

CCEA GCSE Specification in History

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 4010

History

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) History for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for History;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for History; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

We are now offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

The first assessment for the following unit will be available in summer 2010:

- Unit 1: Studies in Depth.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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1 Introduction

This specification sets out the content and assessment details for our GCSE History course. First teaching begins from September 2009, and we will make the first award for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

It builds on the broad areas of the Northern Ireland Curriculum. It is also relevant to key curriculum areas in England and Wales. This specification helps students to progress to GCE Level by requiring them to:

- study historical content in various contexts;
- understand and explain issues; and
- develop a broad range of historical skills, including evaluation of contemporary and later interpretations.

This specification provides students with opportunities to explore key political, economic and social events that have helped shape today's institutions, governments and societies.

It contributes to the study of citizenship by offering opportunities for students to study and evaluate systems of government. Students are also given opportunities to learn how actions of government impact on individuals, groups and society as a whole.

This specification contributes to students' understanding of spiritual, moral and cultural issues by providing them with opportunities to explore the values, attitudes, perceptions and ideologies that have shaped human behaviour, endeavour and achievement in the past.

It contributes to environmental education by providing opportunities to study how men and women in the past have interacted with their environments and how the environment has contributed to and shaped historical events.

This specification prepares students for a range of careers, related to both the historical context and the wider employment context. It allows students to develop skills that are transferable and highly valued by employers.

Students can take GCSE History at either Foundation or Higher Tier. Foundation Tier is targeted at students who wish to achieve a grade C–G. Higher Tier is targeted at students who wish to achieve a grade A*–D.

1.1 Aims

This specification aims to encourage students to:

- develop their interest in and enthusiasm for history;
- develop an understanding of history's key value and significance for today's society;
- build on their knowledge of history by following a broad, coherent, satisfying and worthwhile course of study;
- develop an awareness of how the past has been represented, interpreted and given significance for different reasons and purposes;
- acquire an understanding of different identities within society and an appreciation of social, cultural, religious and ethnic diversity through the study of British and Irish history and aspects of European and world history;
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds;
- develop the ability to ask relevant and significant questions about the past, to carry out research and evaluate conclusions;
- acquire an understanding of the nature of historical study, for example that history is concerned with interpretations based on available evidence and that historical interpretations may be provisional;
- make links and draw comparisons with and/or across different periods and aspects of the past;
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements; and
- recognise that their historical knowledge and skills help them understand the present and also provide them with a basis for their role as responsible citizens, as well as for the possible further study of history.

1.2 Key features

The key features of the specification appear below:

- This is now a unitised specification. This means that students have the opportunity to sit Unit 1 in the first year of teaching.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- The subject content is organised into a number of historical periods which provide contexts for teaching and learning.
- Students must complete:
 - **two Studies in Depth** (Unit 1);
 - **an Outline Study** (Unit 2); and
 - **an Investigative Study** (Unit 3).
- These assessments contribute to students' knowledge and understanding of historical developments in their own society against the wider background of the twentieth-century world.
- For the Studies in Depth, teachers should select from:
 - Option 1: Germany 1918–1941; **or**
 - Option 2: Russia c1916–1941; **or**
 - Option 3: United States of America 1918–1941; **and**
 - Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932–1949; **or**
 - Option 5: Changing Relationships: Britain, Northern Ireland and Ireland 1965–1985.

- Additionally, all students must complete the following Outline Study: The Cold War 1945–1991. This is an outline study of the Cold War in the period after World War II in a variety of geographical locations and political contexts.
- The Investigative Study is taken as controlled assessment.
- The subject content of each unit requires students to:
 - study, in outline, developments that have influenced modern world history;
 - study, in detail, developments within individual countries or regions (during periods of transition and significant developments) and issues that have affected their own society; and
 - study key individuals, societies, events, developments and issues in the periods, themes or topics specified and make links between the issues specified and the present.
- The specification aims to provide an appropriate body of knowledge to promote understanding and develop skills. These provide a basis for progression directly into employment, to further learning opportunities within employment, to the further study of history at advanced level, or to vocational training.
- We have placed a greater emphasis on assessment of historical skills and independent study through controlled assessment in Unit 3. This represents progression from the Key Stage 3 Northern Ireland Curriculum.
- In addition, the subject content ensures that students study a substantial (minimum of 25 percent) and coherent element of British history and/or the history of England, Scotland, Ireland or Wales. Option 4 and Option 5 require students to follow a substantial and coherent period in the history of Northern Ireland and examine the impact of its relationship with Britain and Ireland.

