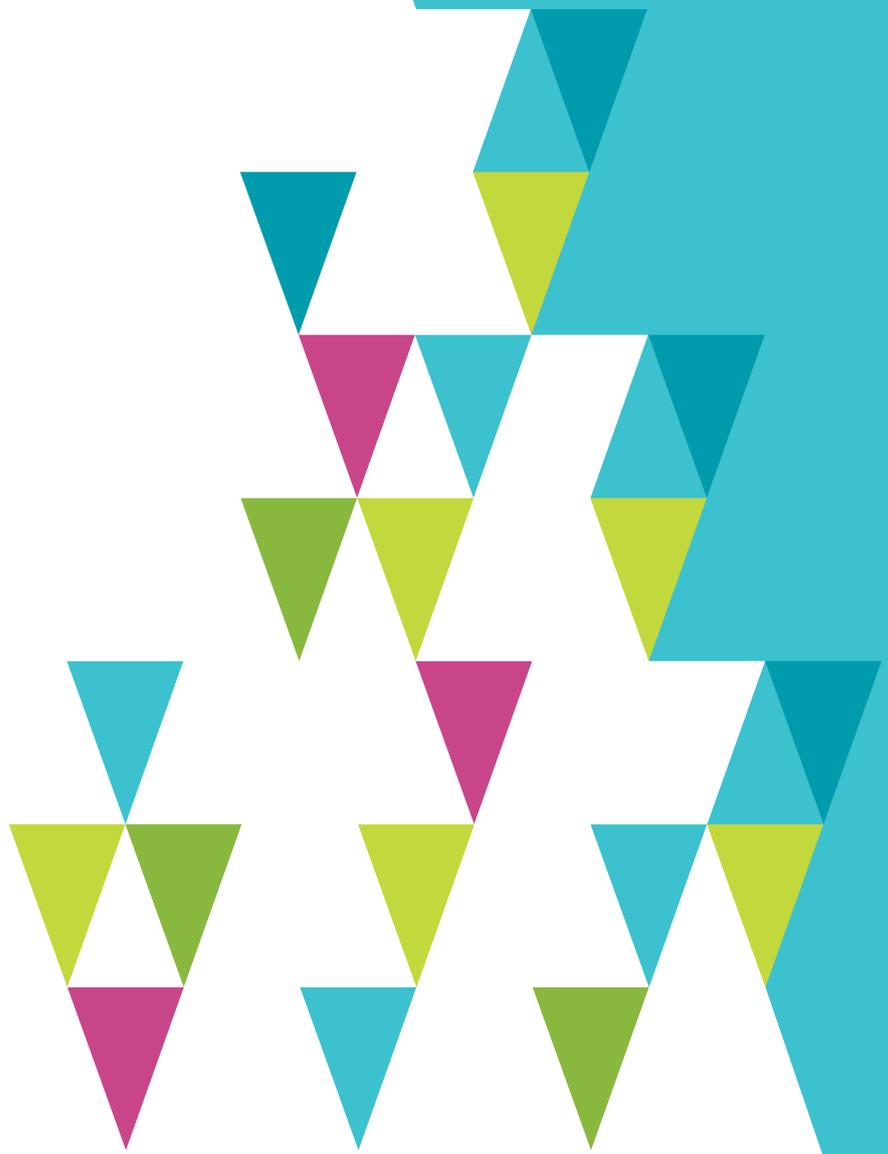


GCSE



# CCEA GCSE Specification in Motor Vehicle and Road User Studies

For first teaching from September 2017  
For first assessment in Summer 2019  
For first award in Summer 2019  
Subject Code: 3070





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Subject Code            3070

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# 1 Introduction

This specification sets out the content and assessment details for our GCSE course in Motor Vehicle and Road User Studies. 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](http://www.ccea.org.uk)

## **1.1 Aims**

This specification aims to encourage students to:

- develop interest in and appreciation of the motor vehicle;
- develop understanding of the legal liabilities of being a road user;
- develop knowledge and understanding of the responsibilities of vehicle ownership;
- develop a positive and understanding attitude to the use of the road and to other road users;
- develop awareness of the interaction between the road user, the environment and the vehicle;
- develop respect for the safety of road users;
- learn to act decisively and positively at the scene of a road traffic collision;
- acquire the knowledge and skills needed for the use of a powered vehicle;
- develop understanding of the mathematical, scientific and technological principles of motor vehicles;
- develop knowledge and understanding of routine vehicle maintenance; and
- acquire a range of practical and communication skills appropriate to the subject.

## **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 includes a practical riding activity, which uses a moped (under 50 cc) supplied by the centre.
- It includes an investigative study of a real-life traffic situation.
- It is supported by the Department for Infrastructure (Northern Ireland).
- It prepares students for careers in areas such as motor vehicle maintenance and repair, insurance, driving instruction, and technology and design.
- It supports progression to further study, higher education, 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 3070.

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	Weighting	Availability
<b>Unit 1: Motor Vehicle and Road User Theory</b>	<p>External written examination</p> <p>1 hour 45 mins</p> <p>Students answer questions on the following areas:</p> <ul style="list-style-type: none"> <li>• Vehicle Control and Road User Behaviour;</li> <li>• Legal Requirements;</li> <li>• Road Transport and Its Effects on Society;</li> <li>• Motoring Mathematics;</li> <li>• Collision Procedures; and</li> <li>• Motor Vehicle Technology.</li> </ul>	50%	Summer from 2019
<b>Unit 2: Investigative Study</b>	<p>Controlled assessment</p> <p>Students collect data on a moving traffic situation. They may do this in groups.</p> <p>Students write the investigative study. They must do this individually.</p> <p>Teachers mark the task, and we moderate the results.</p>	25%	Summer from 2019
<b>Unit 3: Practical Riding Activity</b>	<p>Controlled assessment</p> <p>Students carry out a moped riding activity to demonstrate skills of vehicle control and roadcraft.</p> <p>Teachers mark the task, and we moderate the results.</p>	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: Motor Vehicle and Road User Theory

This unit is divided into six sections:

- Vehicle Control and Road User Behaviour;
- Legal Requirements;
- Road Transport and Its Effects on Society;
- Motoring Mathematics;
- Collision Procedures; and
- Motor Vehicle Technology.

