

Summer 2021



Summer 2021

Alternative Arrangements: GCSE

Agriculture and Land Use Subject Guidance



Version 1.0

Introduction

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

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

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

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1. Overview

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

We must also acknowledge the decision taken in October 2020 by the Education Minister in respect of reducing the assessment burden in GCSE qualifications. The details in the table below will still be applicable in forming a Centre Determined Grade in Summer 2021. For example, teachers can consider evidence for either Units 2 and 3 or all three units.

Subject	Current Arrangements	Defined Unit For Omission	Specification Adaptations
GCSE Agriculture and Land Use	Unit 1 external assessment (25%) Unit 2 external assessment (25%) Unit 3 internal assessment (50%)	Unit 1	Unit 1 – will be eligible for omission for candidates cashing in for the qualification level grade in Summer 2021. This unit will still be available for any candidates wishing to be assessed in all units. Unit 3 – for Task 1, teachers can supply experimental data to students instead of the requirement for them to collect the primary data. The marking criteria used to assess Task 1: Data Collection have been amended to reflect this adaptation.

2. Preliminary Considerations

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

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

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

For GCSE Agriculture and Land Use, information on these aspects can be found in the specification and further illustrated in past papers¹ and which are available on the CCEA website at www.ccea.org.uk

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

- **Specification Coverage**

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

- **Similarity to Actual Qualification Assessments**

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

- **Controls**

If evidence is generated under less controlled conditions than a qualification assessment, its value may be less than a piece generated under conditions that are similar. Centres should keep a record of the conditions under which an assessment was completed, i.e. high, medium or limited levels of control – see **Appendix 2** for definitions.

¹ Past papers and mark schemes will be available for all CCEA GCSE, AS and A level qualifications subject to copyright clearance.

However, CCEA understands the difficult public health context in which schools have been working since March 2020, which has included two extended periods of remote learning. Schools may, therefore, need to utilise evidence generated within more limited levels of control, where they can authenticate this as the student's own.

- **Level of Demand**

The evidence you gather must be set at an appropriate level of demand for it to be a good indicator of a student's standard of performance.

- **When Evidence Is Generated**

It should be borne in mind that a student's knowledge, understanding and skills may develop over the period of a course of study; you should consider when any piece of evidence was generated and ensure, if possible, that evidence generated recently is taken into account.

3. Evidence to Inform Centre Determined Grades

This section provides guidance on the information that centres should use in confirming Centre Determined Grades.

You should consider all the key evidence you have for each student and reflect on how much it tells you about the student's standard of performance, as measured against the requirements of the relevant specification. For example, this could be, but is not limited to:

- the consistency of a student's practical or performance evidence;
- their depth or breadth of knowledge and understanding in relation to questions on key topics;
- their degree of analytical or evaluative skills demonstrated on key topics; and/or
- quality of student responses to discriminating questions or tasks.

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

Evidence
<p>CCEA assessment resources for Unit 1: Soils, Crops and Habitats and Unit 2: Animals on the Land – When taken under high control conditions, where the public health situation allows, these assessments will be a good indicator of the standard of student performance as they are fully aligned to specification content and the level of demand of past papers. See Section 4 for more details.</p>
<p>Performance in any mock examinations taken – These are likely to be a good indicator of performance, particularly if they are taken under high control conditions and assess the skills, knowledge and understanding required by the CCEA specification or are similar to CCEA question papers.</p>
<p>Performance in CCEA past paper questions and mark schemes – These assessments are in the public domain and can be readily accessed by students. Therefore, in their entirety, they do not form strong evidence. However, elements of these can be incorporated into mock exams or class tests. You may wish to access grade boundaries and/or Chief Examiner’s reports which relate to these papers, available at www.ccea.org.uk. If the examinations in the qualifications you deliver are marked online, you can also avail of the data held in the CCEA Analytics application. Further information can be obtained by contacting CCEA at CCEA.Analytics@ccea.org.uk</p>
<p>Performance in class tests – If class tests only assess specific content, you should use a series of marked class tests. A series of such assessments, done under high control conditions and sampling the key aspects of the specification, should provide good evidence of student performance. Many class tests will be recorded as a mark or percentage, and centres should ensure there is a consistent approach in mapping these to a grade.</p>
<p>Records of each student’s performance throughout their study – This includes, for example, progress review/tracking data, classwork, and bookwork.</p>
<p>For GCSE students who sat units prior to Summer 2021, their notional unit grades in that subject – It is likely that only students studying Single and Double Award Science will have completed prior units.</p>
<p>Performance in Unit 3: Contemporary Issues in Agriculture and Land Use, Controlled Assessment. This can be used even if it is not fully completed.</p>
<p>Performance in any class assessments taken throughout their study of the GCSE Agriculture and Land Use specification – This may consist of a variety of evidence types, produced under different conditions.</p>
<p>For resitting students, prioritise evidence generated during the 2020/21 academic year.</p>