1.3 Prior attainment

There are no prior knowledge requirements for GCSE History.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 4010.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of this GCSE course:

Content	Assessment	Weighting	Availability
<p>Unit 1: Studies in Depth</p> <ul style="list-style-type: none"> • Option 1: Germany 1918–1941 <li style="text-align: center;">OR • Option 2: Russia c1916–1941 <li style="text-align: center;">OR • Option 3: United States of America 1918–1941 <p>AND</p> <ul style="list-style-type: none"> • Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932–1949 <li style="text-align: center;">OR • Option 5: Changing Relationships: Britain, Northern Ireland and Ireland 1965–1985 	<p>Externally assessed written exam</p> <p>2 hours</p> <p>There are two sections. Section A assesses Options 1, 2, and 3. Section B assesses Options 4 and 5.</p> <p>At Foundation Tier, the paper includes short answer and structured questions. Candidates must answer four questions.</p> <p>At Higher Tier, the paper includes short answer questions and questions requiring extended writing. Candidates must answer four questions.</p> <p><i>Please note that students may sit Unit 1 in the first year of teaching.</i></p>	50%	Every Summer (beginning in 2010)

Content	Assessment	Weighting	Availability
<p>Unit 2: Outline Study</p> <ul style="list-style-type: none"> The Cold War 1945–1991 	<p>Externally assessed written exam</p> <p>1 hour 15 minutes</p> <p>At Foundation Tier, the paper includes structured questions. Candidates must answer two questions. One question requires the use of source material.</p> <p>In the Higher Tier paper candidates must answer two questions. One question requires extended writing and one question requires the use of source material.</p> <p><i>Please note that students may only sit Unit 2 as part of terminal assessment.</i></p>	25%	Summer Terminal
<p>Unit 3: Investigative Study</p>	<p>Controlled assessment</p> <p>Gives students opportunities to conduct further research</p> <p>This will focus on an issue not covered by the external assessment papers and one that is an extension of the specification content.</p> <p>Internally assessed and externally moderated</p> <p>There is one assignment common to both Foundation and Higher Tiers.</p> <p><i>Please note that students may only sit Unit 3 as part of terminal assessment.</i></p>	25%	Summer Terminal

At least 40 percent of the assessment (based on unit weightings) must be taken at the end of the course as terminal assessment.

3 Subject Content

The GCSE course is divided into **three** units. The content of Units 1 and 2 is set out below.

3.1 Unit 1: Studies in Depth

In this unit, students gain awareness of the characteristics, beliefs, values and attitudes of the people of the time studied and appreciate that individuals living in the period would have differed in their personal beliefs and attitudes. The unit presents **five options** for study. Teachers **select one option from** Options 1, 2 and 3 **and one option from** Options 4 and 5.

The following learning outcomes are generic and set out the skills to be developed within the unit using the content below as the context. Students should be able to:

- recall, select, organise and communicate knowledge and understanding of history (AO1); and
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2).

3.1.1 Option 1: Germany 1918-1941

The focus of this study is on the Weimar Republic, the rise of Hitler and the impact of the Nazi State in both Germany and Europe.

The Aftermath of World War I and the Weimar Republic

Content Focus	Elaboration
<p>Treaty of Versailles and Constitutional Change</p>	<ul style="list-style-type: none"> • The impact of World War I, including armistice and abdication of the Kaiser, and potential problems of the new Constitution (for example proportional representation, coalition governments and Article 48) • The Treaty of Versailles, the resentment that it caused and reasons for this (for example diktat, land losses, disarmament and demilitarisation, War Guilt Clause, and reparations)
<p>Challenges to Weimar</p>	<ul style="list-style-type: none"> • Political problems and violence faced by the new Weimar government between 1919 and 1923 (for example the Spartacist rebellion, Kapp Putsch, Red Rising in the Ruhr, political assassinations and Munich Putsch)

Content Focus	Elaboration
<p>Economic and Social Problems, 1918–23</p> <p>Stresemann’s Policies</p> <p>Rise of Hitler and the Nazis</p> <p>The Depression and the Fall of Weimar</p>	<ul style="list-style-type: none"> • Economic problems caused by the aftermath of war and reparations, including the default on payment 1922–23 • French and Belgian invasion of the Ruhr and the reaction of the German government • The hyperinflation crisis and its political, social and economic effects • Stresemann’s policies to deal with the social and economic problems in Germany • Stresemann’s foreign policy, for example the Locarno Treaties • The impact of these policies • Early aims and ideas of Hitler and the Nazis • The 25 point programme • The change of tactics after 1924 • Actions of the Nazis 1924–28 • The performance of the Nazi Party in the elections • The impact of the Wall Street Crash in Germany • The Depression and its political, economic and social effects • The rise of the Nazi Party led by Hitler, and reasons for this (for example Nazi policies and promises, Hitler’s appeal, and the weakness and division of Weimar governments, 1930–33) • Unpopular policies of the Weimar governments • Political intrigue in Weimar Germany • The events around and reasons for Hitler’s appointment as Chancellor in 1933

