

Summer 2021



Summer 2021

Alternative Arrangements: AS and A level

Nutrition and Food Science 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 **Nutrition and Food Science**.

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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 Unit 1 or Unit 2 or both and for AS and A2.

Subject	Current Arrangements	GCE Optional Unit Omissions 2021
Nutrition and Food Science	AS Unit 1 external assessment (20%) Unit 2 external assessment (20%)	AS Students could be assessed on: <ul style="list-style-type: none"> • Unit 1 (20%); • Unit 2 (20%); or • Units 1 and 2 (40%)
	A2 Unit 1 external assessment (30%) Option A and Option B choices Unit 2 internal assessment (30%)	A2 Students could be assessed on: <ul style="list-style-type: none"> • Unit 1 (30%) • Unit 2 (30%); or • Units 1 and 2 (60%)

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 Nutrition and Food Science, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials, past papers¹ and controlled assessment/coursework assessment tasks which are available on the CCEA website at www.ccea.org.uk.

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

- **Specification Coverage**

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

- **Similarity to Actual Qualification Assessments**

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

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see **Appendix 3** 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 GCE AS and A level Nutrition and Food Science you may choose to use are included in the following table:

Evidence
<p>CCEA assessment resources for GCE Nutrition and Food Science AS Unit 1, AS Unit 2, A2 Unit 1 Option A and Option 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>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. You can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at CCEA.Analytics@ccea.org.uk</p>
<p>Performance in class tests – If class tests only assess specific content, you should use a series of marked class tests. A series of such assessments, done under high control conditions and sampling the key aspects of the specification, should provide good evidence of student performance. Many class tests will be recorded as a mark or percentage, and centres should ensure there is a consistent approach in mapping these to a grade.</p>
<p>Records of each student’s performance throughout their study – This includes, for example, progress review/tracking data, classwork and/or homework.</p>
<p>Performance in A2 2: Research Project – This can be considered even if it has not been fully completed.</p>
<p>Performance in any class assessments taken throughout their study of the GCE Nutrition and Food Science specification – This may consist of a variety of evidence types, produced under different conditions. Evidence of this kind is unlikely to form a strong evidence base on its own, but it may supplement other evidence types.</p>
<p>For resitting students, prioritise evidence generated during the 2020/21 academic year.</p>

Assessment Objectives

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

AO1	demonstrate knowledge and understanding of the specified content
AO2	demonstrate the ability to apply knowledge, understanding and skills in a variety of situations and to analyse problems, issues and situations using appropriate skills
AO3	demonstrate the ability to gather, organise and select information, evaluate acquired knowledge and understanding, and present and justify an argument

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.

Assessment Objective 1 (AO1)

- Topic test for AS1 or AS2
- Questions using AO1 command words AS1 and AS2 Section A
- Questions from past papers and/or CCEA assessment resource A2 1 Section A Options A and B
- For A2 2: Research Project – Introduction, Literature Review and/or Methodology

Assessment Objective 2 (AO2)

- Questions using AO2 command words in AS1, AS2 and A2 1 Option A and B
- Questions from past papers and/or CCEA assessment resource A2 1 Options A and B Section B
- A2 2: Research Project – Introduction, Literature Review, Methodology and/or Presentation and Analysis of results

Assessment Objective 3 (AO3)

- Questions using AO3 command words in AS1, AS2 and A2 1 Option A and B
- Questions from past papers and/or CCEA assessment resource AS1 / AS2 requiring evaluation, assessment or analysis of data
- Extended questions from past papers and/or CCEA assessment resource requiring evaluation, assessment or discussion for A2 1 Option A and B
- A2 2: Research Project – Introduction, Literature Review, Methodology, Discussion of results, Conclusions and/or Recommendations

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:

Example 1

A centre decided to omit Unit 2 (A2 2: Research Project) in line with the Education Minister’s announcement in December 2020. Therefore, Centre Determined Grades may be based on evidence for Unit 1 (A2 1 Option A or A2 1 Option B) only.

- Student A has missed a significant amount of learning due to COVID self-isolation and disruption and has not covered all of the content for Unit 1.
- Student A’s Centre Determined Grade should be based on assessment of only the content s/he has covered.

