

Summer 2021



# Summer 2021 Alternative Arrangements: AS and A level Religious Studies 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 Religious Studies.

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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 one Unit or both Units.

Subject	Current Arrangements	GCE Unit Omissions 2021
Religious Studies	<b>AS</b> All externally assessed units (20% per unit)	<b>AS</b> Students could choose to sit any one unit (20%)
	<b>A2</b> All externally assessed units (30% per unit)	<b>A2</b> Students could choose to sit any one unit (30%)

## 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 Appendices 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 Religious Studies, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials and past papers<sup>1</sup> 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.

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.

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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.

### 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 Religious Studies you may choose to use are included in the following table:

Evidence
<p><b>CCEA assessment resources for all units</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 timed essays using CCEA past paper questions and mark schemes</b> – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. However, elements of these can be incorporated into mock exams or class tests. You may wish to access grade boundaries and/or Chief Examiner’s reports which relate to these papers, available at <a href="http://www.ccea.org.uk">www.ccea.org.uk</a>. If the examinations in the qualifications you deliver are marked online, you can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at <a href="mailto:CCEA.Analytics@ccea.org.uk">CCEA.Analytics@ccea.org.uk</a></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 and/or classwork</p>
<p><b>Performance in any class assessments taken throughout their study of the GCE Religious Studies specification</b> – This may consist of a variety of evidence types, produced under different conditions, e.g. during periods of remote learning. Evidence of this kind is unlikely to form a strong evidence base on its own, but it may supplement other evidence types.</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 Religious Studies are:

<b>AO1</b>	demonstrate knowledge and understanding of religion, including: <ul style="list-style-type: none"> <li>• religious, philosophical and/or ethical thought and teaching;</li> <li>• influence of beliefs, teachings and practices on individuals, communities and societies;</li> <li>• cause and significance of similarities and differences in belief, teaching and practice; and</li> <li>• approaches to the study of religion and belief</li> </ul>
<b>AO2</b>	analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study

The table below sets out the assessment objective weightings for each assessment unit and the overall A level qualification.

Percentage Assessment Weightings				
	AO1	AO2	AO1	AO2
<b>AS Unit</b>	10	10	20	20
<b>AS Unit</b>	10	10	20	20
<b>A2 Unit</b>	12	18		30
<b>A2 Unit</b>	12	18		30
<b>Total</b>	44	56	40	100

When considered alongside the assessment objectives set out above, the sources and types of evidence (as detailed previously) may be of greatest value in supporting a holistic review of a student's attainment. It is recommended that the evidence should clearly address both the assessment objectives (AO1 and AO2).

## 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 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.

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.

In the Mark Scheme additional marking guidance has been provided to assist the application of the performance descriptors (the bands).

- The purpose of this marking guidance is to scaffold the application of the Mark Scheme for each unit by offering specific information on applying the Performance Descriptors for each of the two assessment objectives (AO1 and AO2).
- The marking guidance recognises that there are levels of response to any task and assists the process of deciding which mark within a band is to be awarded to the response.
- The approach leans on the guidance offered in the [General Marking Instructions](#) at the beginning of the Mark Scheme where Threshold, Intermediate and High performance levels are identified within a band.
- Assessors are also asked to look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another.
- For most of the guidance the levels are starting at Band 3 as most of the responses normally start here.
- The description “limited” would be the defining characteristic of Band 2 answers.
- All AO2 questions are open-ended tasks with the quality of critical assessment offered determining the mark to be awarded.

- AS Section B AO2 tasks – here students must engage with other aspects of human experience to access Bands 3-5.
- A2 Synoptic Assessment AO2 – here students must engage with other aspects of human experience to access Bands 3-5 and offer real and meaningful critical assessment.
- 50% rule – when looking objectively at the response offered, is it worth 50% of the allocated marks?
- Double Credit rule –students cannot be awarded double credit for the same material if used between AO1 and AO2 unless it is in an entirely different context.

