

Summer 2021



Summer 2021 Alternative Arrangements: GCSE Gaeilge 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 Gaeilge.

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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 now consider evidence for all four components or for only components 2, 3 and 4. This reflects decisions teachers may have made not to cover skills in Listening and Speaking as this was the component to be recognised by an endorsement. Please note the previous arrangements about an endorsement for Component 1 are optional as the Centre Determined Grade will be at subject level.

Subject	Current Arrangements	Component For Omission	Specification Adaptations
GCSE Gaeilge	<p>Component 1 Listening and Speaking controlled assessment (20%)</p> <p>Component 2 Reading and Writing controlled assessment (20%)</p> <p>Component 3 Reading external assessment (30%)</p> <p>Component 4 Writing external assessment (30%)</p>	Component 1	<p>Component 1 – will be eligible for omission for candidates cashing in for the qualification level grade in Summer 2021.</p> <p>There will be no CCEA Assessment Resource provided for Component 1 for Summer 2021.</p>

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 Gaeilge, information on these aspects can be found in the specification and is further illustrated in the specimen assessment materials and past papers¹ which are available on the CCEA website at www.ccea.org.uk

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

- **Specification Coverage**

A piece of evidence that covers a greater breadth of the specification content, knowledge, understanding and skills from a component (or components) 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.

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

- **When Evidence Is Generated**

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

3. Evidence to Inform Centre Determined Grades

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

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the relevant specification. For example, this could be, but is not limited to:

- the consistency of a student's practical or performance evidence;
- their depth or breadth of knowledge and understanding in relation to questions on key topics;
- their degree of analytical or evaluative skills demonstrated on key topics; and/or
- quality of student responses to discriminating questions or tasks.

Centres should be clear in their Centre Determined Grades policy what types of evidence will be used in determining the grade. Centres should also be clear with students the evidence that will be used to determine their grades. Where possible, centres should aim to use consistent sources of evidence for a qualification cohort. Some examples of evidence suitable for GCSE Gaeilge you may choose to use are included in the following table:

Evidence
<p>CCEA assessment resources for Components 3 & 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, bookwork and/or participation in listening, speaking, reading and writing activities.</p>
<p>Performance in Component 2: Reading and Writing in Gaelge – This can be used even if it has not been fully completed.</p>
<p>Performance in any class assessments taken throughout their study of the GCSE Gaelge specification – This may consist of a variety of evidence types, produced under different conditions.</p>
<p>For resitting students, prioritise evidence generated during the 2020/21 academic year.</p>

Assessment Objectives

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

Appendix 6 of CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre*.

The assessment objectives for GCSE Gaeilge are:

AO1	<p>speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; listen and respond to speakers' ideas and perspectives; interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together; undertake and sustain different roles; and evaluate the impact of spoken language choices in their own and others' use;</p>
AO2	<p>read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate; develop and sustain interpretations of writers' ideas and perspectives; and explain and evaluate how writers use linguistic, structural and presentational features to achieve effects and to engage and influence the reader;</p>
AO3	<p>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; 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 use a range of sentence structures for clarity, purpose and effect, employing accurate punctuation, spelling and grammar.</p>

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

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

Please note that where a component omission has impacted on an assessment objective, eg. AO1 in Component 1 endorsement, it is *not necessary* to consider evidence for this objective; however, where reliable evidence exists, centres may still wish to consider it in forming a holistic judgement.

Assessment Objective 1

- Results from mock orals based on Component 1
- Pupils' oral participation in class
- PowerPoint presentations on a literature text, class debates

Assessment Objective 2

- Completed or partially completed controlled assessment for Component 2
- Essays on the chosen texts in preparation for Component 2
- CCEA past papers for Component 3
- CCEA Specimen Assessment Materials

Assessment Objective 3

- CCEA past papers for Component 4
- Completed or partially completed controlled assessment for Component 2
- CCEA Specimen Assessment Materials
- Class tests on grammar, comprehension

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 Components 3 and 4, i.e., the components 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/component omissions in GCSE 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:

In line with the Education Minister's announcement in October 2020, Component 1 was to be recognised by an endorsement. Therefore, Centre Determined Grades may be based on evidence for Components 2, 3 & 4 only.

- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has not covered any of the content for Context for Learning 4 nor 5.*
- *Student A's Centre Determined Grade should be based only on assessment of the content he has covered.*

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.

Assessments adapted/Evidence gathered and reviewed based on GCSE Gaeilge Content	
All Students	Student A
<ul style="list-style-type: none"> • Context for Learning 1: The Individual and Society • Context for Learning 2: The World Around Me • Context for Learning 3: Employability • Context for Learning 4: Irish Language Communities • Context for Learning 5: Literature in Irish 	<ul style="list-style-type: none"> • Context for Learning 1: The Individual and Society • Context for Learning 2: The World Around Me • Context for Learning 3: Employability

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 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.

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 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**, **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 the Appendix.
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 a piece of evidence on oral ability, a student is performing at A grade by confidently varying 'sentence structures and choosing from a broad vocabulary to express information, ideas and feelings in an engaging manner'. In one piece of evidence on writing ability, the student is performing at C grade by using 'a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest'. In another piece of evidence on writing ability about literature, the student is performing at B grade by making a very confident 'literary analysis of writers' use of language, including quotations.' In this case, and acknowledging that this is a simplified example, the 'best fit' holistically for the student is, a B Grade.