##### Vehicle Control and Road User Behaviour

This section explores the driver’s and the pedestrian’s safe use of the road and demonstrates how this is a combination of many factors. Teachers should spend approximately 50 percent of the allocated teaching time for the unit on this section.

Content	Learning Outcomes
<b>The Highway Code</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of:                             <ul style="list-style-type: none"> <li>– the need for laws, rules and disciplined behaviour;</li> <li>– the role of the Highway Code as a book of rules and advice;</li> <li>– actual road user behaviour, comparing it with what the code recommends;</li> <li>– road markings and reflective road studs;</li> <li>– road signs (shape and colour, to give orders, warnings and information);</li> <li>– the significance of the colour of signs, markings and signals;</li> <li>– how to give and use appropriate signals;</li> <li>– signals (primary and secondary light signals and signals given by authorised persons, drivers and others);</li> <li>– road traffic collisions (the main risks and causes, and how the government, law enforcement agencies, motor vehicle manufacturers and individuals minimise risks);</li> <li>– the Cycling Proficiency Scheme; and</li> <li>– the need for rules covering all classes of road use and road user.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Driving and riding under adverse conditions</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of:                             <ul style="list-style-type: none"> <li>– protective clothing and the need to be conspicuous; and</li> <li>– the distinctive properties of reflective and fluorescent materials;</li> </ul> </li> <li>• demonstrate knowledge and understanding of:                             <ul style="list-style-type: none"> <li>– materials with a combination of qualities;</li> <li>– suggested protective aids for all categories of road user;</li> <li>– problems associated with heavy rain for both pedestrian and vehicle user (wet clothing, hoods, umbrellas, slippery roads and footpaths, and misted windows);</li> <li>– the need for longer stopping distances and drying out brakes; and</li> <li>– the use of headlights;</li> </ul> </li> </ul>
<p><b>Aquaplaning</b></p>	<ul style="list-style-type: none"> <li>• demonstrate understanding of how to avoid aquaplaning and the risks of:                             <ul style="list-style-type: none"> <li>– heavy rain;</li> <li>– standing water;</li> <li>– worn tyres; and</li> <li>– excessive speed;</li> </ul> </li> </ul>
<p><b>Driving at night</b></p>	<ul style="list-style-type: none"> <li>• demonstrate knowledge of:                             <ul style="list-style-type: none"> <li>– lighting up time;</li> <li>– the checking of all lights, front and rear;</li> <li>– the need for focus and alignment of main and dipped beams;</li> <li>– the procedure when following or meeting other vehicles after dark;</li> <li>– headlight flashing; and</li> <li>– parking at night; and</li> </ul> </li> </ul>
<p><b>Fog</b></p>	<ul style="list-style-type: none"> <li>• demonstrate understanding of:                             <ul style="list-style-type: none"> <li>– the effect of fog on seeing and hearing;</li> <li>– fog as a major cause of motorway collisions;</li> <li>– changes in fog density;</li> <li>– recommended precautions; and</li> <li>– correct use of front and rear fog lamps.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Snow</b></p> <p><b>Ice</b></p> <p><b>Strong winds</b></p> <p><b>Low sun</b></p> <p><b>Physical and mental fitness of the driver</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of:               <ul style="list-style-type: none"> <li>– the loss of visibility caused by snow;</li> <li>– the need for increased spacing between vehicles to allow for longer stopping distances;</li> <li>– the particular difficulty caused by hills;</li> <li>– the danger of vehicles going out of control; and</li> <li>– the need to keep windows and wheel arches clear;</li> </ul> </li> <li>• demonstrate understanding of:               <ul style="list-style-type: none"> <li>– braking distances;</li> <li>– black ice;</li> <li>– de-icing equipment; and</li> <li>– motorcyclists’ problems;</li> </ul> </li> <li>• demonstrate understanding of:               <ul style="list-style-type: none"> <li>– the terms crosswind and headwind;</li> <li>– the particular problems on motorways and exposed roads (high sided vehicles and winds funnelled through gaps);</li> <li>– the special problems for motorcycles, high sided vehicles and roof racks; and</li> <li>– dangers when overtaking;</li> </ul> </li> <li>• demonstrate understanding of:               <ul style="list-style-type: none"> <li>– glare from the sun; and</li> <li>– deep shadows; and</li> </ul> </li> <li>• demonstrate understanding of:               <ul style="list-style-type: none"> <li>– how the influence of alcohol and/or drugs can impair driving skills by having an adverse effect on balance and the decision-making process;</li> <li>– how prescribed drugs may have an adverse effect on driving (specific names of drugs are not required);</li> <li>– the interaction of prescribed drugs and alcohol; and</li> <li>– blood alcohol concentration (BAC), legal limits and the penalties on conviction.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Age</b></p> <p><b>Disability</b></p> <p><b>Fatigue</b></p> <p><b>Emotional state</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of:               <ul style="list-style-type: none"> <li>– how ageing affects driving;</li> <li>– the effects of old age on the senses; and</li> <li>– slower reactions;</li> </ul> </li> <li>• demonstrate understanding of and empathy with older road users, child pedestrians and cyclists;</li> <li>• demonstrate understanding of:               <ul style="list-style-type: none"> <li>– special considerations required for disabled drivers and pedestrians, people with guide dogs or wheelchairs and alterations vehicles may need; and</li> <li>– the many forms of disability, some requiring more special consideration than others;</li> </ul> </li> <li>• demonstrate understanding of fatigue and associated factors:               <ul style="list-style-type: none"> <li>– long journeys by day and night;</li> <li>– the monotony of motorway driving;</li> <li>– route planning, regular stops and refreshment; and</li> <li>– good ventilation; and</li> </ul> </li> <li>• demonstrate understanding of the effects of the following emotional states, which may contribute to accidents:               <ul style="list-style-type: none"> <li>– frustration;</li> <li>– anger;</li> <li>– aggression; and</li> <li>– emotional disturbance.</li> </ul> </li> </ul>



Content	Learning Outcomes
<b>Methods to reduce road traffic collisions</b>	Students should be able to: <ul style="list-style-type: none"><li>• evaluate the effects of:<ul style="list-style-type: none"><li>– the various efforts being made to reduce road traffic collisions (education, training and publicity);</li><li>– the introduction and enforcement of relevant laws;</li><li>– engineering-related efforts (the design of safer roads); and</li><li>– the introduction of vehicle safety features (primary and secondary safety).</li></ul></li></ul>

## Legal Requirements

This section covers the important legal requirements for driving and owning a vehicle. Teachers should spend approximately 10 percent of the allocated teaching time for the unit on this section.

