

Summer 2021



# Summer 2021 Alternative Arrangements: AS and A level History Subject Guidance





## Introduction

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

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

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

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## 1. Overview

Each Centre Determined Grade is a judgement of the final grade for a qualification. It must be based on a holistic review of a student's performance as indicated by assessment evidence, gathered and retained at centre level. In the interests of fairness within and across centres, each Centre Determined Grade must be a realistic, evidence-based judgement of the standard at which a student is performing, i.e., their demonstrated knowledge, understanding and skills in the content of the specification they have covered. This means students **do not** need to have completed a specified amount of content, or demonstrate skills, knowledge and understanding across every area of the specification, as they would normally. In this way, disruption to teaching and learning can be taken into account.

We must also acknowledge the decision taken in December 2020 by the Education Minister in respect of reducing the assessment burden in GCE AS and A level qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021. For example, teachers can consider evidence for **either** AS1: Historical Investigations and Interpretations **or** AS2: Historical Conflict and Change. Alternatively, teachers can consider evidence from both Units. Likewise, at A2, teachers can consider evidence for **either** A21: Change Over Time **or** A22: Historical Investigations and Interpretations. Alternatively, teachers can consider evidence from both Units.

Subject	Current Arrangements	Unit For Omission	Specification Adaptations
<b>GCE History</b>	AS 1: Historical Investigations and Interpretations - External assessment (50%)	Decision lies with the Centre	N/A
	AS 2: Historical Conflict and Change -External assessment (40%)	Decision lies with the Centre	
	A2 1: Change Over Time - External Assessment (20%)	Decision lies with the Centre	
	A2 2: Historical Investigations and Interpretations - External Assessment (40%)	Decision lies with the Centre	

## 2. Preliminary Considerations

In arriving at a Centre Determined Grade for a student, it is not necessary to assess every aspect of the specification exhaustively. A selection of key tasks or assessments carried out under appropriate conditions and with a suitable level of demand, which allows you to authenticate the work as the student's own, will give a good indication of the standard at which the student is performing in the qualification.

To make accurate judgements, you must have a clear understanding of:

- the range of skills, knowledge and understanding covered by the specification;
- the assessment requirements and the structure of the specification;
- the grade descriptions at key grades (see Section 5 and Appendix 1 and 2 in this document);
- the level of demand of the qualification assessments; and
- the weighting of each component/unit and the type of assessment.

For GCE History, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, past papers<sup>1</sup> and Exemplifying Pupil Performance (EEP) which are available on the CCEA website at [www.ccea.org.uk](http://www.ccea.org.uk)

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

- **Specification Coverage**

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

- **Similarity to Actual Qualification Assessments**

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

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e., high, medium or limited levels of control – see **Appendix 3** for definitions.

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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.

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.

### 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:

- their depth or breadth of knowledge and understanding in relation to questions on key topics;
- their degree of analytical or evaluative skills demonstrated on key topics; and/or
- quality of student responses to discriminating questions or tasks.

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

Evidence
<p><b>CCEA assessment resources for Units AS1, AS2, A21 and A22</b> – When taken under high control conditions, where the public health situation allows, these assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. See Section 4 for more details.</p>
<p><b>Performance in any mock examinations taken</b> – These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers.</p>
<p><b>Performance in CCEA past paper questions and mark schemes</b> – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. However, elements of these can be incorporated into mock exams or class tests. You may wish to access grade boundaries and/or Chief Examiner’s reports which relate to these papers, available at <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>.</p>
<p><b>Performance in class tests</b> – If class tests only assess specific content, you should use a series of marked class tests. A series of such assessments, done under high control conditions and sampling the key aspects of the specification, should provide good evidence of student performance. Many class tests will be recorded as a mark or percentage, and centres should ensure there is a consistent approach in mapping these to a grade.</p>
<p><b>Records of each student’s performance throughout their study</b> – This includes, for example, progress review/tracking data, classwork, bookwork and end of topic tests.</p>
<p><b>Performance in any class assessments taken throughout their study of the GCE History specification</b> – This may consist of a variety of evidence types, produced under different conditions. Evidence of this kind is unlikely to form a strong evidence base on its own, but it may supplement other evidence types. For example, sourcework tests for AS1 and A22 and essay work for AS2 and A21.</p>
<p><b>For resitting students</b>, prioritise evidence generated during the 2020/21 academic year.</p>

