

Summer 2021



Summer 2021 Alternative Arrangements: GCSE Geography 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 Geography**.

Contents

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

Appendix 1: GCSE Grade Descriptions and Key Features

Appendix 2: Definitions of Levels of Control

1. Overview

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

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

Subject	Current Arrangements	Defined Unit For Omission	Specification Adaptations
GCSE Geography	<p>Unit 1: Understanding Our Natural World external assessment (40%)</p> <p>Unit 2: Living on Our World external assessment (40%)</p> <p>Unit 3: Fieldwork external assessment (20%)</p>	Unit 1: Understanding Our Natural World	<p>There are no adaptations to:</p> <ul style="list-style-type: none"> • Unit 1 Understanding Our Natural World; and • Unit 2 Living in Our World. <p>The following specification addendum applies to Unit 3 Fieldwork: The requirement for students to collect primary data has been removed. Centres may provide students with archive fieldwork data, for example data collected in a previous year. Alternatively, centres may obtain data from field centres.</p> <p>Students follow the geographical enquiry process. In Stage 2 they consider how relevant data would have been collected including the use of any equipment required. Students will not be expected to evaluate data collection methods.</p>

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 Geography, information on these aspects can be found in the specification and further illustrated in the specimen assessment materials and past papers¹ which are available on the CCEA website at www.ccea.org.uk.

The following table summarises the availability of past papers and mark schemes for GCSE Geography.

Unit	Year/series	Availability		
		Past paper and mark scheme	Irish Medium	Modified
Unit 1: Understanding Our Natural World (GGY11)	2019 (summer)	✓	✓	✓*
	2018 (summer)	✓	✓	✓**
Unit 2: Living in Our World (GGY21)	2019 (summer)	✓		
	2018 (summer)	✓		✓*
Unit 3: Fieldwork (GGY31)	2019 (summer)	✓	✓	✓*

*MV18pt **MV18pt and ML

Note: the first sitting of Unit 3 Fieldwork (GGY31) was Summer 2019.

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.

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

- **Similarity to Actual Qualification Assessments**

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

- **Controls**

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

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

- **Level of Demand**

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

- **When Evidence Is Generated**

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

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;
- quality of student responses to discriminating questions or tasks; and/or
- the consistency of a student's practical or performance evidence.

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 Geography you may choose to use are included in the following table:

Evidence
<p>CCEA assessment resources for Unit 1 Understanding Our Natural World, Unit 2 Living in Our World and Unit 3 Fieldwork – 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. GCSE Geography Unit 1 Understanding Our Natural World and Unit 2 Living in Our World are marked online, you may wish to 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, completed 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>Performance in any class assessments taken throughout their study of the GCSE Geography 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 Geography are:

AO1	Demonstrate geographical knowledge and understanding of: – places, environments, processes and concepts; and – the interrelationships between places, environments and processes;
AO2	Apply knowledge and understanding to analyse, interpret and evaluate geographical information and issues and to make judgements; and
AO3	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

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

The following table summarises assessment objectives by unit.

Unit	Assessment objective		
	AO1	AO2	AO3
Unit 1: Understanding Our Natural World	✓	✓	✓
Unit 2: Living in Our World	✓	✓	✓
Unit 3: Fieldwork	✓*	✓	✓**

Note:

*the weighting given to AO1 is considerably lower in Unit 3 compared to Units 1 and 2.

**the weighting given to AO3 is considerably higher in Unit 3 compared to Units 1 and 2.

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.

- CCEA past papers and mark schemes;
- Mock exams based on CCEA questions and mark schemes;
- Specimen Assessment Materials;
- CCEA Assessment Resources (Unit 1, Unit 2 and Unit 3);
- Class tests; and
- Homework tasks.

The following table illustrates examples of question types and associated assessment objectives.

