

Consultation on Proposed Changes to CCEA GCSE, AS and A Level Qualifications for Summer 2021

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See page 79 for details of corrections made since first publication. Amended text appears in red.

Introduction

The disruption of the COVID-19 pandemic and school closures has been felt by learners across Northern Ireland. The pandemic has caused many difficulties for young people, including the loss of face-to-face teaching and social interaction, pressure on mental wellbeing and, in some cases, the difficulties of bereavement.

The Department of Education has put in place a range of different interventions to support children and young people (as well as school leaders and teachers) in these unique circumstances. It has commissioned CCEA to look at how best to adapt qualifications during 2020/21 to take account of current public health requirements, lost learning time, potential further disruption and, above all, to reduce the burden of assessment on students.

We are, therefore, consulting on proposed changes to CCEA GCSE, AS and A level qualifications that are due to be assessed in Summer 2021. These are initial proposals designed to stimulate discussion through providing a potential framework for further development.

We want to hear from school leaders, teachers, parents and students about their preferred approaches for the year ahead. We will then further refine and develop proposals based on stakeholder feedback. Our goal is to implement changes that are easily understood and make things better for young people and their teachers.

We know school leaders and teachers will be keen to understand fully the arrangements for qualifications in 2021 and are seeking to balance the need for structure with arrangements that are as flexible as possible, ensuring high quality learning for young people on their return to school.

In these unprecedented circumstances, we realise how important it is to put in place the best possible arrangements through planning, reflecting and, where necessary, modifying qualifications in as collaborative a way as possible, as we understand more about how learning has been and will continue to be impacted in the upcoming year. Our aims are to:

- reflect the experience to date;
- ensure proposals are fair to all students;
- reduce the burden of assessment on students in Summer 2021 and support student wellbeing;

- meet potential public health restrictions relating to coronavirus (COVID-19) that might arise during the next academic year; and
- support a return to public examinations in Summer 2021.

The Starting Point for Qualifications Delivery in 2020/21

The proposals we are consulting on may be summarised as follows:

- a range of adaptations to GCSE, AS and A level qualifications to ensure they can be delivered safely and meet current public health requirements;
- providing guidance on the order of unit delivery in specifications and mitigating risk by improving the consistency of centres' approach;
- in the majority of GCSEs, one unit of the specification will be omitted from assessment in order to reduce the assessment burden on students;
- at this time, in order to provide consistency across subjects, it is proposed that total omissions or adaptations to any GCSE qualification will not exceed 40% of the specification;
- students would be assessed in all units of the qualification in GCSE English Language and GCSE Mathematics; and
- students studying for their A2 assessments will not be required to take AS assessments in 2021;

We are also consulting on the potential use of optional questions within papers as an alternative or additional approach.

The arrangements proposed in this consultation are based on the current public health scenario, which at this time allows for a full-time return to school and exams to proceed as planned in 2020/21.

We are conscious, however, that the public health situation is extremely fluid and that circumstances may arise which cause further disruption. There is further work being taken forward to consider contingency arrangements to deal with a range of potential public health scenarios, including local lockdowns. There will be further communication on this in due course.

Above all, we realise there will be a need to be flexible and that arrangements may need to evolve and change as the academic year continues. We know that we need to take a

student-centred approach and respond proactively and sensitively according to the public health context. At this stage, we are seeking views on the arrangements described above and we plan in the coming weeks to provide initial clarity on arrangements.

CCEA is currently reviewing the examination timetable for Summer 2021 to explore options to compress the timetable to provide schools with additional teaching time in the 2020/21 academic year. More details on this will follow. However, the intention is that examinations here will not extend beyond 30 June 2021.

We would also advise centres that internally assessed tasks issued in the 2019/20 academic year can be carried across to 2020/21. In many cases, new tasks are produced in each academic year to ensure that tasks remain valid and reliable. Under the current public health circumstances, centres will be able to use the tasks set for 2019/20 in the 2020/21 academic year. This is to avoid teachers having to plan and prepare new materials and to free up more teaching time. This applies to all GCSE and GCE qualifications with internal assessment, except GCSE Business Studies. This qualification stipulates that schools are only permitted access to the mark scheme once all students complete the task. As the task was available and undertaken by students in a number of schools in 2019/20, those schools would not be able to comply with this requirement in 2020/21.

Audience

This consultation is likely to be of interest to:

- students who are expecting to take CCEA GCSE, AS and A level examinations in Summer 2021 and their parents or carers;
- teachers delivering CCEA GCSE, AS and A level qualifications;
- school and college leaders and heads of other types of examination centres;
- subject heads of department;
- examinations officers;
- further and higher education institutions;
- employers and representative bodies; and
- other stakeholders who rely on qualification outcomes to inform decision-making.

This document seeks your views on the proposed approach for 2020/21. We would welcome responses and ask for these to be returned by 17:00 on Monday 7 September 2020.

1. Public Health Adaptations

We are now operating in a new normal. Many activities and tasks within qualifications that were previously straightforward to organise and implement now present significant difficulties. For example, not all venues are open and organising trips or study visits for fieldwork is particularly problematic. While strict social distancing is no longer mandatory between students, it is to be encouraged as much as possible.

We have, therefore, reviewed all GCSE and GCE qualification specifications against the framework for school operation set out in the Department of Education *Northern Ireland Re-opening School Guidance – New School Day*¹ and wider public health requirements, and we are consulting on a range of public health adaptations.

We feel these are practical and common sense changes that are a necessity in the current public health climate and will remove some anxiety for teachers in planning and implementing delivery of our qualifications. Above all, our paramount concern is ensuring that delivery of our qualifications is compatible with the safety and wellbeing of young people and their teachers at this time.

In Appendices A–C, we set out proposals for each unit or component and summarise the current exam and assessment requirements for each GCSE. In Appendix D, we set out the GCE subject adaptations we are proposing for next year.

At present, it is envisaged that these changes will apply only to students who will be awarded the full qualifications in Summer 2021. We will of course review their further application to future academic years, dependent on the future public health position.

Question: To what extent do you agree or disagree with the proposals to implement public health adaptations to CCEA qualifications?

Question: Do you have any comments on the proposed subject-specific amendments.

¹ <https://www.education-ni.gov.uk/publications/northern-ireland-re-opening-school-guidance-new-school-day-revised>

2. Specification Order

The Northern Ireland Curriculum is designed to have limited prescription, giving schools as much flexibility as possible in what they choose to teach, for how long and how often and to use approaches that best suit their learners.

In turn, there has been significant flexibility in the assessment arrangements for both GCSEs and A levels, which has in many subjects allowed schools to decide the order in which they deliver parts of the qualification.

Unfortunately, in the current public health context, we do not think such flexibility in teaching and assessment of qualification specifications can be facilitated during 2020/21. Guidance on the order in which units should be taught in GCSE and GCE qualifications during 2020/21 may be of use; however, we are conscious that it may also be perceived as prescription of the curriculum. This approach will provide commonality in what has been taught to date should, for example, the public health context worsen and a period of further school closures be required. We recognise that this is not possible for students who are entering Year 12, who will have been taught different content to date, dependent on the approach of their school or college.

Question: To what extent do you agree or disagree that CCEA should provide guidance on the order of unit delivery in a specification?

Question: Could you suggest any other information that CCEA could provide that may assist delivery planning?

3. AS and A Level Assessment Arrangements

As described above, a range of public health adaptations will be made to AS and A level assessments to ensure safety, recognise the practical constraints across society and meet the requirements in *Northern Ireland Re-opening School Guidance – New School Day*.

In addition, we would propose that students beginning their A2 course in September 2020 will not be required to sit any AS assessments. Rather (unless they wish to sit AS examinations), their A level outcomes will be based on A2 assessments alone. For those students due to cash in the full A level in 2021, who choose to sit the AS examinations as well as the A2 examinations, they will receive an A level grade that is the higher of either:

- the grade based on the outcome of the A2 exams; or
- the grade calculated on the basis of the AS and A2 exams together.

Students beginning AS qualifications from September 2020 will continue to have the flexibility to complete AS units in either Summer 2021 or Summer 2022.