## Assessment Objectives

Assessment objectives are the skills that are normally assessed through the completion of examinations or internally assessed tasks. They are the foundations on which a specification is developed, and a weighting is applied to each individual assessment objective to show the weighting of assessment associated with it. They may also prove to be a useful indicator of the level of demand of a task or assessment. As such, you should consider the assessment objectives that will be assessed when selecting evidence to form a holistic judgement of a student's performance. This information will be recorded in the Departmental Assessment Evidence Grid which is set out in Appendix 6 of CCEA's *GCSE, AS and A Level Awarding Summer 2021 Alternative Arrangements – Process for Heads of Centre*.

The assessment objectives for GCE History are:

<b>AO1</b>	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
<b>AO2</b>	Analyse and evaluate appropriate source material, primary and/or contemporary to the period within its historical context.
<b>AO3</b>	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

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

When considered alongside the assessment objectives set out above, the 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 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.

If you have chosen to omit Unit AS1, this means you do not have to assess AO2 or AO3. Likewise, if you omit Unit A22, you do not have to assess AO2 or AO3.

### Assessment Objective 1

- SHY11 – Historical Investigations and Interpretations: Questions 1(a) and 1(b)
- SHY21 – Historical Conflict and Change: All questions
- AHY11 - Change Over Time: Questions 1 and 2
- AHY21 - Historical Investigations and Interpretations: Questions 1(b), 3(a) and 3(b).

### Assessment Objective 2

- SHY11 – Historical Investigations and Interpretations: Question 2(a)
- AHY21 – Historical Investigations and Interpretations: Questions 1(a) and 1(b)

### Assessment Objective 3

- SHY11 – Historical Investigations and Interpretations: Question 2(b)
- AHY21 – Historical Investigations and Interpretations: Question 2

### Using AS Evidence at A Level

For A level, AS evidence may be considered alongside A2 evidence; however, the differences between AS and A2 should be borne in mind. For example, the AS qualification is weighted at 40% of the overall A level and has different grade descriptions. There is also no A\* grade at AS. If AS evidence is used, it must be assessed against the grade descriptions at A2 (see Appendix 2 for more details). If you do decide to use AS evidence to support judgements at A2, this should be reflected in the Centre Determined Grades policy for your centre and in the Candidate Assessment Record, and it should be included in evidence submitted to CCEA for sampling in the CCEA review stage.

## 4. Support

A range of subject-specific support is available on the CCEA website and can assist teachers in arriving at a fair and consistent judgement for students.

### CCEA 2021 Assessment Resources

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. 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 December 2020 in respect of unit omissions in AS and A level qualifications. We also acknowledge disruption to teaching and learning may mean that even in the context of these omissions, certain content may not have been covered. In such cases, the assessment resources may be adapted accordingly. In this way, it can be taken into account that some students have suffered more disruption to their learning than others. For example:

A centre decided to omit Unit A22 in line with the Education Minister's announcement in December 2020. Therefore, Centre Determined Grades may be based on evidence for Unit A21 only.

- Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has not covered all of the content for Unit A21.