Assessment Unit	Question	Assessment Objective
Unit 1: Understanding Our Natural World (Summer 2019)	Q.1(a)(iii) State the meaning of the term drainage basin . [2]	AO1: knowledge of key geographical terms
Unit 1: Understanding Our Natural World (Summer 2018)	Q.2(c) Fig. 3 is a photograph of a wave cut platform. Explain how a wave cut platform such as this is formed. [5]	AO1: knowledge and understanding of processes.
Unit 2: Living in Our World (Summer 2019)	Q.2(a)(iii) List three characteristics of the CBD. [3]	AO1: knowledge of the environment of the CBD.
Unit 2: Living in Our World (Summer 2018)	Q.2(d) For a named LEDC city you have studied, describe and explain the location of its shanty town areas. [7]	AO1: knowledge and understanding of the interrelationships between places, environments and processes.
Unit 3: Fieldwork (Summer 2019)	Q.1 Study Fig. 1 which shows the geographical enquiry process. Complete Fig. 1 by naming the three missing stages of the geographical enquiry process. [3]	AO1: knowledge and understanding of concepts (geographical enquiry process).
Unit 1: Understanding Our Natural World (Summer 2018)	Q.2(d)(ii) Evaluate the sustainability of a named coastal management strategy in the British Isles you have studied. [8]	GCSE Geography questions may assess more than one AO. AO1: knowledge of a coastal management strategy. AO2: evaluation of the sustainability of the named coastal management strategy.
Unit 1: Understanding Our Natural World (Summer 2018)	Q.4(e) Name an earthquake in a MEDC or LEDC which you have studied. Outline the cause of this earthquake and evaluate the success of one precaution used before the earthquake happened. [6]	AO1: knowledge of the cause of a named earthquake. AO2: evaluation of one precaution used prior to the named earthquake.
Unit 2: Living in Our World (Summer 2018)	Q.2(c) Name one urban planning scheme you have studied and evaluate how it has regenerated and improved the housing and employment opportunities in the inner city zone of the city. [7]	AO1: knowledge of an urban planning scheme. AO2: evaluation of the scheme in relation to housing and employment opportunities.
Unit 2: Living in Our World (Summer 2019)	Q.3(e) Outline how globalisation has changed a named BRICS country you have studied and discuss how globalisation has helped and hindered development in your named country. [9]	AO1: knowledge of the process of globalisation. AO2 analysis of the impact of globalisation as it relates to a named BRICS country.
Unit 1: Understanding Our Natural World (Summer 2018)	Q.1(c) Study Fig. 1 which presents data collected by geography students on a field trip at three different sites on a river. Describe	AO3: analysis of data and river channel cross-sections. AO2 interpretation of the

	and explain the changes in the channel between Site 1 and Site 3. [7]	changes in the river channel.
Unit 1: Understanding Our Natural World (Summer 2019)	Q.2(a) Study the Ordnance Survey map extract of part of the north coast of North East Scotland. State the direction of Ness Head GR 3866 from St John's Point GR 3175. [1]	AO3: Ordnance Survey map skills.
Unit 2: Living in Our World (Summer 2018)	Q.4(a) Study Fig. 7 , a graph showing the number of tourist arrivals in Turkey from 1995 – 2015. Using Fig. 7 , outline the changes in the number of tourist arrivals in Turkey. [2]	AO3: analysis of the trend shown (line graph).
Unit 2: Living in Our World (Summer 2019)	Q.1(b)(ii) Using the data presented in Table 2 , complete Fig. 3 to show the number of refugees who sought asylum in Germany. [2]	AO3: graphical skills.
Unit 3: Fieldwork (Summer 2019)	Q.3(i) When you planned your fieldwork you stated at least two hypotheses. State one hypothesis and use the graph paper to present the data for this hypothesis. Your graph must be drawn using only data from your table of data. [8]	AO3: assessing graphical skills.

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 For GCSE Geography, assessment resources will be issued for all three units: Unit 1 Understanding Our Natural World, Unit 2 Living on Our World and Unit 3 Fieldwork. They will contain new questions and tasks not previously released to centres and must therefore be stored securely. These materials are not to be seen as high stakes assessments but rather viewed as materials which could form part of the evidence used to inform Centre Determined Grades. Centres do not have to use all the assessment resources, but we advise centres to use at least one per qualification. We would encourage centres to use the assessment resources under high control conditions, where it is safe to do so, to ensure they have the greatest value.

