coverage**

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

- **Similarity to Actual Qualification Assessments**

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

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see **Appendix 2** for definitions.

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

- **Level of Demand**

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

- **When Evidence Is Generated**

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

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

3. Evidence to Inform Centre Determined Grades

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

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the GCSE English Language 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 GCSE English Language you may choose to use are included in the following table:

Evidence
<p>CCEA assessment resources for Unit 1 and Unit 4 – When taken under high control conditions, where the public health situation allows, these assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. See Section 4 for more details.</p>
<p>Performance in any mock examinations taken – These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers.</p>
<p>Performance in CCEA past paper questions and mark schemes – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. However, elements of these can be incorporated into mock exams or class tests. You may wish to access grade boundaries and/or Chief Examiner’s reports which relate to these papers, available at www.ccea.org.uk. If the examinations in the qualifications you deliver are marked online, you can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at CCEA.Analytics@ccea.org.uk</p>
<p>Performance in class tests – If class tests only assess specific content, you should use a series of marked class tests. A series of such assessments, done under high control conditions and sampling the key aspects of the specification, should provide good evidence of student performance. Many class tests will be recorded as a mark or percentage, and centres should ensure there is a consistent approach in mapping these to a grade.</p>
<p>Records of each student’s performance throughout their study – This includes, for example, progress review/tracking data, classwork and/or homework.</p>
<p>For GCSE students who sat units prior to Summer 2021, their notional unit grades in that subject – This includes, for example, unit grades issued in January 2020.</p>
<p>Performance in Unit 3 controlled assessment Task 1 and Task 2 (or formative assessment tasks in Unit 2 where the centre has these records) – This can be used even if these have not been fully completed.</p>
<p>Performance in any class assessments taken throughout their study of the GCSE English Language specification – This may consist of a variety of evidence types, produced under different conditions. Evidence of this kind is unlikely to form a strong evidence base on its own, but it may supplement other evidence types.</p>
<p>For resitting students, prioritise evidence generated during the 2020/21 academic year.</p>

Assessment Objectives

Assessment objectives are the skills that are normally assessed through the completion of examinations or internally assessed tasks. They are the foundations on which a specification is developed, and a weighting is applied to each individual assessment objective to show the weighting of assessment associated with it. They may also prove to be a useful indicator of the level of demand of a task or assessment. As such, you should consider the assessment objectives that will be assessed when selecting evidence to form a holistic judgement of a student's performance in GCSE English Language. 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 GCSE English Language are:

AO1	<ul style="list-style-type: none"> i. speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate; ii. listen and respond to speakers' ideas and perspectives, and how they present meaning; iii. interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together; and iv. create and sustain different roles.
AO2	<ul style="list-style-type: none"> i. understand variations in spoken language, explaining why language changes in relation to contexts; and ii. evaluate the impact of spoken language choices in their own and others' uses.
AO3	<ul style="list-style-type: none"> i. read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate; ii. develop and sustain interpretations of writers' ideas and perspectives; and iii. explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and engage and influence the reader.
AO4	<ul style="list-style-type: none"> i. write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader; ii. organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence; and iii. use a range of sentence structures for clarity, purpose and effect, with accurate spelling, punctuation and grammar.

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 sources and/or types of evidence listed on pg. 5 and in Appendix 1 may be of greatest value in supporting a holistic review of a student's attainment.

Please note that where a unit omission/endorsement 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.

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.² 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 October 2020 in respect of unit omissions. For GCSE English Language this took the form of an endorsement for Unit 2: Speaking and Listening.

We also acknowledge disruption to teaching and learning may mean that certain content in Units 1, 3 and 4 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:

- *In line with the Education Minister's announcement in October 2020, a centre has based their Centre Determined Grades on evidence for Units 1, 3 and 4.*

² Assessment resources will not be provided for units/components where endorsement arrangements in lieu of assessments were in place for Summer 2021, for example GCSE Languages Unit 2: Speaking.

- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has covered only Task 1 of Unit 3 and none of the content for Unit 4.*
- *Student A's Centre Determined Grade should be based only on the assessment of the content he/she has covered.*

**Assessments adapted/Evidence gathered and reviewed based on
GCSE English Language Content**

All Students	Student A
<p>Unit 1: Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts</p> <p>Unit 3: Studying Spoken and Written Language</p> <ul style="list-style-type: none"> • Task 1 The Study of Spoken Language • Task 2 The Study of Written Language <p>Unit 4: Personal or Creative Writing and Reading Literary and Non-fiction Texts</p>	<p>Unit 1: Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts</p> <p>Unit 3: Studying Spoken and Written Language</p> <ul style="list-style-type: none"> • Task 1 The Study of Spoken Language

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 a subject-specific support webinar for teachers to accompany this guidance document. This webinar 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 GCSE 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 2019 papers, exemplar answers by students and a senior examiner commentary on the answers.

Agreement Trial Materials

The agreement trial for Unit 3 for Summer 2021 can be accessed 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 2018–2019 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

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 teachers 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**, **C** and **F** in the GCSE specification, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. 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 Appendix 1 for the Grade Descriptions at A, C and F for GCSE. 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 Appendix 1.

5. Using the descriptions for Grades A, C and F, based on the principle of 'best fit', select the grade you believe comes closest to encapsulating the overall achievement of the student as demonstrated by the evidence. Using this grade as a benchmark, work **either up or down** using the table below to find the final grade.

For example, in Unit 4, a student has demonstrated the ability to structure the response clearly, using mostly appropriate language choices to persuade or discuss an experience. They have also presented an informed personal response to stimulus material, making appropriate comments on writers' intentions and strategies/techniques, with relevant textual evidence selected:

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

The table below summarises this approach:

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

6. Further Advice and Information

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

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

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

Appendix 1

GCSE Grade Descriptions and Key Features – English Language

Assessment Objective	AO1		
	A	C	F
Grade Descriptions	Candidates select suitable styles and registers of spoken English for a range of situations and contexts, showing assured use of standard English where appropriate. They confidently vary sentence structures and choose from a wide vocabulary to express information, ideas and feelings in an engaging manner. They explain expertly, and evaluate persuasively, how they and others use and adapt spoken language for specific purposes. They initiate conversations and demonstrate sensitive listening through contributions that sustain and develop discussion. They recognise and fulfil the demands of different roles, whether in formal settings or creative activities.	Candidates adapt their talk to the demands of different situations and contexts. They recognise when standard English is required and use it confidently. They use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener’s interest is engaged. They explain and evaluate how they and others use and adapt spoken language for specific purposes. Through careful listening and by developing their own and others’ ideas, they make significant contributions to discussion and participate effectively in creative activities.	Candidates talk in familiar situations, showing some awareness of purpose and of listeners’ needs. They convey information, develop ideas and describe feelings, using the main features of standard English as appropriate. They listen and make responses to others’ ideas and opinions. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they attempt to meet the demands of different roles.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
Unit 2: Speaking and Listening Teacher-designed formative assessment tasks for: • Individual presentations	Candidates will: • demonstrate an assured ability to select highly appropriate styles and registers of spoken English which reflect a wide range of situations and contexts; • demonstrate a consistent use of standard English; • demonstrate an ability to use a variety of sentence structures which are consistently appropriate to the specific contexts;	Candidates will: • demonstrate an ability to select appropriate styles and registers of spoken English which reflect a range of situations and contexts; • demonstrate a generally appropriate use of standard English, with occasional lapses; • demonstrate an ability to use sentence structures which are generally appropriate to the specific contexts;	Candidates will: • demonstrate a basic ability to select some styles and registers of spoken English which reflect situations and contexts; • demonstrate some attempts to use standard English; • demonstrate an ability to use simple sentence structures which are sometimes appropriate to the specific contexts;

