GCSE
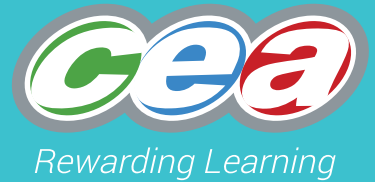
CCEA GCSE Specification in

Business and Communication Systems

Updated: 9 April 2019

For first teaching from September 2017
For first assessment in Summer 2018
For first award in Summer 2019
Subject Code: 8240

Rewarding Learning

Contents

Updated: 9 April 2019

Glossary of Terms for Controlled Assessment Regulations

This specification is available online at www.ccea.org.uk

Updated: 9 April 2019

1 Introduction

This specification sets out the content and assessment details for our GCSE course in Business and Communication Systems. 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.

The 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:

- engage actively in the study of business and digital technology in order to develop as effective and independent learners and critical and reflective thinkers with enquiring minds;
- recognise that their knowledge of business and the use of software applications will provide a sound basis for a future role as employee or employer;
- understand the changing role of digital technologies in business and economic activities;
- develop skills and understanding in the use of software applications;
- use software applications to develop digital solutions to enhance business activities; and
- be inspired by following a broad, coherent, satisfying and worthwhile course that could lead to further study.

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.
- It offers students the opportunity to complete Unit 1: Software Applications for Business in the first year of teaching.
- It emphasises uses of software applications that enhance business activity and communication.
- It develops skills that are useful in many careers.
- It reflects the way business is changing because of digital technology.

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 8240.

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: **Software Applications for Business**	External computer-based examination 2 hours Students complete tasks using a range of software applications.	40%	Summer from 2018
Unit 2: **The Business Environment**	External written examination 1 hour Structured questions	35%	Summer from 2019
Unit 3: **Developing Digital Solutions**	Controlled assessment Students project manage and develop a digital solution for a given problem within a business context. Teachers mark the tasks, and we moderate the results.	25%	Summer from 2019

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 three units. The content of each unit and the respective learning outcomes appear below.

3.1   Unit 1: Software Applications for Business

Software applications play a vital role in business. They add value by increasing efficiency and they can reduce the amount of time tasks take and improve record keeping. They can also enhance the ways in which businesses communicate with their stakeholders.

In this unit, students learn about relevant functions in software applications and develop their skills in using them in business contexts. When using software applications, students should be aware of standard ways of working and best practice approaches.

Pre-release data files will be available on our website before the examination. These will be in formats compatible with Microsoft Office (version 10 and above, and Microsoft Office 365).

If centres are not using this software, they should ensure that they convert the files into the appropriate format. Centres should seek guidance from us on this process.

Content	Learning Outcomes

File management
 	
Common software application tasks
	Students should be able to:
	
	• save, rename and delete files;
	
	• organise files in folders and subfolders;
	
	• use meaningful file and folder names;
	
	• understand the need for and use templates appropriately;
	
	• use the following standard formatting techniques effectively:
	  − bold, italics, underline and shading;
	  − line spacing; and
	  − text alignment;
	
	• cut, copy and paste text and images; and
	
	• insert a header and footer.

Content	Learning Outcomes

Common software application tasks (cont.)
 	
Word processing software
	Students should be able to:
	
	• insert an image appropriately;
	
	• use a spellchecker;
	
	• change the orientation of a document;
	
	• insert images and charts from other sources;
	
	• insert shapes, hyperlinks and tables effectively;
	
	• wrap text;
	
	• use pagination;
	
	• produce the following professional business documents:
	  − business letter;
	  − business report;
	  − poster; and
	  − data capture form;
	
	• complete a mail merge with an existing data source;

Spreadsheet software	• create or modify a spreadsheet from given information (maximum two worksheets); • use rows and columns appropriately; • format cells appropriately; • sort data into numerical, alphabetical and chronological order; and • filter data.

Content	Learning Outcomes

Spreadsheet software (cont.)	Students should be able to:
	
	• use the following built-in functions:
	  − sum;
	  − average;
	  − max;
	  − min;
	  − if; and
	  − count;
	
	• create, replicate and use formulae appropriately;
	
	• demonstrate understanding of the need for data validation;
	
	• apply data validation to cells to carry out range checks and length checks;
	
	• use relative and absolute cell referencing;
	
	• use data in a spreadsheet to create charts;
	
	• use the following chart formats:
	  − bar chart;
	  − pie chart; and
	  − line graph;
	
	• insert an appropriate title;
	
	• insert labels on axes;
	
	• show data values;
	
	• insert appropriate data legends; and
	
	• print formulae, data and charts.

