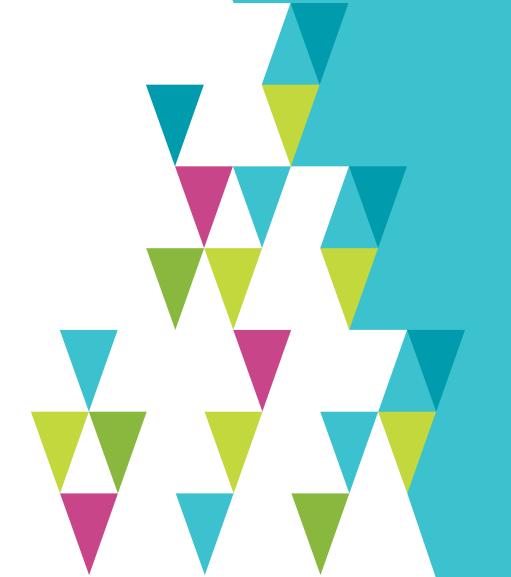# GCSE

CCEA GCSE Specification in

Health and Social Care

Version 2: 28 November 2019

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 0003

Rewarding Learning

Contents

Subject Code   0003
QAN   603/1385/7

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1 Introduction

This specification sets out the content and assessment details for our GCSE course in Health and Social Care. We have designed this specification to meet the requirements of:

- Northern Ireland GCSE Design Principles; and
- Northern Ireland GCE and GCSE Qualifications Criteria.

First teaching is from September 2017. We will make the first award based on this specification in Summer 2019.

This specification is a unitised course. The guided learning hours, as for all our GCSEs, are 120 hours.

This specification supports the aim of the Northern Ireland Curriculum to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives, as well as its objectives:

- to develop the young person as an individual;
- to develop the young person as a contributor to society; and
- to develop the young person as a contributor to the economy and environment.

If there are any major changes to this specification, we will notify centres in writing. The online version of the specification will always be the most up to date; to view and download this please go to www.ccea.org.uk

1.1   Aims

This specification aims to encourage students to:

- develop their interest in health, social care and early years;
- draw together areas of knowledge, skills and understanding related to the health, social care and early years sectors;
- develop higher order thinking skills;
- increase their understanding of the health, social care and early years sectors to develop as effective and independent learners;
- understand aspects of personal development and the health, social care and early years sectors by investigating and evaluating a range of services and organisations;
- examine issues that affect the nature and quality of human life, including an appreciation of diversity and culture;
- develop skills, aptitudes and values for employment in the health, social care and early years sectors; and
- develop a critical and analytical approach to decision making and problem solving in relation to the specified content.

1.2   Key features

The following are important features of this specification.

- It offers opportunities to build on the skills and capabilities developed through the delivery of the Northern Ireland Curriculum at Key Stage 3.
- This is a unitised specification. This means that students have the opportunity to complete one unit in the first year of teaching and the second unit in the second year of teaching.
- It enables students to broaden their Key Stage 4 education and provides a progression to GCE Health and Social Care.
- The subject content has two units: Unit 1 Personal Development, Health and Well-Being and Unit 2 Working in the Health, Social Care and Early Years Sectors.
- Assessment for Unit 1 is a written examination and assessment for Unit 2 is a controlled assessment task.
- It gives students an insight into the health, social care and early years sectors by providing a foundation for vocational training and employment.

1.3   Prior attainment

Students do not need to have reached a particular level of attainment before beginning to study this specification.

1.4   Classification codes and subject combinations

Every specification has a national classification code that indicates its subject area. The classification code for this qualification is 0003.

Please note that if a student takes two qualifications with the same classification code, schools, colleges and universities that they apply to may take the view that they have achieved only one of the two GCSEs. The same may occur with any two GCSE qualifications that have a significant overlap in content, even if the

classification codes are different. Because of this, students who have any doubts about their subject combinations should check with the schools, colleges and universities that they would like to attend before beginning their studies.

2   Specification at a Glance

The table below summarises the structure of this GCSE course.