Content	Learning Outcomes
<p><b>Motor insurance</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of:                             <ul style="list-style-type: none"> <li>– the need for insurance and the legal requirement for the road user to have motor insurance;</li> <li>– how to insure a car;</li> <li>– the basic working principles used by insurance companies to meet their legal obligations; and</li> <li>– the different types of insurance cover available (third party; third party, fire and theft; and comprehensive);</li> </ul> </li> <li>• analyse and evaluate the following factors that affect the cost of insurance:                             <ul style="list-style-type: none"> <li>– make of vehicle;</li> <li>– performance;</li> <li>– engine capacity;</li> <li>– vehicle security;</li> <li>– the age of the vehicle;</li> <li>– the age and/or experience of the driver;</li> <li>– driving record;</li> <li>– area of residence;</li> <li>– type of use; and</li> <li>– type of cover; and</li> </ul> </li> <li>• demonstrate understanding of what the insured person should do following a collision.</li> </ul>

Content	Learning Outcomes
<p><b>Terminology used by insurance companies</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the terms:                             <ul style="list-style-type: none"> <li>– broker;</li> <li>– agent;</li> <li>– proposer;</li> <li>– proposal form;</li> <li>– utmost good faith;</li> <li>– declined risk;</li> <li>– policy;</li> <li>– premium;</li> <li>– certificate;</li> <li>– cover note;</li> <li>– policy holder;</li> <li>– excess;</li> <li>– indemnity;</li> <li>– personal liability;</li> <li>– renewal notice;</li> <li>– no claims discount; and</li> <li>– protected bonus; and</li> </ul> </li> </ul>
<p><b>Documentation</b></p>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the following documentation and requirements associated with driving and owning a vehicle:                             <ul style="list-style-type: none"> <li>– provisional driving licence;</li> <li>– minimum age requirements for different types of vehicle;</li> <li>– the driving test;</li> <li>– obtaining a full licence;</li> <li>– R (restricted) plates;</li> <li>– vehicle excise duty (VED);</li> <li>– Vehicle Registration Certificate/V5C (NI) (tax book);</li> <li>– Statutory Off Road Notification (SORN);</li> <li>– insurance certificate;</li> <li>– insurance policy;</li> <li>– insurance cover note;</li> <li>– Vehicle Test Certificate (MOT);</li> <li>– passenger carrying vehicle (PCV) and large goods vehicle (LGV) driving licences; and</li> <li>– seat belt exemptions (when they are required and how they are obtained).</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>The vehicle</b></p> <p><b>Helmets</b></p> <p><b>Other</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of:               <ul style="list-style-type: none"> <li>– tyres (legal requirements and tyre sizes);</li> <li>– seat belts (types of seat belt, compulsory wearing, exemptions and rear seat belts);</li> <li>– child restraints;</li> <li>– harnesses;</li> <li>– anchorages; and</li> <li>– air bags;</li> </ul> </li> <li>• demonstrate knowledge and understanding of helmets, considering:               <ul style="list-style-type: none"> <li>– styles (jet style/open face and full face);</li> <li>– the requirements of the British Standards Institution (BSI); and</li> <li>– materials used in their manufacture; and</li> </ul> </li> <li>• demonstrate knowledge and understanding of the need for efficient:               <ul style="list-style-type: none"> <li>– wipers;</li> <li>– washers;</li> <li>– horn;</li> <li>– lighting;</li> <li>– steering; and</li> <li>– brakes.</li> </ul> </li> </ul>

## Road Transport and Its Effects on Society

This section explores the background to modern road traffic systems and traffic law. Teachers should spend approximately five percent of allocated teaching time for the unit on this section.

Content	Learning Outcomes
<p><b>Development of the modern road system and traffic management</b></p> <p><b>Development of the internal combustion engine</b></p> <p><b>Development of motor transport: from horseless carriages to hybrid vehicles</b></p> <p><b>Motoring laws (See Appendix 2 for further details)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of:                             <ul style="list-style-type: none"> <li>– the language associated with motorway use;</li> <li>– the differences between motorways and all other roads;</li> <li>– the development of modern roads (motorways, autostrada and autobahns); and</li> <li>– the need to manage traffic in an urban environment and one way streets (parking restrictions, pedestrianisation and traffic calming);</li> </ul> </li> <li>• demonstrate knowledge of when the first internal combustion engines were built and their application to motor transport;</li> <li>• demonstrate knowledge of:                             <ul style="list-style-type: none"> <li>– local transport before the introduction of motor cars;</li> <li>– the introduction of large numbers of mass-produced vehicles and their production on assembly lines;</li> <li>– the development of the motor car in the twentieth and early twenty-first centuries;</li> <li>– the health and safety aspects of hybrid vehicles; and</li> <li>– the link between road traffic collision prevention and motor vehicle technology; and</li> </ul> </li> <li>• demonstrate knowledge and understanding of the historical background to present day motoring laws:                             <ul style="list-style-type: none"> <li>– the Locomotive Act (The Red Flag Act) 1865;</li> <li>– the Motor Car Act 1903;</li> <li>– the Road Traffic Act (Northern Ireland) 1955;</li> <li>– the Road Traffic Act 1967;</li> <li>– the Road Traffic (Northern Ireland) Order 1981;</li> <li>– the Road Traffic (Seat Belts) (Northern Ireland) Order 1982;</li> <li>– the Road Traffic (Amendment) (Northern Ireland) Order 1991;</li> <li>– the Road Traffic Offenders (Northern Ireland) Order 1996;</li> <li>– the Road Traffic (Northern Ireland) Order 2007; and</li> <li>– changes to motoring laws since 2014.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Social and environmental effects of pollution</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the dangers of exposure to:                             <ul style="list-style-type: none"> <li>– carbon monoxide;</li> <li>– oxides of nitrogen;</li> <li>– sulphur dioxide;</li> <li>– lead;</li> <li>– carbon dioxide;</li> <li>– hydrocarbons; and</li> <li>– the build-up of gases in the atmosphere;</li> </ul> </li> <li>• demonstrate understanding of the effects of noise pollution on individuals and communities, including:                             <ul style="list-style-type: none"> <li>– damage to hearing; and</li> <li>– annoyance to those living near busy roads;</li> </ul> </li> <li>• analyse and evaluate the effectiveness of efforts to reduce motor vehicle pollution through:                             <ul style="list-style-type: none"> <li>– legislative and other means;</li> <li>– unleaded fuel; and</li> <li>– improved technology (including stop/start technology and hybrid and electric cars);</li> </ul> </li> <li>• demonstrate knowledge and understanding of the conflicts between road planning and land use;</li> <li>• demonstrate knowledge and understanding of the effects of the motor industry on alternative transport systems;</li> <li>• demonstrate knowledge and understanding of why petrol stations no longer offer four-star petrol;</li> <li>• demonstrate knowledge and understanding of why sound insulation is so important; and</li> <li>• demonstrate knowledge and understanding of why protection of the environment matters.</li> </ul>