Content Focus	Elaboration
<p>Social Policies: Women, Young People and the Churches</p> <p>Propaganda and the Creation of the Police State</p> <p>The Jews</p>	<ul style="list-style-type: none"> • Nazi policies and actions towards women, including the role expected of women, reasons for this and the impact of policies on the lives of women • Nazi policies towards young people, including their future roles, changes in education, the youth movements, and the impact of these policies on the lives of young people • Nazi attempts to bring the Churches under control, and the opposition to these actions • The role of the Gestapo and SS • Joseph Goebbels, the Ministry of Propaganda and the methods used to spread Nazi ideas (for example Peoples' Radio, cinema and the Nuremburg rallies) • How and why censorship was imposed (for example the burning of books and the effects of censorship on the lives of German people) • Resistance to Nazi policies within Nazi Germany • Master Race theory • Propaganda, anti-semitism and reasons for Nazi hatred of the Jews • Nazi policies towards the Jews, including boycotts, removal from jobs, concentration camps from 1933 to 1939, Nuremburg Laws of 1935 and the Night of Broken Glass (Kristallnacht) in 1938 • The impact of these Nazi policies on the lives of Jews

Nazi Policies and Actions in Europe, 1933–1941

Content Focus	Elaboration
<p>Foreign Policy Aims</p> <p>The Early Years, 1933–36</p> <p>Increasing Ambitions, 1936–37</p>	<ul style="list-style-type: none"> • Aims of Hitler’s foreign policy and the reasons for these, including restoration of German greatness by destroying the Treaty of Versailles, bringing all Germans into the Reich, and the creation of Lebensraum in Central and Eastern Europe • Hitler’s caution in this period and the reasons for same • Actions during the early years from 1933 to 1936, including: <ul style="list-style-type: none"> – withdrawal from the League of Nations – secret increases in military and rearmament between 1933 and 34 – first attempt to bring about Anschluss with Austria, 1934 – public announcement of conscription and creation of the Luftwaffe in 1935 – reaction of other states (for example the Stresa Front in 1935, the Anglo–German Naval Agreement, and the reasons for and effects of the policy of appeasement) • Remilitarisation of the Rhineland in 1936, including its significance and the actions and reactions of other states • The policy of appeasement by Britain and France • Reasons for and effects of the policy of appeasement • The increase in tempo of foreign policy • The Four Year Plan of 1936 and its significance • Alliances with other states, for example the Rome–Berlin Axis and the Anti-Comintern Pact

3.1.2 Option 2: Russia c1916-1941

The focus of this study is on the impact of the end of autocratic rule in Russia, the rise to power of the Communist Party, the consolidation of communist power and totalitarian rule under Stalin.

The End of Tsarism and the 1917 Revolutions

Content Focus	Elaboration
The Effects of World War I on Russia	<ul style="list-style-type: none"> • Effects of World War I on the economy and the lives of peasants and city workers • The role of Tsar Nicholas II in World War I • Military defeats
The Causes of the February Revolution	<ul style="list-style-type: none"> • Actions and influence of Tsarina Alexandra and Rasputin • The role of the Duma • Background to the February Revolution and events in Petrograd • Actions of Nicholas, the army generals and the Duma • The reaction of the Petrograd garrison
The Provisional Government	<ul style="list-style-type: none"> • The members of the Provisional Government and its lack of legitimacy and experience • Dual Authority: the relationship between the Provisional Government and the Petrograd Soviet • Actions of the Provisional Government on issues of war and land • The role of key individuals (for example Kerensky)
The Bolsheviks in Russia in 1917	<ul style="list-style-type: none"> • The beliefs of the Bolsheviks • Lenin's personality and leadership • The return of Lenin and the April Theses: 'Peace, Bread and Land' and 'All power to the Soviets'

Content Focus	Elaboration
<p>The Bolsheviks in Russia in 1917 (cont.)</p> <p>The October Revolution</p>	<ul style="list-style-type: none"> • The 'July Days' and its impact on the Provisional Government and the Bolsheviks • The Kornilov Revolt and its impact on the Provisional Government and the Bolsheviks • The role of Lenin in persuading the Bolsheviks to organise a revolution • Actions of Trotsky and the Military Revolutionary Committee in planning revolution • Main events of the October Revolution • Lack of support for the Provisional Government

