

Summer 2021



# Summer 2021 Alternative Arrangements: GCSE Learning for Life and Work 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 Learning for Life and Work.

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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, 2 and 3 or all four units.

Subject	Current Arrangements	Defined Unit For Omission	Specification Adaptations
<b>GCSE Learning for Life and Work</b>	Unit 1 Local and Global Citizenship (external assessment 20%)  Unit 2 Personal Development (external assessment 20%)  Unit 3 Employability (external assessment 20%)  Unit 4 Controlled Assessment (internal assessment 40%)	Unit 4 Controlled Assessment	No adaptations to externally assessed units (1–3)  Unit 4 – primary research data may be provided to candidates by teachers, as part of public health adaptations.  Unit 4 is eligible for omission for candidates cashing in for the qualification level grade in Summer 2021. It will still be available for any candidates wishing to be assessed in all units.

## 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 Learning for Life and Work information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, past papers<sup>1</sup> and controlled assessment/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 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.

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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.

- **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 Learning for Life and Work you may choose to use are included in the following table:

<b>Evidence</b>
<b>CCEA assessment resources for Units 1, 2 and 3</b> – When taken under high control conditions, where the public health situation allows, these assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. See Section 4 for more details.
<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.
<b>Performance in CCEA past paper questions and mark schemes</b> – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. However, elements of these can be incorporated into mock exams or class tests. You may wish to access grade boundaries and/or Chief Examiner’s reports which relate to these papers, available at <a href="http://www.ccea.org.uk">www.ccea.org.uk</a> . If the examinations in the qualifications you deliver are marked online, you can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at <a href="mailto:CCEA.Analytics@ccea.org.uk">CCEA.Analytics@ccea.org.uk</a>
<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.
<b>Records of each student’s performance throughout their study</b> – This includes, for example, progress review/tracking data, classwork, homework, mock exams, controlled assessment.
<b>Performance in Unit 4 (controlled assessment)</b> – This may be used even if it has not been fully completed.
<b>Performance in any class assessments taken throughout their study of the GCSE Learning for Life and Work specification</b> – This may consist of a variety of evidence types, produced under different conditions.
<b>For resitting students</b> , prioritise evidence generated during the 2020/21 academic year.

### 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 Learning for Life and Work are:

<b>AO1</b>	recall, select and communicate their knowledge and understanding of Learning for Life and Work
<b>AO2</b>	apply skills, knowledge and understanding of Learning for Life and Work
<b>AO3</b>	investigate, analyse, discuss and evaluate information, sources and evidence, make reasoned judgements and present conclusions related to Learning for Life and Work

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

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

All assessment objectives are assessed in the examination units 1, 2 and 3 and the controlled assessment, unit 4. However, Unit 4 presents more specific and extensive opportunities for candidates to demonstrate skills of AO2 and AO3.

## 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.<sup>2</sup> 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.

<sup>2</sup> 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.

We appreciate that decisions were taken in October 2020 in respect of unit 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:

*A centre decided to omit Unit 4 in line with the Education Minister’s announcement in October 2020. Therefore, Centre Determined Grades may be based on evidence for Units 1, 2 and 3 only.*

- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has covered all of the Unit 1 content, some of the Unit 2 content and none of the content for Unit 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 GCSE LLW Content**

