

## CCEA GCE Specification in Government and Politics

For first teaching from September 2008

For first award of AS Level in Summer 2009

For first award of A Level in Summer 2010

Subject Code: 4830

# govern ment and politics

## Foreword

This booklet contains CCEA's Advanced Subsidiary (AS) and Advanced GCE Government and Politics specification for first teaching from September 2008.

The AS is the first part of the full advanced GCE course and will be assessed at a standard appropriate for candidates who have completed the first half of the full Advanced GCE course.

The full Advanced GCE comprises the AS and the second half of the Advanced GCE course referred to as A2. However, the AS can be taken as a "stand-alone" qualification without progression to A2.

The A2 will be assessed at a standard appropriate for candidates who have completed a full advanced GCE course and will include synoptic assessment and an element of stretch and challenge.

The Advanced GCE award will be based on aggregation of the marks from the AS (50%) and the A2 (50%).

An A\* will be awarded to the candidates who attain an overall grade A in the qualification and an aggregate of at least 90% of the uniform marks across the A2 units.

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## 1 Introduction

This specification sets out the content and assessment details for our Advanced Subsidiary (AS) and Advanced Level (A Level) courses in Government and Politics. This specification is for first teaching from September 2008. You can view and download the latest version of this specification on our website at [www.ccea.org.uk](http://www.ccea.org.uk).

Students can take the AS course as a final qualification or as the first half of the A Level qualification. Students who wish to obtain a full A Level qualification must also complete the second half of the course, referred to as A2. We will make the first AS awards for this specification in 2009 and will make the first A Level awards in 2010.

The specification builds on the broad objectives of the revised Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

The study of Government and Politics encourages young people to develop knowledge and understanding of the political systems in which they live. It also encourages students to become actively involved as citizens and enables them to develop critical thinking and other essential academic skills. Study of the subject at GCE level helps to prepare young people for careers in many areas including law, business, finance, government services and, of course, politics itself.

### 1.1 Aims

The specification aims to encourage students to:

- develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes;
- acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom, and how these may differ from those of other political systems;
- acquire knowledge and informed understanding of the rights and responsibilities of the individual; and
- develop an interest in and engagement with contemporary politics.

### 1.2 Key features

The key features of the specification are listed below:

- There is a reduced assessment burden of two AS and two A2 units with no coursework.
- The AS course provides a progression route to the full A Level and an opportunity for students to broaden their education.
- The stretch and challenge for A2 students provides a sound foundation for the study of politics and related subjects in higher education and a range of interesting careers.
- There are opportunities to develop essential academic skills that are also of direct relevance to the world of work.
- There is a choice of content in both A2 units.
- The specification offers clear and accurate information and guidance for students and teachers of the subject.

### **1.3 Prior attainment**

There is no specific prior attainment required. However, we recommend that students should have obtained at least a Grade C or above in GCSE English or gained an equivalent award.

### **1.4 Prohibited combinations**

In any one series of examinations students may not take examinations in this specification together with examinations in any other GCE Government and Politics specification.

## 2 Specification at a Glance

The table below summarises the structures of the AS and A Level courses:

Unit	Assessment Format	Duration	Weightings and Marks	Availability
<b>AS 1: The Government and Politics of Northern Ireland</b>	Students take an externally assessed paper involving one source and three questions.	1 hour 15 minutes	40% of AS and 20% of the A Level	January and Summer
<b>AS 2: The British Political Process</b>	Students take an externally assessed paper consisting of five questions.	1 hour 45 minutes	60% of AS and 30% of the A Level	January and Summer
<b>A2 1: Comparative Government</b>	Students take an externally assessed paper consisting of two options: UK and USA or UK and Ireland. There is one source and five questions in each option.	2 hour 15 minutes	60% of A2 and 30% of the A Level	January and Summer
<b>A2 2: Political Power and Political Ideas</b>	Students take an externally assessed paper with two options: Political Power or Political Ideas. There is one source with three questions in each option. Questions 1 and 2 to require textual analysis and evaluation.	1 hour 30 minutes	40% of A2 and 20% of the A Level	January and Summer

### 3 Subject Content

The AS course is divided into two units: AS 1 and AS 2. Students following the A Level course must study two further units: A2 1 and A2 2. The content of each of these units is set out below.