Assessments adapted/Evidence gathered and reviewed based on A2 1 Option A: Food Security and Sustainability

All Students	Student A
<ul style="list-style-type: none"> • Food Security • Food Poverty • Food Sustainability • Food Waste • Changing Consumer Behaviour 	<ul style="list-style-type: none"> • Food Security • Food Sustainability • Food Waste

Assessments adapted/Evidence gathered and reviewed based on A2 1 Option B: Food Safety and Quality

All Students	Student A
<ul style="list-style-type: none"> • Food Safety • Safety through the food chain • Microbiological contamination • Chemical contamination • Additives • Allergens • Control and legislation 	<ul style="list-style-type: none"> • Food Safety • Safety through the food chain • Microbiological contamination • Chemical contamination • Additives

Example 2

- Student B has missed a significant amount of learning due to COVID and disruptions and has not covered all the content for either A2 Unit 1 Option A and A2 Unit 2 Research Project as **both units were being delivered in parallel** in the student’s centre.
- Student B’s Centre Determined Grade should be based on assessment of only the content s/he has covered.

Assessments adapted/Evidence gathered and reviewed based on A2 Unit 1 Option A and A2 Unit 2: Research Project			
All Students	All Students	Student B	Student B
Unit 1 Option A	Unit 2 Research Project	Unit 1 Option A	Unit 2 Research Project
<ul style="list-style-type: none"> • Food security • Food poverty • Food sustainability 	<ul style="list-style-type: none"> • Introduction • Literature Review • Methodology • Discussion of Results 	<ul style="list-style-type: none"> • Food security • Food poverty 	<ul style="list-style-type: none"> • Introduction • Literature Review • Methodology

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.

Agreement Trial Materials

The agreement trial for Summer 2021 is available at <https://training.ccea.org.uk/course/view.php?id=131>. Please note these agreement trials were produced before the cancellation of examinations for 2021. However, they will still be useful in providing guidance on the requirements of internally assessed units and the CCEA standard to be applied in marking them.

Chief Examiner/Principal Moderator Reports

The reports for 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.

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** 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 Appendices 1 and 2.
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, knowledge and understanding of the topic of Chemical Contamination is competent but is generic rather than applied specifically to the context of the question. There may also be insufficient use of subject-specific terminology and/or the answer may not be organised to read as a clear and fully coherent response (see Appendix 2 Grade key features).

- a) *if you are of the view that the student'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 student'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* (A2 only)	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	<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	<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>Email: helpline@ccea.org.uk</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 centresupport@ccea.org.uk</p>
CCEA Entries	entriesandresults@ccea.org.uk
Subject Officer	<p>Dorothee Wagner</p> <p>dwagner@ccea.org.uk</p>
Specification Support Officer	<p>Nola Fitzsimons</p> <p>nfitzsimons@ccea.org.uk</p>

Appendix 1

AS Grade Descriptions and Key Features – Nutrition and Food Science

Assessment Objective	AO1		
	A	C	E
Grade Descriptions	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate an in-depth knowledge and understanding of the concepts, principles, theories and issues relevant to individuals presented in the specification content 	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate an adequate knowledge and understanding of the concepts, principles, theories and issues relevant to individuals presented in the specification content 	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> demonstrate some knowledge and understanding of the concepts, principles, theories and issues relevant to individuals presented in the specification content
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>AS 1 and 2 Sections A and B</p> <ul style="list-style-type: none"> CCEA 2021 Assessment resources Questions using AO1 command words from past papers, e.g. Q2a/b or Q4c S2019 AS1 Paper and e.g. Q1a/bi or Q2b in S2019 AS2 Paper Specimen Assessment Materials Class tests that require short descriptive answers and/or extended answers 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Demonstrate an in-depth knowledge and understanding of the specification content Write answers which are succinct, well organised and display a high degree of clarity and coherence Write answers which are relevant to the question Use appropriate subject-specific terminology confidently and accurately 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Demonstrate an adequate knowledge and understanding of the specification content Write answers which are adequate in their organisation, with some clarity and accuracy Write answers which are mostly relevant to the question Use appropriate subject-specific terminology with some confidence and accuracy 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Demonstrate some knowledge and understanding of the specification content Write answers which are limited in their organisation, clarity and accuracy Write answers which have limited relevance to the question Demonstrate a limited grasp of subject-specific terminology

