

Summer 2021



Summer 2021 Alternative Arrangements: GCSE Modern Languages Subject Guidance



Introduction

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

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

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

Contents

1. Overview
2. Preliminary Considerations
3. Evidence to Inform Centre Determined Grades
4. Support
5. Making Decisions about Centre Determined Grades
6. Further Advice and Information

Appendix 1: GCSE Grade Descriptions and Key Features

Appendix 2: Definitions of Levels of Control

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 only, or for all four units.

Subject	Current Arrangements	Unit For Omission	Specification Adaptations
GCSE Modern Languages: French; German; Irish; and Spanish	Unit 1 Listening external assessment (25%) Unit 2 Speaking external assessment (25%) Unit 3 Reading external assessment (25%) Unit 4 Writing external assessment (25%)	Unit 2- Speaking (endorsement in place of formal assessment)	No adaptations to externally assessed units (1, 3 & 4) Unit 2 – centres were advised in October 2020 that the formal assessment of Unit 2 would be replaced with an endorsement. Please note this is no longer required as the Centre Determined Grade will be at subject level. NB: CCEA will not be providing an Assessment Resource for Unit 2 Speaking.

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 Modern Languages, information on these aspects can be found in the specification and further illustrated in the specimen assessment material, 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 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 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 Modern Languages you may choose to use are included in the following table:

Evidence
<p>CCEA assessment resources for Units 1, 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, assessed homework and/or participation in listening, speaking, reading and writing activities.</p>
<p>Performance in any class assessments taken throughout their study of the GCSE French, German, Irish or Spanish specification – This may consist of a variety of evidence types, produced under different conditions. Examples of these assessments could include speaking assessments, listening exercises, reading comprehension tasks, extended writing, vocabulary tests, assessment of knowledge and application of grammar and structures.</p>
<p>Tiers – In GCSE subjects that include units available at Foundation or Higher, the tier entered by students should be considered. The Centre Determined Grade should not be higher than the maximum grade allowable through the combination of Foundation and Higher Tier units selected.</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 Modern Languages are:

AO1	understand and respond to different types of spoken language
AO2	communicate and interact effectively in speech
AO3	understand and respond to different types of written language
AO4	communicate in writing

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. For example, if candidates are assessed in Units 1, 3 and 4, AO2 will not be covered, however, you may wish to consider performance in Speaking assessments when gathering evidence to form judgements on Centre Determined Grades.

Below is a list of the types of evidence which would demonstrate the coverage of each of the assessment objectives within the GCSE Modern Languages specification and associated units. Evidence could be derived from, for example, CCEA past papers, CCEA Specimen Assessment Material and/or CCEA Assessment Resources.

Assessment Objective 1 (Unit 1 – Listening)

- Matching exercises, multiple choice questions in response to a Target Language monologue or dialogue, identify the correct information, insert the correct word (s) to complete a summary of a Target Language monologue or dialogue, complete sentences in English based on a Target Language monologue or dialogue
- Class Assessments or Tests
- CCEA Specimen Assessment Materials
- CCEA Past papers
- CCEA 2021 Assessment Resources

Assessment Objective 2 (Unit 2 – Speaking)

- Paired conversation/role plays completed in class, oral presentations given to the class/teacher, participation in online classes where candidate has answered question(s) in the Target Language
- Class Assessments or Tests
- CCEA Specimen Assessment Materials
- CCEA Past papers

Assessment Objective 3 (Unit 3 – Reading)

- Matching images to Target Language vocabulary/phrases, multiple choice questions in response to a reading passage - images/words, identify the correct answer from a choice, complete a summary/sentences of a Target Language passage by inserting correct word (s), answer questions in English based on a Target Language passage, translate sentences from Target Language to English
- Class Assessments or Tests
- CCEA Specimen Assessment Materials
- CCEA Past papers
- CCEA 2021 Assessment Resources

Assessment Objective 4 (Unit 4 – Writing)

- List items in Target Language, complete gap-fill exercises, complete longer answers to Target Language questions, write single sentences in Target Language in response to a prompt
- Class Assessments or Tests
- CCEA Specimen Assessment Material
- CCEA Past papers
- CCEA 2021 Assessment Resources

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 Units 1, 3 and 4 for GCSE Modern Languages.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.

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.