#### 3.1 Unit AS 1: The Government and Politics of Northern Ireland

This unit focuses on:

- the development of an understanding of a range political concepts and the ability to apply them to the Northern Ireland context;
- the arrangements for government of Northern Ireland since 1994;
- the strategies and policies of the main Northern Ireland political parties;
- the changes in electoral support for the main parties; and
- the political effects of the different electoral systems used in Northern Ireland.

Content	Learning Outcomes
<b>The government of Northern Ireland</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the government of Northern Ireland since 1994 including political arrangements such as direct rule and devolution of power to the Northern Ireland Assembly;</li> <li>• demonstrate knowledge and understanding of a range of political concepts such as democracy, power, authority, democratic deficit and power sharing and apply these in the political context of Northern Ireland;</li> </ul>
<b>The Northern Irish political parties</b>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the role of political parties and of the strategies and policies of the main Northern Ireland political parties;</li> <li>• analyse how the strategies and policies of the main Northern Ireland political parties have changed since 1994;</li> <li>• assess how and why electoral support for the main political parties has changed since 1994; and</li> </ul>
<b>The Northern Irish electoral systems</b>	<ul style="list-style-type: none"> <li>• assess the political impact of the different electoral systems in use in Northern Ireland.</li> </ul>

### 3.2 Unit AS 2: The British Political Process

The focus of this unit is on how Britain is governed with specific reference to the inter-relationships of the executive, legislature and judiciary.

Content	Learning Outcomes
<b>The British political process</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of relevant political concepts (for example, cabinet government, prime ministerial versus presidential power, ministerial and collective responsibility, parliamentary sovereignty, scrutiny, representation, judicial independence);</li> <li>• demonstrate knowledge and understanding of the operation of the executive, legislature and judiciary;</li> <li>• demonstrate knowledge and understanding of the ideological basis and policies of the main British political parties;</li> </ul>
<b>The inter-relationships of the executive, legislature and judiciary</b>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the inter-relationships of the executive, legislature and judiciary;</li> <li>• analyse a number of political issues relating to the inter-relationship of the executive, legislature and judiciary (for example, the ability of the legislature and judiciary to scrutinise the executive, the degree to which Parliament influences legislation, the significance of the role performed by the second chamber, and judicial reviews and inquiries);</li> <li>• assess the extent to which the executive dominates the legislature and judiciary (for example, the degree to which Parliament is independent of the executive, the degree to which the judiciary is independent of the executive);</li> </ul>
<b>The UK executive</b>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of relationships within the executive;</li> <li>• analyse a number of political issues relating to the relationships within the executive (for example, the role of the ministers, the role of the cabinet, the role of cabinet committees);</li> <li>• assess the distribution of power within the UK executive (for example, the powers of the Prime Minister and the degree to which the Prime Minister may control the cabinet, the degree to which the UK may be considered to have a presidential system); and</li> </ul>
<b>The European Union</b>	<ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the impact of the European Union on the British political process.</li> </ul>

### 3.3 Unit A2 1: Comparative Government

The focus of this unit is on the comparison of the legislative and executive processes. Students should study either, Option A, the United Kingdom and the United States of America, or, Option B, the United Kingdom and the Republic of Ireland.

#### Option A: The United Kingdom and the United States of America

In studying this option, students should draw upon knowledge and understanding previously acquired in the study of Unit AS 2: The British Political Process. This option includes:

- a study of the United States Constitution and its main features;
- how it can be amended or interpreted;
- how it impacts on policy making;
- the relevance of the Constitution to contemporary American society; and
- a direct comparison of the executives and legislatures of the two countries.