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

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE assessments are marked consistently and fairly. The mark schemes provide assessors with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to students' responses.

Quality of students' responses

In marking the assessment resources, assessors should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of students sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which students may produce. In the event of unanticipated answers, assessors are expected to use their professional judgement to assess the validity of answers.

Positive marking

Assessors are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Assessors should make use of the whole of the available mark range of any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE student.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Marking calculations

In marking answers involving calculations, assessors should apply the 'own figure rule' so that students are not penalised more than once for a computational error.

Types of mark schemes

Mark schemes for tasks or questions which require students to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, assessors should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, assessors are expected to use their professional judgement.

The following guidance is provided to assist assessors.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing students' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication. For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is basic.

Level 2: Quality of written communication is good.

Level 3: Quality of written communication is excellent.

In interpreting these level descriptions, assessors should refer to the more detailed guidance provided below.

Level 1: Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear. Students present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible. A limited range of specialist terms is used appropriately.

Level 2: Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear. Students present relevant information in a form and using a style of writing which suits its purpose. The text is legible. A good range of specialist terms is used appropriately.

Level 3: Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear. Students present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible. A wide range of specialist terms is used skilfully and with precision.

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 covered any of the content for Unit 3.*
- *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 GCSE Geography specification content	
All Students	Student A
Unit 2: Living in Our World <ul style="list-style-type: none"> • Population and Migration • Changing Urban Areas • Contrasts in World Development • Managing Our Environment Unit 3: Fieldwork	Unit 2: Living in Our World <ul style="list-style-type: none"> • Population and Migration • Changing Urban Areas • Contrasts in World Development • Managing Our Environment

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

Summer 2021 Support Webinar

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

Specimen Assessment Materials and Past Papers

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

You may also wish to create a question paper that is of a similar standard to a CCEA GCSE question paper. In doing so, you should refer to the specimen question 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 2019 papers, exemplar answers by students and a senior examiner commentary on the answers.

Chief Examiner/Principal Moderator Reports

The reports for 2018–2019 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

GCSE Geography Unit 1 Understanding Our Natural World and Unit 2 Living in Our World 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

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:

Candidate A has shown good recall and understanding of places, processes and concepts. Candidate A's use of geographical terminology is mostly accurate and appropriate. The candidate's application of knowledge and understanding of geographical processes and patterns in a variety of physical and human contexts is sound; however, the candidate shows higher ability in physical geography. Candidate A has a good understanding of the relationships between people and the environment. The candidate identifies and evaluates problems and issues making geographical decisions supported by reasons. The candidate shows good graphical skills, cartographical skills are generally weak.

- 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'.
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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>
Principal Officer	<p>Name: Margaret McMullan <u>mmcmullan@ccea.org.uk</u></p>
Specification Support Officer	<p>Name: Arlene Ashfield <u>aashfield@ccea.org.uk</u></p>

Appendix 1

GCSE Grade Descriptions and Key Features – Geography

Assessment Objective	AO1: Demonstrate geographical knowledge and understanding of: <ul style="list-style-type: none"> • places, environments, processes and concepts; and • the inter-relationships between places, environments and processes. 		
Grade Descriptions	A	C	F
	Candidates recall accurately, select and communicate detailed knowledge and thorough understanding of places, environments, processes and concepts. They use geographical terminology accurately and appropriately.	Candidates recall, select and communicate knowledge and understanding of places, environments, processes and concepts. They use geographical terminology appropriately.	Candidates recall, select and communicate limited knowledge and understanding of places, environments, processes and concepts. They show basic knowledge of geographical terminology.
AO1 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
AO1 is assessed in all three GCSE Geography units. The weighting given to AO1 is equal in Unit 1 Understanding Our Natural World and Unit 2 Living in Our World.	Candidates can give detailed and accurate definitions for key geographical terms. Candidates provide detailed explanations for the formation of landforms such as waterfalls, arches, mid-ocean ridges, volcanoes. Candidate responses typically display carefully selected, accurate and detailed knowledge (facts and figures) and understanding of a relevant case study.	Candidates define key geographical terms with reasonable accuracy. Candidates provide limited explanations for the formation of landforms such as waterfalls, arches, mid-ocean ridges, volcanoes. Candidate responses typically display limited knowledge (facts and figures) and understanding of a relevant case study. There may be some omissions, factual errors and/or information of limited relevance.	Candidates give basic or partial definitions of key geographical terms. Candidates provide basic explanations for the formation of landforms such as waterfalls, arches, mid-ocean ridges, volcanoes. Candidate responses typically display basic knowledge (facts and figures) and understanding of a relevant case study. There will be key omissions. There may be factual errors and/or information of limited relevance.