- 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 Unit A21 History Content**

All Students	Student A
<ul style="list-style-type: none"> <li>• An emerging international presence: Theodore Roosevelt and Woodrow Wilson, 1901–20</li> <li>• The passive presidents: Harding, Coolidge and Hoover, 1921–32</li> <li>• The New Deal: FDR, the Great Depression and World War II, 1933–45</li> <li>• The 'Imperial Presidency': Truman, Eisenhower and Kennedy, 1945–63</li> <li>• The limits of presidential power: Johnson and Nixon, 1963–73</li> <li>• Watergate: the presidency weakened – Nixon, Ford and Carter, 1972–80</li> <li>• 'Morning in America': recovery under Reagan, Bush and Clinton, 1981–2000</li> </ul>	<ul style="list-style-type: none"> <li>• An emerging international presence: Theodore Roosevelt and Woodrow Wilson, 1901–20</li> <li>• The passive presidents: Harding, Coolidge and Hoover, 1921–32</li> <li>• The New Deal: FDR, the Great Depression and World War II, 1933–45</li> <li>• The 'Imperial Presidency': Truman, Eisenhower and Kennedy, 1945–63</li> <li>• The limits of presidential power: Johnson and Nixon, 1963–73</li> </ul>

CCEA will provide mark schemes to centres. To support a standardised approach in the use of the assessment resources, we will provide guidance to accompany the mark scheme.

### Summer 2021 Support Webinar

We will produce subject-specific support webinars for teachers to accompany this guidance document. These will include an overview of arriving at a Centre Determined Grade and additional guidance in using the CCEA assessment resources and existing support materials. Subject-specific webinars will be uploaded to the CCEA website from 26 March 2021.

### Specimen Assessment Materials and Past Papers

Specimen assessment materials and past papers are available in the Support section of the qualification web page and are provided to give centres guidance on the structure and character of CCEA examination papers and assessments. Please note that if a past paper or mark scheme does not appear in this section, it is for copyright reasons.

You may also wish to create a question paper that is of a similar standard to a CCEA GCE question paper. In doing so, you should refer to the specimen question paper and mark schemes, and the past papers and mark schemes, available on the CCEA qualification web page. These illustrate the standard, structure and requirements of the question paper.

You can generate the most valid evidence by using assessments that replicate, as far as possible, the standard, duration, format and security of CCEA question papers.

## Exemplification of Examination Performance (EEP)

EEP booklets are available in the Support section of the qualification web page and include exam questions from the Summer 2017 and 2018 papers, exemplar answers by students and a senior examiner commentary on the answers.

## Chief Examiner Reports

The reports for 2017–2019 Summer series are available in the Reports section of the qualification web page and outline the performance of students in all aspects of this qualification.

## CCEA Grade Boundaries

Raw to uniform mark boundaries for past Summer series are available in the Support section of the qualification web page and may provide a reference point to support Centre Determined Grades.

## 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 the content covered and the skills developed (assessment objectives) over the course of study. These should be used to form the basis of your decisions on the Centre Determined Grades that will be awarded to your students in Summer 2021.

Grade descriptions are provided at Grades **A** and **E** in the GCE specification for both AS and A2 level, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. To support teachers in Summer 2021, we are providing an additional grade description at Grade C. Teachers should refer to these descriptions to support their judgements when arriving at their Centre Determined Grades for students.

Please note that shortcomings in some aspects of students' performance in assessments may be balanced by better performances in others.

**Please see Appendices 1 and 2 for the Grade Descriptions at A, C and E for both AS and A level.** These also include the type of assessment objective evidence you may wish to use, and the key features associated with each grade.

## Practical Application of Grade Descriptions

To select the most appropriate grade for a student, teachers may use the following approach:

1. Familiarise yourself with the grade descriptions for the subject.
2. Consider support materials such as those set out in Section 4 of this document.
3. Before you arrive at a holistic grade for a student's performance, review the evidence available. At this stage you may wish to make notes to record the qualities that are being looked for.
4. Consider the positive features of the evidence, based on the key features described in the Appendix.
5. Using the descriptions for Grades A, C and E, based on the principle of 'best fit', select the grade you believe comes closest to encapsulating the overall achievement of the student as demonstrated by the evidence. Using this grade as a benchmark, work either up or down using the table below to find the final grade.

For example, Student B has shown mostly relevant knowledge of relations in Europe between the Soviet Union and Western governments which draws examples from across most parts of the 100-year period, but there are some lapses in accuracy and at times the answer lacks clarity. While there is some explanation of how relations between the Soviet Union and Western governments were determined by economic considerations, the answer occasionally lapses into narrative. Links and comparisons are made but some are not fully developed or analysed.