## Motoring Mathematics

This section explores the financial implications of owning and driving a motor vehicle. Simple calculations may be set on each of the sub-sections in the following table. Teachers should spend approximately 10 percent of the allocated teaching time for the unit on this section.

Content	Learning Outcomes
<b>Buying a vehicle</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the variety of ways of purchasing a vehicle and evaluate the pros and cons of each method, considering:               <ul style="list-style-type: none"> <li>– warranties;</li> <li>– straight sale;</li> <li>– trade in;</li> <li>– new or second hand;</li> <li>– buying from a garage or privately;</li> <li>– advantages and disadvantages of ready cash;</li> <li>– the use of credit facilities;</li> <li>– bank loans;</li> <li>– monthly repayments;</li> <li>– annual percentage rate (APR);</li> <li>– finance companies; and</li> <li>– leasing;</li> </ul> </li> </ul>
<b>Standing costs</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of various standing costs of motoring and evaluate the comparative costs of different modes of transport, considering:               <ul style="list-style-type: none"> <li>– driving licence;</li> <li>– road tax;</li> <li>– insurance;</li> <li>– depreciation; and</li> <li>– vehicle test (MOT test); and</li> </ul> </li> </ul>
<b>Running costs</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of various running costs of motoring and evaluate the comparative costs of different modes of transport, considering:               <ul style="list-style-type: none"> <li>– payment methods (monthly accounts and credit cards);</li> <li>– inducements;</li> <li>– oil and petrol purchase;</li> <li>– servicing and repairs;</li> <li>– garage versus DIY; and</li> <li>– replacements (tyres, brakes, wiper blades, bulbs and exhausts).</li> </ul> </li> </ul>



## Collision Procedures

This section deals with the procedures recommended in the event of a road traffic collision. Teachers should spend approximately five percent of the allocated teaching time for the unit on this section.

Content	Learning Outcomes
<p><b>Precautions</b></p> <p><b>Involvement in a road traffic collision</b></p> <p><b>Post-collision procedure</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the need for additional equipment in a vehicle:                             <ul style="list-style-type: none"> <li>– first aid kit;</li> <li>– fire extinguisher;</li> <li>– torch;</li> <li>– reflective or fluorescent jacket; and</li> <li>– warning triangle;</li> </ul> </li> <li>• demonstrate understanding of a driver’s legal responsibilities if involved in a road traffic collision and of the information a witness must provide when reporting an accident;</li> <li>• demonstrate understanding of the need to carry out activities in a specific sequence:                             <ul style="list-style-type: none"> <li>– protecting the scene;</li> <li>– summoning emergency services; and</li> <li>– ensuring that the vehicles are safe; and</li> </ul> </li> <li>• demonstrate understanding of the principles of first aid and how to treat injuries, including:                             <ul style="list-style-type: none"> <li>– the order of priorities – breathing, bleeding and consciousness (BBC);</li> <li>– wounds (incised, lacerated, punctured or contused);</li> <li>– shock and its symptoms;</li> <li>– unconsciousness;</li> <li>– using the recovery position; and</li> <li>– cardiopulmonary resuscitation (CPR).</li> </ul> </li> </ul>