<p>There is a lower weighting for AO1 in Unit 3 Fieldwork.</p>	<p>Candidate responses typically display thorough knowledge and understanding of concepts such as sustainability, gentrification, globalisation, appropriate technology, ecotourism.</p> <p>Candidates use geographical terminology skilfully and with precision.</p>	<p>Candidate responses typically display limited knowledge and understanding of concepts such as sustainability, gentrification, globalisation, appropriate technology, ecotourism.</p> <p>Candidates use geographical terminology appropriately.</p>	<p>Candidate responses typically display basic knowledge and understanding of concepts such as sustainability, globalisation, appropriate technology, ecotourism.</p> <p>Candidates have a basic knowledge of geographical terminology.</p>
<p><u>Note:</u> use of case studies/places for illustration purposes only</p>	<p>Where required, candidates are expected to illustrate their answer with reference to an appropriate case study at a range of scales: within British Isles, outside British Isles, city, country, MEDC, LEDC, global.</p> <p>Learning outcomes may be enhanced by reference to place/s for illustration purposes only. In such cases candidates are not expected to know specific details relating to the place/s.</p>		

Assessment Objective	AO2 : Apply knowledge and understanding to analyse, interpret and evaluate geographical information and issues and to make judgements.		
Grade Descriptions	A	C	F
	<p>Candidates apply appropriate knowledge and understanding of a wide range of geographical processes and patterns in a variety of physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current issues and making perceptive and informed geographical decisions, recognising how they can contribute to a future that is sustainable.</p>	<p>Candidates apply their knowledge and understanding of geographical processes and patterns in a variety of physical and human contexts. They understand relationships between people and the environment, identifying and evaluating problems and issues and making geographical decisions supported by reasons, including sustainable approaches.</p>	<p>Candidates apply their understanding of some simple geographical processes and patterns in physical and human contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasons and evidence.</p>
AO2 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>AO2 is assessed in all three GCSE Geography units. AO2 is equally weighted in each unit.</p>	<p>Candidate responses show the ability to thoroughly analyse, interpret and evaluate geographical information and issues such as:</p> <ul style="list-style-type: none"> • a river management strategy; • a coastal management strategy; • how globalisation both helps and hinders development; • the benefits and disadvantages of a renewable energy source. <p>Candidates apply detailed knowledge and understanding of complex</p>	<p>Candidate responses show limited ability to analyse, interpret and evaluate geographical information and issues such as:</p> <ul style="list-style-type: none"> • a river management strategy ; • a coastal management strategy; • how globalisation both helps and hinders development; • the benefits and disadvantages of a renewable energy source. <p>Candidates apply limited knowledge and understanding of complex relationships between people and the environment, such as:</p>	<p>Candidate responses show a basic analysis, interpretation and evaluation of geographical information and issues such as:</p> <ul style="list-style-type: none"> • a river management strategy; • a coastal management strategy; • how globalisation both helps and hinders development; • the benefits and disadvantages of a renewable energy source. <p>Candidates apply basic knowledge and understanding of complex relationships between people and the environment, such as:</p>