Assessment Objectives

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

The assessment objectives for GCSE Agriculture and Land Use are:

AO1	recall, select and communicate their knowledge and understanding of agriculture and land use in the environment and land-based industries
AO2	apply skills, knowledge and understanding of agriculture and land use in the environment and land-based industries and other contexts
AO3	analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence

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

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

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.² They will contain new questions and tasks not previously released to centres and must therefore be stored securely. These materials are not to be seen as high stakes assessments but rather viewed as materials which could form part of the evidence used to inform Centre Determined Grades. Centres do not have to use all the assessment resources, but we advise centres to use at least one per qualification. We would encourage centres to use the assessment resources under high control conditions, where it is safe to do so, to ensure they have the greatest value.

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.

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

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

- *Student A has missed a significant amount of learning due to COVID self-isolation and disruptions and has not completed all of Unit 2.*
- *Student A's Centre Determined Grade should be based on assessment of only the content they have covered.*

² Assessment resources will not be provided for units/components where endorsement arrangements in lieu of assessments were in place for Summer 2021, for example GCSE Languages Unit 2: Speaking.

Assessments adapted/Evidence gathered and reviewed based on GCSE Agriculture and Land Use Content	
All Students	Student A
<ul style="list-style-type: none"> • Unit 2 Animals on the Land <ul style="list-style-type: none"> – Livestock farming – Breeding and reproduction – Health and welfare – Nutrition – Food production and processing – Farm economics – Farm health and safety – Pollution and farm waste • Unit 3 	<ul style="list-style-type: none"> • Unit 2 Animals on the Land <ul style="list-style-type: none"> – Nutrition – Food production and processing – Farm economics – Farm health and safety – Pollution and farm waste • Unit 3

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.

Past Papers

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

You may also wish to create a question paper that is of a similar standard to a CCEA GCSE question paper. In doing so, you should refer to past papers and mark schemes. 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.

Chief Examiner/Principal Moderator Reports

The reports for 2014–2019 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. These reports cover the legacy specification but are still relevant in relation to Units 1 and 2, as the learning outcomes in these units did not change when the specification was revised for first teaching in September 2019.

CCEA Grade Boundaries

As the assessment objectives for the qualification and the learning outcomes for Units 1 and 2 were unchanged when the specification was revised (2019), legacy raw to uniform mark boundaries for Units 1 and 2 may provide a reference point to support Centre Determined Grades.

Raw to uniform mark boundaries for legacy Summer series are available on the CCEA website, [linked here](#).

5. Making Decisions about Centre Determined Grades

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

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

Internal Standardisation

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

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

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

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

Grade Descriptions

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

Grade descriptions are provided at Grades **A**, **C** and **F** in the GCSE specification, to give a general indication of the standards of achievement likely to have been shown by students awarded these grades. Teachers should refer to these descriptions to support their judgements when arriving at their Centre Determined Grades for students.

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

Please see Appendix 1 for the Grade Descriptions at A, C and F for GCSE. These also include the type of assessment objective evidence you may wish to use and the key features associated with each grade.

Practical Application of Grade Descriptions

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

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

For example: A student has used agricultural ideas to provide straightforward explanations of agricultural applications. (C grade standard). They have recalled, selected and communicated precise knowledge and detailed understanding of agriculture in the environment and land-based sector (Above C grade standard). The student has interpreted and evaluated information from a limited range of sources. They have drawn elementary conclusions having collected limited evidence (Below C grade standard).

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

The table below summarises this approach:

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

6. Further Advice and Information

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

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

CCEA Helpline	<p><u>Email: helpline@ccea.org.uk</u></p> <p>Telephone: 028 9026 1220. The helpline is operational each day from 9am to 5pm, Monday to Friday, for centres with queries in relation to Summer 2021.</p> <p>All other queries should be directed to <u>centresupport@ccea.org.uk</u></p>
CCEA Entries	<u>entriesandresults@ccea.org.uk</u>
Subject Officer	Gareth Wilson <u>gwilson@ccea.org.uk</u>
Specification Support Officer	Nola Fitzsimons <u>nfitzsimons@ccea.org.uk</u>