Content	Learning Outcomes
<b>Exhaust system</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the purposes of the following in discharging waste gases and reducing noise levels:                             <ul style="list-style-type: none"> <li>– exhaust manifold;</li> <li>– pipe;</li> <li>– silencer box(es);</li> <li>– tailpipe;</li> <li>– catalytic converter; and</li> <li>– diesel particulate filter;</li> </ul> </li> <li>• demonstrate understanding of the basic maintenance checks and safety precautions:                             <ul style="list-style-type: none"> <li>– checking the exhaust system for gas leakage and corrosion; and</li> <li>– checking the exhaust system mountings for security and correct fitment;</li> </ul> </li> </ul>
<b>Electrical system</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of the following components and their purpose:                             <ul style="list-style-type: none"> <li>– the main charging system components (battery and alternator);</li> <li>– the main ignition system components (ignition switch, coil, high tension leads and spark plugs); and</li> <li>– the main starting system components (starting motor and solenoid); and</li> </ul> </li> <li>• demonstrate understanding of the basic maintenance checks and safety precautions regarding:                             <ul style="list-style-type: none"> <li>– electrical connections;</li> <li>– battery terminals;</li> <li>– the security of the battery;</li> <li>– the battery electrolyte level (where applicable); and</li> <li>– the drive belt.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Cooling system</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the purpose of air and water cooling systems and of the main parts of a pump-assisted pressurised liquid cooling system:                             <ul style="list-style-type: none"> <li>– water jacket;</li> <li>– thermostat;</li> <li>– top hose;</li> <li>– radiator;</li> <li>– radiator cap;</li> <li>– radiator tubes and fins;</li> <li>– expansion/header tank;</li> <li>– bottom hose;</li> <li>– water pump;</li> <li>– water pump pulley;</li> <li>– radiator fan (mechanically and electrically driven); and</li> <li>– antifreeze;</li> </ul> </li> <li>• demonstrate understanding of basic maintenance checks and safety precautions for:                             <ul style="list-style-type: none"> <li>– water pump belt drive;</li> <li>– water hoses;</li> <li>– radiator coolant level; and</li> <li>– antifreeze strength; and</li> </ul> </li> </ul>
<p><b>Transmission system</b></p>	<ul style="list-style-type: none"> <li>• demonstrate understanding of:                             <ul style="list-style-type: none"> <li>– the purpose and principles of a dry friction clutch, pressure plate and splined gearbox primary shaft;</li> <li>– the purpose and general principles of a manual gearbox;</li> <li>– the purpose of the chain, belt, drive shaft, propeller shaft and universal joints in the transmission system;</li> <li>– the purpose of the differential (please note that mechanical details are not required);</li> <li>– the reasons for transmission lubrication;</li> <li>– simple gear ratio calculations; and</li> <li>– the characteristics of the transmission system.</li> </ul> </li> </ul>



Content	Learning Outcomes
<b>Tyres</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"><li>• demonstrate understanding of basic maintenance checks and safety precautions with regard to:<ul style="list-style-type: none"><li>– tyres for signs of abnormal wear;</li><li>– wheels and tyres for signs of damage;</li><li>– dampers for efficiency by bounce test;</li><li>– tightness of wheel nuts;</li><li>– tyre pressures in accordance with manufacturers' recommendations;</li><li>– wheel balance and alignment; and</li><li>– methods to reduce tyre wear.</li></ul></li></ul>

### 3.2 Unit 2: Investigative Study

This unit gives students the opportunity to research and write a report on a moving traffic situation, chosen from the areas of study that we provide. They may work in groups as they carry out their research. When they write up their reports, they must work individually.

Content	Learning Outcomes
<p><b>a) Specify the aim</b></p> <p><b>b) Specify methods of enquiry</b></p> <p><b>c) Communicate findings</b></p> <p><b>d) Interpret findings</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• provide a background context and indicate what they intend to find out;</li> <li>• outline the procedures used to carry out the investigation;</li> <li>• detail their findings in graphical, numerical, visual and written forms, as appropriate; and</li> <li>• analyse their findings and draw conclusions in line with the stated aim.</li> </ul>

### 3.3 Unit 3: Practical Riding Activity

This unit gives students the opportunity to use a moped (under 50 cc) to demonstrate practical skills of vehicle control and roadcraft. The centre is responsible for supplying the moped.

Content	Learning Outcomes
<b>The daily check</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the following daily checks:                             <ul style="list-style-type: none"> <li>– fuel;</li> <li>– brakes (action of brake levers and cables for wear and tear);</li> <li>– tyres (pressure and condition of front and rear);</li> <li>– lights and horn;</li> <li>– steering; and</li> <li>– suspension;</li> </ul> </li> </ul>
<b>Starting the machine</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding by:                             <ul style="list-style-type: none"> <li>– adopting the appropriate position (rider and machine);</li> <li>– placing both hands on the handlebars;</li> <li>– applying the appropriate brake;</li> <li>– activating the engine;</li> <li>– closing the throttle; and</li> <li>– applying the rear brake; and</li> </ul> </li> </ul>
<b>Moving away from the kerb</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding by:                             <ul style="list-style-type: none"> <li>– checking the stand is clear of the ground while sitting on the machine with left foot on the ground;</li> <li>– looking behind;</li> <li>– signalling (with right arm); and</li> <li>– performing a lifesaver observation over the right shoulder.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Right turn at a stop sign</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• perform the following actions:                             <ul style="list-style-type: none"> <li>– rear observation;</li> <li>– right arm signal;</li> <li>– lifesaver observation over right shoulder;</li> <li>– move to the centre of the road;</li> <li>– stop at the stop line;</li> <li>– left foot down;</li> <li>– look right, left and right again;</li> <li>– rear observation;</li> <li>– right arm signal;</li> <li>– lifesaver observation over right shoulder; and</li> <li>– complete the turn without cutting the corner;</li> </ul> </li> </ul>
<p><b>Continuous left turn</b></p>	<ul style="list-style-type: none"> <li>• perform the following actions:                             <ul style="list-style-type: none"> <li>– rear observation;</li> <li>– left arm signal;</li> <li>– lifesaver observation over left shoulder; and</li> <li>– complete the turn without swinging out;</li> </ul> </li> </ul>
<p><b>Passing a stationary vehicle</b></p>	<ul style="list-style-type: none"> <li>• perform the following actions:                             <ul style="list-style-type: none"> <li>– rear observation;</li> <li>– right arm signal;</li> <li>– lifesaver observation over right shoulder;</li> <li>– move out to pass obstruction;</li> <li>– adopt the correct road position;</li> <li>– lifesaver observation over left shoulder; and</li> <li>– return to normal position without cutting in; and</li> </ul> </li> </ul>
<p><b>Stopping and dismounting</b></p>	<ul style="list-style-type: none"> <li>• perform the following actions:                             <ul style="list-style-type: none"> <li>– rear observation;</li> <li>– correct slowing signal, using the right arm signal as detailed in the Highway Code;</li> <li>– pull alongside kerb;</li> <li>– stop engine;</li> <li>– dismount on the left of the vehicle; and</li> <li>– place machine on stand.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>Skills</b></p> <p><b>Figure of eight</b></p> <p><b>Controlled braking</b></p> <p><b>Safety</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• perform manoeuvres around cones;</li> <li>• perform a figure of eight manoeuvre in a controlled and confident manner;</li> <li>• brake safely while travelling at around 15 mph, within a stopping distance of five metres, and without the wheels locking or the machine deviating from a straight course; and</li> <li>• demonstrate an awareness of safety requirements and an ability to control the machine.</li> </ul>

## 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 four assessment objectives for this specification. Candidates must:

- AO1** demonstrate knowledge and understanding in relation to motor vehicle and road user studies;
- AO2** analyse, evaluate and draw logical conclusions from motor vehicle and road user information;
- AO3** collect, select and use road traffic information from a variety of sources; and
- AO4** demonstrate skills of vehicle (moped) control and roadcraft.