Content	Learning Outcomes
Database software	Students should be able to: • create and modify a structure for a relational database (two tables); • understand and use the following data types appropriately: − text; − numeric; − date/time; and − Boolean; • understand the need for primary keys and foreign keys; • use primary keys and foreign keys; • understand and create the following relationships between tables: − one to one; and − one to many; • add, amend and delete records; • understand the need for and perform the following validation on fields: − range check; − presence check; and − type check; • create and modify data capture forms; • create SELECT queries to search a database with a single criterion and with multiple criteria; and • create and modify database reports from a table or a query: − using grouping and sorting; − inserting images appropriately; and − producing a professional database report.

Content	Learning Outcomes
Presentation software	Students should be able to: • create or modify a presentation from a given scenario; • understand the need for, create and use a master slide; • format slide backgrounds; • use action buttons appropriately (for navigation); • insert hyperlinks; • use slide transitions and animations appropriately; • create notes for slides; • create a slide show with timings; • reorder slides; • print slides in the following formats: − full size; − handout; and − notes;
Web authoring software	• create a website; • use appropriate page layout techniques; • insert multimedia appropriately; • insert the following appropriately: − interactive button; − scrolling marquee; − mouse rollover; − online form; and − hyperlinks; • use navigation appropriately; and
Web browsing software	• preview the website in a browser.

Content	Learning Outcomes
Internet searching	Students should be able to: • carry out an advanced search on the internet; • refine a search;
Email software	• create and send an email; • prioritise an email; • add an attachment to an email; • understand the need for and use cc and bcc in an email; and • understand the need for and use a distribution list.

3.2 Unit 2: The Business Environment

In this unit, students gain a broad introduction to the business world. They learn about recruitment, selection, training and marketing, as well as the implications of digital technology for business.

Students consider different roles, including stakeholders and customers, as well as how best to communicate a message. They look at all these factors in the context of the changing nature of business today.

Content	Learning Outcomes

Types of business ownership	Students should be able to:
	
	• explain why and how a business starts;
	
	• identify and describe the following main types of business ownership in the private sector:
	  − sole trader;
	  − partnership;
	  − private limited company; and
	  − public limited company;
	
	• analyse and evaluate the main types of business ownership in the private sector;

Stakeholders	• define the term stakeholder;
	
	• demonstrate knowledge and understanding of the following stakeholder groups and explain their interest in a business:
	  − owners and shareholders;
	  − managers and employees;
	  − competitors;
	  − suppliers;
	  − consumers;
	  − financial institutions;
	  − trade unions; and
	  − local community; and
	
	• discuss how the aims of these stakeholders may be in conflict.

Content	Learning Outcomes

Communication	Students should be able to:
	
	• demonstrate knowledge and understanding of why effective communication is important in business;
	
	• demonstrate knowledge and understanding of the following business documents:
	  – business report;
	  – business letter;
	  – agenda; and
	  – minutes;
	
	• analyse and evaluate the following different ways in which a business can communicate digitally:
	  – social media;
	  – websites;
	  – intranet;
	  – video conferencing;
	  – Voice over Internet Protocol (VoIP); and
	  – email;
	
	• evaluate the impact digital technology has on business communication;

Digital trading	• define the term digital trading; • analyse and evaluate digital trading for a business and customers;

Recruitment	• identify, describe and evaluate the following main methods of internal recruitment:
	  – noticeboard;
	  – newsletter;
	  – email; and
	  – intranet; and
	
	• identify, describe and evaluate the following methods of external recruitment:
	  – media;
	  – internet;
	  – job centres; and
	  – private recruitment agencies.

Content	Learning Outcomes
Recruitment (cont.)	Students should be able to: • recommend the most suitable method of recruitment for a given situation;

Selection	• identify, describe and evaluate the following main methods of selection:
	  − application form and/or digital application form;
	  − curriculum vitae (CV);
	  − testing;
	  − interview; and
	  − presentation;
	
	• recommend the most suitable method of selection for a given situation;
	
	• identify and describe what makes an effective application;
	
	• identify and describe how to prepare for an interview and presentation;

Training	• demonstrate and apply knowledge and understanding of the following reasons for staff training:
	  − induction;
	  − health and safety;
	  − continuing professional development;
	  − changes in procedures;
	  − legislation; and
	  − new technology;
	
	• demonstrate and apply knowledge and understanding of the following benefits of staff training:
	  − increasing productivity;
	  − remaining competitive;
	  − increasing staff motivation; and
	  − improving health and safety; and
	
	• identify, describe and evaluate the main methods of training:
	  − on-the-job; and
	  − off-the-job.