The method of working below may be useful:

- 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 9 am to 5 pm, 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	Philip Cummings <u>pcummings@ccea.org.uk</u>
Specification Support Officer	Joan Jennings <u>jjennings@ccea.org.uk</u>

Appendix 1

GCSE Grade Descriptions and Key Features – Gaeilge

Assessment Objective	AO1		
	A	C	F
Grade Descriptions	Candidates select styles and registers of spoken Irish suitable for a range of situations and contexts, showing assured use of Irish. They confidently vary sentence structures and choose from a broad vocabulary to express information, ideas and feelings in an engaging manner. They explain with a high degree of competence 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 spoken Irish to the demands of different situations and contexts and are confident in their use of language. They use different sentence structures and select vocabulary so that they communicate information, ideas and feelings clearly and engage the listener's interest. They explain and evaluate how they and others use and adapt spoken language for specific purposes. They make significant contributions to discussion by listening carefully and developing their own and others' ideas and they participate effectively in creative activities.	Candidates speak with diminished confidence in familiar situations, showing little awareness of purpose and of listeners' needs. Their attempt to convey information, develop ideas and describe feelings, using the main features of spoken Irish, is weak. They listen with some concentration but relevant responses to others' ideas and opinions are limited. They show some awareness of how they and others use and adapt spoken language for specific purposes. In formal and creative activities, they demonstrate limited success in meeting the demands of different roles.
AO1 Evidence: Suggestions	Grade A Key Features	Grade C Key Features	Grade F Key Features
Component 1	Assured oral ability in a range of styles and registers	Confident oral ability in a range of styles and registers	Hesitant oral ability in limited range of situations
Mock Orals	Wide variety in syntax and vocabulary to express information and feelings engagingly	Variety in syntax and vocabulary to express information and feelings clearly	Weak attempts to express information and feelings using main features of language only
Presentations	Ability to initiate conversations and sustain them through listening skills	Contribute to conversations and listen carefully	Limited contribution to conversations
Debates			
Oral participation in class activities			

Assessment Objective	AO2 and 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, structure and presentation engage and affect the reader. They identify and discuss writers' perspectives in narrative, argument, explanation and/or analysis. They choose apt quotations and make comparisons and cross references that illuminate the purpose and meanings of texts.</p> <p>Candidates' writing shows confident, assured control of a range of forms and styles appropriate to the task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force and/or creative impact. They use linguistic and structural features skilfully to sequence texts and achieve coherence. They use a range of accurate sentence structures that ensure clarity. Their choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.</p>	<p>Candidates understand and demonstrate how a range of texts conveys meaning and information. They make appropriate responses, referring to specific aspects of language, structure and presentational devices to justify their views. They successfully compare and cross-reference aspects of texts and explain convincingly how these may vary in purpose and achieve different effects.</p> <p>Candidates' writing shows competent 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. They use varied and sometimes bold sentence structures and accurate punctuation and spelling.</p>	<p>Candidates describe the main ideas, topics and/or arguments in a range of texts and refer to specific aspects or 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, structural and presentational devices.</p> <p>Candidates' writing shows some adaptation of form and style for different tasks and purposes and communicates simply and clearly with the reader. Sentences sequence events or ideas logically. Candidates sometimes choose vocabulary for variety and interest. They use straightforward but effective paragraphing and usually structure sentences correctly, including some that are complex. Spelling and basic punctuation are generally accurate.</p>
AO2&3 Evidence: Suggestions	Grade A Key Features	Grade C Key Features	Grade F Key Features
Components 2 & 3 CCEA Specimen Assessment Materials	Highly effective literary analysis of writers' use of language, including apt quotations	Confident literary analysis of writers' use of language, including quotations	Ability to describe the main ideas in a text but with limited understanding of how writers achieve effects through choice of language

<p>Literature essays completed in class or as homework</p>	<p>Logical, clear and insightful argument presented in a wide range of written forms and styles</p> <p>Assured use of a wide range of syntax and structures with correct spelling and punctuation</p>	<p>Logical, clear argument presented with appropriate paragraphing in a range of styles and forms</p> <p>Competent use of a range of syntax and vocabulary with accurate spelling and punctuation</p>	<p>Simple but clear communication in logical sentences</p> <p>Mostly accurate in spelling and punctuation but with a limited range of syntax and vocabulary</p>
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Assessment Objective	AO3		
Grade Descriptions	A	C	F
<p>Candidates' writing shows confident, assured control of a range of forms and styles appropriate to the task and purpose. Texts engage and hold the reader's interest through logical argument, persuasive force and/or creative impact. They use linguistic and structural features skilfully to sequence texts and achieve coherence. They use a range of accurate sentence structures that ensure clarity. Their choices of vocabulary, punctuation and spelling are ambitious, imaginative and correct.</p>	<p>Candidates' writing shows competent 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. They use varied and sometimes bold sentence structures and accurate punctuation and spelling.</p>	<p>Candidates' writing shows some adaptation of form and style for different tasks and purposes and communicates simply and clearly with the reader. Sentences sequence events or ideas logically. Candidates sometimes choose vocabulary for variety and interest. They use straightforward but effective paragraphing and usually structure sentences correctly, including some that are complex. Spelling and basic punctuation are generally accurate.</p>	
AO3 Evidence: Suggestions	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Components 2 & 4</p> <p>CCEA Assessment Resource</p> <p>CCEA past papers</p> <p>CCEA Specimen Assessment Materials</p> <p>Class tests in grammar & comprehension & translation Homeworks</p>	<p>Logical, clear and insightful argument presented in a wide range of written forms and styles</p> <p>Assured use of a wide range of syntax and structures with correct spelling and punctuation</p>	<p>Logical, clear argument presented with appropriate paragraphing in a range of styles and forms</p> <p>Competent use of a range of syntax and vocabulary with accurate spelling and punctuation</p>	<p>Simple but clear communication in logical sentences</p> <p>Mostly accurate in spelling and punctuation but with a limited range of syntax and vocabulary</p>

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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