### 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	
<b>AO1</b>	40	5		45
<b>AO2</b>	10	10		20
<b>AO3</b>		10		10
<b>AO4</b>			25	25
<b>Total Weighting</b>	50	25	25	100

## 4.4 Quality of written communication

In GCSE Motor Vehicle and Road User Studies, 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 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:

<b>Grade</b>	A*	A	B	C*	C	D	E	F	G
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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
<b>A</b>	<p>Candidates confidently use accurate knowledge and understanding drawn from across the whole range of the specification. They are flexible and accurate in their use of a wide range of terms, numerical methods and theories appropriate to the specification, and they communicate accurately and effectively in writing.</p> <p>They demonstrate high levels of skill in analysing and discussing data in a variety of forms, as well as in interpreting, evaluating and drawing conclusions from such data. They demonstrate high levels of skill when selecting and applying appropriate methods, techniques and procedures.</p> <p>They demonstrate a high degree of skill in riding a moped to a high standard of safety.</p>
<b>C</b>	<p>Candidates use knowledge from several parts of the specification. They show some skill in using a range of terms, numerical methods and theories appropriate to the specification and communicate with some skill and effectiveness in writing.</p> <p>They demonstrate some skill in analysing and discussing data in a variety of forms, as well as in interpreting, evaluating and drawing conclusions from data. They demonstrate some skill when selecting and applying appropriate methods, techniques and procedures.</p> <p>They demonstrate some skill in riding a moped to a high standard of safety.</p>

Grade	Description
F	<p>Candidates demonstrate limited knowledge from the specification. They have familiarity with vocabulary central to the course and some ability to perform simple calculations. They communicate with uneven accuracy.</p> <p>They show some ability to use data to solve simple problems and select and apply commonly used methods, techniques and procedures.</p> <p>They demonstrate some ability in riding a moped to a basic standard of safety.</p>

## 6 Guidance on Controlled Assessment

### 6.1 Controlled assessment review

Candidates must complete two controlled assessment tasks. These are:

- Investigative Study (Unit 2); and
- Practical Riding Activity (Unit 3).

We will replace the investigative study task every two years to ensure that it continues to set an appropriate challenge and remains valid, reliable and stimulating. The practical riding activity remains unchanged for the lifetime of the specification.

### 6.2 Skills assessed by controlled assessment

Teachers must assess the following skills through controlled assessment. The skills are those set out in assessment objectives AO1, AO2, AO3 and AO4, which require candidates to:

- AO1** demonstrate knowledge and understanding in relation to motor vehicle and road user studies;
- AO2** analyse, evaluate and draw logical conclusions from motor vehicle and road user information;
- AO3** collect, select and use road traffic information from a variety of sources; and
- AO4** demonstrate skills of vehicle (moped) control and roadcraft.

### 6.3 Level of control

Rules for controlled assessment in GCSE Motor Vehicle and Road User Studies 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 tasks.

In September of the first year of the course, we issue **four** tasks for the investigative study. Candidates choose **one** of these tasks. We issue the practical riding activity in September of the first year of the course.

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

### Investigative study

#### a) Specify the aim

The level of control for this part of the task is high.

Areas of Control	Detail of Control
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>• Candidates must complete this work under formal supervision.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Teachers must guide and supervise candidates to ensure:               <ul style="list-style-type: none"> <li>– work is completed in accordance with the specification requirements; and</li> <li>– work can be assessed in accordance with our marking procedures and marking criteria.</li> </ul> </li> <li>• Candidates should reach their own conclusions.</li> <li>• Teachers must not advise candidates in the writing of this section.</li> </ul>
<b>Time Limit</b>	<ul style="list-style-type: none"> <li>• 2 hours</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• While writing up this section, candidates must work under the formal supervision of the teacher.</li> <li>• Candidates must not communicate with each other during this phase.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Candidates are not permitted to introduce pre-prepared materials into this phase of the assessment.</li> <li>• The teacher must collect all materials at the end of the session and return them to the candidates at the beginning of the next session, ensuring that they bring no new materials into the classroom once this phase has started.</li> <li>• Candidates must not have access to the internet while they are writing up this phase.</li> <li>• Their work may be handwritten or word-processed.</li> </ul>

**b) Specify methods of enquiry**

The level of control for this part of the task is limited.

Areas of Control	Detail of Control
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>• Candidates carry out all work under limited supervision.</li> <li>• They may work in groups to collect the data.</li> <li>• They can use the internet to carry out research.</li> <li>• Teachers must be able to authenticate the work.</li> <li>• Teachers must ensure that candidates acknowledge and reference any sources that they use.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Teachers can provide guidance on:                             <ul style="list-style-type: none"> <li>– data collection techniques;</li> <li>– data presentation techniques;</li> <li>– analysis and interpretation skills; and</li> <li>– health and safety issues.</li> </ul> </li> <li>• Teachers must guide and supervise candidates to ensure:                             <ul style="list-style-type: none"> <li>– work is completed in accordance with the specification requirements; and</li> <li>– work can be assessed in accordance with our procedures and marking criteria.</li> </ul> </li> </ul>
<b>Time Limit</b>	<ul style="list-style-type: none"> <li>• 8 hours</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• The work of individual candidates may be informed by working with others, but each candidate must provide an individual response.</li> <li>• Where work is undertaken within a group, candidates must indicate their individual contribution.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Candidates should have access to relevant primary and secondary sources and may make use of any further resources available in the centre, including the internet, to inform their research.</li> <li>• They must keep a detailed record of all the primary and secondary sources they use.</li> </ul>

**c) Communicate findings**

The level of control for this part of the task is high.