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:

Although it could now include evidence of Speaking, a centre decides to omit Unit 2 in line with the Education Minister’s announcement in October 2020. Therefore, in this centre, Centre Determined Grades will be based on evidence for Units 1, 3 and 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 3.*
- *Student A’s Centre Determined Grade should be based on assessment of only the content he/she has covered.*

Assessments adapted/Evidence gathered and reviewed based on GCSE French, German, Irish, Spanish Content

All Students	Student A
<p>Context for Learning 1: Identity, Lifestyle and Culture:</p> <ul style="list-style-type: none"> • Myself, my family, relationships and choices (for example family and friends) • Social media and new technology (for example online communications, computers, tablets and smartphones) • Free time, leisure and daily routine (for example sports, hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and at the weekend) • Culture, customs, festivals and celebrations (for example Easter, Christmas, birthdays, cultural activities and events, national holidays, celebrations and cuisine) 	<p>Context for Learning 1: Identity, Lifestyle and Culture:</p> <ul style="list-style-type: none"> • Myself, my family, relationships and choices (for example family and friends) • Social media and new technology (for example online communications, computers, tablets and smartphones) • Free time, leisure and daily routine (for example sports, hobbies, cinema, TV, music, dance, fashion, eating out, shopping, at home, at school and at the weekend) • Culture, customs, festivals and celebrations (for example Easter, Christmas, birthdays, cultural activities and events, national holidays, celebrations and cuisine)
<p>Context for Learning 2: Local, National, International and Global Areas of Interest</p> <ul style="list-style-type: none"> • My local area and the wider environment (for example home, neighbourhood, town or city, places to visit, region and country) • Community involvement (for example charity and voluntary work) • Social and global issues (for example health, lifestyle, antisocial behaviour, caring for others and caring for the environment) 	<p>Context for Learning 2: Local, National, International and Global Areas of Interest</p> <ul style="list-style-type: none"> • My local area and the wider environment (for example home, neighbourhood, town or city, places to visit, region and country) • Community involvement (for example charity and voluntary work) • Social and global issues (for example health, lifestyle, antisocial behaviour, caring for others and caring for the environment)

<ul style="list-style-type: none"> • Travel and tourism (for example holidays, destinations, transport, tourist information, weather, directions, accommodation, activities, shopping and eating out) 	<ul style="list-style-type: none"> • Travel and tourism (for example holidays, destinations, transport, tourist information, weather, directions, accommodation, activities, shopping and eating out)
<p>Context for Learning 3: School Life, Studies and the World of Work</p> <ul style="list-style-type: none"> • My studies and school life (for example school subjects, uniform, timetable, rules and regulations) • Extra-curricular activities (for example clubs, societies, events, trips and visits) • Part-time jobs and money management (for example evening work, weekend work and work experience) • Future plans and career (for example post-16 education, further studies, employment, aspirations and choices) 	

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 papers 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.

Chief Examiner/Principal Moderator Reports

The reports for 2018 and 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, a student may perform at different grades in different Assessment Objectives: a student may 'show understanding of different types of spoken language that contains a variety of structures' (AO1), 'initiate and develop conversations and discussions', 'speak confidently,' 'producing extended pieces of speech with a very clear message' (AO2). The student may 'show good understanding of a variety of written texts

relating to a range of contexts' (AO3) but may only 'write short texts that relate to familiar contexts', although with 'some variety of vocabulary, structures and verb tenses' (AO4). This student demonstrates Grade C in AO1 and AO3, Grade A in AO2 and Grade E in AO4. Holistically, therefore, a Grade C would be the 'best fit'.

- 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>French & German: Barbara Laffitte-Fitou <u>blaffittefitou@ccea.org.uk</u></p> <p>Irish: Philip Cummings <u>pcummings@ccea.org.uk</u></p> <p>Spanish: Claire Fitzsimons <u>cfitzsimons@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 – French, German, Irish, Spanish

Assessment Objective	AO1 Understand and respond to different types of spoken language.		
Grade Descriptions	A	C	F
	Candidates show understanding of a range of spoken language that contains a wide variety of structures and more complex language. The spoken material relates to a range of contexts including past and future events, as appropriate. Candidates can identify main points, details and points of view and draw conclusions.	Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts and may relate to past and future events, as appropriate. Candidates can identify main points, details and opinions.	Candidates show some understanding of different types of simple spoken language. The spoken material relates to a range of familiar contexts. Candidates can identify main points and extract some details.
AO1 Evidence: Suggestions	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Matching exercises</p> <p>Multiple choice questions in response to a Target Language monologue or dialogue.</p> <p>Identify the correct information e.g. one from a choice of three or two from five.</p> <p>Insert the correct word (s) to complete a summary of a Target Language monologue or dialogue.</p> <p>Complete sentences in English based on a Target Language monologue or dialogue.</p>	<ul style="list-style-type: none"> • show understanding of a range of spoken language • understand a wide variety of structures and more complex language • understand material relating to past and future events 	<ul style="list-style-type: none"> • show understanding of different types of spoken language • understand a variety of structures and some complex language • understand some material relating to past and future events 	<ul style="list-style-type: none"> • show some understanding of simple spoken language • understand simple language • understand material from familiar contexts

<ul style="list-style-type: none">• Class Assessments or Tests• CCEA Specimen Assessment Materials• CCEA Past papers• CCEA 2021 Assessment Resources			
---	--	--	--