Content	Learning Outcomes
Training (cont.)	Students should be able to: • justify the most appropriate method of training for particular circumstances;

Implications of digital technology for business and customers	• demonstrate knowledge and understanding of how digital technology has affected business in the following areas:
	  − retraining;
	  − job displacement;
	  − job creation; and
	  − teleworking;
	
	• demonstrate knowledge and understanding of how a business can use the following digital technologies and their implications:
	  − Radio Frequency Identification (RFID);
	  − Global Positioning System (GPS) tracking; and
	  − contactless payment;
	
	• evaluate the impact that digital technology has had on business and customers, particularly in relation to:
	  − security and/or e-safety;
	  − costs;
	  − training; and
	  − legislation (students should be aware of the contents of the following: the Data Protection Act 1998, the Copyright, Designs and Patents Act 1988 (Amendment) Regulations 2010 and the Computer Misuse Act 1990);

Marketing	• demonstrate knowledge and understanding of the term marketing;

Market research	• demonstrate knowledge and understanding of the different methods of market research:
	  − primary (field) research; and
	  − secondary (desk) research;
	
	• analyse and evaluate the different methods of market research; and
	
	• recommend the most suitable method for particular circumstances.

Content	Learning Outcomes
Market research (cont.)	Students should be able to: • analyse the impact digital technology has on the market research process;
Marketing mix **Product**	• demonstrate knowledge and understanding of the product life cycle and strategies used to extend it; • analyse the impact digital technology has on the marketing mix;

Price	• demonstrate knowledge and understanding of the following aspects of pricing:
	  – cost-plus pricing;
	  – competitor-based pricing;
	  – penetration; and
	  – skimming;

Promotion	• demonstrate knowledge and understanding of advertising and sales promotion; and
Place	• demonstrate knowledge and understanding of channels of distribution.

3.3   Unit 3: Developing Digital Solutions

In this unit, students use the skills they have developed in Units 1 and 2 to plan and develop a digital solution for a business. This unit is synoptic; it tests students' understanding of the connections between the different elements of the subject.

Content	Learning Outcomes
Planning and research	Students should be able to: • demonstrate knowledge, understanding and application of a Gantt chart; • complete research to plan a digital solution;
Using software applications	• use appropriate software to develop a digital solution; and
Evaluation	• evaluate the digital solution and their own performance.

4 Scheme of Assessment

4.1 Assessment opportunities

For the availability of examinations and controlled assessment, see Section 2.

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 recall, select and communicate their knowledge and understanding of concepts, issues and terminology;

AO2 apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks; and

AO3 analyse and evaluate products, make reasoned judgements and present appropriate conclusions.

4.3 Assessment objective weightings

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

Assessment Objective	Unit Weighting (%)			Overall Weighting (%)
	External Assessment		Controlled Assessment	
	Unit 1	Unit 2	Unit 3	
AO1	10	10	5	25
AO2	25	15	10	50
AO3	5	10	10	25
Total Weighting	40	35	25	100
A tolerance of +/-3% is applicable to the weightings above.				

4.4 Quality of written communication

In GCSE Business and Communication Systems, 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 concepts, theories, issues and current practice in business. They understand and use business terminology accurately and appropriately. They plan and carry out effectively a range of investigations and tasks using a wide range of skills competently. They apply their knowledge and critical understanding effectively to select and organise information from a wide range of sources, and to investigate business organisations in a variety of contexts. They use and evaluate quantitative and qualitative evidence effectively with a high degree of accuracy to analyse problems and issues, and make informed and reasoned judgements to present reasoned and substantiated conclusions.
C	Candidates recall, select and communicate sound knowledge and understanding of concepts, theories, issues and current practice in business. They use business terminology appropriately. They plan and carry out investigations and tasks using a range of skills appropriately. They apply their knowledge and understanding to select and organise relevant information from a variety of sources to investigate business organisations in different contexts. They use and evaluate evidence to analyse problems and issues with some accuracy, make reasoned judgements and present conclusions that are supported by evidence.

Grade	Description
F	Candidates demonstrate knowledge and understanding of some basic aspects of concepts, theories, issues and current practice in business. They communicate their ideas using everyday language. They use some basic business terminology. They carry out straightforward investigations and tasks using a limited range of skills. They apply some knowledge and understanding to select and organise basic information from a limited range of sources to investigate business organisations. They identify some evidence to analyse problems and issues and make judgements. They present simple conclusions that are sometimes supported by evidence.

6   Guidance on Controlled Assessment

6.1   Controlled assessment review

We will review our controlled assessment tasks every year to ensure that they continue 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:

- decision-making, using data and problem solving; and
- analysis and evaluation.

6.3   Level of control

Rules for controlled assessment in GCSE Business and Communication Systems 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 in all three tasks is high. This means that we set the tasks.

Students must complete all tasks.

Task	Marks Available	Controlled Assessment Weighting (%)	Overall Qualification Weighting (%)
1	10	20	5
2	25	50	12.5
3	15	30	7.5
Total	50	100	25

Centres have the opportunity to contextualise the controlled assessment tasks 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

There are different levels of control in the tasks.