	<p>relationships between people and the environment, such as:</p> <ul style="list-style-type: none"> • the impacts of flooding; • the impacts of extreme weather; • the causes and impacts of migration; • the positive and negative cultural, economic and environmental impacts of mass tourism. <p>Candidates provide a detailed, balanced evaluation (including positive and negative aspects) leading to a clear overall judgement or conclusion, e.g:</p> <ul style="list-style-type: none"> • evaluation of a river & a coastal management strategy; • evaluation of one MEDC inner city urban planning scheme; • evaluation of one appropriate technology product; • evaluation of one renewable energy resource; • assessment of how ecotourism can protect the environment. 	<ul style="list-style-type: none"> • the impacts of flooding; • the impacts of extreme weather; • the causes and impacts of migration; • the positive and negative cultural, economic and environmental impacts of mass tourism. <p>Candidates provide a limited evaluation which may be unbalanced (with reference to positive and negative aspects), e.g.</p> <ul style="list-style-type: none"> • evaluation of a river & a coastal management strategy; • evaluation of one MEDC inner city urban planning scheme; • evaluation of one appropriate technology product; • evaluation of one renewable energy resource; • assessment of how ecotourism can protect the environment. 	<ul style="list-style-type: none"> • the impacts of flooding; • the impacts of extreme weather; • the causes and impacts of migration; • the positive and negative cultural, economic and environmental impacts of mass tourism. <p>Candidate responses show a basic evaluation which may be simplistic or limited to either positive or negative aspects only, e.g.</p> <ul style="list-style-type: none"> • evaluation of a river & a coastal management strategy; • evaluation of one MEDC inner city urban planning scheme; • evaluation of one appropriate technology product; • evaluation of one renewable energy resource; • assessment of how ecotourism can protect the environment.
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Assessment Objective	AO3: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.		
Grade Descriptions	A	C	F
	<p>Candidates select, evaluate, and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake an investigation independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information. They critically evaluate the validity of evidence and reflect on the evidence's limitations. They detect and respond to bias, making informed and reasoned judgements to present substantiated and appropriate conclusions. They develop as effective and independent learners.</p>	<p>Candidates select and use a variety of skills and appropriate techniques and technologies to identify questions and issues and undertake an investigation. They collect and record appropriate evidence from a range of sources, including fieldwork. They analyse and interpret information and recognise some of the limitations of evidence, reaching plausible conclusions.</p>	<p>Candidates use a limited number of skills, techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret information to reach some basic conclusions.</p>
AO3 Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>AO3 is assessed in all three GCSE Geography units.</p>	<p>Candidate responses typically display excellent cartographical skill, they confidently use four-figure and six-figure grid references, accurately measure distance and area, correctly use the eight points of the compass,</p>	<p>Candidate responses typically display limited cartographical skills, they use four-figure and six-figure grid references with reasonable accuracy, measure distance and area with reasonable accuracy, use the eight</p>	<p>Candidate responses typically display basic cartographical skills; they attempt to use four-figure and six-figure grid references, measure distance and area, use the eight points of the compass, identify features on a map using</p>