### Unit Omissions

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. The following examples illustrate how the CCEA assessment resources may be adapted:

*A centre decided to omit AS Unit 1: An Introduction to the Gospel of Luke in line with the Education Minister’s announcement in December 2020. Therefore, Centre Determined Grades may be based on evidence from the other unit studied, e.g. Unit 7: Foundations of Ethics.*

#### Example 1

- *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 7.*
- *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 AS Unit 7 Foundations of Ethics	
All Students	Student A
<ul style="list-style-type: none"> <li>• Deontological approaches to moral decision making</li> <li>• Teleological approaches to moral decision making</li> <li>• Life and death issues</li> <li>• Developments in bioethics</li> <li>• Other aspects of human experience</li> </ul>	<ul style="list-style-type: none"> <li>• Deontological approaches to moral decision making</li> <li>• Teleological approaches to moral decision making</li> <li>• Life and death issues</li> </ul>

#### 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 AS Unit 1: An Introduction to the Gospel of Luke and AS Unit 7: Foundations of Ethics 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 AS Unit 1 and AS Unit 7			
All Students Unit 1	Student B Unit 1	All Students Unit 7	Student B Unit 7
<ul style="list-style-type: none"> <li>Understanding the Gospel of Luke</li> <li>Key narratives in Luke's Gospel</li> <li>The kingdom of God in the parables and miracles in Luke's Gospel</li> <li>Key themes in Luke's Gospel</li> <li>Other aspects of human experience</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the Gospel of Luke</li> <li>Key narratives in Luke's Gospel</li> <li>The kingdom of God in the parables and miracles in Luke's Gospel</li> </ul>	<ul style="list-style-type: none"> <li>Deontological approaches to moral decision making</li> <li>Teleological approaches to moral decision making</li> <li>Life and death issues</li> <li>Developments in bioethics</li> <li>Other aspects of human experience</li> </ul>	<ul style="list-style-type: none"> <li>Deontological approaches to moral decision making</li> <li>Life and death issues</li> <li>Developments in bioethics</li> </ul>

The same rationale would apply to A2.

### 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.

## CCEA Analytics

You can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at [CCEA.Analytics@ccea.org.uk](mailto:CCEA.Analytics@ccea.org.uk)

## 5. Making Decisions about Centre Determined Grades

Before deciding Centre Determined Grades you should agree as a department the evidence you will review (see Section 3 for some examples). Once the decision has been made, this should be set out in your centre's Centre Determined Grades policy and be included in the Departmental Assessment Evidence Grid, referenced in Section 3, that will form part of the evidence base.

When making decisions, take into consideration the amount of specification coverage and if this applies to all students. Adapt as necessary for individual students the evidence you will review, to account for those students who may have encountered more significant disruption. Evidence does not have to be in the same format for every student, but teachers should be satisfied that the evidence is reliable to make an informed holistic judgement of that student's attainment.

### Internal Standardisation

In subjects where there is more than one teacher and/or class in the department, it is a requirement to carry out internal standardisation. The purpose of internal standardisation is to provide teachers with confidence in the Centre Determined Grades they have assigned, to ensure fairness and objectivity of decisions, and to ensure consistency in the application of assessment criteria and standards.

Where more than one teacher is involved in marking the assessment, the application of the mark scheme must be agreed before marking begins.

When marking is complete, internal standardisation must be conducted to ensure all markers have applied the mark scheme consistently and accurately.

Internal standardisation should include cross-marking samples of work across the full range of attainment and include students' work from each class **to ensure a common standard within a department is applied.**

## Grade Descriptions

Grade descriptions set out the characteristics of performance at key grades in the grade range for a qualification, in terms of both content covered and the skills developed (assessment objectives) over the course of study. These should be used to form the basis of your decisions on the Centre Determined Grades that will be awarded to your students in Summer 2021.