Assessment Objective	AO2		
Grade Descriptions	A	C	E
	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> use appropriate subject-specific terminology confidently and accurately; demonstrate a high level of competence in an appropriate range of skills; and show clear understanding by appropriately applying their knowledge and skills when analysing a variety of situations. 	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> show adequate use of subject-specific terminology with some accuracy; demonstrate a reasonable level of competence in an appropriate range of skills; and show adequate understanding by appropriately applying their knowledge and skills when analysing a variety of situations. 	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> show some use of subject-specific terminology; demonstrate some competence in an appropriate range of skills; and show their understanding by appropriately applying their knowledge when analysing some situations.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>AS 1 and 2 Sections A and B</p> <ul style="list-style-type: none"> CCEA 2021 Assessment resources Questions using AO2 command words from past papers, e.g. Q2c or Q4 in S2019 AS1 Paper and Q2a in S2019 AS2 Paper Specimen Assessment Materials Class tests that require short descriptive answers and/or extended answers Responses to questions requiring interpretation and analysis of data e.g. Q3a in S2019 AS1 Paper 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Show an excellent ability to apply highly competent knowledge, understanding and skills to successfully address a range of situations, problems and issues Select material that is highly accurate and relevant to the question Write a response that demonstrates a comprehensive understanding of the question Analyse data to draw sound and reasoned conclusions 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Show an adequate ability to apply reasonable knowledge, understanding and skills to address a range of situations, problems and issues Select material that is mostly accurate and relevant to the question Write a response that demonstrates some understanding of the question Analyse data to draw some general conclusions 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Show a limited ability to apply basic knowledge, understanding and skills to address a range of situations, problems and issues Include material that is not accurate nor relevant to the question Write a response that demonstrates a basic understanding of the question Analyse data to draw a limited range of general conclusions

Assessment Objective	AO3		
Grade Descriptions	A	C	E
	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> display competence in gathering, organising and selecting information and data from a range of primary and secondary sources; and present arguments and make reasoned judgements about the relevance of evidence to particular situations and present appropriate, evidenced conclusions. 	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> display competence in gathering, organising and selecting information and data from some primary and secondary sources; and present some arguments and make some judgements about the relevance of evidence to particular situations and present some evidenced conclusions. 	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> display competence in gathering and organising information and data from a limited range of primary and secondary sources; and make judgements about the relevance of evidence to particular situations and present conclusions.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>AS 1 and 2 Sections A and B</p> <ul style="list-style-type: none"> CCEA 2021 Assessment resources Questions using AO3 command words from past papers, e.g. Q5a or Q9 in S2019 AS1 Paper and Q3b/c or Q7 in S2019 AS2 Paper Specimen Assessment Materials Class tests that focus on extended writing Responses to questions that include AO3 Command words 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Display a high level of competence in gathering, organising and selecting information and data from a range of sources Make well-reasoned judgements about the relevance of evidence to particular situations Present well informed and balanced arguments demonstrating a highly competent ability to engage with the material and form opinions Propose and justify specific nutritional and dietary advice Write a highly competent response that is clearly structured, well-organised and coherent 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Display some competence in gathering, organising and selecting information and data from a range of sources; Make adequate judgements about the relevance of evidence to particular situations Demonstrate some ability to engage with the material and form opinions Propose and justify general nutritional and dietary advice Write a response that is adequate in its structure, organisation and coherence 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Display a basic level of competence in gathering, organising and selecting information and data from a limited range of sources; they make limited judgements about the relevance of evidence to particular situations Demonstrate a limited ability to engage with the material and form opinions Propose and justify basic nutritional and dietary advice Write a response that is basic in its structure, organisation and coherence