Content	Assessment	Weightings	Availability
Unit 1: **Personal Development, Health and Well-Being**	External written examination 1 hour 30 mins 100 marks Students answer **three** questions that require short responses and extended writing.	50%	**Summer from 2018**
Unit 2: **Working in the Health, Social Care and Early Years Sectors**	Controlled assessment 100 marks Students complete the controlled assessment task. Teachers mark the task and we moderate the results.	50%	**Summer from 2019** **We will release the task on 1 November of the academic year in which the award is to be made.**

Students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

We have divided this course into two units. The content of each unit and the respective learning outcomes appear below.

3.1 Unit 1: Personal Development, Health and Well-Being

In this unit, students investigate human development throughout the life stages. They also investigate factors affecting health and well-being, including relationships and the impact of major life changes.

Content	Learning Outcomes

Human development	Students should be able to:
	
	 • identify the main life stages and the age range of each:
	   – infancy (0–3 years);
	   – childhood (4–10 years);
	   – adolescence (11–18 years);
	   – early adulthood (19–39 years);
	   – middle adulthood (40–64 years); and
	   – later adulthood (65+ years);
	
	 • analyse the expected patterns of physical, intellectual, emotional and social development in each life stage;

Factors affecting health and well-being	• define the term health and well-being;
	
	 • analyse how the following behavioural factors may affect physical, emotional and social health and well-being:
	   – alcohol misuse;
	   – healthy and unhealthy diet;
	   – illegal drug use;
	   – physical activity and inactivity; and
	   – smoking; and
	
	 • analyse how the following environmental factors may affect physical, emotional and social health and well-being:
	   – pollution;
	   – occupational hazards; and
	   – geographical location.

Content	Learning Outcomes

Factors affecting health and well-being (cont.)	Students should be able to:
	
	● analyse how the following physical factors may affect physical, emotional and social health and well-being:
	  − chronic illness or disease (including type II diabetes, osteoporosis, coronary heart disease, dementia and asthma); and
	  − genetically inherited conditions (including Duchenne muscular dystrophy and cystic fibrosis);
	
	● analyse how the following socio-economic factors may affect physical, emotional and social health and well-being:
	  − culture and ethnicity;
	  − employment and unemployment;
	  − income; and
	  − housing conditions;

Relationships	● identify and describe the following types of relationship an individual may have, including in cultural contexts:
	  − family;
	  − friendships;
	  − intimate or sexual; and
	  − working;
	
	● evaluate how relationships may have a positive influence on an individual's social and emotional development; and
	
	● evaluate the effects of unhealthy or abusive relationships on an individual's physical, intellectual, emotional and social health and well-being, including:
	  − child abuse (physical, emotional, sexual and neglect);
	  − domestic violence; and
	  − bullying at school or work.

Content	Learning Outcomes
Self-concept	Students should be able to: • explain the term self-concept; • demonstrate knowledge and understanding of the following factors that may affect self-concept: − age; − appearance; − culture and ethnicity; − disability; − education; − employment; − gender identity; − relationships; − sexual orientation; and − unemployment; • evaluate how these factors may influence an individual's self-concept; and
Major life changes and sources of support	• assess how the following life changes may affect an individual's physical, intellectual, emotional and social development: − birth of a sibling; − starting school; − starting college, university or work; − getting married or moving in with a partner; − becoming a parent; − serious illness or injury; − separation or divorce; − moving house; − death of a loved one; − retirement; − redundancy; − immigration or emigration; and − taking on a caring role.

Content	Learning Outcomes
Major life changes and sources of support (cont.)	Students should be able to: • demonstrate knowledge and understanding of the support that individuals coping with life changes can expect from these sectors: − statutory; − private; − voluntary; − informal; and − self-help groups; • apply their knowledge and understanding of the support these sectors provide to individuals coping with life changes; • demonstrate knowledge and understanding of the following types of support these sectors offer: − emotional support; − advice and information; − practical help; − medical care; and − social care; and • apply their knowledge and understanding of the types of support listed above to individuals coping with life changes.

3.2   Unit 2: Working in the Health, Social Care and Early Years Sectors

In this unit, students develop their understanding of the world of work in the health, social care and early years sectors and how the needs of different service user groups are met. Students learn about a range of job roles in health, social care and early years services and how practitioners apply the values of care.

This unit is internally assessed by controlled assessment.

We release the title of the controlled assessment task on 1 November. We release a new task and assessment guidance every year.