All Students	Student A
Unit 1: Local and Global Citizenship <ul style="list-style-type: none"> <li>- Diversity and inclusion</li> <li>- Rights and responsibilities</li> <li>- Government and civil society</li> <li>- Democratic institutions</li> <li>- Democracy and active participation</li> <li>- The role of NGO’s</li> </ul>	Unit 1: Local and Global Citizenship <ul style="list-style-type: none"> <li>- Diversity and inclusion</li> <li>- Rights and responsibilities</li> <li>- Government and civil society</li> <li>- Democratic institutions</li> <li>- Democracy and active participation</li> <li>- The role of NGO’s</li> </ul>
Unit 2: Personal Development <ul style="list-style-type: none"> <li>- Personal Health and well-being</li> <li>- Emotion and reactions to life experiences</li> <li>- Relationship and sexuality</li> <li>- Personal safety and well-being</li> <li>- Responsible parenting</li> <li>- Making informed financial decisions</li> </ul>	Unit 2: Personal Development <ul style="list-style-type: none"> <li>- Personal Health and well-being</li> <li>- Emotion and reactions to life experiences</li> <li>- Relationship and sexuality</li> </ul>
Unit 3: Employability <ul style="list-style-type: none"> <li>- The impact of globalisation</li> <li>- Preparing for employment</li> <li>- Rights and responsibilities of employees and employers</li> <li>- Social responsibility of business</li> <li>- Exploring self-employment</li> <li>- Personal career management</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 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 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 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](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**, **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:*

*For question 6 (for 10 marks) in one of the externally assessed exam papers a candidate has demonstrated sound understanding by explaining clearly the issues raised in the question. They have applied their knowledge in the context given, using one brief example. Their evaluation is limited, with little or no conclusion.*

- 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:

<b>Grade</b>	<b>Description/Advice</b>
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'.
<b>A</b>	<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'.
<b>C</b>	<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'.
<b>F</b>	<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: <a href="mailto:helpline@ccea.org.uk">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	<p>Jill Armer <u><a href="mailto:jarmer@ccea.org.uk">jarmer@ccea.org.uk</a></u></p>
Specification Support Officer	<p>Arlene Ashfield <u><a href="mailto:aashfield@ccea.org.uk">aashfield@ccea.org.uk</a></u></p>

## Appendix 1

### GCSE Grade Descriptions and Key Features – Learning for Life and Work

Assessment Objective	AO1		
	A	C	F
<b>Grade Descriptions</b>	<p>Candidates recall, select and communicate detailed knowledge and thorough understanding of concepts, terms and issues in local and global citizenship, personal development and employability.</p> <p>Candidates demonstrate written communication skills through quality of written communication (QWC). They use spelling, punctuation and the rules of grammar with almost complete accuracy. They use a wide range of specialist terms skilfully and with precision. They present information clearly and coherently.</p>	<p>Candidates recall, select and communicate sound knowledge and understanding of concepts, terms and issues in local and global citizenship, personal development and employability.</p> <p>Candidates demonstrate written communication skills through quality of written communication (QWC). They use spelling, punctuation and the rules of grammar with considerable accuracy. They use a good range of specialist terms accurately.</p>	<p>Candidates recall, select and communicate basic knowledge of concepts, terms and issues in local and global citizenship, personal development and employability.</p> <p>Candidates demonstrate written communication skills through quality of written communication (QWC). They use spelling, punctuation and the rules of grammar with some accuracy. Their use of specialist terms is limited or inaccurate. They present information with limited clarity and coherence.</p>
<b>AO1 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade F Key Features</b>
<ul style="list-style-type: none"> <li>• CCEA assessment resources 2021</li> <li>• Classwork</li> <li>• Homework</li> <li>• Past papers</li> <li>• Mock Exams</li> <li>• AO1 is assessed in all three units in the examination paper and in the controlled assessment</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate a detailed, accurate and wide-ranging knowledge understanding concepts, terms and issues throughout all responses in the question paper</li> <li>• will draw on appropriate specification content for that unit</li> <li>• are placed within the Level 3 Mark Band in questions 5 and 6.</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate a range of knowledge and understanding of concepts, terms and issues in relation to the question. Their responses will draw on appropriate specification content for that unit. Their responses will mostly be accurate although may lack detail</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate a limited range of knowledge and understanding of concepts, terms and issues in relation to the question. Their responses will draw on some specification content for that unit. Their responses are often inaccurate with gaps.</li> </ul>