Appendix 1

GCSE Grade Descriptions and Key Features – Agriculture and Land Use

Assessment Objective	AO1		
	A	C	F
Grade Descriptions	Candidates recall, select and communicate precise knowledge and detailed understanding of agriculture in the environment and land-based sector and its effects on society and the economy. They demonstrate a clear understanding of why and how agricultural applications, technologies and techniques change over time and the need for regulation and monitoring. They use a wide range of agricultural and technical terminology and use symbols and techniques appropriately and consistently.	Candidates recall, select and communicate secure knowledge and understanding of the effects on and risks to society and the economy of agricultural developments in the environment and land-based sector and their applications. They describe with reasons how agricultural applications, technologies and techniques change over time. They use agricultural and technical terminology and use symbols and techniques appropriately.	Candidates recall and communicate their limited knowledge and understanding of the effects on and risks to society and the economy of agricultural developments in the environment and land-based sector and their applications. They recognise simple interrelationships between agriculture in the environment and land-based sector and society. They demonstrate a limited understanding of how agricultural applications and technologies and techniques change over time. They use a limited range of agricultural terms.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
AO1 evidence can be drawn from all three assessment units. AO1 questions are typically recall type questions that require knowledge and understanding. Sources of AO1 evidence include:	<ul style="list-style-type: none"> • Candidates' ability to recall, select and communicate their knowledge and understanding of agriculture and land use in the environment and land-based industries is excellent. • Candidates demonstrate excellent understanding of how and why agricultural applications, technologies and techniques change over time and the need for regulation and monitoring. • Candidates demonstrate a high level of competence when devising methods to solve problems, using a scientific approach. 	<ul style="list-style-type: none"> • Candidates' ability to recall, select and communicate their knowledge and understanding of agriculture and land use in the environment and land-based industries is satisfactory. • Candidates demonstrate satisfactory understanding of how and why agricultural applications, technologies and techniques change over time and the need for regulation and monitoring. • Candidates demonstrate a satisfactory level of competence when devising methods to solve problems, using a scientific approach. 	<ul style="list-style-type: none"> • Candidates' ability to recall, select and communicate their knowledge and understanding of agriculture and land use in the environment and land-based industries is limited. • Candidates demonstrate limited understanding of how and why agricultural applications, technologies and techniques change over time and the need for regulation and monitoring. • Candidates demonstrate a limited level of competence when devising basic methods to solve problems.

AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<ul style="list-style-type: none"> • CCEA assessment resources • Unit 1 and 2 past papers • Unit 3 task 1: Planning and risk assessment; Evaluation • Unit 3 task 2: Planning • Mock examinations • Class tests, homework and other appropriate evidence 	<ul style="list-style-type: none"> • Spelling, punctuation and grammar are of a sufficiently high standard to make the meaning clear. • Candidates select and use a form and style of writing appropriate to their purpose and to the complex subject matter. • Their use of subject-specific technical terminology is excellent, and they use correct notations consistently. 	<ul style="list-style-type: none"> • Spelling, punctuation and grammar are of a sufficient standard to make the meaning clear. • Candidates usually select and use a form and style of writing appropriate to their purpose and to the complex subject matter. • Their use of subject-specific technical terminology is relatively good, and they generally use correct notations consistently. 	<ul style="list-style-type: none"> • Spelling, punctuation and grammar are of a limited standard. • Candidates' responses are presented and organised with limited clarity and coherence. • Candidates' use of scientific terminology and notation is basic.

Assessment Objective	AO2		
Grade Descriptions	A	C	F
	<p>They apply appropriate skills, knowledge and understanding effectively to a range of practical contexts. They apply a comprehensive understanding of practical methods, processes and protocols to plan and justify a range of appropriate methods to solve practical problems. They apply a range of observational, practical enquiry and problem-solving skills to carry out procedures, investigate questions and test hypotheses effectively. They follow procedures and protocols consistently, evaluating and managing risk and working accurately and safely.</p>	<p>They apply appropriate skills, knowledge and understanding in a range of practical and other contexts. They use agricultural ideas to provide straightforward explanations of agricultural applications. They plan and use appropriate methods and apply a variety of skills to address questions and practical problems. They follow procedures, recognising and managing risk, to work safely and competently.</p>	<p>They apply appropriate skills, knowledge and understanding in a limited range of practical and other contexts. They apply limited knowledge and ideas in different practical contexts. They identify simple links between evidence and explanations. Using a limited range of skills and techniques, they follow instructions to investigate agricultural questions. They recognise a narrow range of risks and work safely.</p>
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>AO2 evidence can be drawn from all three assessment units. AO2 questions typically involve application of knowledge and understanding as well as mathematical skills such as calculations and graph work.</p>	<ul style="list-style-type: none"> • Candidates demonstrate excellent application of skills, knowledge and understanding of agriculture and land use in the environment and land-based industries and other contexts. • Candidates' development of skills in scientific ideas, scientific enquiry, techniques and procedures is excellent. • Candidates demonstrate a high level of competence when handling and recording data and can describe and explain fully, trends and patterns shown by data in graphs and tables. 	<ul style="list-style-type: none"> • Candidates demonstrate satisfactory application of knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. • Candidates' development of skills in scientific ideas, scientific enquiry, techniques and procedures is satisfactory. • Candidates demonstrate a reasonable level of competence when handling and recording data and can describe and explain some trends and patterns shown by data in graphs and tables. 	<ul style="list-style-type: none"> • Candidates demonstrate limited application of knowledge and understanding of scientific ideas, scientific enquiry, techniques and procedures. • Candidates' development of skills in scientific ideas, scientific enquiry, techniques and procedures is limited. • Candidates demonstrate limited competence when handling and recording data and can partially describe and explain trends and patterns shown by data in graphs and tables.

AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Sources of AO2 evidence include:</p> <ul style="list-style-type: none"> • CCEA assessment resources • Unit 1 and 2 past papers • Unit 3 task 1: Planning and risk assessment; Data collection; Analysis and conclusions • Unit 3 task 2: Planning; Data collection and presentation of findings. • Mock examinations • Class tests, homework and other appropriate evidence 	<ul style="list-style-type: none"> • Candidates demonstrate a high level of competence when devising methods to solve problems, using a scientific approach. • Candidates' use of scientific terminology and notation is excellent. • Candidates organise information clearly and coherently, using specialist vocabulary where appropriate. • Spelling, punctuation and grammar are of a sufficiently high standard to make the meaning clear. 	<ul style="list-style-type: none"> • Candidates demonstrate a satisfactory level of competence when devising methods to solve problems, using a scientific approach. • Candidates' use of scientific terminology and notation is satisfactory. • Candidates sometimes organise information clearly and coherently, using specialist vocabulary where appropriate. • Spelling, punctuation and grammar are of a satisfactory standard to make the meaning clear. 	<ul style="list-style-type: none"> • Candidates demonstrate a limited level of competence when devising basic methods to solve problems. • Candidates' use of scientific terminology and notation is limited. • Candidates' organisation of information can be limited, and specialist vocabulary is rarely used. • Spelling, punctuation and grammar are of a limited standard.

Assessment Objective	AO3		
Grade Descriptions	A	C	F
	Candidates analyse and interpret critically a broad range of information presented in a variety of forms. They reflect on the limitations of the methods, procedures and protocols they have used and the data they have collected. They evaluate information systematically and make reasoned judgements consistent with the evidence to develop substantiated conclusions.	Candidates analyse, interpret and evaluate a range of information. They recognise the limitations of evidence and undertake some evaluation and present reasons for their argument. They draw conclusions consistent with their evidence.	Candidates interpret and evaluate information from a limited range of sources. They can draw elementary conclusions having collected limited evidence.
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>AO3 evidence can be drawn from all three assessment units. AO3 questions typically require analysis, interpretation and evaluation of information. The majority of AO3 evidence would be found in Unit 3 but there is some in Units 1 and 2 as well.</p> <p>Sources of AO3 evidence include:</p> <ul style="list-style-type: none"> • CCEA assessment resources • Unit 1 and 2 past papers • Unit 3 task 1: Analysis and conclusions; Evaluation 	<ul style="list-style-type: none"> • Candidates' analysis and evaluation of evidence is excellent allowing them to make reasoned judgements and draw conclusions based on this evidence. • Candidates demonstrate excellent evaluative skills allowing them to refine practical design and procedures. • Candidates' use of scientific terminology is excellent. • Candidates' responses are presented and organised with a high degree of clarity and coherence. • Spelling, punctuation and grammar are of a sufficiently high standard to make the meaning clear. 	<ul style="list-style-type: none"> • Candidates' analysis and evaluation of evidence is satisfactory allowing them to make judgements and draw conclusions based on this evidence. • Candidates demonstrate satisfactory evaluative skills allowing them to refine some aspects of practical design and procedures. • Candidates' use of scientific terminology is satisfactory. • Candidates' responses are presented and organised with a satisfactory degree of clarity and coherence. • Spelling, punctuation and grammar are of a satisfactory standard to make the meaning clear. 	<ul style="list-style-type: none"> • Candidates' analysis and evaluation of evidence is limited allowing them to make judgements and draw basic conclusions. • Candidates demonstrate limited evaluative skills allowing them to make few and basic refinements of practical design and procedures. • Candidates' use of scientific terminology is limited. • Candidates' responses are presented and organised with a limited clarity and coherence. • Spelling, punctuation and grammar are of a limited standard.

AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<ul style="list-style-type: none"> • Unit 3 task 2: Conclusions: Analysis and discussion; Evaluation • Mock examinations • Class tests, homework and other appropriate evidence 			

Appendix 2

Definitions of Levels of Control

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

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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