Grade descriptions are provided at Grades **A** 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 types of evidence you may wish to use for each assessment objective 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 the 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.
  - 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.*

For example:-

Summer 2017 AS Unit 7 Foundations of Ethics Q2(a)

With particular reference to the nature of love, discuss the approach of Situation Ethics to moral decision making. (25)

**Grade B**

While the response is a largely broad one on Situation Ethics demonstrating a reasonable degree of understanding and knowledge it makes an attempt to focus at times on the specified task with some awareness of agapeistic love and the relevant principles (as formulated by Fletcher) supported in part by evidence. A very good use of technical vocabulary and a mainly accurate use of spelling, punctuation and grammar is evident.

**Grade D**

While there is a reasonable attempt to refer to the main features of Situation Ethics the response offered only shows partial knowledge and understanding of Situation Ethics with limitations apparent in the evidence provided especially on the nature of agapeistic love, the range of vocabulary used as well as the use of spelling, punctuation and grammar.

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>	See Grade A Description.
<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>	See Grade C Description.
<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>	See Grade E Description.

## 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	Glynis Henderson <u><a href="mailto:ghenderson@ccea.org.uk">ghenderson@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 – Religious Studies

Assessment Objective		AO1		
	A	C	E	
<b>Grade Descriptions</b>	<p>Students characteristically:</p> <ul style="list-style-type: none"> <li>address the question specifically and demonstrate comprehensive understanding and knowledge;</li> <li>explain clearly relevant features or key ideas, supported by examples and/or evidence;</li> <li>write a sophisticated response with a clear and coherent structure; and</li> <li>use an extensive range of technical language and vocabulary.</li> </ul>	<p>Students characteristically:</p> <ul style="list-style-type: none"> <li>make a reasonable attempt to address the set question and demonstrate reasonable understanding and knowledge;</li> <li>make a reasonable attempt to explain clearly relevant features or key ideas, supported by examples and/or evidence;</li> <li>write a reasonable response with a reasonably clear and coherent structure; and</li> <li>use a reasonable range of technical language and vocabulary.</li> </ul>	<p>Students characteristically:</p> <ul style="list-style-type: none"> <li>do not address the question specifically and demonstrate limited knowledge and understanding;</li> <li>show limited understanding of relevant features or key ideas, supported by occasional examples and/or evidence;</li> <li>write a limited response with limited evidence of structure and coherence; and</li> <li>use a limited range of technical language and vocabulary.</li> </ul>	
<b>AO1 Evidence</b>	<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>	
<ul style="list-style-type: none"> <li>CCEA Assessment Resources</li> <li>Mock examinations</li> <li>End of topic timed task under controlled conditions</li> <li>End of term or half term tracker tasks completed under controlled conditions</li> <li>Timed essay under controlled conditions</li> <li>Homework essay using CCEA published questions or comparable designed tasks.</li> <li>Discreet responses targeting the AO1 skill to be assessed under controlled conditions.</li> </ul>	<p>Address the set question consistently demonstrating comprehensive understanding and knowledge.</p> <ul style="list-style-type: none"> <li>Explain clearly relevant features or key ideas, supported by examples and/or sources of evidence.</li> <li>Write a <u>well-informed</u> and <u>impressive</u> response with a clear and coherent structure, <u>some</u> <u>sophistication</u> evident.</li> <li>Use accurately and competently a range of technical language and vocabulary.</li> </ul>	<p>Demonstrate a <u>reasonable attempt</u> to construct a good response supported with a <u>reasonable degree</u> of understanding and knowledge.</p> <ul style="list-style-type: none"> <li>Demonstrate a <u>reasonable attempt</u> to refer to relevant features or key ideas, supported by <u>some examples</u> and/or sources of evidence.</li> <li>Demonstrate a <u>reasonable attempt</u> to write a <u>reasonable response</u> with some evidence of coherence and structure.</li> <li>Demonstrate a <u>reasonable attempt</u> to use a degree of technical language and vocabulary.</li> </ul>	<p>Do not address the <u>set question</u> and demonstrate <u>limited knowledge</u> and understanding.</p> <ul style="list-style-type: none"> <li>Show <u>limited understanding</u> of relevant features or key ideas, supported by occasional examples and/or evidence.</li> <li>Write a <u>limited</u> response with <u>limited</u> evidence of structure and coherence.</li> <li>Use a <u>limited range</u> of technical language and vocabulary, though possible confusion evident.</li> </ul>	