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

**The table below summarises this approach:**

Grade	Description/Advice
<b>A*</b> <i>(A2 only)</i>	Candidates at grade A* clearly demonstrate all of the features associated with performance at 'A' but in many areas elements of the evidence presented are exceptional, i.e., beyond that which would reasonably be expected of a candidate working at grade 'A'.
<b>A</b>	<i>See Grade A Description.</i>
<b>B</b>	Candidates at grade 'B' may demonstrate some elements of grade 'A' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'A'.
<b>C</b>	<i>See Grade C Description.</i>
<b>D</b>	Candidates at grade 'D' may demonstrate some elements of grade 'C' performance in the evidence presented but, because of limitations in other aspects of their work, not to the extent that an assessor could confidently award a grade 'C'.
<b>E</b>	<i>See Grade E Description.</i>

## 6. Further Advice and Information

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

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

CCEA Helpline	<p><u><a href="mailto:helpline@ccea.org.uk">Email: helpline@ccea.org.uk</a></u></p> <p>Telephone: <b>028 9026 1220</b>. The helpline is operational each day from 9am to 5pm, Monday to Friday, for centres with queries in relation to Summer 2021.</p> <p>All other queries should be directed to <u><a href="mailto:centresupport@ccea.org.uk">centresupport@ccea.org.uk</a></u></p>
CCEA Entries	<u><a href="mailto:entriesandresults@ccea.org.uk">entriesandresults@ccea.org.uk</a></u>
Subject Officer	Helen Parks <u><a href="mailto:hparks@ccea.org.uk">hparks@ccea.org.uk</a></u>
Specification Support Officer	Arlene Ashfield <u><a href="mailto:aashfield@ccea.org.uk">aashfield@ccea.org.uk</a></u>

## Appendix 1

### AS Grade Descriptions and Key Features – History

Assessment Objective	AO1		
	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.		
Grade Descriptions	A	C	E
		Candidates demonstrate, organise and communicate accurate, relevant and detailed historical knowledge appropriately and consistently across their period of study.	Candidates demonstrate, organise and communicate mostly accurate and relevant historical knowledge across their period of study.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>AO1 is assessed in both Unit AS1 and Unit AS2.</p> <p>SHY11 – Historical Investigations and Interpretations: Questions 1(a) and 1(b)</p> <p>SHY21 – Historical Conflict and Change: All questions</p> <p>CCEA 2021 Assessment resource</p> <p>Classwork</p> <p>Homework</p>	<p>In <b>Unit AS1, Grade A</b> candidate responses in the short response questions will consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Relevant points are very well developed and substantiated, displaying sound explanation and analysis.</p> <p>In <b>Unit AS2</b>, candidate responses at <b>Grade A</b> to the short response questions will consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Relevant points are very well developed and substantiated,</p>	<p>In <b>Unit AS1, Grade C</b> candidate responses in the short response questions will demonstrate, organise and communicate knowledge and understanding with relevance and clarity, though there are occasional lapses. Relevant points are, in general, developed and substantiated, displaying some explanation and analysis.</p> <p>In <b>Unit AS2</b>, candidate responses at <b>Grade C</b> to the short response questions will demonstrate, organise and communicate knowledge and understanding with relevance and clarity, though there are occasional lapses. Relevant points are, in general, developed and substantiated,</p>	<p>In <b>Unit AS1, Grade E</b> candidate responses in the short response questions will demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are frequent lapses. The answer contains limited explanation and analysis.</p> <p>In <b>Unit AS2</b>, candidate responses at <b>Grade E</b> to the short response questions will demonstrate, organise and communicate knowledge and understanding with some degree of relevance and clarity, though there are</p>