<p>The weighting given to AO3 is equal in Units 1 and 2.</p> <p>There is a higher weighting given to AO3 in Unit 3 Fieldwork.</p>	<p>correctly identify features on a map using symbols and a key and understand clearly how relief is shown on OS maps.</p> <p>Candidates can draw accurate sketch maps that are not to scale. Candidates accurately construct maps to show distributions, densities and flows. They offer a detailed interpretation of these maps.</p> <p>Candidates can accurately relate cross-sectional drawings to relief features, e.g. cross-section of a meander.</p> <p>Candidates typically display excellent graphical skills, e.g. they accurately present data in a wide range of presentation techniques (bar graphs, line graphs, pie charts, scatter graphs). They provide a detailed analysis of data presented in graphical form.</p> <p>Candidates provide a thorough and detailed analysis and interpretation of information from a range of resources including text, graphs, diagrams, photographs, infographics, maps, weather charts (synoptic charts) and data.</p>	<p>points of the compass, can identify features on a map using symbols and a key and understand how relief is shown on OS maps.</p> <p>Candidates can draw reasonably accurate sketch maps that are not to scale.</p> <p>Candidates construct maps to show distributions, densities and flows with reasonable accuracy. They offer a limited interpretation of these maps.</p> <p>Candidates can relate cross-sectional drawings to relief features, e.g. cross-section of a meander.</p> <p>Candidates typically display good graphical skills, e.g. they correctly present data in a limited range of presentation methods with only minor errors. They provide a limited analysis of data presented in graphical form.</p> <p>Candidates provide a limited analysis and interpretation of information from a range of resources including text, graphs, diagrams, photographs, infographics, maps, weather charts (synoptic charts) and data.</p>	<p>symbols and a key and understand how relief is shown on OS maps.</p> <p>Candidates can draw simple sketch maps that are not to scale.</p> <p>Candidates construct simple maps to show distributions, densities and flows. They offer a basic interpretation of these maps.</p> <p>Candidates attempt to relate cross-sectional drawings to relief features, e.g. cross-section of a meander.</p> <p>Candidates can demonstrate basic graphical skills, e.g. they present data using a limited range of presentation techniques with some errors in accuracy and/or conventions. They provide a basic analysis of data presented in graphical form.</p> <p>Candidates provide a basic analysis and interpretation of information from a range of resources including text, graphs, diagrams, photographs, infographics, maps, weather charts (synoptic charts) and data.</p>
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	<p><u>Fieldwork:</u> Candidates demonstrate clear understanding of the geographical enquiry process and can confidently set out a clear aim and two appropriate hypotheses; they demonstrate clear understanding of the primary and secondary sources of data required to complete their investigation.</p> <p>Candidates demonstrate detailed awareness of the potential risks involved in fieldwork and how to reduce these.</p> <p>Candidates can confidently select appropriate data collection methods and equipment and record detailed measurements and observations accurately on suitable recording sheets.</p> <p>Candidates can select and accurately use appropriate methods to process and present their fieldwork data.</p> <p>Candidates provide a thorough and detailed analysis of patterns/trends and anomalies; they establish clear links between data sets and provide a detailed interpretation of their fieldwork</p>	<p><u>Fieldwork:</u> Candidates demonstrate limited understanding of the geographical enquiry process and can set out an aim and two appropriate hypotheses; they demonstrate limited understanding of the primary and secondary sources of data required to complete their investigation.</p> <p>Candidates demonstrate limited awareness of the potential risks involved in fieldwork and how to reduce these.</p> <p>Candidates can select some data collection methods and equipment and record measurements and observations on suitable recording sheets.</p> <p>Candidates can select and use appropriate methods to process and present their fieldwork data.</p> <p>Candidates provide a limited analysis of patterns/trends and anomalies; they establish links between data sets; and provide a limited interpretation of their fieldwork data using limited geographical theory.</p>	<p><u>Fieldwork:</u> Candidates demonstrate a basic understanding of the geographical enquiry process and set out an aim and two hypotheses with guidance; they demonstrate a basic knowledge of primary and secondary sources of data required to complete their investigation.</p> <p>Candidates demonstrate a basic awareness of the potential risks involved in fieldwork.</p> <p>Candidates select data collection methods and equipment with guidance and record some measurements and observations on recording sheets.</p> <p>Candidates can use basic methods to process and present their fieldwork data.</p> <p>Candidates provide a basic analysis of patterns/trends and anomalies; they may identify basic links between data sets and attempt a basic interpretation of their fieldwork data with some reference to relevant geographical theory.</p>