AO2			
Assessment Objective	A	C	E
<b>Grade Descriptions</b>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>produce a comprehensive response demonstrating an excellent attempt at critical analysis;</li> <li>respond to the set question using, where necessary, reference to other aspects of human experience; and</li> <li>construct a sophisticated response with a clear and coherent structure.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>produce a reasonable response demonstrating a reasonable attempt at critical analysis;</li> <li>offer a reasonable response to the set question using, where necessary, reference to other aspects of human experience; and</li> <li>construct a reasonable response with a reasonably clear and coherent structure.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>produce a limited response demonstrating a modest attempt at critical analysis;</li> <li>offer a limited response to the set question, which struggles to relate, where necessary, to other aspects of human experience; and offer a limited response with limited evidence of structure and coherence.</li> </ul>
<b>AO2 Evidence</b>	<p><b>Grade A Key Features</b></p> <ul style="list-style-type: none"> <li>Construct a <u>well-informed response which is coherent and well-organised</u> debate demonstrating <u>awareness of competing points of view</u> supported by examples and/or sources of evidence.</li> <li>Address question using, where necessary, reference to other aspects of human experience.</li> </ul>	<p><b>Grade C Key Features</b></p> <ul style="list-style-type: none"> <li>Demonstrate a <u>reasonable attempt</u> to construct a response which is <u>reasonably coherent and organised</u> with an attempt to employ relevant evidence though <u>could be largely one-sided with little scope give to competing views.</u></li> <li>Demonstrate a <u>reasonable attempt</u> to address question using, where necessary, reference to other aspects of human experience.</li> </ul>	<p><b>Grade E Key Features</b></p> <ul style="list-style-type: none"> <li>Offer a <u>limited response devoid of meaningful critical assessment</u> with basic structure and coherence evident, with <u>limited use of evidence and reasoning.</u></li> <li>Offer a <u>limited response</u> to the set question, which struggles to relate, where necessary, to other aspects of human experience.</li> </ul>
<ul style="list-style-type: none"> <li>CCEA Assessment Resources</li> <li>Mock examinations</li> <li>End of topic timed task under controlled conditions</li> <li>End of term or half term tracker tasks completed under controlled conditions</li> <li>Timed essay under controlled conditions</li> <li>Homework essay using CCEA published questions or comparable designed tasks.</li> <li>Discreet responses targeting the AO2 skill to be assessed under controlled conditions using CCEA published questions or comparable designed tasks</li> </ul>			