We are not proposing further reductions in either AS or A2 content at this time (beyond those required due to public health adaptations referred to in Section 1). The reason for this is that these young people have not, to date, missed teaching time in these courses. We would like to provide the opportunity for them to engage with the full course content and to gain the knowledge and skills necessary to facilitate progression to higher education. We also think this approach would provide certainty and clarity for students and teachers as schools reopen in September.

However, we are very keen to hear the views of schools and colleges on this proposed approach. We know that these are unprecedented circumstances. Many students will have coped well and engaged with remote learning activities. However, we appreciate that some students may return to school requiring support to re-engage and move on with learning, and this will present challenges.

We recognise that if this approach is adopted, it must be kept under review throughout 2020/21 should there be further disruption due to the wider public health situation and on the basis of feedback from schools.

Question: To what extent do you agree or disagree with our proposal that in Summer 2021, students in the second year of their A level studies should be required to take A2 unit assessment only?

Question: Other than public health adaptations (outlined in Appendix D), do you think course content should remain largely unchanged at AS and A level at this time?

Question: Do you have any additional comments on the proposed arrangements for CCEA AS and A level qualifications?

4. Changes to Assessment at GCSE

Removal of Units of Assessment

In April, it was proposed that GCSE students who entered for units in Summer 2020 and intended to cash in their qualification in 2021 could avail of a missed component calculation for those units based on their performance in their remaining units.

During our engagement, some stakeholders have raised concerns with CCEA about a possible inequality in this approach. Unitised qualifications offered in Northern Ireland enable centres to take a range of approaches to qualification delivery and facilitate different patterns of entry. Some schools choose for their students (around 30% of the total cohort) to take all their GCSE units at the end of their course in Year 12. A number of stakeholders felt that in the unique circumstances of the COVID-19 outbreak, the arrangements originally proposed in April may place these students at a disadvantage, as they would have a significantly greater number of assessments in Summer 2021.

In addition, if the original proposals from April were implemented, it would mean that the amount of the specification to be assessed would vary significantly and inconsistently between GCSE subjects. In some subjects, students would be assessed in only 40% of the GCSE specification.

We are mindful of the significant disruption of recent months and that all of our GCSE students have missed significant teaching time during their courses. Consequently, we strongly believe that there is a need to reduce the assessment burden in a fair and consistent manner for young people across Northern Ireland.

We are, therefore, proposing new arrangements that would apply to all students completing the second year of their GCSE courses in 2021. With a small number of exceptions, CCEA would specify a GCSE unit where students do not have to complete the assessment.² The exceptions are outlined in Appendix B.

If this approach was adopted, it would mean all students, regardless of their GCSE subject choices, can benefit from a reduction in the number of examinations they are required to take in Summer 2021. We believe that this will help mitigate the disruption to teaching and

² The proposed arrangements would apply only to students in the second year of their GCSE course who are planning to complete qualifications in 2021. Students beginning their GCSE courses in September 2020 will not be permitted this option.

learning time last year and will reduce the assessment burden for young people in 2021. We think it would also enable teachers to spend more time teaching the skills that will support progression to the next level of the subject.

We would still make all units available for examination in Summer 2021, so that students who would like to complete all units can do so. This will allow for resits for previous students and entries from students in the first year of their course. For those students who started their GCSE course in September 2019 and are due to cash in the full GCSE in Summer 2021 (mainly Year 12 students), should they choose to sit all units of the GCSE, they will receive the higher of either:

- the grade awarded on the basis of the outcome of the required units specified by CCEA; or
- the grade awarded on the basis of the outcome of the full set of exams for that qualification.

The proposed specified units for teaching have been chosen on the basis of the public health requirements of the *Northern Ireland Re-opening School Guidance – New School Day* and the number of students entered for modular examinations in a particular unit in Summer 2020 examination entries. We would not propose to offer a choice to centres, as this would make for huge inconsistency in the final standard of the particular GCSE. For example, some units are worth significant percentages of the specification and cover all of the key assessment objectives.

There are challenges with this proposal – subjects vary in terms of the number and size of units, so it is not possible to achieve total consistency across all subjects. Students are midway through their courses, so it would be impractical and unfair at this stage to change the size or weighting of units to make them consistent across all subjects.

Within these limitations, we have tried to ensure as much consistency as possible across subjects in the proposed omissions and have limited the combined value of omissions and public health adaptations to a maximum of 40% of the total specification. This will help ensure that students have the opportunity to be examined in all of the assessment objectives of the qualification. We also considered that as A2 students would not be assessed in the AS component of the qualification, which is 40% of the total specification, it would be consistent to use a similar threshold with GCSE.

On balance, we believe that the benefits to students of reducing the assessment burden outweigh the challenges of this approach. Further information on the units/components being proposed for omission from assessment is provided in Appendices A–C.

Question: To what extent do you agree or disagree that all 2020/21 Year 12 students who started their course in September 2019 should, where possible, be permitted to omit assessment in one unit in each GCSE qualification to be completed by Summer 2021, if they wish to do so?

Examination Papers

We have considered very carefully whether making amendments to question papers might help reduce the assessment burden for students or support teachers in preparing students for examinations. Some of the options we have discussed with stakeholders include:

- introducing optional questions, for example students complete two out of three possible questions;
- removing questions on particular topics so that centres do not have to deliver all of the subject content; and
- making examinations more accessible, for example by providing additional materials such as key dates in History, formulae sheets in Mathematics and Science, or access to texts in English Literature.

Firstly, consideration was given to removing content from specifications and in turn associated questions from examination papers. We do not feel that this option is a practical approach for several reasons – in particular, the flexible delivery of specifications to date, which means schools may have taught very different areas of the content. We think it would be very difficult to reach consensus on areas of the specification to be removed across teachers and subject associations. We do not think that this could be done at pace in a fair and consistent manner which impacted on all young people equitably.

We considered the potential for optionality within question papers. Optionality within exam papers provides opportunities for teachers and students to know which elements of the subject content would be covered in the exam and would give schools some choice over the content they teach. Put simply, it reduces what needs to be taught without requiring uniformity and consensus across all schools on which content should be omitted. This approach would save teaching time, allowing teachers to focus on particular aspects of the

specification, and students would only have to revise certain aspects of the content. This approach would help compensate for lost teaching and learning time.

There are, however, also disadvantages to this approach. There is a risk that students who had covered only some aspects of the content would not realise they lacked the knowledge needed to answer a question. They could make a poor choice in the exam that could lose them significant marks. This could be a problem for students who had practised on past papers, in which similar question choices did not feature.

In addition, students who had been taught the full range of content would be able to draw on their wider knowledge of the subject when answering questions in the exam. Specifications often have interdependent and linked content. This might enable them to achieve higher marks than students who had been taught only a part. Students who were taught and had revised all of the content would also be advantaged by having a greater choice of questions to answer, giving them opportunity of spotting an easier option of question.

Some research evidence indicates that optionality can be more helpful to the better prepared students than to those it is intended to help. It is likely, for example, that the skill of spotting an easier option relates to knowledge and ability in the subject.

Changing the format of exams would mean that past papers on which students would usually practise and the published revision guides that they might use would be of less value. Students might find the unfamiliar format of the 2021 exams unsettling. Past papers are a key revision tool for students. Feedback indicates that students consider past papers to be the most helpful preparation tool available.

Lastly, to maximise the benefit optionality provides, the options that may be made available in various assessments would have to be communicated to students as close as possible to the beginning of the new academic year. Due to the work that must be undertaken, it would only be possible to share such changes during the 2020/21 academic year. This would mean the students would not have clear sight of examples until later in the academic year.

On balance, therefore, we are not proposing to implement optionality in examination papers.

Question: To what extent do you agree or disagree with the proposed approach that, where omission of a unit is possible, CCEA should specify the GCSE units to be taken, with the intention of ensuring consistency, as far as possible, for schools and colleges?

Question: Do you have any comments on CCEA specifying required examination units for GCSE specifications?

Question: To what extent do you agree or disagree that the total amount of any qualification adjustment in 2020/21 should not exceed 40% of the specification?

Question: Do you have any comments on the arrangements for limiting the amount of change to 40% of the total assessment.?

Question: To what extent do you agree or disagree that the 2021 exams should not include more optional questions than usual?