Content	Learning Outcomes
<b>Constitution</b>	Students should be able to: <ul style="list-style-type: none"> <li>• build on and apply their understanding of democracy developed within the AS units and demonstrate understanding of concepts such as continuity and change, accountability, limited government, individual rights and judicial review;</li> <li>• demonstrate understanding of the main features of the constitution and how it can be amended and interpreted;</li> <li>• analyse the causes and consequences of constitutional change;</li> <li>• evaluate the impact of the constitution on the main political institutions of the United States, and its continuing relevance to contemporary American society;</li> </ul>
<b>Legislatures</b>	<ul style="list-style-type: none"> <li>• build on and apply their understanding of democracy, representation and scrutiny developed within the AS units and demonstrate understanding of the concept of accountability;</li> <li>• demonstrate understanding of the legislative, scrutiny and representative processes of Congress and Parliament;</li> <li>• analyse similarities and differences in the procedures of the two legislatures; and</li> <li>• evaluate the relative effectiveness of the two legislatures in performing their legislative, representative and scrutiny functions.</li> </ul>

Content	Learning Outcomes
<b>Executives</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on and apply their understanding of the concepts of responsibility and power developed within the AS units;</li> <li>• demonstrate understanding of the executive process in both countries, the powers of the Prime Minister and President, and the constraints on those powers;</li> <li>• analyse similarities and differences in the executive process of both countries, and the effectiveness of the Prime Minister and president in practice; and</li> <li>• evaluate the relative power, accountability and effectiveness of the two executives.</li> </ul>

### Option B: The United Kingdom and the Republic of Ireland

In studying this option, students should draw upon knowledge and understanding previously acquired in the study of Unit AS 2: The British Political Process. The option includes:

- a study of Bunreacht na hEireann and its main features;
- how it can be amended or interpreted;
- how it impacts on policy making;
- the relevance of the Constitution to contemporary Irish society; and
- a direct comparison of the executives and legislatures of the two countries.

Content	Learning Outcomes
<b>Constitution</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on and apply their understanding of democracy developed within the AS units and demonstrate understanding of concepts such as continuity and change, accountability, limited government, individual rights and judicial review;</li> <li>• demonstrate understanding of the main features of the constitution and how it can be amended and interpreted;</li> <li>• analyse the causes and consequences of constitutional change; and</li> <li>• evaluate the impact of the constitution on the main political institutions of the Republic of Ireland, and its continuing relevance to contemporary Irish society.</li> </ul>

Content	Learning Outcomes
<b>Legislatures</b>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on and apply their understanding of democracy, representation and scrutiny developed within the AS units and demonstrate understanding of the concept of accountability;</li> <li>• demonstrate understanding of the legislative, scrutiny and representative processes of the Oireachtas and Parliament;</li> <li>• analyse similarities and differences in the procedures of the two legislatures;</li> <li>• evaluate the relative effectiveness of the two legislatures in performing their legislative, representative and scrutiny functions;</li> </ul>
<b>Executives</b>	<ul style="list-style-type: none"> <li>• demonstrate understanding of the executive process in both countries, the powers of the Prime Minister and Taoiseach, and the constraints on those powers;</li> <li>• analyse similarities and differences in the executive process of both countries, and the effectiveness of the Prime Minister and Taoiseach in practice; and</li> <li>• evaluate the relative power, accountability and effectiveness of the two executives.</li> </ul>

### 3.4 Unit A2 2: Political Power and Political Ideas

There are two options in this unit. Students should study either Option A: Political Power or Option B: Political Ideas.

#### Option A: Political Power

The focus of this option is on:

- the competing theories of the nature and distribution of political power;
- the various factors involved in the exercise of political power; and
- the basis of political authority, legitimacy and stability.