Assessment Objective	AO2 Communicate and interact effectively in speech.		
Grade Descriptions	A	C	F
	<p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and justify points of view, and they produce extended sequences of speech using a variety of vocabulary, structures and verb tenses, as appropriate. They speak confidently, with high level pronunciation, intonation and fluency. The message is very clear although there may be some errors, especially when they use more complex structures.</p>	<p>They take part in straightforward conversations and discussions and present information. They express ideas and points of view, and they produce sequences of speech using some variety of vocabulary, structures and verb tenses, as appropriate. They speak with some confidence and with good pronunciation, intonation and fluency. They convey a clear message although there may be some errors.</p>	<p>They take part in basic conversations and present basic information. They can express their ideas and may offer some opinions. They use a limited range of language. Their pronunciation is understandable. The main points are generally conveyed although there are frequent errors.</p>
AO2 Evidence: Suggestions	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Paired conversation/role-plays completed in class.</p> <p>Oral presentations given to the class/teacher.</p> <p>Participation in online classes where candidate has answered question(s) in the Target Language.</p> <ul style="list-style-type: none"> • Class Assessments or Tests • CCEA Specimen Assessment Materials • CCEA Past papers 	<ul style="list-style-type: none"> • develop conversations • express ideas and justify points of view • extended sequences of speech • use a variety of vocabulary, structures and verb tenses • speak confidently • high level of pronunciation, intonation and fluency • some errors in more complex language 	<ul style="list-style-type: none"> • straightforward conversations • express ideas and points of view • sequences of speech. • some variety of vocabulary, structures and verb tenses • speak with some confidence • clear message although some errors 	<ul style="list-style-type: none"> • basic conversations • express ideas, offer some opinions • limited range of language • pronunciation understandable • frequent errors

Assessment Objective	AO3 Understand and respond to different types of written language.		
Grade Descriptions	A	C	F
	They show very good understanding of written texts that contain a variety of structures and relate to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw conclusions from written texts.	They show good understanding of a variety of written texts relating to a range of contexts. They may understand some unfamiliar language and extract meaning from some complex language. They can identify main points, extract details and recognise opinions.	They show some limited understanding of a variety of written texts relating to familiar contexts. They can identify some main points and some details.
AO3 Evidence: Suggestions	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Matching images to Target Language vocabulary/phrases. Multiple choice questions in response to a reading passage - images/words.</p> <p>Identify the correct answer from a choice of three or two correct answers from a choice of five.</p> <p>Complete a summary/sentences of a Target Language passage by inserting correct word (s).</p> <p>Answer questions in English based on a Target Language passage.</p> <p>Translate sentences from Target Language to English.</p>	<ul style="list-style-type: none"> • very good understanding • variety of structures and range of contexts • extract meaning from more complex language 	<ul style="list-style-type: none"> • good understanding • range of contexts • extract meaning from some complex language 	<ul style="list-style-type: none"> • limited understanding • understand texts relating to familiar contexts

<ul style="list-style-type: none">• Class Assessments or Tests• CCEA Specimen Assessment Materials• CCEA Past papers• CCEA 2021 Assessment Resources			
---	--	--	--

Assessment Objective	AO4 Communicate in writing.		
Grade Descriptions	A	C	F
	<p>Candidates write for different purposes and within a range of contexts about real or imaginary subjects. They express and explain ideas and justify points of view. They use a variety of vocabulary, structures and verb tenses, as appropriate. Their spelling and grammar are accurate. The message is very clear although there may be a few errors, especially when they write more complex sentences.</p>	<p>Candidates write, with some sense of purpose, for different contexts that may be real or imaginary. They communicate information and express points of view. They use some variety of vocabulary, structures and verb tenses, as appropriate. The style is straightforward. Their spelling and grammar are generally accurate. The message is clear although there may be some errors, especially when they attempt more complex sentences.</p>	<p>Candidates write short texts that relate to familiar contexts. They can express ideas and some basic opinions. They use basic sentences. Their spelling and grammar have limited accuracy. The main points of the message are generally conveyed although there may be frequent errors.</p>
AO4 Evidence: Suggestions	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>List items in Target Language. Complete gap-fill exercises. Complete longer answers to Target Language questions. Write single sentences in Target Language in response to English/Target Language prompt.</p> <ul style="list-style-type: none"> • Class Assessments or Tests • CCEA Specimen Assessment Materials • CCEA Past papers • CCEA 2021 Assessment Resources 	<ul style="list-style-type: none"> • Express and explain ideas • Justify points of view • Use a variety of vocabulary, structures and verb tenses • Message is very clear • A few minor errors, especially in complex sentences 	<ul style="list-style-type: none"> • Communicate information • Express points of view • Use some variety of vocabulary, structures and verb tenses • Message is clear • Some errors 	<ul style="list-style-type: none"> • Write short texts relating to familiar contexts • Express ideas and some basic opinions • Basic sentences • Limited accuracy • Frequent errors

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>

© CCEA 2021

COUNCIL FOR THE CURRICULUM, EXAMINATIONS AND ASSESSMENT

29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG

Tel: +44(0)28 9026 1200 Email: info@ccea.org.uk

Web: www.ccea.org.uk