<p>(A01 weighting in each unit paper 26%)</p> <ul style="list-style-type: none"> <li>• In each examination paper AO1 is worth up to 6 marks in questions 1,2 and 3, and 2 marks in question 4 and 4 marks in each of questions 4 and 5.</li> </ul> <p>In the controlled assessment task AO1 is evident in the following sections:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Communicating Findings</li> <li>• Presentation of Task</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate excellent level of QWC, with a high level of clarity.</li> </ul> <p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• recall relevant knowledge and demonstrate a clear understanding of the topic for the chosen CCEA task</li> </ul>	<ul style="list-style-type: none"> <li>• are placed within the Level 2 Mark Band in questions 5 and 6</li> <li>• demonstrate a good level of QWC, reasonably clear, can be slightly disorganised.</li> </ul> <p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• recall some relevant knowledge and demonstrate a reasonable understanding of the topic for the chosen CCEA task.</li> </ul>	<ul style="list-style-type: none"> <li>• Are placed below or within Level 1 mark band for questions 5 and 6</li> <li>• demonstrate reasonable QWC, may lack clarity or structure at times.</li> </ul> <p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• recall some basic knowledge with limited understanding of the topic for the chosen CCEA task</li> </ul>
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Assessment Objective	AO2		
Grade Descriptions	A	C	F
	Candidates apply their knowledge, understanding and skills appropriately, accurately and consistently to a range of familiar and unfamiliar contexts in local and global citizenship, personal development and employability. They demonstrate the personal capability of self-management at a high level. They plan their work thoroughly and consistently record accurate, relevant information about concepts, terms, issues and actions in local and global citizenship, personal development and employability.	Candidates apply their knowledge, understanding and skills appropriately and accurately to familiar and unfamiliar contexts in local and global citizenship, personal development and employability. They demonstrate the personal capability of self-management. They plan their work competently and record accurate, relevant information about concepts, terms, issues and actions in local and global citizenship, personal development and employability.	Candidates apply their knowledge, understanding and skills to a range of mainly familiar contexts in local and global citizenship, personal development and employability. They demonstrate the personal capability of self-management. Their work has limited planning and limited information about concepts, terms, issues and actions in local and global citizenship, personal development and employability.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<ul style="list-style-type: none"> <li>• CCEA assessment resources 2021</li> <li>• Classwork</li> <li>• Homework</li> <li>• Past papers</li> <li>• Mock Exams</li> <li>• AO2 is assessed in all three units in the examination paper and in the controlled assessment (AO2 weighting in each unit paper 20%)</li> <li>• In each examination paper AO2 is worth up to 4 marks in questions 1,2, 3 and 4,</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate consistent application of knowledge, understanding and skills throughout all responses in the question paper</li> <li>• respond appropriately and accurately over a range of familiar and unfamiliar contexts</li> <li>• will demonstrate how and where they have drawn on specification content for that unit and applied this clearly in responding to the question</li> <li>• clearly express their answers</li> <li>• are placed within the level 3 mark band in questions 5 and 6</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate an ability to apply knowledge, understanding and skills</li> <li>• respond in a mostly appropriate and accurate way and cover most familiar and unfamiliar contexts</li> <li>• may lack sufficient detail and there will be some inaccuracies</li> <li>• demonstrate how they have drawn on specification content for that unit and applied this to the question</li> <li>• are placed within the Level 2 mark band for questions 5 and 6</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate a limited application of knowledge and understanding of concepts, terms and issues in relation to the question</li> <li>• will draw on limited aspects of specification content in the response</li> <li>• are often inaccurate with clear gaps/omissions in knowledge</li> <li>• are placed in Level 1 mark band for questions 5 and 6</li> <li>• demonstrate reasonable QWC, but may lack clarity or structure at times.</li> </ul>