<p>Past Paper Questions and Mark Schemes</p>	<p>displaying sound explanation and analysis.</p> <p>Responses at <b>Grade A</b> to the extended essay questions will consistently demonstrate, organise and communicate knowledge and understanding relevantly, clearly and concisely. Understanding, analysis, evaluation, judgements and exploration of concepts are very well developed and substantiated.</p>	<p>displaying some explanation and analysis.</p> <p>Responses at <b>Grade C</b> to the extended essay questions will demonstrate, organise and communicate knowledge and understanding with relevance and clarity, though there are occasional lapses. Understanding, analysis, evaluation, judgements and exploration of concepts are, generally speaking, developed and substantiated.</p>	<p>frequent lapses. The answer contains limited explanation and analysis.</p> <p>Responses at <b>Grade E</b> to the extended essay questions will demonstrate, organise and communicate knowledge and understanding with some relevance and clarity, though there are frequent lapses. The answer contains limited understanding, analysis, evaluation, judgements and exploration of concepts.</p>
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Assessment Objective	AO2		
	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.		
	A	C	E
<b>Grade Descriptions</b>	Candidates consistently analyse and evaluate primary and contemporary source material in its historical context with discrimination. Candidates will use the sources appropriately to support their arguments.	Candidates offer a satisfactory analysis and evaluation of primary and contemporary source material, making some links to the historical context. Candidates will make satisfactory use of the sources to support their arguments.	Candidates offer limited analysis and evaluation of primary and contemporary source material, making tentative links to the historical context. Candidates will make some use of the sources to support their limited arguments.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
AO2 is assessed in Unit AS1  SHY11 – Historical Investigations and Interpretations: Question 2(a)  CCEA 2021 Assessment resource  Classwork  Homework  Past Paper Questions and Mark Schemes	In <b>Unit AS1, Grade A</b> responses will use a wide range of criteria to assess the utility of the primary source, commenting on the significance of the information provided, including the mode, author, date, motive, audience and tone. Candidates will comprehensively analyse and evaluate the content of the source in relation to the issue raised by the question. They will not only highlight the strengths of the source but also identify its limitations.  <b>Grade A</b> responses will include relevant and detailed contextual knowledge in their answer. Candidates will provide very good evidence in support of their judgement about the utility of the source.	In <b>Unit AS1, Grade C</b> responses will use a satisfactory range of criteria to assess the utility of the primary source. They will refer to some of the mode, author, date, motive, audience and tone but will not fully assess their significance. Candidates will offer a satisfactory analysis and evaluation of the content of the source in relation to the issue raised by the question. They will identify some of the strengths of the source but may omit its limitations.  <b>Grade C</b> responses will include some relevant and accurate contextual knowledge in their answer. Candidates will provide satisfactory evidence in support of their judgement about the utility of the source.	In <b>Unit AS1, Grade E</b> responses will use a limited range of criteria to assess the utility of the primary source. They will refer to some of the mode, author, date, motive, audience and tone but will display a limited awareness of their significance. Candidates will comment on or paraphrase the source but offer a limited analysis and evaluation of its content in relation to the issue raised by the question. Responses may make limited reference to the strengths of the source but omit its limitations.  <b>Grade E</b> responses will include little or no relevant contextual knowledge in their answer. If reached, a judgement on the utility of the source will be unsubstantiated or based on limited supporting evidence.