Question: Do you have any comments on the use of optional exam questions in the 2021 exams?

Question: Do you have any additional comments regarding GCSE arrangements considered in this section?

5. GCSE English Language and Mathematics

Strong literacy and numeracy skills lay the foundation for all students to succeed at school, at work and in their daily lives. They have a huge impact on employability. GCSE English Language and Mathematics are designed to provide young people with these key cross-curricular skills and knowledge. They are also key 'passport qualifications', which are required for a number of higher level qualifications, such as nursing and teaching qualifications, and are often used as key benchmark qualifications across UK jurisdictions to measure standards.

Having considered the role that GCSE English Language and Mathematics play in everyday life, employment and progression, we would like to hear your views on the proposal that these qualifications should be taken in full by all learners. Students will have the opportunity to enter for units in these subjects in both January and Summer 2021.

Question: Do you think that students should be assessed in all elements of GCSE English Language and Mathematics?

Question: Do you have any additional comments regarding students being fully assessed on all elements of these qualifications?

6. Equality

CCEA is a public body and is therefore subject to the public sector duties set out in Section 75 of the Northern Ireland Act 1998. Section 75 of the Northern Ireland Act 1998 provides that:

- (1) A public authority shall in carrying out its function relating to Northern Ireland have due regard to the need to promote equality of opportunity –
 - (a) between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation;
 - (b) between men and women generally;
 - (c) between persons with a disability and persons without; and
 - (d) between persons with dependants and persons without.
- (2) Without prejudice to its obligations under subsection (1), a public authority shall in carrying out its functions relating to Northern Ireland have regard to the desirability of promoting good relations between persons of different religious belief, political opinion or racial group.

We considered the potential impact of the proposals included in this consultation on people who share protected characteristics outlined under Section 75 of the Northern Ireland Act 1998. We have not identified any impacts of our proposals (positive or negative) on persons who share protected characteristics.

Question: Please outline any potential equality impacts which you feel we should consider.

7. Summary

We have developed the initial proposals in this consultation in order to adapt our qualifications to reflect the unique circumstances of the COVID-19 pandemic.

They have been framed from ideas discussed with groups of Principals and our Subject Advisory Groups, which are made up of heads of department and, in some cases, representatives from higher education, subject associations and other curriculum bodies. We have also discussed ideas with other awarding organisations that form part of the Joint Council for Qualifications. We have also participated in discussions with the Quality Assurance Agency for Higher Education's Professional, Statutory and Regulatory Bodies (PSRB) forum to ascertain their views on our proposed changes to GCSEs and any potential impact on students' future progression opportunities.

This wide range of stakeholders have consistently emphasised the importance of student wellbeing and the need for compliance with public health advice. All groups were comfortable with the need to change and adapt qualifications in the current extremely challenging circumstances.

We believe that the proposals set out in this consultation provide an initial framework for qualifications delivery from September 2020 which we would keep under continual and active review throughout 2020/21 in case further adaptations or changes are needed due to the wider public health context.

CCEA recognises the importance of working collaboratively with schools and colleges to deliver an examination system that meets their needs and supports and educates our young people in these difficult and challenging times.

Question: Do you have any other comments you would like to make regarding the consultation proposals or other potential changes to qualifications?

Appendix A: GCSE Omissions

Subject proposals for omissions to GCSEs for 2020/21 academic year

Agriculture and Land Use

Unit 1: Soils, Crops and Habitats, External Assessment 1 hour 15 mins, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Animals on the Land, External Assessment 1 hour 15 mins, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Contemporary Issues in Agriculture and Land Use, Controlled Assessment, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

For Task 1, teachers supply experimental data for students instead of the requirement to collect primary data. The marking criteria used to assess Task 1 of the Controlled Assessment will be amended so that no marks are awarded for collection of primary data.

For Task 2, no specification changes are proposed. However, CCEA will provide guidance on how the primary data for this task can be collected.

Rationale for proposed specification omissions

Task 1 requires practical work and involves group work in a lab. Delivering practical work will present a challenge; for example, apparatus, chemicals and equipment would normally be shared between students.

Some centres collect primary data for task at a farm visit. This may not be possible.

Guidance will be issued to centres on other methods that can be used to collect primary data.

Art and Design (Linear)

Component 1: Part A Exploratory Portfolio (25%) and Part B Investigating the Creative and Cultural Industries (35%), Controlled Assessment, 60% of overall qualification

Assessment Objectives: AO1, AO2, AO3, AO4

Proposed adjustment is for CCEA to set the theme to Component 1 Part B as the same theme used in Component 2. Component 1 Part B will be taken under controlled conditions.

Component 2: Externally Set Assignment, Controlled Assessment, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3, AO4

This component is proposed as the defined option for omission.

Rationale for proposed specification omissions

Current guidance states that work should not be carried to and from school. It is normal practice for Art and Design students to do work at home, and therefore the amount of work that they will present for assessment will be impacted. This proposal will mitigate this impact; teachers and students will only need to prepare for one theme.

Biology

Unit 1: Cells, Living Processes and Diversity, External Assessment 1 hour 15 mins (1 hour Foundation), 35% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Body Systems, Genetics, Microorganisms and Health, External Assessment 1 hour 30 mins (1 hour 15 mins Foundation), 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Practical Skills: Booklet A, Practical Tasks, Externally marked (7.5%) and Booklet B, Practical Exam, External Assessment 1 hour (17.5%), 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

The proposal is that Booklet A remains; however, students observe a teacher's live demonstration in place of completing the experiments themselves and complete the assessment on that basis.

Rationale for proposed specification omissions

Preparation for Booklet A: this is normally done in groups of up to three students which cannot be accommodated under 1 metre social distancing. Lab space would not accommodate a class practical session with 1 metre social distancing. Delivering practical work will present a challenge; for example, apparatus, chemicals and equipment would normally be shared between students.

Business and Communication Systems

Unit 1: Software Applications for Business, External Computer Based Examination 2 hours, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: The Business Environment, External Assessment 1 hour, 35% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Developing Digital Solutions, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Business Studies

Unit 1: Starting a Business, External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Developing a Business, External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Planning a Business (Synoptic), Controlled Assessment, 20% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Chemistry

Unit 1: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis, External Assessment 1 hour 15 mins (1 hour Foundation), 35% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry, External Assessment 1 hour 30 mins (1 hour 15 mins Foundation), 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Practical Skills: Booklet A, Practical Tasks, Externally marked (7.5%) and Booklet B, Practical Exam, External Assessment, 1 hour (17.5%), 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

The proposal is that Booklet A remains; however, students observe a teacher's live demonstration in place of completing the experiments themselves and complete the assessment on that basis.

Rationale for proposed specification omissions

Preparation for Booklet A: this is normally done in groups of up to three students which cannot be accommodated under 1 metre social distancing. Lab space would not accommodate a class practical session with 1 metre social distancing. Delivering practical work will present a challenge; for example, apparatus, chemicals and equipment would normally be shared between students.

Child Development

Unit 1: Parenthood, Pregnancy and the Newborn Baby, External Assessment 1 hour 15 mins, 30% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: The Development of the Child, External Assessment 1 hour 15 mins, 30% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Investigation Task, Controlled Assessment, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Construction and the Built Environment

Unit 1: Introduction to the Built Environment, External Assessment 1 hour, 20% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Sustainable Construction, External Assessment 1 hour 30 mins, 30% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: The Construction Craft Project, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

Permit teacher demonstration of manufacture of one of the products. Students do not manufacture a final product or make a mock-up or model. Their detailed designs will be accepted in lieu of a final product.

Unit 4: Computer Aided Design in Construction, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

The use of workshops for practical work will be difficult, for example social distancing of 1 metre for students and the cleaning of shared equipment. This proposal will allow students to carry out practical work but spread throughout the course rather than working towards a final outcome.

Contemporary Crafts (Linear)

Component 1: Making: Exploring Materials, Techniques and Processes, Controlled Assessment, 60% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this component.

Component 2: Working to a Brief, Controlled Assessment, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This component is proposed as the defined option for omission.