<p>and 2 marks in questions 5 and 6.</p> <p>In the controlled assessment task AO2 is evident in the following sections:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Research</li> <li>• Self-evaluation</li> <li>• Presentation of Task</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an excellent level of QWC, with a high level of clarity.</li> </ul> <p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• provide a detailed explanation of the range of knowledge and skills they intend to develop by completing their investigation and are able to evaluate how well they did by using relevant examples</li> <li>• produce a detailed research plan which includes a range of sources with targets, actions and realistic deadlines, all of which are used to provide a meaningful monitoring of progress while carrying out the research.</li> <li>• gather a range of information from primary and secondary sources.</li> <li>• thoroughly evaluate their research approach and the work itself, prioritising key areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate a good level of QWC, reasonably clear, can be slightly disorganised.</li> </ul> <p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• provide a satisfactory description of the range of knowledge and skills they intend to develop by completing their investigation and are able to explain how well they did.</li> <li>• produce an appropriate research plan which includes primary and secondary sources with targets, actions and realistic deadlines all of which are used to provide statements relating to progress while carrying out the research.</li> <li>• gather information from primary and secondary sources.</li> <li>• identify how well they did in their research approach and the work itself, identifying areas for improvement.</li> </ul>	<p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• provide some description of either knowledge or skills they intend to develop by completing their investigation and are able to provide some description of how well they did.</li> <li>• produce a research plan which includes a primary and a secondary source with a few targets, actions and deadlines some of which are used to provide statements relating to progress while carrying out the research.</li> <li>• gather a limited amount of information from primary and/or secondary sources.</li> <li>• identify how well they did in parts of their research approach and the work itself, identifying an area for improvement.</li> </ul>
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Assessment Objective	AO3		
Grade Descriptions	A	C	F
	<p>Candidates demonstrate problem-solving skills. They identify and select relevant research issues. They consider research options. They select appropriate research methods with reasoned justification. They analyse information accurately and critically. They identify and explain patterns, key points, trends, implicit meanings and bias. They accurately and critically interpret and evaluate information and different viewpoints on a range of local and global citizenship, personal development and employability issues. They propose well developed, thoughtful, reasoned, clearly structured arguments and draw highly appropriate conclusions.</p>	<p>Candidates demonstrate problem-solving skills. They identify and select appropriate research issues. They consider research options and select appropriate research methods with some justification. They analyse information with some criticality, and identify and explain key points and bias. They interpret and evaluate, with some criticality, information and different viewpoints on a range of local and global citizenship, personal development and employability issues. They support their structured arguments with some justification and draw appropriate conclusions.</p>	<p>Candidates demonstrate problem-solving skills. They identify some research issues. Their analysis, interpretation and evaluation of information is limited. They identify some key points and comment on the credibility of sources. They consider some different viewpoints on local and global citizenship, personal development and employability issues. They offer some reasons for their views and draw limited conclusions.</p>
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<ul style="list-style-type: none"> <li>• CCEA assessment resources 2021</li> <li>• Classwork</li> <li>• Homework</li> <li>• Past papers</li> <li>• Mock Exams</li> <li>• AO3 is assessed in all three units in the examination paper and in the controlled assessment (Weighting 14 % over all 3 units)</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to analyse information in question 5a. They will identify and interpret key points from source material and apply their knowledge and understanding and accurately comment of their impact/consequences. Their responses make clear connections between points from the source material and their interpretation.</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate the ability to analyse information in question 5a. They will with some accuracy identify and interpret key points from source material and apply their knowledge and understanding to make some connected relevant comments on impact/consequences.</li> <li>• are usually placed within the Levels 1- and 2-Mark Bands</li> </ul>	<p>In responding to examination type questions, candidates characteristically:</p> <ul style="list-style-type: none"> <li>• demonstrate limited analysis of information in question 5a. A few points may be identified from the source. Often points are copied from the source word for word with no attempted analysis.</li> <li>• Analysis is limited and weak. The connections between points in the source material in their analysis is often irrelevant or inaccurate.</li> </ul>