Content	Learning Outcomes
<p><b>Theories of political power</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on their understanding of the concepts of power and authority developed within the AS units;</li> <li>• demonstrate knowledge and understanding of the major theories of political power: Marxism, pluralism, elite theories and feminism;</li> <li>• demonstrate knowledge and understanding of how each of the theories addresses the issue of the origin and nature of political power;</li> <li>• demonstrate knowledge and understanding of how each of the theories views the distribution of political power;</li> <li>• build on their understanding of democracy developed within the AS units and demonstrate knowledge and understanding of concepts such as autocracy, authoritarian power, oligarchy, ruling class, ruling elite, diffusion of power;</li> <li>• analyse the differences and similarities between the theories of power; and</li> <li>• evaluate each of the theories using relevant evidence and argument.</li> </ul>

Content	Learning Outcomes
<p><b>Factors involved in the exercise of political power</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of other major concepts involved in the study of the exercise of political power, including legitimacy, legitimation, coercion and stability;</li> <li>• demonstrate knowledge and understanding of the political significance of social and economic divisions in society including ethnicity, race, gender, religion, nationality, class;</li> <li>• analyse the factors that may contribute to states being legitimate or illegitimate, stable or unstable; and</li> <li>• evaluate the relative importance of the factors that may contribute to the legitimacy and stability of the state.</li> </ul>

### Option B: Political Ideas

The focus of this option is on:

- the principal ideas of liberalism, socialism and conservatism as expressed in three classical political texts; and
- how these ideas differ.

Content	Learning Outcomes
<p><b>Liberalism and <i>On Liberty</i></b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• build on their understanding of liberal ideology developed within Unit AS2;</li> <li>• demonstrate knowledge and understanding of the major principles of liberalism (for example, the nature of freedom, the threats to individual liberty, human reason and the role of the state);</li> <li>• demonstrate knowledge and understanding of the principal themes of <i>On Liberty</i> (for example, the threats to individual liberty, the tyranny of the majority, human rationality, the Harm Principle, individual and social progress and the role of the state); and</li> <li>• analyse the main criticisms that have been made of the arguments advanced in <i>On Liberty</i>.</li> </ul>

Content	Learning Outcomes
<p><b>Liberalism and <i>On Liberty</i> (cont.)</b></p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• evaluate how the principal ideas of liberalism differ from those of conservatism as advanced in Burke’s <i>Reflections on the Revolution in France</i>; <b>or</b></li> <li>• evaluate how the principal ideas of liberalism differ from those of socialism as advanced in Marx and Engels’ <i>Communist Manifesto</i>;</li> </ul>
<p><b>Conservatism and <i>Reflections on the Revolution in France</i></b></p>	<ul style="list-style-type: none"> <li>• build on their understanding of conservative ideology developed with Unit AS2;</li> <li>• demonstrate knowledge and understanding of the major principles of conservatism (for example, human nature, the role of custom and tradition, the importance of social order, social inequality, authority and political leadership);</li> <li>• demonstrate knowledge and understanding of the major themes of ‘Reflections’ (for example; the pessimistic view of human nature, the value of custom and tradition, the need for gradual change, the inevitability of social inequality, the importance of political authority);</li> <li>• analyse the main criticisms of the arguments advanced in <i>Reflections on the Revolution in France</i>;</li> <li>• evaluate how the principal ideas of conservatism differ from those of liberalism as advanced in <i>On Liberty</i>; <b>or</b></li> <li>• evaluate how the principal ideas of conservatism differ from those of socialism as advanced in the <i>Communist Manifesto</i>;</li> </ul>
<p><b>Socialism and the <i>Communist Manifesto</i></b></p>	<ul style="list-style-type: none"> <li>• build on their understanding of socialist ideology developed in unit AS2;</li> <li>• demonstrate knowledge and understanding of the major principles of socialism (for example, social inequality, the nature of capitalism, human nature, individual liberty, the role of the state);</li> <li>• demonstrate knowledge and understanding of the major themes of the <i>Communist Manifesto</i> (for example, the nature of capitalism, social divisions and conflict, the exploitation of the working class, the role of the state, the demise of capitalism and the nature of socialism);</li> </ul>