Content	Learning Outcomes

Identifying and meeting the needs of service users	Students should be able to:
	
	• identify the main service user groups in the health, social care and early years sectors, including:
	  − children and families;
	  − older people;
	  − people with mental health difficulties;
	  − people with learning disabilities;
	  − people with physical disabilities;
	  − people with chronic illnesses; and
	  − people with dementia; and
	
	• demonstrate knowledge and understanding of the following needs of each service user group:
	  − physical;
	  − intellectual;
	  − emotional; and
	  − social.

Content	Learning Outcomes

Provision of integrated health, social care and early years services	Students should be able to:
	
	 • analyse how integrated health, social care and early years services meet service user groups' needs:
	   − statutory sector
	      GP services;
	      hospitals;
	      social services;
	      day centres; and
	      nursery schools;
	   − independent sector
	      care homes;
	      private day centres;
	      private practitioners;
	      crèches; and
	      voluntary organisations, for example Action on Hearing Loss, Age NI, Marie Curie, Barnardo's, Mencap, Praxis Care or RNIB; and
	   − informal sector
	      partner;
	      family;
	      friends; and
	      neighbours; and
	
	 • evaluate the effectiveness of services in meeting the needs of service users.

Content	Learning Outcomes

Accessing health, social care and early years services and barriers to access	Students should be able to:
	
	• explain the following ways in which service users access health, social care and early years services:
	  − self-referral;
	  − professional referral;
	  − third party referral; and
	  − recall;
	
	• demonstrate knowledge and understanding of the following barriers to accessing services and apply this to the service user groups:
	  − geographical location;
	  − lack of knowledge;
	  − lack of transport;
	  − cost to service users;
	  − communication difficulties;
	  − psychological difficulties; and
	  − lack of resources in the service; and
	
	• analyse how services can help users to overcome barriers to access by:
	  − providing internet access, 24 hour telephone access or transport to services;
	  − advertising services;
	  − providing literature;
	  − providing transport, volunteer drivers and outreach services;
	  − increasing funding;
	  − providing information in different languages and formats or by providing a translator or interpreter; and
	  − training staff and using advocates, including family members and carers.

Content	Learning Outcomes

Job roles of practitioners	Students should be able to:
	
	• demonstrate knowledge and understanding of the roles of a range of health, social care and early years practitioners, as applied to the service user groups, for example:
	 − homecare workers;
	 − care assistants;
	 − support workers;
	 − nurses
	   children's;
	   adult;
	   learning disability;
	   mental health;
	   midwives;
	   school; and
	   district;
	 − social workers;
	 − doctors
	   GPs or hospital doctors;
	 − early years practitioners
	   play workers;
	   nursery assistants; and
	   playgroup leaders;
	 − allied health professionals
	   dentists;
	   occupational therapists;
	   radiographers;
	   speech and language therapists;
	   dieticians;
	   podiatrists;
	   pharmacists; and
	   physiotherapists; and

Values of care	• demonstrate knowledge and understanding of the values of care that underpin all health, social care and early years practice, including promoting: − individual rights; − anti-discriminatory practice relevant to race, beliefs, gender, disability, cognitive ability, mental health and sexuality; − respect and dignity; and − effective communication.

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Content	Learning Outcomes
Values of care (cont.) **Safeguarding**	Students should be able to: • analyse how staff can apply the values of care in their day-to-day work with service users; and • demonstrate knowledge and understanding of the safeguarding responsibilities of staff in health, social care and early years settings.

4   Scheme of Assessment

4.1   Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2.
There will be one examination series each year, in Summer.

This is a unitised specification; candidates must complete at least 40 percent of the
overall assessment requirements at the end of the course, in the examination series
in which they request a final subject grade. This is the terminal rule.

Candidates may resit individual assessment units once before cash-in. The better of
the two results will count towards their final GCSE grade unless a unit is required to
meet the 40 percent terminal rule. If it is, the more recent mark will count (whether
or not it is the better result). Results for individual assessment units remain available
to count towards a GCSE qualification until we withdraw the specification.

4.2   Assessment objectives

There are three assessment objectives for this specification. Candidates must:

AO1   demonstrate knowledge and understanding of the specified content;

AO2   apply knowledge, understanding and skills in a variety of health, social care
and early years contexts and in planning and carrying out investigations and
tasks; and

AO3   analyse and evaluate information, sources and evidence, make reasoned
judgements and present conclusions.