<ul style="list-style-type: none"> <li>• In each examination paper AO3 is worth up to 14 marks in questions 5, 8 marks and question 6, 6 marks</li> <li>• A03 is assessed in questions 5a, a source-based question which assesses the candidate's ability to analyse information, 5b, discussion and 6 evaluation</li> </ul> <p>In the controlled assessment task AO3 is evident in the following sections:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Research</li> <li>• Communicating Findings</li> <li>• Presentation of Task</li> </ul>	<ul style="list-style-type: none"> <li>• are usually placed within the Level 3 Mark Band</li> <li>• demonstrate their ability to discuss a topic/issue. Their discussion will be thorough, well-structured and coherent. It will accurately cover the main points in detail related to the topic/issue. Responses will usually be placed within the Level 3 Mark Band</li> <li>• demonstrate their ability to evaluate an issue/topic in question 6. Their evaluation will identify, comment and assess key points in detail and include a detailed conclusion.</li> <li>• will usually be placed within the Level 3 Mark Band</li> <li>• demonstrate excellent level of QWC, with a high level of clarity.</li> </ul> <p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• draw on knowledge and understanding to pose a range of relevant research questions which can be investigated.</li> <li>• identify with sound justification a range of research methods to be used to investigate the questions posed.</li> <li>• provide a detailed analysis of how useful the information gathered will be for completing the investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an ability to discuss a topic/issue. Their discussion will cover some of the main points related to the topic/issue. Responses may lack detail and in places be superficial and repetitive</li> <li>• are usually placed within the Levels 1- and 2-Mark Bands.</li> <li>• demonstrate their ability to evaluate an issue/topic in question 6. Their evaluation will identify comment and assess some key points. Their evaluation may lack detail and with a weak or absent conclusion.</li> <li>• will usually be placed within the Level 1- or 2-Mark Bands</li> <li>• demonstrate a good level of QWC, reasonably clear, can be slightly disorganised.</li> </ul> <p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• draw on knowledge and understanding to pose some relevant research questions which can be investigated</li> <li>• justify with some justification a range of research methods to be used to investigate the questions posed</li> <li>• provide some analysis of how useful the information gathered will be to completing the investigation</li> </ul>	<ul style="list-style-type: none"> <li>• are usually placed below in the Level 1--Mark Band</li> <li>• demonstrate an ability to discuss a topic/issue. Their discussion may identify a few points related to the topic/issue.</li> <li>• Points are often not developed or presented as unconnected and superficial statements. Points may be repeated and/or inaccurate</li> <li>• are usually placed in or below the Level 1--Mark Band</li> <li>• demonstrate their ability to evaluate an issue/topic in question 6. Their evaluation is limited. Candidates will identify and comment on a few points with a limited assessment about their impact in relation to the issue. Conclusion are usually weak or absent</li> <li>• will usually be placed below or in the Level 1--Mark Band.</li> </ul> <p>In a controlled assessment task candidates characteristically:</p> <ul style="list-style-type: none"> <li>• draw on knowledge and understanding to pose a few relevant research questions which can be investigated</li> <li>• identify with limited justification a few research methods to be used to investigate the questions posed</li> <li>• provide a limited analysis of how useful the information gathered will be to completing the investigation</li> </ul>
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	<ul style="list-style-type: none"> <li>• select and present relevant information to reflect different viewpoints</li> <li>• use detailed interpretation of this information to make comparisons and to contrast viewpoints to enable them to draw meaningful conclusions in relation to the investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• select and present some relevant information, sometimes reflecting different viewpoints</li> <li>• use some interpretation of this information to make a few comparisons of viewpoints and to draw conclusions in relation to the investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• select and present some information with limited reflection of different viewpoints</li> <li>• use some interpretation of this information to make a limited number of comparisons with little reference to viewpoints</li> <li>• make a few conclusions (not always drawn from the information presented) in relation to the investigation.</li> </ul>
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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><b>High</b></p>	<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>
<p><b>Medium</b></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"> <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>
<p><b>Limited</b></p>	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>



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