Assessment Objective	AO3		
	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.		
Grade Descriptions	A	C	E
	Candidates will display a very good understanding, analysis and evaluation of how, in relation to the historical context, the past has been interpreted in different ways.	Candidates will display a satisfactory understanding, analysis and evaluation of how, in relation to the historical context, the past has been interpreted in different ways.	Candidates will display some understanding but limited analysis and evaluation of how, in relation to the historical context, the past has been interpreted in different ways.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>AO3 is assessed in Unit AS1</p> <p>SHY11– Historical Investigations and Interpretations: Question 2(b)</p> <p>CCEA 2021 Assessment resource</p> <p>Classwork</p> <p>Homework</p> <p>Past Paper Questions and Mark Schemes</p>	<p>In <b>Unit AS1, Grade A</b> responses will reveal a very good understanding of the different ways in which the past has been interpreted. They will provide a clear and concise summary of the contrasting arguments put forward by the two historians. Responses at <b>Grade A</b> will present a very good analysis and evaluation of the different interpretations of the past.</p> <p>Responses at <b>Grade A</b> will display a very good understanding of the historical context and will introduce relevant contextual knowledge to support and challenge the historians' views of the past.</p> <p>Responses at <b>Grade A</b> will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.</p>	<p>In <b>Unit AS1, Grade C</b> responses will show a satisfactory understanding of the different ways in which the past has been interpreted. They will provide a sound summary of the contrasting arguments put forward by the two historians. Responses at <b>Grade C</b> will present some valid analysis of the different interpretations of the past.</p> <p>Responses at <b>Grade C</b> will display a satisfactory understanding of the historical context. They will introduce relevant contextual knowledge but may also include information not linked to the evidence in the extracts.</p> <p>Responses at <b>Grade C</b> will identify which of the interpretations they find more convincing and will provide some evidence in support of this judgement.</p>	<p>In <b>Unit AS1, Grade E</b> responses will display some awareness of the different ways in which the past has been interpreted. They will provide a basic summary of the contrasting arguments put forward by the two historians and will present a limited analysis of the different interpretations of the past.</p> <p>Responses at <b>Grade E</b> will show a limited understanding of the historical context, making little use of contextual knowledge.</p> <p>Responses at <b>Grade E</b> may identify which of the two interpretations they find more convincing but provide little supporting evidence or will reach an unsubstantiated judgement.</p>

## Appendix 2

### A2 Grade Descriptions and Key Features – History

Assessment Objective	AO1		
	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.		
Grade Descriptions	A	C	E
	Candidates demonstrate, organise and communicate accurate, relevant and precise historical knowledge appropriately and consistently across their period of study.	Candidates demonstrate, organise and communicate mostly accurate and relevant historical knowledge across their period of study.	Candidates demonstrate, organise and communicate some accurate and relevant historical knowledge across their period of study.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p><b>AO1</b> is assessed in both Unit A21 and Unit A22</p> <p>AHY11 - Change Over Time: Questions 1 and 2</p> <p>AHY21 - Historical Investigations and Interpretations: Questions 1(b), 3(a) and 3(b).</p> <p>CCEA 2021 Assessment resource</p> <p>Classwork</p> <p>Homework</p>	<p>In <b>Unit A21</b>, candidate responses at <b>Grade A</b> will demonstrate accurate recall of relevant knowledge from across the 100-year period with clarity and precision. Answers will provide detailed and focused insightful explanations, drawing on actions, events, issues or perspectives across the period, and there is an excellent understanding of the connections or interrelationships between these. A judgement is reached using arguments which are fully developed, illustrated and substantiated.</p>	<p>In <b>Unit A21</b>, candidate responses at <b>Grade C</b> will recall and deploy mostly relevant knowledge which draws from examples across most parts of the 100-year period. However, answers are likely to have some lapses in accuracy and at times may lack clarity. The response will provide some explanation, though may occasionally lapse into narrative. Links and comparisons will be made but some will not be fully developed or analysed. A judgement is reached using some arguments which are appropriately developed, substantiated and</p>	<p>In <b>Unit A21</b>, candidate responses at <b>Grade E</b> will recall and deploy some accurate and relevant knowledge and display understanding of some parts of the 100-year period. The answer will have frequent lapses in accuracy and at times lack clarity. Responses may provide a descriptive narrative of events. Some links and comparisons will be made between different parts of the period, but they will not be developed or analysed. Some links and comparisons will be made between different parts of the period, but they will not be developed</p>