Content	Learning Outcomes
<b>Socialism and the <i>Communist Manifesto</i> (cont.)</b>	<ul style="list-style-type: none"><li>• analyse the main criticisms of the arguments advanced in the <i>Communist Manifesto</i>;</li><li>• evaluate how the principal ideas of socialism differ from those of liberalism as advanced in <i>On Liberty</i>; <b>or</b></li><li>• evaluate how the principal ideas of socialism differ from those of conservatism as advanced in <i>Reflections on the Revolution in France</i>.</li></ul>

## 4 Scheme of Assessment

### 4.1 Assessment opportunities

Students can choose to be assessed in stages during their AS and A Level courses or to leave all assessment to the end of these courses. Section 2 shows the availability of assessment units for this specification.

Students can choose to resit AS and A2 assessment units. The best result for each assessment unit will count towards the AS and A Level qualifications.

Results for each assessment unit can continue to contribute to an AS or A Level qualification while the specification is offered.

### 4.2 Assessment objectives

The specification's assessment objectives are listed below. Students must:

- demonstrate knowledge and understanding of the relevant institutions, processes, political concepts, theories and debates (AO1);
- analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied (AO2); and
- construct and communicate coherent arguments making use of a range of appropriate political vocabulary (AO3).

### 4.3 Assessment objective weightings

The assessment objective weightings for each assessment unit and the overall AS and A Level qualifications are set out in the table below:

Assessment Objective	Assessment Unit Weightings				Overall Weightings	
	AS 1	AS 2	A2 1	A2 2	AS	A Level
AO1	44%	53%	32%	26%	50%	40%
AO2	32%	30%	49%	48%	31%	40%
AO3	24%	17%	19%	26%	19%	20%

### 4.4 Quality of written communication

Assessment in AS and A Level qualifications in Government and Politics requires students to demonstrate their quality of written communication. In particular, students must:

- 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 appropriate to purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of students' written communication in their responses to questions or tasks that require extended writing. Quality of written communication is incorporated in Assessment Objective 3.

#### **4.5 Synoptic assessment**

Both A2 assessment units include an element of synoptic assessment. This allows students to demonstrate expertise in the essential knowledge, understanding and skills of Government and Politics.

In Government and Politics synoptic assessment requires students to demonstrate the ability to draw together knowledge, understanding and skills learned in different parts of the A Level course. This involves assessment of their understanding of the connections between the relevant areas of study included in Sections 3.1 to 3.4 of this specification.

#### **4.6 Stretch and challenge**

The A2 assessment units A2 1: Comparative Government and A2 2: Political Power and Political Ideas units will include opportunities for stretch and challenge. This will be achieved by:

- placing greater emphasis on demonstration of the skills of analysis and evaluation;
- requiring students to carry out comparative and textual analysis; and
- requiring a greater depth of response to more open-ended questions.

#### **4.7 Reporting and grading**

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit.

AS qualifications are awarded on a five grade scale from A to E with A being the highest. A Level qualifications are awarded on a six grade scale from A\* to E with A\* being the highest. We determine the AS and A Level grades awarded by aggregating the uniform marks obtained on individual assessment units. To be awarded an A\*, candidates will need to achieve a grade A on their full A Level qualification and an A\* on the aggregate of their A2 units. For students who fail to attain a grade E, we report their results as unclassified (U).

The grades we award match the performance descriptions published by the regulatory authorities (see Section 5.4).

## 5 Links

### 5.1 Support materials

We currently provide the following materials to support this specification:

- specimen papers;
- mark schemes;
- past papers;
- a resource list; and
- Chief Examiner's reports.

You can obtain access to these materials from our website at [www.ccea.org.uk](http://www.ccea.org.uk) or in printed form from our Distribution Section.

We will expand our range of support materials to include the following:

- additional guidance for teachers;
- exemplar schemes of work;
- dedicated 'course companions' for each unit; and
- study and revision guidance for students.

You will be able to access these materials when available via our website at [www.ccea.org.uk](http://www.ccea.org.uk) and, where appropriate, in printed form.