<p>and interactions</p> <ul style="list-style-type: none"> • Group Discussions • Role plays 	<ul style="list-style-type: none"> • demonstrate an ability to purposefully select from a wide range of vocabulary choices to express information, ideas and feelings precisely and in an engaging manner; • demonstrate a discerning ability to confidently explain, and evaluate how they and others use and adapt spoken language for specific purposes; • demonstrate an ability to initiate conversations and respond sensitively and meaningfully when listening to the contributions of others that sustain and develop discussion; and • demonstrate an insightful ability to convey consistently the demands of different challenging roles. 	<ul style="list-style-type: none"> • demonstrate an ability to select from a range of vocabulary choices to express information, ideas and feelings in a clear and engaging manner; • demonstrate an ability to explain, and comment on how they and others use and adapt spoken language for specific purposes; • demonstrate an ability to develop conversations and respond appropriately when listening to the ideas of others; and • demonstrate an ability to convey the demands of different roles. 	<ul style="list-style-type: none"> • demonstrate an ability to use simple vocabulary to express information, ideas and feelings in a straightforward manner; • demonstrate a basic understanding and awareness of the contributions of others and make basic responses; and • demonstrate some ability to convey simple and familiar roles.
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Assessment Objective	AO2		
Grade Descriptions	A	C	F
<p>Candidates respond personally and persuasively to a variety of texts (spoken language stimuli), developing interpretations and evaluating how details of language, grammar, structure and presentation engage and affect the listener. They choose apt quotations and make telling comparisons and cross-references that illuminate the purpose and meanings of texts.</p>	<p>Candidates understand and demonstrate how meaning and information are conveyed in a range of texts (spoken language stimuli) making personal responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain how they may vary in purpose and how they achieve different effects.</p>	<p>Candidates describe the main ideas, themes or argument in a range of texts (spoken language stimuli) and refer to details when attempting to justify their views. They make simple comparisons and cross-references that show some awareness of how texts achieve their effects through speakers' use of linguistic, grammatical, structural and presentational devices.</p>	
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Student responses to Unit 3 Task 1</p> <ul style="list-style-type: none"> Completed Unit 3 Task 1 response Incomplete Unit 3 Task 1 response Teacher-created tasks which can be held to be robust evidence of AO2 	<p>Candidates will:</p> <ul style="list-style-type: none"> demonstrate an assured ability to develop interpretations of the speakers' intentions based on a judicious selection of textual references; demonstrate a confident ability to analyse and evaluate a range of linguistic techniques within the spoken language texts; demonstrate a confident ability to analyse and evaluate a range of delivery techniques within the spoken language texts; demonstrate an ability to make detailed and meaningful cross-references and comparisons between the spoken language texts; and demonstrate an ability to make use of contextual material to enhance the response. 	<p>Candidates will:</p> <ul style="list-style-type: none"> demonstrate an ability to convey understanding of the speakers' intentions based on a personal selection of textual references; demonstrate an ability to comment on a range of linguistic techniques within the spoken language texts; demonstrate an ability to comment on a range of delivery techniques within the spoken language texts; demonstrate an ability to make relevant cross-references and comparisons between the spoken language texts; and demonstrate an ability to incorporate contextual material into the response. 	<p>Candidates will:</p> <ul style="list-style-type: none"> demonstrate a basic ability to offer some points of view on the texts; demonstrate an ability to refer to some linguistic techniques within the spoken language texts; demonstrate an ability to refer to some delivery techniques within the spoken language texts; demonstrate an ability to make simple cross-references and comparisons between the spoken language texts; and offer contextual material but it may not be incorporated into the response.