Rationale for proposed specification omissions

N/A

Digital Technology

Unit 1 (compulsory): Digital Technology, External Assessment 1 hour, 30% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2 (optional route A, Multimedia): Digital Authoring Concepts, External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3 (optional route A, Multimedia): Digital Authoring Practice, Controlled Assessment, 30% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

or

Unit 4 (optional route B, Programming): Digital Development Concepts, External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 5 (optional route B, Programming): Digital Development Practice, Controlled Assessment, 30% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Drama (Linear)

Component 1: Devised Performance, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO1, AO4

This component is proposed as the defined option for omission.

Component 2: Scripted Performance, Controlled Assessment, 35% of overall qualification

Assessment Objectives: AO1, AO2

Omissions to specification to allow monologues as optional. Remove Visiting Moderation and replace with product-based moderation. Centres will provide evidence as currently required but should submit this to CCEA along with recordings of performances.

Component 3: Knowledge and Understanding of Drama, External Assessment, 40% of overall qualification

Assessment Objectives: AO3, AO4

No omissions are proposed for this component.

Rationale for proposed specification omissions

There may be restrictions impacting on the ability to work in groups for performances, and therefore the inclusion of monologues will mitigate this.

Economics (Linear)

Component 1: External Assessment 1 hour 45 mins, 60% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this component.

Component 2: External Assessment 1 hour 15 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This component is proposed as the defined option for omission.

Rationale for proposed specification omissions

N/A

Engineering and Manufacturing

Unit 1: Design, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 2: Production, Externally Assessed Practical Examination, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 3: Materials, Processes and Systems, External Assessment 2 hours, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

English Language

Unit 1: Writing for Purpose and Audience and Reading to Access Non-fiction and Media Texts, External Assessment 1 hour 45 mins, 30% of overall qualification

Assessment Objectives: AO3, AO4

No omissions are proposed for this unit.

Unit 2: Speaking and Listening, Controlled Assessment, 20% of overall qualification

Assessment Objectives: AO1

No omissions are proposed for this unit.

Unit 3: Study Spoken and Written Language, Controlled Assessment, 20% of overall qualification

Assessment Objectives: AO2, AO3

No omissions are proposed for this unit.

Unit 4: Personal or Creative Writing and Reading Literary and Non-fiction Texts, External Assessment 1 hour 45 mins, 30% of overall qualification

Assessment Objectives: AO3, AO4

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

English Literature

Unit 1: The Study of Prose, External Examination 1 hour 45 mins, 30% of overall qualification

Assessment Objectives: AO1, AO2

This unit is proposed as the defined option for omission.

Unit 2: The Study of Drama and Poetry, External Assessment 2 hours, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3, AO4

No omissions are proposed for this unit.

Unit 3: The Study of Shakespeare, Controlled Assessment, 20% of overall qualification

Assessment Objectives: AO1, AO2, AO4

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Food and Nutrition (Linear)

Component 1: Food and Nutrition, External Assessment 2 hours, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this component.

Component 2: Practical Food and Nutrition, Controlled Assessment, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

Two dishes (starter/main or main/dessert) to prepare in 2 hours, rather than three dishes in 3 hours.

Rationale for proposed specification omissions

Current advice requires 1 metre social distancing restrictions and has requirements relating to the sharing and cleaning of equipment. This proposal addresses issues with the number of students accessing the HE suite and kitchen stations and involves accessing them for a shorter time, so that centres can spread the practical tasks out.

French

Unit 1: Listening, External Assessment 45 mins (35 mins Foundation), 25% of overall qualification

Assessment Objectives: AO1

No omissions are proposed for this unit.

Unit 2: Speaking, Teacher conducted, externally assessed approx. 20 mins total, 25% of overall qualification

Assessment Objectives: AO2

No omissions are proposed for this unit.

Unit 3: Reading, External Assessment 1 hour (50 mins Foundation), 25% of overall qualification

Assessment Objectives: AO3

No omissions are proposed for this unit.

Unit 4: Writing, External Assessment 1 hour 15 mins (1 hour Foundation), 25% of overall qualification

Assessment Objectives: AO4

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Further Mathematics

Unit 1 (compulsory): Pure Mathematics, External Assessment 2 hours, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 2 (optional 2 of 3 units): Mechanics, External Assessment 1 hour, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3 (optional 2 of 3 units): Statistics, External Assessment 1 hour, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 4 (optional 2 of 3 units): Discrete and Decision Mathematics, External Assessment 1 hour, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Gaeilge (Linear)

Component 1: Listening and Speaking in Gaeilge, Controlled Assessment, 20% of overall qualification

Assessment Objectives: AO1

No omissions are proposed for this component.

Component 2: Reading and Writing in Gaeilge, Controlled Assessment, 20% of overall qualification

Assessment Objectives: AO2, AO3

No omissions are proposed for this component.

Component 3: Reading in Gaeilge, External Assessment 1 hour 30 mins, 30% of overall qualification

Assessment Objectives: AO2

No omissions are proposed for this component.

Component 4: Writing in Gaeilge, External Assessment 1 hour 30 mins, 30% of overall qualification

Assessment Objectives: AO3

No omissions are proposed for this component.

Rationale for proposed specification omissions

N/A

Geography

Unit 1: Understanding Our Natural World, External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Living in Our World, External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Fieldwork, External Assessment 1 hour, 20% of overall qualification

Assessment Objectives: AO1, AO2, AO3

Use archive fieldwork data instead of students collecting their own.

Rationale for proposed specification omissions

Access to Field Studies Centres may not be possible. In addition, 1 metre social distancing will make it impossible to take students out of the school environment to undertake a field investigation, for example impacting on transport arrangements as well as work in groups to complete field measurements and record the data.

German

Unit 1: Listening, External Assessment 45 mins (35 mins Foundation), 25% of overall qualification

Assessment Objectives: AO1

No omissions are proposed for this unit.

Unit 2: Speaking, Teacher conducted, externally assessed approx. 20 mins total, 25% of overall qualification

Assessment Objectives: AO2

No omissions are proposed for this unit.

Unit 3: Reading, External Assessment 1 hour (50 mins Foundation), 25% of overall qualification

Assessment Objectives: AO3

No omissions are proposed for this unit.

Unit 4: Writing, External Assessment 1 hour 15 mins (1 hour Foundation), 25% of overall qualification

Assessment Objectives: AO4

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Government and Politics

Unit 1: Democracy in Action, External Assessment 1 hour 30 mins, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 2: International Politics in Action, External Assessment 1 hour 30 mins, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Health and Social Care

Unit 1: Personal Development, Health and Well-being, External Assessment 1 hour 30 mins, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 2: Working in the Health, Social Care and Early Years Sectors, Controlled Assessment, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

History

Unit 1: Section A: Modern World Studies in Depth and Section B: Local Study, External Assessment 1 hour 45 mins, 60% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 2: Outline Study, External Assessment 1 hour 15 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3, AO4

This unit is proposed as the defined option for omission.

Rationale for proposed specification omissions

N/A

Hospitality

Unit 1: The Hospitality Industry, External Assessment 1 hour, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Hospitality and the Customer, External Assessment 1 hour, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Food and Beverage Preparation and Service, Controlled Assessment, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

CCEA will allow the number of guests for the function aspect to be reduced. This is normally 10–20, but the proposal is to reduce it to 5–10.

Rationale for proposed specification omissions

Social distancing 1 metre rule limits the number of students to work stations/cookers. There may also be issues with students running a function with larger groups of people, including guests from outside of school.

Irish

Unit 1: Listening, External Assessment 45 mins (35 mins Foundation), 25% of overall qualification

Assessment Objectives: AO1

No omissions are proposed for this unit.

Unit 2: Speaking, Teacher conducted, externally assessed approx. 20 mins total, 25% of overall qualification

Assessment Objectives: AO2

No omissions are proposed for this unit.

Unit 3: Reading, External Assessment 1 hour (50 mins Foundation), 25% of overall qualification

Assessment Objectives: AO3

No omissions are proposed for this unit.