<p>Past Paper Questions and Mark Schemes</p>	<p>In <b>Unit A22</b>, candidate responses at <b>Grade A</b> in questions <b>1(b)</b>, <b>3(a)</b> and <b>3(b)</b> will demonstrate, organise and communicate historical knowledge relevantly, clearly and concisely. Explanation, analysis, evaluation and judgements are very well developed and substantiated.</p>	<p>illustrated. However, responses will also contain occasional unsubstantiated assertions.</p> <p>In <b>Unit A22</b>, candidate responses at <b>Grade C</b> in questions <b>1(b)</b>, <b>3(a)</b> and <b>3(b)</b> will demonstrate, organise and communicate historical knowledge with relevance and clarity, though there are occasional lapses. Candidate responses at <b>Grade C</b> will display satisfactory explanation, analysis, evaluation and judgements. Some supporting evidence is presented to support the judgement reached.</p>	<p>or analysed. Responses at <b>Grade E</b> will contain unsubstantiated assertions but may also have some arguments which are developed and substantiated.</p> <p>In <b>Unit A22</b> candidate responses at <b>Grade E</b> in questions <b>1(b)</b>, <b>3(a)</b> and <b>3(b)</b> will demonstrate, organise and communicate some relevant historical knowledge but some material will be presented in an episodic or largely inaccurate manner. Responses at <b>Grade E</b> will display some explanation, analysis, evaluation and judgements but parts of the answer will be in narrative form. If reached, a judgement will be unsubstantiated or based on limited supporting evidence.</p>
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Assessment Objective	AO2		
	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.		
<b>Grade Descriptions</b>	A	C	E
	Candidates consistently analyse and evaluate primary and contemporary source material in its historical context with insight and discrimination. Candidates will use sources appropriately to support their arguments.	Candidates offer a satisfactory analysis and evaluation of primary and contemporary source material, making some links to the historical context. Candidates will make satisfactory use of the sources to support their arguments.	Candidates offer limited analysis and evaluation of primary and contemporary source material, making tentative links to the historical context. Candidates will make some use of sources to support their arguments, although these may be limited in places.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>AO2 is assessed in Unit A22</p> <p>AHY21 – Historical Investigations and Interpretations: Questions 1(a) and 1(b)</p> <p>CCEA 2021 Assessment resource</p> <p>Classwork</p> <p>Homework</p> <p>Past Paper Questions and Mark Schemes</p>	<p>In <b>Unit A22, Grade A</b> responses in <b>Question 1(a)</b> will use a wide range of criteria to assess the value of the primary source, making insightful comments on the significance of the information provided, including reference to some, but not all, of its authorship, motive, viewpoint, audience and date.</p> <p>Candidates will comprehensively analyse and evaluate the content of the source in relation to the issue raised by the question. They will not only analyse the strengths of the source but also its limitations.</p> <p><b>Grade A</b> responses will include relevant and precise contextual knowledge in their answer. Candidates at this level will provide very good evidence in support of their judgement about the value of the source.</p>	<p>In <b>Unit A22, Grade C</b> responses in <b>Question 1(a)</b> will use a satisfactory range of criteria to assess the value of the primary source, making some valid comments on the significance of the information provided, including reference to some, but not all, of its authorship, motive, viewpoint, audience and date.</p> <p>Candidates will provide a satisfactory analysis and evaluation of the content of the source in relation to the issue raised by the question. They will identify some of the strengths of the source but may omit its limitations.</p> <p><b>Grade C</b> responses will include some relevant and accurate contextual knowledge in their answer. Candidates will provide satisfactory evidence in support of their judgement about the value of the source.</p>	<p>In <b>Unit A22, Grade E</b> responses to <b>Question 1(a)</b> will use a limited range of criteria to assess the value of the primary source. They will refer to some of its authorship, motive, viewpoint, audience and date, but will display a limited awareness of their significance.</p> <p>Candidates will comprehend, identify and extract information from the source but offer only a limited analysis and evaluation of its content in relation to the issue raised by the question. Responses may make limited reference to the strengths of the source but omit its limitations.</p> <p><b>Grade E</b> responses will include little contextual knowledge in their answer. If reached, a judgement on the value of the source will be unsubstantiated or based on limited supporting evidence.</p>