## Appendix 2

### A2 Grade Descriptions and Key Features – Religious Studies

Assessment Objective		AO1		
		A	C	E
<b>Grade Descriptions</b>		<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>• address the question specifically and demonstrate comprehensive understanding and knowledge;</li> <li>• use extensive relevant evidence, examples and scholarship;</li> <li>• produce a sophisticated response with a clear and coherent structure;</li> <li>• use an extensive range of technical language and vocabulary; and</li> <li>• demonstrate, for the synoptic assessment, comprehensive understanding and accurate knowledge of the themes with particular reference to at least one other unit of study.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>• make a reasonable attempt to address the question specifically demonstrating reasonable understanding and knowledge;</li> <li>• use a reasonable range of relevant evidence, examples and scholarship;</li> <li>• produce a reasonable response with a reasonably clear and coherent structure;</li> <li>• use a reasonable range of technical language and vocabulary; and</li> <li>• demonstrate, for the synoptic assessment, reasonable understanding and knowledge of the themes with particular reference to at least one other unit of study.</li> </ul>	<p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>• do not address the question specifically and demonstrate limited knowledge and understanding;</li> <li>• use a limited range of evidence, examples and scholarship;</li> <li>• produce a limited response with limited evidence of structure and coherence;</li> <li>• use a limited range of technical language and vocabulary; and</li> <li>• demonstrate, for the synoptic assessment, a limited understanding and knowledge of the themes with limited reference to at least one other unit of study.</li> </ul>
<b>AO1 Evidence</b>		<b>Grade A Key Features</b>	<b>Grade C Key Features</b>	<b>Grade E Key Features</b>
<ul style="list-style-type: none"> <li>• CCEA Assessment Resources</li> <li>• Mock examinations</li> <li>• End of topic timed task under controlled conditions</li> <li>• End of term or half term tracker tasks completed under controlled conditions</li> <li>• Timed essay under controlled conditions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Address consistently the set question</u>, selecting <u>highly accurate and relevant material demonstrating comprehensive understanding and knowledge</u>.</li> <li>• <u>Explain clearly</u> using extensive relevant evidence and/or examples including scholarship.</li> <li>• Produce a <u>sophisticated response</u> with a clear and coherent structure.</li> </ul>	<ul style="list-style-type: none"> <li>• A <u>reasonable attempt to address the set question</u>, selecting <u>some accurate and relevant material</u> demonstrating reasonable understanding and knowledge.</li> <li>• A <u>reasonable attempt to explain clearly some evidence and/or examples</u> including scholarship.</li> <li>• A <u>reasonable attempt to produce a response with a reasonable clear and coherent structure</u>.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Do not address the set question</u> and demonstrate <u>limited knowledge and understanding</u>.</li> <li>• Use a <u>limited range of evidence, examples and scholarship</u>.</li> <li>• Produce a <u>limited response with limited evidence of structure and coherence</u>.</li> <li>• Use a <u>limited range of technical language and vocabulary</u>.</li> </ul>	