Unit 4: Writing, External Assessment 1 hour 15 mins (1 hour Foundation), 25% of overall qualification

Assessment Objectives: AO4

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Journalism in the Media and Communications Industry

Unit 1: Cross-platform Research Portfolio, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Radio and Review Portfolio, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Industry Theory and Practice, External Online Assessment, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Learning for Life and Work

Unit 1: Local and Global Citizenship, External Assessment 1 hour, 20% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 2: Personal Development, External Assessment 1 hour, 20% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Employability, External Assessment 1 hour, 20% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 4: Investigation, Controlled Assessment, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Rationale for proposed specification omissions

N/A

Leisure, Travel and Tourism

Unit 1: Understanding the Leisure, Travel and Tourism Industry, External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Promoting and Sustaining the Leisure, Travel and Tourism Industry, External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Working in the Leisure, Travel and Tourism Industry, Controlled Assessment, 20% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Mathematics

Unit M1 or M2 (optional 1 of 2): Foundation Tier, External Assessment 1 hour 45 mins, 45% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

or

Unit M3 or M4 (optional 1 of 2): Higher Tier, External Assessment 2 hours, 45% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

and

Unit M5 or M6 (optional 1 of 2): Foundation Tier, External Assessment 1 hour ×2, 55% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

or

Unit M7 or M8 (optional 1 of 2): Higher Tier, External Assessment 1 hour 15 mins ×2, 55% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Motor Vehicle and Road User Studies

Unit 1: Motor Vehicle and Road User Theory, External Assessment 1 hour 45 mins, 50% of overall qualification

Assessment Objectives: AO1, AO2

No omissions are proposed for this unit.

Unit 2: Investigative Study, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

Adapt the specification to allow use of archive data, rather than students working together to collect their own data. Data can be provided for new centres. Centres will be provided with primary data or use historical primary data.

Unit 3: Practical Riding Activity, Controlled Assessment, 25% of overall qualification

Assessment Objectives: AO4

This unit is proposed as the defined option for omission.

For those who choose to complete this unit, Visiting Moderation will be removed and replaced by product-based moderation, which means that centres record the students undertaking their activities and submit the recordings to CCEA for moderation.

Rationale for proposed specification omissions

For Unit 2, it may be difficult to do group work due to social distancing.

For Unit 3, students would normally share equipment such as helmets and mopeds which would require sanitisation after every use. Product-based moderation would facilitate centres spreading the riding activities out over time to suit their needs.

Moving Image Arts (Linear)

Component 1: Critical Understanding of Creative and Technical Moving Image Production, Online External Assessment 1 hour 30 mins, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this component.

Component 2: Acquisition of Skills in Moving Images Production, Controlled Assessment, 20% of overall qualification

Assessment Objectives: AO1, AO2

No omissions are proposed for this component.

Component 3: Planning and Making a Moving Image Product, Controlled Assessment, 40% of overall qualification

Assessment Objectives: AO1, AO2, AO3, AO4

This component is proposed as the defined option for omission.

Rationale for proposed specification omissions

N/A

Music (Linear)

Component 1: Performing and Appraising, External Assessment (Visiting Examination), 35% of overall qualification

Assessment Objectives: AO1, AO4

Removal of ensemble group performance in Component 1 (15%)

Replace visiting examination with submission of recordings for assessment. Performance discussion (viva voce) will be teacher led, recorded at the time of performance and submitted with performance for external assessment.

Component 2: Composing, Controlled Assessment, 30% of overall qualification

Assessment Objectives: AO2

Removal of Composition 2 (pre-release stimulus) (15%)

Component 3: Listening and Appraising, External Assessment 1 hour 30 mins, 35% of overall qualification

Assessment Objectives: AO3, AO4

No omissions are proposed for this component.

Rationale for proposed specification omissions

For Component 1 there are issues around group performances and possible risks with singing and playing wind instruments. Centres may also have issues with facilitating lots of group rehearsals, for example suitable practice rooms.

The removal of visiting examination, changed to recorded exam, removes the risk of different pianists playing a piano throughout exam day and many wind players, vocalists, etc. performing one after the other in the same room. Examinations could be recorded at any stage in the year when pupils are able and in school.

There are issues around the heavy use of equipment by different people as it needs to be thoroughly cleaned between each use, and there are also issues with equal remote access to specialised software, equipment and facilities. Therefore, reducing the composition requirements enables this skill to be developed, while easing pressure on teachers and students.

Physical Education (Linear)

Component 1: Factors Underpinning Health and Performance, External Assessment 1 hour 15 mins, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this component.

Component 2: Developing Performance, External Assessment 1 hour 15 mins, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This component is proposed as the defined option for omission.

Component 3: Individual Performances in Physical Activities and Sports, Controlled Assessment, 50% of overall qualification

Assessment Objectives: AO4

Reduce the number of performances from three to two. Restrict to individual performance, as team performances may not be possible due to public health advice. Accept video evidence for moderation.

Rationale for proposed specification omissions

The available options of activities and sports are impacted by restrictions on contact and/or team sports.

Physics

Unit 1: Motion, Force, Density and Kinetic Theory, and Atomic and Nuclear Physics, External Assessment 1 hour 30 mins (1 hour 15 mins Foundation), 37.5% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics, External Assessment 1 hour 30 mins (1 hour 15 mins Foundation), 37.5% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Practical Skills, Booklet A, Practical Tasks, Externally marked (7.5%) and Booklet B, Practical Exam, External Assessment, 1 hour 15 mins (1 hour Foundation) (17.5%), 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

The proposal is that Booklet A remains; however, students observe a teacher's live demonstration in place of completing the experiments themselves and complete the assessment on that basis.

Rationale for proposed specification omissions

Preparation for Booklet A: this is normally done in groups of up to three students which cannot be accommodated under 1 metre social distancing. Lab space would not accommodate a class practical session with 1 metre social distancing. Delivering practical work will present a challenge; for example, apparatus and equipment would normally be shared between students.

Religious Studies

Unit 1–9: Students select any two from nine, External Assessment 1 hour 30 mins, each 50% of overall qualification.

Assessment Objectives: AO1, AO2

No omissions are proposed for these units.

Rationale for proposed specification omissions

N/A

Science: Double Award

Unit B1: Biology: Cells, Living Processes and Biodiversity, External Assessment 1 hour, 11% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit C1: Chemistry: Structures, Trends, Chemical Reactions, Quantitative Chemistry and Analysis, External Assessment 1 hour, 11% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit P1: Physics: Motion, Force, Moments, Energy, Density, Kinetic Theory, Radioactivity, Nuclear Fission and Fusion, External Assessment 1 hour, 11% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit B2: Biology: Body Systems, Genetics, Microorganisms and Health, External Assessment 1 hour 15 mins, 14% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit C2: Chemistry: Further Chemical Reactions, Rates and Equilibrium, Calculations and Organic Chemistry, External Assessment 1 hour 15 mins, 14% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omission are proposed for this unit.

Unit P2: Physics: Waves, Light, Electricity, Magnetism, Electromagnetism and Space Physics, External Assessment 1 hour 15 mins, 14% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 7: Practical Skills, 25% of overall qualification

Booklet A, Biology, Chemistry and Physics, Practical Tasks, Externally marked 3 hours (7.5%) Booklet B, Practical Exam, External Assessment 1 hour 30 mins (17.5%)

Assessment Objectives: AO1, AO2, AO3

Booklet A remains; however, students observe a teacher's live demonstration in place of completing the experiments themselves and complete the assessment on that basis.

Rationale for proposed specification omissions

Preparation for Booklet A: this is normally done in groups of up to three students which cannot be accommodated under 1 metre social distancing. Lab space would not accommodate a class practical session with 1 metre social distancing. Delivering practical work will present a challenge; for example, apparatus, chemicals and equipment would normally be shared between students.

Science: Single Award

Unit 1: Biology, External Assessment 1 hour, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 2: Chemistry, External Assessment 1 hour, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Physics, External Assessment 1 hour, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 4: Practical Skills, Two from Biology, Chemistry and Physics, Booklet A, Practical Tasks, Externally marked 2 hours (7.5%) and Booklet B, Practical Exam, External Assessment 1 hour 15 mins (1 hour Foundation) (17.5%), 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Rationale for proposed specification omissions

N/A

Spanish

Unit 1: Listening, External Assessment 45 mins (35 mins Foundation), 25% of overall qualification

Assessment Objectives: AO1

No omissions are proposed for this unit.