Appendix 2

A2 Grade Descriptions and Key Features – Nutrition and Food Science

Assessment Objective	AO1		
	A	C	E
Grade Descriptions	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> display an in-depth knowledge and understanding of a range of appropriate social, historical, design, scientific and technological facts, concepts and principles; demonstrate an understanding of relevant theories, legislation and developments; and display clear knowledge and understanding of the management of resources to meet human needs. 	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> display an adequate knowledge and understanding of some social, historical, design, scientific and technological facts, concepts and principles; demonstrate an adequate understanding of relevant theories, legislation and developments; and display adequate knowledge and understanding of the management of resources to meet human needs. 	<p>For AO1, candidates characteristically:</p> <ul style="list-style-type: none"> display some relevant knowledge and understanding of social, historical, design, scientific and technological facts; demonstrate some understanding of relevant theories, legislation and developments; and display an outline knowledge and understanding of the management of resources to meet human needs.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>A2: 1 Options A and B: Sections A and B</p> <ul style="list-style-type: none"> CCEA 2021 Assessment resources Past papers, e.g. elements of Q1-Q5 in S2019 A21 Paper Specimen Assessment Materials Class tests and homework activities that focus on extended writing 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Display an in-depth knowledge and understanding of the specification content Write answers which include accurate and relevant material demonstrating highly competent knowledge and understanding Use appropriate subject-specific terminology confidently and accurately 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Display an adequate knowledge and understanding of the specification content Write answers which include some accurate and relevant material demonstrating an adequate level of knowledge and understanding Use some appropriate subject-specific terminology 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> Display some relevant knowledge and understanding of the specification content Write answers which include limited accurate and relevant material demonstrating a basic knowledge and understanding Use a limited range of appropriate subject-specific terminology

A2:2 Research Project <ul style="list-style-type: none">• Introduction• Literature Review• Methodology			
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Assessment Objective	AO2		
Grade Descriptions	A	C	E
	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • use appropriate subject-specific terminology confidently and accurately; • demonstrate a well-developed ability to apply their knowledge, understanding and skills to a variety of situations; • demonstrate a high level of competence in an appropriate range of skills; • analyse the complexity of interrelationships between areas of the specification; and • analyse the effectiveness of their methodology and the validity of the outcomes, recognising the limitations of both. 	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate adequate use of subject-specific terminology with some accuracy; • demonstrate an adequate ability to apply their knowledge, understanding and skills to a variety of situations; • demonstrate an adequate level of competence in a reasonable range of skills; and • analyse the effectiveness of their methodology and the validity of the outcomes, recognising the limitations of both. 	<p>For AO2, candidates characteristically:</p> <ul style="list-style-type: none"> • demonstrate some use of subject-specific terminology; • demonstrate some competence in the skills necessary to address the task; • demonstrate ability to apply their knowledge, understanding and skills to some situations; and • analyse the effectiveness of their methodology and the validity of the outcomes, recognising the limitations of both.
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>A2: 1 Options A and B – extended writing responses</p> <ul style="list-style-type: none"> • CCEA 2021 Assessment resources • Past papers, e.g. elements of Q1-Q5 in S2019 A21 Paper • Specimen Assessment Materials 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> • Demonstrate a well-developed ability to apply their knowledge, understanding and skills to a variety of situations; they demonstrate a high level of competence in a wide range of appropriate skills • Engage consistently with the question, selecting accurate and relevant material demonstrating highly competent knowledge and understanding 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> • Demonstrate an adequate ability to apply their knowledge, understanding and skills to a variety of situations; they demonstrate an adequate level of competence in a reasonable range of appropriate skills • Show some engagement with the question, selecting some accurate and relevant material demonstrating 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> • Demonstrate a basic ability to apply their knowledge, understanding and skills to a limited range of situations; they demonstrate a basic level of competence in a limited range of appropriate skills • Show very little engagement with the question, selecting limited accurate and relevant material