4.3   Assessment objective weightings

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

Assessment Objective	Unit Weighting (%)		Overall Weighting (%)
	External Assessment	Controlled Assessment	
	Unit 1	Unit 2	
AO1	18	12	30
AO2	20	28	48
AO3	12	10	22
Total Weighting	50	50	100

4.4   Quality of written communication

In GCSE Health and Social Care, candidates must demonstrate their quality of written communication. They need to:

- 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.

Quality of written communication is assessed in responses to questions and tasks that require extended writing.

4.5   Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks that candidates obtain in individual assessment units.

We award GCSE qualifications on a grade scale from A* to G, with A* being the highest. The nine grades available are as follows:

Grade	A*	A	B	C*	C	D	E	F	G

If candidates fail to attain a grade G or above, we report their result as unclassified (U).

5   Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	Candidates recall, select and communicate detailed knowledge and thorough understanding of health, social care and early years sectors. They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively and comprehensively, with a high degree of precision. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary, presenting information clearly and accurately. They make reasoned judgements and present substantiated conclusions.
C	Candidates recall, select and communicate sound knowledge and understanding of aspects of health, social care and early years sectors. They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks with precision. They review the evidence available, analysing and evaluating some of the information clearly and with some accuracy. They make judgements and draw appropriate conclusions.
F	Candidates recall, select and communicate knowledge and understanding of basic aspects of health, social care and early years sectors. They apply basic knowledge, understanding and skills to plan and carry out investigations and tasks, with an awareness of the need for precision. They review the evidence available and may draw basic conclusions.

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We will replace our controlled assessment task every year to ensure that it continues to set an appropriate challenge and remain valid, reliable and stimulating.

6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment:

- analysing issues and problems;
- identifying, gathering and recording relevant information and evidence;
- analysing and evaluating evidence;
- planning and carrying out practical activities;
- making reasoned justifications and presenting conclusions; and
- evaluating outcomes.

6.3 Level of control

Rules for controlled assessment in GCSE Health and Social Care are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4 Task setting

The level of control for task setting is high. This means that we set the task.

We will issue a new task on 1 November every year. Centres have the opportunity to contextualise the controlled assessment task to suit their specific circumstances. This includes the availability of and access to resources.

We will provide centres with details of controlled assessment tasks and guidance on how to complete and submit them.

6.5   Task taking

The level of control for task taking is medium.

Areas of Control	Detail of Control
Authenticity	- Candidates should work independently. - Candidates should complete all work under informal supervision. - Candidates may carry out research with limited supervision. - Teachers must be able to authenticate the work. - Teachers must ensure that candidates acknowledge and reference any sources they use.
Feedback	- Teachers must guide and supervise candidates to: – monitor progress; – prevent plagiarism; and – ensure work is completed in accordance with the specification's requirements. - Teachers must assess work in accordance with the procedures and marking criteria. - If candidates require support and guidance, teachers must reflect this in the mark band that they select in the assessment criteria grid and in the marks that they award.
Word Limit	- The total word limit for the task is 5000. - An overall tolerance of +/-10% will be accepted.
Collaboration	Candidates should work independently.
Resources	- Candidates' access to resources is determined by those available to the centre. - Centres should limit candidates' access to those resources needed for the task. - Candidates must reference all resources that they use.

6.6 Task marking

Teachers mark the controlled assessment task using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response.

The level of control for task marking is medium. Teachers mark the controlled assessment tasks using assessment criteria that we provide.

Teachers should:

- make a broad judgement by identifying the mark band that best describes the candidate's achievement in each part such as basic, adequate, competent or highly competent.

- refine this initial judgement, for example if a teacher decides that the work best fits Mark Band 4 (18–22 marks), then to refine this decision they should consider:
  − if the candidate has only just fulfilled the criteria then the work is likely to be worth 18–19 marks, the bottom of the mark band;
  − if the candidate has clearly fulfilled the criteria, then the work is likely to be worth 20 marks, the middle of the mark band; and
  − if the candidate has comprehensively fulfilled the criteria, then the work may be judged to be worth 21–22 marks, the top of the mark band.