Areas of Control	Detail of Control
Authenticity	**Task 1: Planning and Research** • Candidates carry out planning and research under a medium level of control. • They complete this task under informal supervision. • Teachers must be able to authenticate candidates' work. • Teachers must ensure that candidates acknowledge and reference any sources used. **Task 2: Using Software Applications** • Candidates complete their work under a high level of control. • Under formal supervision, candidates use an ICT package that supports business. • Candidates can have access to Task 1. • Teachers must be able to authenticate candidates' work. • Teachers must ensure that candidates acknowledge and reference any sources used. **Task 3: Evaluation** • Candidates complete their work under a high level of control. • They complete their evaluation under formal supervision. • Candidates can have access to Tasks 1 and 2. • Teachers must be able to authenticate candidates' work. • Teachers must ensure that candidates acknowledge and reference any sources used.

Feedback	The following guidance applies to all tasks.
	
	• Teachers should guide and supervise candidates on the following:
	  – monitoring progress;
	  – preventing plagiarism;
	  – complying with health and safety requirements;
	  – ensuring that work is completed in accordance with this specification's requirements; and
	  – ensuring that work can be assessed in accordance with the procedures and marking criteria.
	• Candidates should reach their own conclusions.

Areas of Control	Detail of Control
Time Limit	The overall limit for the three tasks is 20 hours. The suggested time allocation for each task is as follows; however, it is up to candidates to manage their time to complete all three tasks within the 20 hours allocated. **Task 1 – 3 hours** **Task 2 – 12 hours** **Task 3 – 5 hours**
Collaboration	Candidates must complete all tasks independently.
Resources	The following guidance applies to all tasks. • 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 any resources that they access via the internet.

6.6   Task marking

The level of control for task marking in all three tasks is medium. Teachers mark the controlled assessment tasks 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.

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 1 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 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: • make oral and written summaries, reports and presentations, taking account of audience and purpose, *for example presentation of the marketing mix for a given product or service*;   • participate in discussions, debates and interviews, *for example carrying out interviews to collect primary research*; and   • interpret, analyse and present information in oral, written and ICT formats*, for example analysis of primary and secondary research*.
Using Mathematics
Students should be able to: • select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, *for example use of spreadsheet functions and formulae*;   • interpret and analyse a wide range of mathematical data, *for example analysis of market research results*;   • assess probability and risk in a range of simulated and real-life contexts, *for example understand risks associated with unlimited liability*; and   • present mathematical data in a variety of formats which take account of audience and purpose, *for example use of bar charts, pie charts and line graphs from an existing data source*.
Using ICT
Students should be able to make effective use of information and communications technology in a wide range of contexts to access, manage, select and present information, including mathematical information, *for example secondary research online, collation and graphical presentation of data and use of spreadsheets for financial data.*

7.2   Thinking Skills and Personal Capabilities at Key Stage 4

Self-Management
Students should be able to: • plan work, *for example planning research within a given time*; • set personal learning goals and targets to meet deadlines*, for example working out specific, measurable, achievable, realistic and time-constrained (SMART) objectives*; • monitor, review and evaluate their progress and improve their learning, *for example reflect on their contribution to group work*; and • effectively manage their time, *for example plan, research and develop a web page*.
Working with Others
Students should be able to: • learn with and from others through co-operation, *for example working in groups, carry out research to find information needed for business documents*; • participate in effective teams and accept responsibility for achieving collective goals, *for example working in small groups to decide on relevant information*; and • listen actively to others and influence group thinking and decision-making, taking account of others' opinions, *for example when communicating a balanced point of view with logical conclusions*.

Problem Solving
Students should be able to: • identify and analyse relationships and patterns, *for example using relevant formulae to analyse data in a spreadsheet*; • propose justified explanations, *for example use research to justify a decision*; • reason, form opinions and justify their views, *for example when presenting a digital solution for a given problem within a business context*; • analyse critically and assess evidence to understand how information or evidence can be used to serve different purposes or agendas, *for example be aware of bias in advertising and promotions*; • analyse and evaluate multiple perspectives, *for example understand the importance of legislation to protect employers and employees*; • explore unfamiliar views without prejudice, *for example consider the perspectives of a range of stakeholders in a business decision*; • weigh up options and justify decisions, *for example use financial information to make and justify a decision*; and • apply and evaluate a range of approaches to solve problems in familiar and novel contexts, *for example using the full breadth of knowledge to plan reasoned solutions to business issues*.

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 Business and Communication Systems 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;
- resource materials;
- centre support visits;
- support days for teachers;
- agreement trials;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list; 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.

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: Nuala Tierney
  (telephone: (028) 9026 1200, extension 2292, email: ntierney@ccea.org.uk)

- Subject Officer: Crea McCormick
  (telephone: (028) 9026 1200, extension 2239, email: cmccormick@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 |