Unit 2: Speaking, Teacher conducted, externally assessed approx. 20 mins total, 25% of overall qualification

Assessment Objectives: AO2

No omissions are proposed for this unit.

Unit 3: Reading, External Assessment 1 hour (50 mins Foundation), 25% of overall qualification

Assessment Objectives: AO3

No omissions are proposed for this unit.

Unit 4: Writing, External Assessment 1 hour 15 mins (1 hour Foundation), 25% of overall qualification

Assessment Objectives: AO4

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Statistics

Unit 1: External Assessment 2 hours (1 hour 30 mins Foundation), 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 2: External Assessment 2 hours (1 hour 30 mins Foundation), 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Rationale for proposed specification omissions

N/A

Technology and Design

Unit 1: Technology and Design Core Content, External Assessment 1 hour 30 mins, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

This unit is proposed as the defined option for omission.

Unit 2: Optional Areas of Study (Electronic and Microelectronic Control Systems or Mechanical and Pneumatic Control Systems or Product Design), External Assessment 1 hour 30 mins, 25% of overall qualification

Assessment Objectives: AO1, AO2, AO3

No omissions are proposed for this unit.

Unit 3: Design and Manufacturing Project, Controlled Assessment, 50% of overall qualification

Assessment Objectives: AO1, AO2, AO3

The portfolio of evidence will consist of:

- Design Thinking, Analysis and Specification section: No change (10 marks)
- Concepts and Analysis section: Marks available increased from 15 marks to 25 marks.
- Development of Proposed Concepts – Modelling and Testing: Marks increased from 25 marks to 35 marks, with the following amendment applied to the criteria:
 - produce scaled physical model(s) or mock-up(s) of the potential solution which convey(s) excellent understanding of the product's form and function; and produce excellent evidence of testing and evaluation of the model(s) or mock-up(s) to check if it is a feasible proposal to manufacture, and modify as necessary
- Development of Proposed Concepts – Manufacture: Removed
- Evaluation section: Removed

Visiting Moderation will be removed and replaced by product-based moderation.

Rationale for proposed specification omissions

The use of workshops for practical work will be difficult in the context of public health advice, for example social distancing of 1 metre for students and the cleaning of shared equipment. This proposal will allow students to carry out practical work but spread throughout the course rather than working towards a final outcome.

Appendix B: Overview of Subjects Eligible and Not Eligible for Unit/Component-Level Omissions

GCSEs with a defined unit/component for omission	GCSEs that do not have a unit/component identified for omission
<ol style="list-style-type: none"> 1. Agriculture and Land Use 2. Art and Design 3. Biology 4. Business and Communication Systems 5. Business Studies 6. Chemistry 7. Child Development 8. Construction and the Built Environment 9. Contemporary Crafts 10. Digital Technology 11. Drama 12. Economics 13. Engineering and Manufacturing 14. English Literature 15. Geography 16. History 17. Hospitality 18. Journalism 19. Learning for Life and Work 20. Leisure, Travel and Tourism 21. Motor Vehicle and Road User Studies 22. Moving Image Arts 23. Physical Education 24. Physics 25. Science: Double Award (2 GCSEs) 26. Science: Single Award 27. Technology and Design 28. <i>Music (no component-level omissions but reduction of assessment burden across two components)</i> 	<ol style="list-style-type: none"> 1. English Language 2. Mathematics 3. Gaeilge 4. Further Mathematics 5. Food and Nutrition (40% rule) 6. Government and Politics (40% rule) 7. Health and Social Care (40% rule) 8. Religious Studies (40% rule) 9. Statistics (40% rule) 10. French (AO coverage) 11. German (AO coverage) 12. Irish (AO coverage) 13. Spanish (AO coverage)

Appendix C: Summary of GCSE Proposals

Subject	Current Arrangements	Defined Unit/ Component for Omission	Additional Amendments
Agriculture and Land Use	Unit 1 external assessment (25%) Unit 2 external assessment (25%) Unit 3 controlled assessment (50%)	Unit 1	Unit 3: For Task 1, teachers supply experimental data for students instead of the requirement to collect primary data. The marking criteria used to assess Task 1 of the Controlled Assessment will be amended so that no marks are awarded for collection of primary data. No further specification changes are proposed. However, CCEA will provide guidance on how the primary data for Task 2 can be collected.
Art and Design	Component 1 controlled assessment (60%) Component 2 controlled assessment (40%)	Component 2	CCEA to set the theme to Component 1 Part B as the same theme used in Component 2. Component 1 Part B will be taken under controlled conditions.
Biology	Unit 1 external assessment (35%) Unit 2 external assessment (40%) Unit 3 practical (25%)	Unit 1	Booklet A remains; however, students observe a teacher's live demonstration in place of completing the experiments themselves and complete the assessment on that basis.
Business and Communication Systems	Unit 1 external assessment (40%) Unit 2 external assessment (35%) Unit 3 controlled assessment (25%)	Unit 1	N/A
Business Studies	Unit 1 external assessment (40%) Unit 2 external assessment (40%) Unit 3 controlled assessment (20%)	Unit 1	N/A

Subject	Current Arrangements	Defined Unit/ Component for Omission	Additional Amendments
Chemistry	Unit 1 external assessment (35%) Unit 2 external assessment (40%) Unit 3 practical (25%)	Unit 1	Booklet A remains; however, students observe a teacher's live demonstration in place of completing the experiments themselves and complete the assessment on that basis.
Child Development	Unit 1 external assessment (30%) Unit 2 external assessment (30%) Unit 3 practical (40%)	Unit 1	N/A
Construction and the Built Environment	Unit 1 external assessment (20%) Unit 2 external assessment (30%) Unit 3 controlled assessment (25%) Unit 4 controlled assessment (25%)	Unit 1	Unit 3: Permit teacher demonstration of manufacture of one of the products. Students do not manufacture a final product or make a mock-up or model. Their detailed designs will be accepted in lieu of a final product.
Contemporary Crafts	Component 1 controlled assessment (60%) Component 2 controlled assessment (40%)	Component 2	N/A
Digital Technology	Unit 1 external assessment (30%) Unit 2/4 external assessment (40%) Unit 3/5 controlled assessment (30%)	Unit 1	N/A
Drama	Component 1 controlled assessment (25%) Component 2 controlled assessment (35%) Component 3 external assessment (40%)	Component 1	Adaptation to specification to allow monologues. Remove Visiting Moderation and replace with product-based moderation.

Subject	Current Arrangements	Defined Unit/ Component for Omission	Additional Amendments
Economics	Component 1 external assessment (60%) Component 2 external assessment (40%)	Component 2	N/A
Engineering and Manufacturing	Unit 1 controlled assessment (25%) Unit 2 external assessment (25%) Unit 3 external assessment (50%)	Unit 2	N/A
English Language	Unit 1 external assessment (30%) Unit 2 controlled assessment (20%) Unit 3 controlled assessment (20%) Unit 4 external assessment (30%)	N/A	N/A
English Literature	Unit 1 external assessment (30%) Unit 2 external assessment (50%) Unit 3 controlled assessment (20%)	Unit 1	N/A
Food and Nutrition	Component 1 external assessment (50%) Component 2 controlled assessment (50%)	N/A	Reduce requirements of Component 2 to require only two dishes in 2 hours rather than three dishes in 3 hours.
French	Unit 1 external assessment (25%) Unit 2 external assessment (25%) Unit 3 external assessment (25%) Unit 4 external assessment (25%)	N/A	N/A

Subject	Current Arrangements	Defined Unit/ Component for Omission	Additional Amendments
Further Mathematics	Unit 1 external assessment (50%) Two from Units 2, 3 and 4 external assessment (25% each)	N/A	N/A
Gaeilge	Component 1 controlled assessment (20%) Component 2 controlled assessment (20%) Component 3 external assessment (30%) Component 4 external assessment (30%)	N/A	N/A
Geography	Unit 1 external assessment (40%) Unit 2 external assessment (40%) Unit 3 external assessment (20%)	Unit 1	Provide students with archive fieldwork data instead of students collecting their own data for Unit 3.
German	Unit 1 external assessment (25%) Unit 2 external assessment (25%) Unit 3 external assessment (25%) Unit 4 external assessment (25%)	N/A	N/A
Government and Politics	Unit 1 external assessment (50%) Unit 2 external assessment (50%)	N/A	N/A
Health and Social Care	Unit 1 external assessment (50%) Unit 2 controlled assessment (50%)	N/A	N/A