Teachers must annotate the candidate's work in detail to ensure fairness for the candidate and to help with the moderation process. Annotation should take the form of:
- summative comments on the work, usually at the end, and on the Candidate Record Sheet; and
- key pieces of evidence identified throughout the work by annotation either in the margin or in the text.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism, or any kind of candidate malpractice, see *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the Joint Council for Qualifications website at www.jcq.org.uk

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of controlled assessment tasks before submitting their marks to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when marking assessments. Centres may need to adjust an individual teacher's marking:

- to bring assessments into line with those of other teachers in the centre; and
- to match the standards established at the agreement trial.

If marks do change, centres must amend the total/final mark on their Candidate Record Sheet.

6.8   Moderation

Centres must submit their marks and samples to us by May in any year. We may adjust centres' marking to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions each year on:

- our moderation procedures;
- which samples we require; and
- the deadlines for submitting marks and samples to us.

Teachers and centre staff may contact us at any stage if they require advice, assistance or support relating to any aspect of controlled assessment.

6.9   Drafting/Redrafting

Teachers must not correct candidates' work in detail and return it to them to write up a fair copy. Responsibility for drafting a piece of work towards completion lies entirely with the candidate. Once a candidate has submitted the controlled assessment and it has been awarded a mark, that mark is final. The candidate may not carry out further work.

See Appendix for a glossary of controlled assessment terms. For more details, see the Joint Council for Qualifications document *Instructions for Conducting Controlled Assessments*, available at www.jcq.org.uk

7 Curriculum Objectives

This specification builds on the learning experiences from Key Stage 3 as required for the statutory Northern Ireland Curriculum. It also offers opportunities for students to contribute to the aim and objectives of the Curriculum at Key Stage 4, and to continue to develop the Cross-Curricular Skills and the Thinking Skills and Personal Capabilities. The extent of the development of these skills and capabilities will be dependent on the teaching and learning methodology used.

7.1 Cross-Curricular Skills at Key Stage 4

Communication
Students should be able to: • communicate meaning, feelings and viewpoints in a logical and coherent manner, *for example by completing the controlled assessment task or by completing extended response questions*; • make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example by writing a description of development during the life stages or giving a presentation on the job role of a practitioner*; • participate in discussions, debates and interviews*, for example discussing the impact of unhealthy relationships on a child's development, debating the lack of resources within care services or interviewing a service user about the barriers they experienced when accessing a care service*; • interpret, analyse and present information in oral, written and ICT formats, *for example by analysing integrated health and social care services or completing the controlled assessment task using ICT*; and • explore and respond, both imaginatively and critically, to a variety of texts, *for example by completing extended responses in exam preparation*.
Using Mathematics
Students should be able to: • use mathematical language and notation with confidence, *for example by analysing centile charts, calculating BMI and investigating the funding of the private and voluntary sectors*; • use mental computation to calculate, estimate and make predictions in a range of simulated and real-life contexts, *for example calculating the cost of private health care services, calculating transport costs or distance to access health, social care and early years services or calculating alcohol units*; and • select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example calculating the most cost effective way of accessing health, social care and early years services such as comparing using a car to using public transport or managing the cost of marriage or emigration*.

Using Mathematics (cont.)

Students should be able to:

- interpret and analyse a wide range of mathematical data, *for example analysing centile charts for development during infancy and childhood or height and weight charts*;
- assess probability and risk in a range of simulated and real-life contexts, *for example understand the high cost that may be incurred when receiving care or support from the private sector (such as further treatment and appointments) or understanding the financial implications of redundancy or unemployment*; and
- present mathematical data in a variety of formats that take account of audience and purpose, *for example graphs or charts of physical growth in infancy, childhood and adolescence or tables comparing salaries of health, social care and early years workers*.

Using ICT

Students should be able to make effective use of information and communication technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example secondary research online, preparing and completing the controlled assessment task or presentations on job roles, life changes and patterns of development in the life stages*.

7.2 Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management

Students should be able to:

- plan work, *for example produce an action plan for the controlled assessment task;*
- set personal learning goals and targets to meet deadlines, *for example identify, organise and manage the actions required to achieve the targets set in the action plan for the controlled assessment*;
- monitor, review and evaluate their progress and improve their learning, *for example self-evaluate responses to practice exam questions and past papers, identifying weaknesses and seeking support required*; and
- effectively manage their time, *for example meet deadlines set by teachers and work systematically to complete the controlled assessment task*.