Assessment Objective	AO3		
Grade Descriptions	A	C	F
<p>Candidates respond personally and persuasively to a variety of texts, developing interpretations and evaluating how details of language, grammar, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation or analysis. They choose apt quotations and make telling comparisons and cross-references that illuminate the purpose and meanings of texts.</p>	<p>Candidates understand and demonstrate how meaning and information are conveyed in a range of texts. They make personal and critical responses, referring to specific aspects of language, grammar, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how they may vary in purpose and how they achieve different effects.</p>	<p>Candidates describe the main ideas, themes or argument in a range of texts, and refer to details when justifying their views. They make simple comparisons and cross-references that show some awareness of how texts achieve their effects through writers' use of linguistic, grammatical, structural and presentational devices.</p>	
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Student responses to Unit 1 Section B, Unit 4 Section B, Unit 3 Task 2</p> <ul style="list-style-type: none"> • Past paper tasks on Section B of Unit 1 and/or Unit 4 • Completed Unit 3 Task 2 response • Incomplete Unit 3 Task 2 response • Teacher-created tasks which can be held to be 	<p>Candidates will:</p> <ul style="list-style-type: none"> • demonstrate an assured ability to present a personal and persuasive response to stimulus material; • demonstrate a discerning ability to select relevant textual evidence; • demonstrate a confident ability to analyse writers' intentions and strategies/techniques; and • demonstrate an ability to make connections or comparisons in a meaningful and relevant manner. 	<p>Candidates will:</p> <ul style="list-style-type: none"> • demonstrate an ability to present an informed personal response to stimulus material; • demonstrate an ability to select relevant textual evidence; • demonstrate an ability to make appropriate comments on writers' intentions and strategies/techniques; and • demonstrate an ability to make effective connections or comparisons. 	<p>Candidates will:</p> <ul style="list-style-type: none"> • demonstrate a basic ability to present some points of view on the stimulus material; • demonstrate an ability to refer to some textual details; • demonstrate an ability to refer to some of the writers' intentions and strategies/techniques; and • demonstrate an ability to make simple connections.

<p>robust evidence of AO3</p> <ul style="list-style-type: none">• CCEA 2021 Assessment resources for Unit 1 and/or Unit 4			
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Assessment Objective	AO4		
Grade Descriptions	A	C	F
<p>Candidates' writing shows confident, assured control of a range of forms and styles appropriate to task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force or creative flair. They use linguistic and structural features skilfully to sequence texts and achieve coherence. A wide range of accurate sentence structures ensures clarity; choices of vocabulary, punctuation and spelling are ambitious, imaginative and largely correct.</p>	<p>Candidates' writing shows successful adaptation of form and style to different tasks and for various purposes. They use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. They use paragraphing effectively to make the sequence of events or development of ideas coherent and clear to the reader. Sentence structures are varied and sometimes bold; punctuation and spelling are accurate.</p>	<p>Candidates' writing shows some adaptation of form and style for different tasks and purposes and it communicates simply with the reader. Sentences attempt to sequence events or ideas logically; they sometimes choose vocabulary for variety and interest. Paragraphing is straightforward; the structure of sentences is basic. There is some accuracy in spelling and basic punctuation.</p>	
AO4 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Student responses to Unit 1 Section A, Unit 4 Section A</p> <ul style="list-style-type: none"> Past paper tasks on Section A of Unit 1 and/or Unit 4 Teacher-created tasks which can be held to be robust evidence of AO4 CCEA 2021 Assessment resources for 	<p>Candidates will:</p> <ul style="list-style-type: none"> confidently develop an effective writing style where the form is meaningfully aligned to purpose and task; demonstrate adept and assured use of a variety features/devices to enhance engagement with the reader; demonstrate the ability to structure the response cogently, using highly appropriate language choices to persuade or discuss an experience or write creatively; and demonstrate consistently accurate use of a wide range of punctuation, sentence structures and paragraphing, with accurate spelling of an extended range of vocabulary. 	<p>Candidates will:</p> <ul style="list-style-type: none"> develop an appropriate writing style where the form is aligned in a mostly appropriate way to purpose and task; demonstrate a competent use of features/devices to develop the reader's engagement; demonstrate the ability to structure the response clearly, using mostly appropriate language choices to persuade or discuss an experience or write creatively; and demonstrate mainly accurate use of punctuation and paragraphing, with some variety in sentences, and using some widening and ambitious vocabulary with accurate spelling of irregular and regular words. 	<p>Candidates will:</p> <ul style="list-style-type: none"> demonstrate some attempts to adopt an appropriate form and style based on an insecure understanding of purpose and task; demonstrate some straightforward use of simple features/devices to communicate with the reader; demonstrate the ability to structure the response in a basic way, using straightforward language choices to attempt to persuade or discuss an experience or write creatively; and demonstrate a limited level of accuracy in the use of punctuation, sentences and paragraphing, with generally accurate spelling of regular, straightforward words.

Unit 1 and/or Unit 4			
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Appendix 2

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.

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

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