<ul style="list-style-type: none"> • Class tests and homework activities that focus on extended writing <p>A2:2 Research Project</p> <ul style="list-style-type: none"> • Introduction • Literature Review • Methodology • Presentation and analysis of results 	<ul style="list-style-type: none"> • Produce a mature response using developed and refined vocabulary and a clear and coherent structure • Select and use the most appropriate form and style of writing for the question 	<p>adequate knowledge and understanding</p> <ul style="list-style-type: none"> • Produce a reasonable response with some use of appropriate vocabulary and with material organised with some clarity and coherence • Make a reasonable attempt to select and use the most appropriate form and style of writing for the question 	<p>demonstrating in adequate knowledge and understanding</p> <ul style="list-style-type: none"> • Produce a limited response with limited use of appropriate vocabulary. The organisation of material may lack clarity and coherence • Make a limited attempt to select and use the most appropriate form and style of writing for the question
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Assessment Objective	AO3		
Grade Descriptions	A	C	E
	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> select, analyse and interpret information after employing a range of research methods and show a developed and refined ability to organise material from a range of primary and secondary sources during research-based assignments; demonstrate the ability to effectively evaluate knowledge, understanding and information from a range of sources; evaluate the effectiveness of methodology and the validity of outcomes, recognising the limitations of both, during research-based assignments; communicate clear, objective and accurate conclusions in a concise, logical and relevant manner; present arguments, evaluate and justify judgements, decisions and/or choices; and show a well-developed understanding of the connections and relationships between the different aspects of Nutrition and Food Science presented in the specification. 	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> select, analyse and interpret information after employing some research methods and show an adequate ability to organise material from a reasonable range of sources during research-based assignments; demonstrate an adequate ability to evaluate knowledge, understanding and information from a number of sources; evaluate adequately the effectiveness of methodology and the validity of outcomes, recognising the limitations of both, during research-based assignments; communicate adequate conclusions in a logical and relevant manner; present some arguments, evaluate and justify judgements, decisions and/or choices; and show an adequate understanding of the connections and relationships between the different aspects of Nutrition and Food Science presented in the specification. 	<p>For AO3, candidates characteristically:</p> <ul style="list-style-type: none"> gather, organise and select information after employing some basic research methods and show an ability to manage material from a limited range of sources in research-based assignments; demonstrate a basic ability to evaluate knowledge, understanding and information; evaluate the potential of evidence and make some judgements; evaluate the validity of outcomes; communicate some conclusions in a logical and relevant way; present decisions, judgements and/or choices; and show some understanding of the connections between the different aspects of Nutrition and Food Science presented in the specification.

AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade E Key Features
<p>A2: 1 Options A and B – extended writing responses</p> <ul style="list-style-type: none"> • CCEA 2021 Assessment resources • Past papers, e.g. Q1-Q5 in S2019 A21 Paper • Class tests and homework activities that focus on extended writing particularly those with AO3 command words <p>A2:2 Research Project</p> <ul style="list-style-type: none"> • Introduction • Literature Review • Methodology • Discussion of results • Conclusions • Recommendations 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> • Demonstrate a highly competent ability to select, analyse and interpret information after employing a wide range of research methods • Show a developed and refined ability to effectively organise and evaluate knowledge, understanding and information from a wide range of sources • Communicate objective and accurate conclusions • Present arguments, evaluate and justify judgements, decisions and/or choices to a highly competent level • Provide highly competent personal insight and independent thought in their writing • Present reasoned and convincing justifications for their opinions and choices and support these with evidence • Review data, interpret accurately and draw valid and mature conclusions • Evaluate a wide range of academic theories to reach an informed decision 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> • Demonstrate an adequate ability to select, analyse and interpret information after employing some research methods • Show some ability to organise and evaluate knowledge, understanding and information from a reasonable range of sources • Communicate adequate conclusions • Present some arguments, evaluate and justify judgements, decisions and/or choices to an adequate level • Provide some personal insight and independent thought in their writing • Present some adequate justifications for their opinions and choices • Review data, interpret with some accuracy and draw some valid and conclusions • Evaluate some academic theories to reach an informed decision 	<p>At this level the candidate will also:</p> <ul style="list-style-type: none"> • Demonstrate a limited ability to select, analyse and interpret information after employing basic research methods • Show a limited ability to organise and evaluate knowledge, understanding and information from a limited range of sources • Communicate basic conclusions • Present basic arguments, evaluate and justify judgements, decisions and/or choices to a basic level • Provide very little personal insight and independent thought in their writing • Present inadequate justifications for their opinions and choices • Review data, interpret with limited accuracy and draw basic valid and conclusions • Demonstrate basic evaluation skills and limited understanding of academic theories

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.

High	<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.
Medium	<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>
Limited	<p>Work is completed without any direct supervision and would not normally contribute to assessable outcomes.</p>



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