Subject	Current Arrangements	Defined Unit/ Component for Omission	Additional Amendments
History	Unit 1 external assessment (60%) Unit 2 external assessment (40%)	Unit 2	N/A
Hospitality	Unit 1 external assessment (25%) Unit 2 external assessment (25%) Unit 3 controlled assessment (50%)	Unit 1	Unit 3: Allow number of guests for the function aspect to be reduced. This is normally 10–20, but the proposal is to reduce it to 5–10.
Irish	Unit 1 external assessment (25%) Unit 2 external assessment (25%) Unit 3 external assessment (25%) Unit 4 external assessment (25%)	N/A	N/A
Journalism in the Media and Communications Industry	Unit 1 controlled assessment (25%) Unit 2 controlled assessment (25%) Unit 3 external assessment (50%)	Unit 1	N/A
Learning for Life and Work	Unit 1 external assessment (20%) Unit 2 external assessment (20%) Unit 3 external assessment (20%) Unit 4 controlled assessment (40%)	Unit 4	N/A

Subject	Current Arrangements	Defined Unit/ Component for Omission	Additional Amendments
Leisure, Travel and Tourism	Unit 1 external assessment (40%) Unit 2 external assessment (40%) Unit 3 controlled assessment (20%)	Unit 1	N/A
Mathematics	Unit M1–M4 external assessment (45%) Unit M5–M8 external assessment (55%)	N/A	N/A
Motor Vehicle and Road User Studies	Unit 1 external assessment (50%) Unit 2 controlled assessment (25%) Unit 3 controlled assessment (25%)	Unit 3	In Unit 2 permit use of archive data instead of students collecting their own data. For those who choose to complete Unit 3, Visiting Moderation will be removed and replaced by product-based moderation.
Moving Image Arts	Component 1 external assessment (40%) Component 2 controlled assessment (20%) Component 3 controlled assessment (40%)	Component 3	N/A
Music	Component 1 external assessment (35%) Component 2 controlled assessment (30%) Component 3 external assessment (35%)	N/A	Removal of ensemble group performance in Component 1 and replacement of visiting examination with submission of a recording for assessment For Component 2, removal of Composition 2 (pre-release stimulus)
Physical Education	Component 1 external assessment (25%) Component 2 external assessment (25%) Component 3 controlled assessment (50%)	Component 2	Component 3: Reduce the number of performances from three to two, and restrict these to individual performances. Accept video evidence for moderation.

Subject	Current Arrangements	Defined Unit/ Component for Omission	Additional Amendments
Physics	Unit 1 external assessment (37.5%) Unit 2 external assessment (37.5%) Unit 3 practical (25%)	Unit 1	Booklet A remains; however, students observe a teacher's live demonstration in place of completing the experiments themselves and complete the assessment on that basis.
Religious Studies	Unit 1 to Unit 9 external assessment (each worth 50%)	N/A	N/A
Science: Double Award	Unit B1 Biology external assessment (11%) Unit C1 Chemistry external assessment (11%) Unit P1 Physics external assessment (11%) Unit B2 Biology external assessment (14%) Unit C2 Chemistry external assessment (14%) Unit P2 Physics external assessment (14%) Unit 7 Practical (25%)	Unit B1, C1 and P1	Unit 7 Practical: Booklet A remains; however, students observe a teacher's live demonstration in place of completing the experiments themselves and complete the assessment on that basis.
Science: Single Award	Unit 1 Biology external assessment (25%) Unit 2 Chemistry external assessment (25%) Unit 3 Physics external assessment (25%) Unit 4 Practical (25%)	Unit 4	N/A

Subject	Current Arrangements	Defined Unit/ Component for Omission	Additional Amendments
Spanish	Unit 1 external assessment (25%) Unit 2 external assessment (25%) Unit 3 external assessment (25%) Unit 4 external assessment (25%)	N/A	N/A
Statistics	Unit 1 external assessment (50%) Unit 2 external assessment (50%)	N/A	N/A
Technology and Design	Unit 1 external assessment (25%) Unit 2 external assessment (25%) Unit 3 controlled assessment (50%)	Unit 1	Students are permitted to only complete portfolio of evidence consisting of detailed prototype but not actually create the product. The manufacture section will be removed and mark scheme will be amended to accommodate this. Visiting Moderation will be removed and replaced by product-based moderation.

Appendix D: GCE Omissions

Subject	Current arrangements	Specification omissions
Art and Design	AS Unit 1 internal assessment (20%) Unit 2 internal assessment (20%) A2 Unit 1 internal and external assessment (36%) Unit 2 internal assessment (24%)	N/A
Biology	AS Unit 1 external assessment (37.5% of AS; 15% of A level) Unit 2 external assessment (37.5% of AS; 15% of A level) Unit 3 external/internal assessment (25% of AS; 10% of A level) A2 Unit 1 external assessment (24% of A level) Unit 2 external assessment (24% of A level) Unit 3 external/internal assessment (12% of A level)	AS Unit 3 Remove requirement that students carry out practical work in order to collect evidence for AS internal assessment (lab book 7.4% of AS) Teachers provide experimental data which students use to write up their internal assessment. This will facilitate completion of the internal assessment over the full academic year if practical work cannot be carried out due to public health advice. A2 Unit 3 Remove internally assessed element of lab book (4%). Students will still complete A2 Unit 3 examination on practical skills. Provide list of practicals being assessed in AS Unit 3/A2 Unit 3 practical theory exams to minimise the amount of practical preparation required

Subject	Current arrangements	Specification omissions
Business Studies	AS Unit 1 external assessment (20%) Unit 2 external assessment (20%) A2 Unit 1 external assessment (30%) Unit 2 external assessment (30%)	N/A
Chemistry	AS Unit 1 external assessment (40% of AS; 16% of A level) Unit 2 external assessment (40% of AS; 16% of A level) Unit 3 Practical assessment (20% of AS; 8% of A level) A2 Unit 1 external assessment (40% of A2; 24% of A level) Unit 2 external assessment (40% of A2; 24% of A level) Unit 3 Practical assessment (20% of A2; 12% of A level)	AS: Unit 3 (Booklet A and B) Unit 3 Booklet A – delay decision on removal to January 2021 when apparatus and materials list is due to go into centres and the public health situation is clearer. Unit 3 Booklet B – provide list of practicals being assessed in this booklet to minimise the amount of practical preparation required. A2: Unit 3 (Booklet A and B) – remove requirement to complete practical skills Booklet A due to public health requirements. However, students would still complete Booklet B practical skills theory.
Digital Technology	AS Unit 1 external assessment (20%) Unit 2 external assessment (20%) A2 Unit 1 external assessment (40%) Unit 2 internal assessment (20%)	N/A

Subject	Current arrangements	Specification omissions
Economics	AS Unit 1 external assessment (20%) Unit 2 external assessment (20%) A2 Unit 1 external assessment (30%) Unit 2 external assessment (30%)	N/A
English Literature	AS Unit 1 external assessment (24%) Unit 2 external assessment (16%) A2 Unit 1 external assessment (20%) Unit 2 external assessment (20%) Unit 3 internal assessment (20%)	N/A
Environmental Technology	AS Unit 1 external assessment (20%) Unit 2 internal assessment (20%) A2 Unit 1 external assessment (30%) Unit 2 internal assessment (30%)	AS Unit 2 Students to carry out practical investigation using one of three renewable technologies rather than two of three. A2 Unit 2 Students to review only one category of the code for sustainable homes instead of two.

Subject	Current arrangements	Specification omissions
French	AS Unit 1 visiting external assessment (12%) Unit 2 external assessment (16%) Unit 3 externally assessed (12%) A2 Unit 1 visiting external assessment (18%) Unit 2 external assessment (24%) Unit 3 externally assessed (18%)	N/A
Further Mathematics	AS Unit 1 external assessment (20%) Unit 2 external assessment (20%) A2 Unit 1 external assessment (30%) Unit 2 external assessment (30%)	N/A
Geography	AS Unit 1 external assessment (16%) Unit 2 external assessment (16%) Unit 3 external assessment (8%) A2 Unit 1 external assessment (24%) Unit 2 external assessment (24%) Unit 3 external assessment (12%)	AS Unit 3 – remove the requirement for students to collect primary data; allow centres to use archive data.