	<p>In <b>Unit A22, Grade A</b> responses in <b>Question 1(b)</b> will interpret and evaluate the primary sources fully in relation to their historical context. Candidates will make very good use of the content of the sources to substantiate or refute the proposition raised by the question. Explanation, analysis, evaluation and judgements are very well developed and substantiated.</p>	<p>In <b>Unit A22, Grade C</b> responses in <b>Question 1(b)</b> will partially interpret and evaluate the primary sources in relation to their historical context. Candidates will make satisfactory use of the content of the sources to substantiate or refute the proposition raised by the question. Answers contain some explanation, analysis, evaluation and judgements but they are not fully developed or substantiated.</p>	<p><b>Grade E</b> responses will include little contextual knowledge in their answer. If reached, a judgement on the value of the source will be unsubstantiated or based on limited supporting evidence.</p> <p>In <b>Unit A22, Grade E</b> responses in <b>Question 1(b)</b> will comprehend, identify and extract information from the primary sources. They will make some use of this material as evidence to support or refute arguments raised by the proposition, although these may be limited at times. They will offer a limited analysis and evaluation of the source material, making tentative links to the historical context. Answers contain limited explanation, analysis, evaluation and judgements.</p>
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Assessment Objective	AO3		
	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.		
	<b>A</b>	<b>C</b>	<b>E</b>
<b>Grade Descriptions</b>	Candidates will consistently display a very good understanding, analysis and evaluation of how, in relation to the historical context, the past has been interpreted in different ways.	Candidates will display a satisfactory understanding, analysis and evaluation of how, in relation to the historical context, the past has been interpreted in different ways.	Candidates will display some understanding but limited analysis and evaluation of how, in relation to the historical context, the past has been interpreted in different ways.
<b>AO3 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
<p>AO3 is assessed in Unit A22</p> <p>AHY21 – Historical Investigations and Interpretations: Question 2</p> <p>Assessment resource</p> <p>Classwork</p> <p>Homework</p> <p>Past Paper Questions and Mark Schemes</p>	<p>In <b>Unit A22, Grade A</b> responses to <b>Question 2</b> will reveal a very good understanding of the different ways in which the past has been interpreted. They will provide a clear and concise summary of the contrasting arguments put forward by the two historians. Responses at <b>Grade A</b> will present a very good analysis and evaluation of the different interpretations of the past.</p> <p><b>Grade A</b> responses will display a very good understanding of the historical context and will introduce relevant contextual knowledge to support and challenge the historians’ views of the past.</p> <p>Responses at <b>Grade A</b> will identify which of the two interpretations they find more convincing and will provide very good evidence in support of their judgement.</p>	<p>In <b>Unit A22, Grade C</b> responses to <b>Question 2</b> will show a satisfactory understanding of the different ways in which the past has been interpreted, providing a sound summary of the contrasting arguments put forward by the two historians. Responses at <b>Grade C</b> will present some valid analysis of the different interpretations of the past.</p> <p>Responses at <b>Grade C</b> will display a satisfactory understanding of the historical context. They will introduce relevant contextual knowledge but may also include some information not linked to the evidence in the extracts.</p> <p>Responses at <b>Grade C</b> will identify which of the interpretations they find more convincing and will provide some evidence in support of this judgement.</p>	<p>In <b>Unit A22</b> Grade E responses to <b>Question 2</b> will display some awareness of the different ways in which the past has been interpreted, providing a basic summary of the contrasting arguments put forward by the two historians. Responses at <b>Grade E</b> will present a limited analysis and evaluation of the different interpretations of the past.</p> <p>Responses at <b>Grade E</b> will display a limited understanding of the historical context, making little use of relevant contextual knowledge.</p> <p>Responses at <b>Grade E</b> may identify which of the two interpretations they find more convincing but provide little supporting evidence or will reach an unsubstantiated judgement.</p>

## Appendix 3

### Definitions of Levels of Control

Levels of control for the conditions under which students have completed assessments that are internally marked in school are defined as High, Medium and Limited at GCSE. These definitions also align with the conditions of control for GCE and other CCEA qualifications. In recording the levels of control for evidence to be used in Centre Determined Grades for Summer 2021, the following should be used.

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





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