Working with Others
Students should be able to: • learn with and from others through co-operation, *for example use appropriate language and respect the views of others when taking part in group discussions on a range of topics such as alcohol misuse*; • participate in effective teams and accept responsibility for achieving collective goals, *for example identify what members of a group need to do to prepare a wall display on how behavioural factors may affect development*; and • listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example put forward a justified argument to support their views on integrated health and social care services*.
Problem Solving
Students should be able to: • identify and analyse relationships and patterns, *for example the expected patterns of development in the life stages*; • propose justified explanations, *for example use primary and/or secondary research to justify the choice of services provided by integrated health and social care services*; • reason, form opinions and justify their views, *for example by considering how a range of factors may affect an individual's self-concept*; • analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example by examining literature produced by health, social care and early years services to advertise the support they offer*; • analyse and evaluate multiple perspectives, *for example understand the importance of the values of care for staff and service users*; • explore unfamiliar views without prejudice, *for example by taking part in a class discussion on how gender identity, sexual orientation and culture or ethnicity may affect self-concept*; • weigh up options and justify decisions, *for example give a presentation on the services offered by a voluntary organisation, justifying the format used, identifying strengths and weaknesses and making suggestions for improvement*; and • apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example explore a range of presentation options for the controlled assessment task, identify the pros and cons of each and justify their choice*.

Although not referred to separately as a statutory requirement at Key Stage 4 in the Northern Ireland Curriculum, **Managing Information** and **Being Creative** may also remain relevant to learning.

8   Links and Support

8.1   Support

The following resources are available to support this specification:

- our Health and Social Care microsite at www.ccea.org.uk and
- specimen assessment materials.

We also intend to provide:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- planning frameworks;
- centre support visits;
- support days for teachers;
- agreement trials;
- guidance for teachers;
- guidance for candidates;
- fact files; and
- exemplification of examination performance.

8.2   Examination entries

Entry codes for this subject and details on how to make entries are available on our Qualifications Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided.

8.3   Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and designed it to be as free as possible from ethnic, gender, religious, political and other forms of bias.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications that prepare students for a wide range of occupations and higher level courses.

During the development process, an external equality panel reviewed the specification to identify any potential barriers to equality and inclusion. Where appropriate, we have considered measures to support access and mitigate barriers.

We can make reasonable adjustments for students with disabilities to reduce barriers to accessing assessments. For this reason, very few students will have a complete barrier to any part of the assessment.

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It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications document *Access Arrangements and Reasonable Adjustments*, available at www.jcq.org.uk

8.4   Contact details

If you have any queries about this specification, please contact the relevant CCEA staff member or department:

- Specification Support Officer: Joan Jennings
  (telephone: (028) 9026 1200, extension 2552, email: jjennings@ccea.org.uk)

- Subject Officer: Deborah McGuffin
  (telephone: (028) 9026 1200, extension 2444, email: dmcguffin@ccea.org.uk)

- Examination Entries, Results and Certification
  (telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)

- Examiner Recruitment
  (telephone: (028) 9026 1243, email: appointments@ccea.org.uk)

- Distribution
  (telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)

- Support Events Administration
  (telephone: (028) 9026 1401, email: events@ccea.org.uk)

- Moderation
  (telephone: (028) 9026 1200, extension 2236, email: moderationteam@ccea.org.uk)

- Business Assurance (Complaints and Appeals)
  (telephone: (028) 9026 1244, email: complaints@ccea.org.uk. or appealsmanager@ccea.org.uk)

Appendix

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks May contain one or more tasks
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding organisation, taken under specified conditions (including detailed supervision and duration) and marked by the awarding organisation
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to: • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
Limited supervision (Limited level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	A scheme detailing how credit is to be awarded in relation to a particular unit, component or task Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts May also include information about unacceptable answers
Task	A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects
Task marking	Specifies the way in which credit is awarded for candidates' outcomes Involves the use of mark schemes and/or marking criteria produced by the awarding organisation
Task setting	The specification of the assessment requirements Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.
Task taking	The conditions for candidate support and supervision, and the authentication of candidates' work Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.
Unit	The smallest part of a qualification that is formally reported May comprise separately assessed components

Summary of Changes since First Issue

(All changes are indicated in red)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	First issue
Version 2	28 November 2019	6,11 and 19	Task release date changed from December to November
		27	Contact details updated