Areas of Control	Detail of Control
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>• Candidates carry out all work under formal supervision.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Teachers must guide and supervise the candidates in relation to the following:                             <ul style="list-style-type: none"> <li>– ensuring work is completed in accordance with the specification requirements; and</li> <li>– ensuring work can be assessed in accordance with our procedures and marking criteria.</li> </ul> </li> <li>• Candidates should reach their own conclusions.</li> <li>• Teachers must not advise candidates in the writing of this task.</li> </ul>
<b>Time Limit</b>	<ul style="list-style-type: none"> <li>• 8 hours</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• While writing up this section, candidates must work under the formal supervision of the teacher.</li> <li>• Candidates must not communicate with each other during this phase.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Candidates are not permitted to introduce pre-prepared materials into this phase of the assessment.</li> <li>• The teacher must collect all materials at the end of the session and return them to the candidates at the beginning of the next session, ensuring that they bring no new materials into the classroom once this phase has started.</li> <li>• Candidates must not have access to the internet while they are writing up this phase.</li> <li>• Their work may be handwritten or word-processed.</li> </ul>

**d) Interpret findings**

The level of control for this part of the task is high.

Areas of Control	Detail of Control
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>• Candidates carry out all work under formal supervision.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Teachers must guide and supervise the candidates in relation to the following:                             <ul style="list-style-type: none"> <li>– ensuring work is completed in accordance with the specification requirements; and</li> <li>– ensuring work can be assessed in accordance with our procedures and marking criteria.</li> </ul> </li> <li>• Candidates should reach their own conclusions.</li> <li>• Teachers must not advise candidates in the writing of this task.</li> </ul>
<b>Time Limit</b>	<ul style="list-style-type: none"> <li>• 12 hours</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• While writing up this section, candidates must work under the formal supervision of the teacher.</li> <li>• Candidates must not communicate with each other during this phase.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Candidates are not permitted to introduce pre-prepared materials into this phase of the assessment.</li> <li>• The teacher must collect all materials at the end of the session and return them to the candidates at the beginning of the next session, ensuring that they bring no new materials into the classroom once this phase has started.</li> <li>• Candidates must not have access to the internet while they are writing up this phase.</li> <li>• Their work may be handwritten or prepared using ICT.</li> </ul>

### Practical Riding Activity

The level of control is high for the whole task.

Areas of Control	Detail of Control
<b>Authenticity</b>	<ul style="list-style-type: none"> <li>• Candidates carry out the task under formal teacher supervision.</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>• Teachers may offer feedback to the candidates during the preparation stage of the practical riding activity. However, during the formal assessment teachers must not help the candidates in any way.</li> </ul>
<b>Time Limit</b>	<ul style="list-style-type: none"> <li>• Preparation time – 30 hours</li> <li>• Task taking – 20 minutes</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Candidates must not collaborate during this task.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Candidates' access to resources is determined by those available to the centre.</li> <li>• Centres should limit candidates' access to those needed for the task.</li> </ul>

## 6.6 Task marking

The level of control for task marking 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](http://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 1 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](http://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

<b>Communication</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• communicate meaning and viewpoints in a logical and coherent manner, <i>for example when answering examination questions;</i></li> <li>• make oral and written summaries, reports and presentations, taking account of audience and purpose, <i>for example when preparing for the investigative study;</i></li> <li>• participate in discussions, debates and interviews, <i>for example when carrying out questionnaires outside the classroom;</i> and</li> <li>• interpret, analyse and present information in oral, written and ICT formats, <i>for example the analysis of research.</i></li> </ul>
<b>Using Mathematics</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• use mathematical language and notation with confidence, <i>for example when carrying out calculations on insurance;</i></li> <li>• select and apply mathematical concepts and problem-solving strategies in a range of simulated and real-life contexts, <i>for example when measuring the speed of vehicles and calculating fuel consumption;</i></li> <li>• interpret and analyse a wide range of mathematical data, <i>for example understanding stopping distances and analysing road traffic collision statistics;</i></li> <li>• assess probability and risk in a range of simulated and real-life contexts, <i>for example calculating insurance premiums and extent of cover;</i> and</li> <li>• present mathematical data in a variety of formats that take account of audience and purpose, <i>for example in the investigative study.</i></li> </ul>
<b>Using ICT</b>
<p>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, <i>for example carrying out secondary research online and in the collation and graphical presentation of data.</i></p>

## 7.2 Thinking Skills and Personal Capabilities at Key Stage 4

<b>Self-Management</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• plan work, <i>for example when carrying out data collection for the investigative study;</i></li> <li>• set personal learning goals and targets to meet deadlines, <i>for example when revising for examinations;</i></li> <li>• monitor, review and evaluate their progress and improve their learning, <i>for example when carrying out the practical riding activity;</i> and</li> <li>• effectively manage their time, <i>for example when completing their controlled assessment tasks.</i></li> </ul>
<b>Working with Others</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• learn with and from others through co-operation, <i>for example when carrying out group discussions;</i></li> <li>• participate in effective teams and accept responsibility for achieving collective goals, <i>for example when carrying out research in groups for their investigative study;</i> and</li> <li>• listen actively to others and influence group thinking and decision making, taking account of others' opinions, <i>for example when learning about the principles of first aid.</i></li> </ul>
<b>Problem Solving</b>
<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify and analyse relationships and patterns, <i>for example interpret road traffic collision statistics related to weather;</i></li> <li>• propose justified explanations, <i>for example using findings from research to justify a recommendation;</i></li> <li>• reason, form opinions and justify their views, <i>for example when learning about the methods to reduce traffic collisions;</i></li> <li>• analyse and evaluate multiple perspectives, <i>for example understanding the importance of road traffic legislation to protect road users;</i></li> <li>• weigh up options and justify decisions, <i>for example using statistical information to make and justify a decision or suggestion;</i> and</li> <li>• apply and evaluate a range of approaches to solve problems in familiar and novel contexts, <i>for example when carrying out their investigative study.</i></li> </ul>

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 GCSE Motor Vehicle and Road User Studies microsite at [www.ccea.org.uk](http://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;
- guidance on progression from Key Stage 3;
- planning frameworks;
- 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](http://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, although students with a visual impairment and/or physical disability may be restricted in elements of the Practical Riding Activity.