You can find details of our Annual Support Programme of events and materials for Government and Politics on our website: [www.ccea.org.uk](http://www.ccea.org.uk).

### 5.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to:

- develop as individuals and in their roles as contributors to society;
- explore ideas and issues associated with local and global citizenship;
- address moral, ethical and social issues associated with political principles, affiliations and decision-making (all units);
- explore the implications of UK membership of the European Union (Unit AS 2); and
- develop skills and dispositions that will enhance their employability, for example communication, the ability to think logically and rationally, problem-solving, ICT skills and teamwork.

### 5.3 Key skills

This Government and Politics specification enables students to develop and generate evidence for assessing the following skills at Level 3:

- Application of Number (Unit AS 1);
- Communication (All units);

- Improving Own Learning and Performance (All units);
- Information and Communication Technology (All units);
- Problem-Solving (All units); and
- Working with Others. (All units).

You can find details of the current standards and guidance for each of these skills on the QCA website at [www.qca.org.uk](http://www.qca.org.uk).

## 5.4 Performance descriptions

You can obtain performance descriptions for the AS and A2 judgemental A/B and E/U boundaries from the QCA website at [www.qca.org.uk](http://www.qca.org.uk).

## 5.5 Examination entries

The following entry codes apply to individual assessment units and the overall AS and A Level cash-ins in Government and Politics:

AS 1:	AAQ11
AS 2:	AAQ12
AS cash-in:	S4832
A2 1	AAQ21
A2 2	AAQ22
A Level cash-in:	A4832

You can view details of how to make entries on our website. Alternatively, you can contact our Entries Team using the details provided in Section 5.8.

## 5.6 Students with particular requirements

We have designed this specification to minimise the need to adjust the assessment of students who have particular requirements. Details of the arrangements you can make for such students are available in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.

## 5.7 Disability Discrimination Act (DDA)

AS/A Levels often require assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare candidates for a wide range of occupations and higher level courses.

The revised AS/A Level qualification and subject criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any disabled candidates. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability groups and with disabled people.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the

Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who are Eligible for Adjustments in Examinations*.

Candidates who are still unable to access a significant part of the assessment, even after exploring all possibilities through reasonable adjustments, may still be able to receive an award. They would be given a grade on the parts of the assessment they have taken and there would be an indication on their certificate that not all of the competences have been addressed. *This will be kept under review and may be amended in the future.*

## 5.8 Contact details

The following list provides contact details for relevant members of our staff:

- Specification Support Officer: Arlene Ashfield  
(telephone: (028) 9026 1200, extension 2291, email: [aashfield@ccea.org.uk](mailto:aashfield@ccea.org.uk))
- Officer with Subject Responsibility: Nick Heard  
(telephone: (028) 9026 1200, email: [nheard@ccea.org.uk](mailto:nheard@ccea.org.uk))
- Examination Entries, Results and Certification: Nicola Laight  
(telephone: (028) 9026 1262, email: [nlaight@ccea.org.uk](mailto:nlaight@ccea.org.uk))
- Examiner Recruitment  
(telephone: (028) 9026 1243, email: [appointments@ccea.org.uk](mailto:appointments@ccea.org.uk))
- Distribution (past papers and support materials)  
(telephone: (028) 9026 1242, email: [smurray@ccea.org.uk](mailto:smurray@ccea.org.uk))
- Support Events Administration: Events Information Service  
(telephone: (028) 9026 1401, email: [events@ccea.org.uk](mailto:events@ccea.org.uk))
- Information Section (including Freedom of Information requests)  
(telephone: (028) 9026 1200, email: [info@ccea.org.uk](mailto:info@ccea.org.uk))
- Business Assurance (appeals): Jeffrey Hamilton  
(telephone: (028) 9026 1205, email: [jhamilton@ccea.org.uk](mailto:jhamilton@ccea.org.uk)).



UK FINALIST 2006



NI AWARD WINNER



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