<ul style="list-style-type: none"> <li>• Homework essay using CCEA published questions or comparable designed tasks.</li> <li>• Discreet responses targeting the skill to be assessed under controlled conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Use an extensive range of technical language and vocabulary.</li> </ul> <p>In addition, for <b>synoptic assessment</b>, demonstrate <u>comprehensive understanding and accurate knowledge of the themes</u> with reference to at least one other unit of study.</p>	<ul style="list-style-type: none"> <li>• A <u>reasonable attempt</u> to use technical language and vocabulary, though not always successful.</li> </ul> <p>In addition, for <b>synoptic assessment</b>, demonstrate <u>reasonable understanding and knowledge of the themes</u> with reference to at least one other unit of study.</p>	<p>In addition, for <b>synoptic assessment</b>, a <u>limited understanding</u> and knowledge of the themes with <u>limited reference</u> to at least one other unit of study.</p>
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AO2	
Assessment Objective	AO2
<p style="text-align: center;"><b>A</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>produce a comprehensive response demonstrating an excellent attempt at critical analysis that addresses the set question;</li> <li>show an excellent attempt at constructing well-informed and balanced arguments;</li> <li>show an excellent attempt at providing personal insight and independent thought;</li> <li>construct a sophisticated response with a clear and coherent structure; and</li> <li>demonstrate, for the synoptic assessment, an excellent attempt at critical analysis in relation to other aspects of human experience.</li> </ul> <p style="text-align: center;"><b>Grade Descriptions</b></p>	<p style="text-align: center;"><b>C</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>produce a reasonable response demonstrating a reasonable attempt at critical analysis that addresses the set question;</li> <li>show a reasonable attempt at constructing well-informed and balanced arguments;</li> <li>show a reasonable attempt at providing personal insight and independent thought;</li> <li>construct a reasonable response with a reasonably clear and coherent structure; and</li> <li>demonstrate, for the synoptic assessment, a reasonable attempt at critical analysis in relation to other aspects of human experience.</li> </ul> <p style="text-align: center;"><b>Grade C Key Features</b></p> <ul style="list-style-type: none"> <li>A <u>reasonable attempt</u> to produce a <u>reasonable attempt</u> at critical assessment that addresses the set question</li> <li>A <u>reasonable attempt</u> at constructing informed and balanced arguments though could be <u>largely a one-sided debate</u>.</li> <li>A <u>reasonable attempt</u> at providing personal insight and independent thought.</li> </ul>
<p style="text-align: center;"><b>E</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>produce a limited response demonstrating a limited attempt at critical analysis that may not specifically address the set question;</li> <li>show a limited attempt at constructing well-informed and balanced arguments;</li> <li>show a limited attempt at providing personal insight and independent thought;</li> <li>offer a limited response with limited evidence of structure and coherence; and</li> <li>demonstrate, for the synoptic assessment, a modest attempt at critical analysis that struggles to relate to other aspects of human experience.</li> </ul> <p style="text-align: center;"><b>Grade E Key Features</b></p>	<p style="text-align: center;"><b>E</b></p> <p>Candidates characteristically:</p> <ul style="list-style-type: none"> <li>produce a limited response demonstrating a limited attempt at critical analysis that may not specifically address the set question;</li> <li>show a limited attempt at constructing well-informed and balanced arguments;</li> <li>show a limited attempt at providing personal insight and independent thought;</li> <li>offer a limited response with limited evidence of structure and coherence; and</li> <li>demonstrate, for the synoptic assessment, a modest attempt at critical analysis that struggles to relate to other aspects of human experience.</li> </ul> <p style="text-align: center;"><b>Grade E Key Features</b></p> <ul style="list-style-type: none"> <li>Produce a <u>limited response</u> demonstrating a <u>limited attempt</u> at critical assessment that may not address the set question.</li> <li>Show a <u>limited attempt</u> at constructing informed and balanced arguments.</li> <li>Show a <u>limited attempt</u> at providing personal insight and balanced arguments.</li> </ul>
<p style="text-align: center;"><b>AO2 Evidence</b></p> <ul style="list-style-type: none"> <li>CCEA Assessment Resources</li> <li>Mock examinations</li> <li>End of topic timed task under controlled conditions</li> <li>End of term or half term tracker tasks completed under controlled conditions</li> <li>Timed essay under controlled conditions</li> <li>Homework essay using CCEA published questions</li> </ul>	<p style="text-align: center;"><b>Grade A Key Features</b></p> <ul style="list-style-type: none"> <li>Produce a <u>comprehensive response</u> demonstrating an <u>excellent attempt</u> at critical assessment that addresses the set question.</li> <li>Show an <u>excellent attempt</u> at constructing <u>well-informed and balanced arguments</u>.</li> <li>Show an <u>excellent attempt</u> at providing personal insight and independent thought.</li> <li>Construct a <u>sophisticated response</u> with a clear and coherent structure.</li> </ul>

<p>or comparable designed tasks.</p> <ul style="list-style-type: none"> <li>Discreet responses targeting the skill to be assessed under controlled conditions</li> </ul>	<p>In addition, for <b>synoptic assessment</b>, an <u>excellent attempt at critical assessment</u> in relation to other aspects of human experience.</p>	<ul style="list-style-type: none"> <li>Construct a <u>reasonable response</u> with a <u>reasonably coherent</u> structure.</li> </ul> <p>In addition, for <b>synoptic assessment</b>, a <u>reasonable attempt at critical assessment</u> in relation to other aspects of human experience.</p>	<ul style="list-style-type: none"> <li>Show a <u>limited attempt</u> at providing personal insight and independent thought.</li> <li>Offer a <u>limited</u> response with <u>limited</u> evidence of structure and coherence.</li> </ul> <p>In addition, for <b>synoptic assessment</b>, a <u>modest attempt at critical assessment</u> that struggles to relate to other aspects of human experience.</p>
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## 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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