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](http://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:

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## Appendix 1

### Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding organisation records the marks</p> <p>May contain one or more tasks</p>
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 <b>(High level of control)</b>	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 <b>(Medium level of control)</b>	<p>Questions/Tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> <li>ensuring that the contributions of individual candidates are recorded accurately; and</li> <li>ensuring that plagiarism does not take place.</li> </ul> <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision <b>(Limited level of control)</b>	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	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding organisation</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding organisations and/or teachers. Teacher-set tasks must be developed in line with awarding organisation specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>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.</p>
Unit	<p>The smallest part of a qualification that is formally reported</p> <p>May comprise separately assessed components</p>

## Appendix 2

### Motoring Laws

Content	Learning Outcomes
<p><b>The Locomotive Act (The Red Flag Act) 1865</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding that this act:                             <ul style="list-style-type: none"> <li>– required three persons to drive or conduct every locomotive powered by steam or any other power (except animal power);</li> <li>– required at least one person to walk at least 60 yards in front and carry a red flag to warn riders and drivers of horses;</li> <li>– set a speed limit of 4 mph on roads and 2 mph through a city, town or village;</li> <li>– represents an early example of road traffic legislation; and</li> <li>– represents an early example of the effects that road transport was to have on society and on the environment; and</li> </ul> </li> </ul>
<p><b>The Motor Car Act 1903</b></p>	<ul style="list-style-type: none"> <li>• demonstrate understanding that this act:                             <ul style="list-style-type: none"> <li>– adopted the term motor car;</li> <li>– introduced the requirement to register a motor car with a county or borough council;</li> <li>– introduced registration (number) plates;</li> <li>– introduced the licensing of drivers by county or borough councils;</li> <li>– set a licence fee;</li> <li>– set the qualifying age for a motor car licence at 17;</li> <li>– set the age for a motorcycle licence at 14; and</li> <li>– introduced suspension, disqualification and endorsement of licences.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>The Road Traffic Act (Northern Ireland) 1955</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding that this act brought legislation to Northern Ireland to bring it into line with Great Britain (where the Road Traffic Act was passed in 1930) and introduced:               <ul style="list-style-type: none"> <li>– provisional licences, driving tests and regulations regarding physical fitness;</li> <li>– speed limits;</li> <li>– age qualifications (17 for car drivers and 16 for motorcyclists);</li> <li>– compulsory third party insurance;</li> <li>– driving offences (dangerous and careless driving, driving under the influence of drink and/or drugs, and driving while uninsured);</li> <li>– disqualification from driving;</li> <li>– offences by pedestrians, cyclists and motorcyclists; and</li> <li>– the Highway Code;</li> </ul> </li> </ul>
<p><b>The Road Traffic Act 1967</b></p>	<ul style="list-style-type: none"> <li>• demonstrate understanding that in Great Britain this act introduced:               <ul style="list-style-type: none"> <li>– the offence of driving, or being in charge of a vehicle, with a BAC above a prescribed limit;</li> <li>– the requirement, if requested, to give a specimen of breath by means of a breathalyser; and</li> <li>– the further requirement, if requested, to provide a specimen of blood or urine should the breath test prove positive; and</li> </ul> </li> </ul>
<p><b>The Road Traffic (Northern Ireland) Order 1981</b></p>	<ul style="list-style-type: none"> <li>• demonstrate understanding that this order repealed and updated previous laws, including:               <ul style="list-style-type: none"> <li>– driver licensing;</li> <li>– driving offences;</li> <li>– drink driving (including obligatory disqualification);</li> <li>– lighting and speed of vehicles;</li> <li>– inspection of vehicles (MOT test);</li> <li>– compulsory insurance;</li> <li>– the Highway Code;</li> <li>– seat belts; and</li> <li>– approved driving instructors.</li> </ul> </li> </ul>

Content	Learning Outcomes
<p><b>The Road Traffic (Seat Belts) (Northern Ireland) Order 1982</b></p> <p><b>The Road Traffic (Amendment) (Northern Ireland) Order 1991</b></p> <p><b>Road Traffic Offenders (Northern Ireland) Order 1996</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding that this order provided regulations that required adults to wear seat belts in the front and rear seats and required children to wear seat belts in the front seats, and that later:               <ul style="list-style-type: none"> <li>– additional regulations relating to front seats were introduced on 31 January 1983;</li> <li>– regulations for seat belt use by children in rear seats were introduced on 1 September 1989; and</li> <li>– additional regulations for seat belt use by adults in rear seats were introduced on 1 July 1991;</li> </ul> </li> <li>• demonstrate understanding that this order introduced:               <ul style="list-style-type: none"> <li>– new legislation relating to offences arising out of driving, or being in charge of, a motor vehicle while under the influence of alcohol or drugs; and</li> <li>– penalties for being convicted, including disqualification from driving for at least 12 months and having to resit the driving test; and</li> </ul> </li> <li>• demonstrate understanding that:               <ul style="list-style-type: none"> <li>– the penalty points system was introduced in 1996;</li> <li>– an endorsement is a record of an offence that is recorded on a person’s driving licence;</li> <li>– road traffic offences are separated into those that involve obligatory endorsement and those that are non-endorsable;</li> <li>– endorsable offences carry a given number of penalty points, which are recorded on a person’s driving licence;</li> <li>– non-endorsable offences are for minor traffic offences and carry fines, but no penalty points;</li> <li>– on accumulating 12 penalty points or more within a three year period, a driver is disqualified from driving for six months; and</li> <li>– the period of disqualification can be increased to between one and two years, depending on previous disqualifications in the preceding three years.</li> </ul> </li> </ul>