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	<p>data using detailed geographical theory. Candidates can provide clearly reasoned and evidenced conclusions.</p> <p>Candidates can provide a thorough evaluation of their fieldwork, e.g. clearly identify problems/limitations with their methods of data collection and the equipment used in fieldwork; evaluate their conclusions using informed and reasoned judgements; make valid suggestions about other data which could be used and how the scope of the investigation could be extended.</p> <p>Candidates will display excellent investigative skills through the use of the geographical enquiry process.</p>	<p>Candidates can provide appropriate conclusions supported by limited evidence.</p> <p>Candidates can provide a limited evaluation of their fieldwork, e.g. identify some problems/limitations with their methods of data collection and the equipment used in fieldwork; evaluate their conclusions and demonstrate limited judgement; make limited suggestions about other data which could be used and how the scope of the investigation could be extended.</p> <p>Candidates will display limited investigative skills through the use of the geographical enquiry process.</p>	<p>Candidates can provide basic conclusions referring to some of the evidence collected.</p> <p>Candidates can provide a basic evaluation of their fieldwork, e.g. identify a few basic problems/limitations with their methods of data collection and the equipment used in fieldwork; make a basic evaluation of their conclusions; make basic suggestions on other data which could be used and how the scope of the investigation could be extended.</p> <p>Candidates will display basic investigative skills through the use of the geographical enquiry process.</p>
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Quality of written communication	In GCSE Geography, candidates must demonstrate their quality of written communication. They need to: <ul style="list-style-type: none"> • ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear; • select and use a form and style of writing that suit their purpose and complex subject matter; and • organise information clearly and coherently, using specialist vocabulary where appropriate. 		
Level Descriptions	Level 3	Level 2	Level 1
	<p>Spelling, punctuation and the rules of grammar are used with almost faultless accuracy so that meaning is clear.</p> <p>Candidates present, and organise effectively, relevant information in a form and using a style of writing which suits its purpose. The text is fluent and legible.</p> <p>A wide range of specialist terms is used skilfully and with precision.</p>	<p>Spelling, punctuation and the rules of grammar are used with considerable accuracy so that meaning is clear.</p> <p>Candidates present relevant information in a form and using a style of writing which suits its purpose. The text is legible.</p> <p>A good range of specialist terms is used appropriately.</p>	<p>Spelling, punctuation and the rules of grammar are used with some accuracy so that meaning is reasonably clear.</p> <p>Candidates present some relevant information in a form and using a style of writing which suits its purpose. The text is reasonably legible.</p> <p>A limited range of specialist terms is used.</p>
QWC Evidence	Grade A Key Features	Grade C Key Features	Grade F Key Features
<p>Quality of written communication is assessed in responses to questions and tasks that require extended writing. Information detailing the specific questions being</p>	<p>Quality of written communication is excellent.</p> <p>Text is clear and legible, with almost faultless grammar, punctuation and spelling, especially of key geographical terms. Capital letters are used appropriately, e.g. for place names. Meaning is clear throughout.</p> <p>Responses are well organised with good sentence and paragraph</p>	<p>Quality of written communication is good.</p> <p>Text is legible with mostly accurate grammar, punctuation and spelling including key geographical terms. Capital letters are generally used appropriately, e.g. for place names. A few errors in spelling, punctuation and grammar may be present. There may be some errors in grammar such as</p>	<p>Quality of written communication is basic.</p> <p>Text is reasonably legible, errors in spelling, punctuation and grammar may be present throughout. There may be errors in grammar such as seen/saw and were/where. The spelling of key geographical terms and place names is recognisable. Meaning remains reasonably clear.</p>

<p>used to assess QWC will be clearly stated on the cover of each examination paper.</p>	<p>structure throughout. The candidate writes in extended prose when required.</p> <p>A wide range of key geographical terms are used confidently and competently.</p> <p>Where appropriate, unit measurements are clearly and correctly used.</p>	<p>seen/saw and were/where. However, meaning remains clear throughout.</p> <p>The form and style of writing is appropriate. Sentence and paragraph structure are generally sound.</p> <p>The candidate makes appropriate use of a reasonable range of key geographical terms.</p> <p>Where appropriate, unit measurements are mostly used correctly.</p>	<p>The form and style of writing is mostly appropriate, paragraph structure may be weak or sentence construction may hinder meaning.</p> <p>The candidate uses some key geographical terms.</p> <p>Some unit measurements may be used correctly.</p>
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Appendix 2

Definitions of Levels of Control

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

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

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