Subject	Current arrangements	Specification omissions
German	AS Unit 1 visiting external assessment (12%) Unit 2 external assessment (16%) Unit 3 externally assessed (12%) A2 Unit 1 visiting external assessment (18%) Unit 2 external assessment (24%) Unit 3 externally assessed (18%)	N/A
Government and Politics	AS Unit 1 external assessment (16%) Unit 2 external assessment (24%) A2 Unit 1 external assessment (35%) Unit 2 external assessment (25%)	N/A

Subject	Current arrangements	Specification omissions
Health and Social Care	<p>AS</p> <p>Unit 1 internal assessment (5%/10%)</p> <p>Unit 2 internal assessment (5%/10%)</p> <p>Unit 3 external assessment (10%/20%)</p> <p>Unit 4 internal assessment (5%)</p> <p>Unit 5 external assessment (10%)</p> <p>Unit 6 internal assessment (5%)</p> <p>Unit 7 external assessment (10%)</p> <p>A2</p> <p>Unit 1 internal assessment (7.5%/15%)</p> <p>Unit 2 internal assessment (7.5%/15%)</p> <p>Unit 3 external assessment (15%/30%)</p> <p>Unit 4 internal assessment (7.5%/15%)</p> <p>Unit 5 internal assessment (7.5%/15%)</p> <p>Unit 6 external assessment (15%)</p> <p>Unit 7 external assessment (15%)</p>	<p>AS single award Unit 1 and 2: remove requirement for placement in Health, Social Care or Early Years settings.</p> <p>Schools will be provided with guidance on alternatives such as guest speakers (face-to-face and online), possibility of involving family members in the sector etc.</p>
History	<p>AS</p> <p>Unit 1 external assessment (20%)</p> <p>Unit 2 external assessment (20%)</p> <p>A2</p> <p>Unit 1 external assessment (20%)</p> <p>Unit 2 external assessment (40%)</p>	<p>N/A</p>

Subject	Current arrangements	Specification omissions
Irish	AS Unit 1 visiting external assessment (12%) Unit 2 external assessment (16%) Unit 3 externally assessed (12%) A2 Unit 1 visiting external assessment (18%) Unit 2 external assessment (24%) Unit 3 externally assessed (18%)	N/A
Journalism in the Media and Communications Industry	AS Unit 1 external assessment (16%) Unit 2 internal assessment (24%) A2 Unit 1 external assessment (24%) Unit 2 internal assessment (36%)	N/A

Subject	Current arrangements	Specification omissions
Life and Health Sciences	AS Unit 1 internal assessment (6.7%/13.3%) Unit 2 external assessment (6.7%/13.3%) Unit 3 external assessment (6.7%/13.3%) Unit 4 internal assessment (6.7%) Unit 5 external assessment (6.7%) Unit 6 internal assessment (6.7%) A2 Unit 1 internal assessment (10%/20%) Unit 2 external assessment (10%/20%) Unit 3 external assessment (10%/20%) Unit 4 external assessment (10%/20%) Unit 5 external assessment (10%/20%) Unit 6 internal assessment (10%) Unit 7 internal assessment (10%) Unit 8 internal assessment (10%) Unit 9 internal assessment (10%) Unit 10 internal assessment (10%)	N/A
Mathematics	AS Unit 1 external assessment (24%) Unit 2 external assessment (16%) A2 Unit 1 external assessment (36%) Unit 2 external assessment (24%)	N/A

Subject	Current arrangements	Specification omissions
Moving Image Arts	AS Unit 1 internal assessment (24%) Unit 2 external assessment (16%) A2 Unit 1 internal assessment (36%) Unit 2 external assessment (24%)	N/A
Music	AS Unit 1 visiting external assessment (13%) Unit 2 internal assessment (13%) Unit 3 externally assessed (14%) A2 Unit 1 visiting external assessment (19.5%) Unit 2 internal assessment (19.5%) Unit 3 externally assessed (21%)	AS and A2 Unit 1 – Removal of visiting examination, replaced with students’ performances and vivas being recorded and sent to CCEA for assessment
Nutrition & Food Science	AS Unit 1 external assessment (20%) Unit 2 external assessment (20%) A2 Unit 1 external assessment (30%) Option A and Option B choices Unit 2 internal assessment (30%)	N/A

Subject	Current arrangements	Specification omissions
Performing Arts	<p>AS Unit 1 internal assessment (24%) Unit 2 visiting external assessment (16%)</p> <p>A2 Unit 1 internal assessment (36%) Unit 2 visiting external assessment (24%)</p>	<p>AS Unit 2 Remove visiting examination, send in recording. Accept monologues also.</p> <p>A2 Unit 2 Remove visiting examination, send in recording. Accept monologues also.</p>
Physics	<p>AS Unit 1 external assessment (16%) Unit 2 external assessment (16%) Unit 3 external/internal assessment (8%)</p> <p>A2 Unit 1 external assessment (24%) Unit 2 external assessment (24%) Unit 3 external/internal assessment (12%)</p>	<p>AS: Unit 3 (Booklet A and B) Unit 3 Booklet A – delay decision on removal to January 2021 when apparatus and materials list is due to go into centres and the public health situation is clearer. Unit 3 Booklet B – provide list of practicals being assessed in this booklet to minimise the amount of practical preparation required</p> <p>A2: Unit 3 (Booklet A and B) remove requirement to complete practical skills Booklet A due to public health requirements. However, students would still complete Booklet B practical skills theory.</p>

Subject	Current arrangements	Specification omissions
Professional Business Services	AS Unit 1 external assessment (12%) Unit 2 internal assessment (16%) Unit 3 external assessment (12%) A2 Unit 1 external assessment (18%) Unit 2 external assessment (18%) Unit 3 internal assessment (24%)	N/A
Religious Studies	AS All externally assessed (20% per unit) A2 All externally assessed (30% per unit)	N/A
Software Systems Development	AS Unit 1 external assessment (20%) Unit 2 internal assessment (20%) A2 Unit 1 external assessment (30%) Unit 2 internal assessment (30%)	N/A
Spanish	AS Unit 1 visiting external assessment (12%) Unit 2 external assessment (16%) Unit 3 externally assessed (12%) A2 Unit 1 visiting external assessment (18%) Unit 2 external assessment (24%) Unit 3 externally assessed (18%)	N/A

Subject	Current arrangements	Specification omissions
Sports Science and the Active Leisure Industry	AS Unit 1 internal assessment (24%) Unit 2 external assessment (16%) A2 Unit 1 internal assessment (36%) Unit 2 external assessment (24%)	AS Unit 1 Working with a 'client' may not be possible. Amend specification to include option of a personal training plan. A2 Unit 1 Traditional face-to-face event could not run. Adapt to running a 'virtual event'.
Technology and Design	AS Unit 1 external assessment (20%) Unit 2 internal assessment (20%) A2 Unit 1 external assessment (30%) Unit 2 internal assessment (30%)	For Unit 2 at AS and A2 students complete the design folder as far as the development section in both AS and A2. Marks will be added to the development section at both levels to allow for evaluation of outcomes of modelling to take place. The manufacture, testing and evaluation sections have been removed at both AS and A2 level. Visiting Moderation will be removed and replaced by product-based moderation.

Summary of Changes

(Most recent changes are indicated in red text on the latest version.)

First Published	Date of Change	Page Number/s	Changes Made
24 August 2020	25 August 2020	26, 72, 74	<p>Pg. 26: Changes made to Unit numbers</p> <p>Pg. 72: Changes made to Unit percentages and assessment types for Health and Social Care</p> <p>Pg. 74: Changes made to Unit percentages for Life and Health Sciences</p>
	26 August 2020	9, 62	<p>Pg. 9: Change of year in footnote</p> <p>Pg. 62: Change made to assessment types for Gaeilge</p>
	28 August 2020	30	<p>Pg. 30: Assessment Objectives added</p>