The Establishment of the Bolshevik State, 1917–1924

Content Focus	Elaboration
<p>Early Months of Bolshevik Control</p> <p>Treaty of Brest–Litovsk, March 1918</p>	<ul style="list-style-type: none"> • Early decrees of the Sovnarkom on social reform • Decree on Land and State Capitalism • The November election for the Constituent Assembly • Closure of the Constituent Assembly, January 1918 • The role of Cheka • Censorship and attitudes towards other political parties • Reasons for signing the treaty • Terms of the Treaty of Brest–Litovsk • Effects of the treaty • Attitudes of the Bolsheviks and other groups in Russia towards the treaty • The background to civil war

Content Focus	Elaboration
<p>The Civil War, 1918–20</p> <p>War Communism, 1918–March 1921</p> <p>The New Economic Policy (NEP), 1921–24</p>	<ul style="list-style-type: none"> • The Reds and the Whites, including their aims, the areas they controlled, the groups that supported them, and their strengths and weaknesses • Foreign intervention • The murder of the Tsar and his family • Reasons for the victory of the Reds • The Red Terror • The role of Lenin and Trotsky • Main features of War Communism • Reasons for its introduction • Its effects on the Red Army • Its effects on industry and the lives of workers • Its effects on peasants and the Famine of 1918–20 • Reasons for ending War Communism • The Tambov Revolt and the Kronstadt Mutiny • Main features of the NEP • Reasons for the introduction of the NEP • The impact on the economy and effect on the lives of peasants and workers • The emergence of kulaks and Nepmen • The Scissors Crisis, 1923 • Attitudes of different groups in the USSR towards the NEP

Stalin and the Union of Soviet Socialist Republics (USSR), 1924–1941

Content Focus	Elaboration
<p>Leadership Struggle, 1924–29</p> <p>Economic Modernisation and the Five Year Plans</p> <p>Agriculture and Collectivisation</p>	<ul style="list-style-type: none"> • The death of Lenin • The leadership struggle within the Politburo and issues in the struggle • Strengths and weaknesses of Trotsky and Stalin • Reasons for and methods to explain the success of Stalin in the struggle for control by 1929 • The USSR’s economic problems in 1928 and Stalin’s reasons for ending the NEP • Main features of the Five Year Plans, including idealism, Gosplan, specialist managers, rewards and punishments, and the Stakhanovites • Results of the Five Year Plans, including industrial and military production, new cities, and development of land east of the Urals • Problems with agriculture • The main features of collectivisation and the Machine Tractor Stations • The resistance of the kulaks and effects on agricultural production • The famine in the Ukraine • The results of collectivisation for agriculture and society

3.1.3 Option 3: United States of America 1918-1941

The focus of this study is on political, economic and social change in the United States of America in the 1920s, the reasons for and the consequences of the Wall Street Crash, and the impact of the Depression.

United States of America (USA) in the 1920s

Content Focus	Elaboration
<p>USA and the World 1918–29</p>	<ul style="list-style-type: none"> • The USA’s role in World War I • Wilson’s 14 Points and his role in the Paris Peace Settlement • Reasons for support for Isolationism • Retreat from Europe and refusal to join the League of Nations • Isolationist policies of Harding and Coolidge • Key events in the 1920s, including the Washington Treaty, repayment of war debt, the Dawes Plan and the Kellogg–Briand Pact
<p>Minority Groups</p>	<ul style="list-style-type: none"> • Changing attitudes towards immigration, from Open Door to immigration controls • Reasons for hostility towards immigrants • Literacy Act • Immigration controls and Quota Acts • Hostility towards immigrants, including the Palmer Raids and the Sacco and Vanzetti case • Reasons for hostility towards black Americans • The Jim Crow Laws and civil rights in the southern states • The rise of the Klu Kluk Klan (KKK) and its actions

Content Focus	Elaboration
<p>Popular Entertainment and Social Change</p> <p>Economic Growth in the 1920s</p> <p>Prohibition</p>	<ul style="list-style-type: none"> • The main features of, and the popularity of, jazz music, dance, radio and sport • The popularity of cinema and the rise of Hollywood and film stars • The impact of jazz and cinema on lifestyle • Differing attitudes towards jazz and cinema • The changing role of women in society • Flappers and attitudes towards the flappers • Reasons for rapid growth of the economy in the 1920s • Main features of economic growth, including consumer goods, cars, chemicals and the building boom • New methods of mass production, including electricity and the assembly line • The impact of these on industries and on lifestyle in the USA • The impact of mass marketing, credit and policies of the Republican presidents • Reasons for the introduction of Prohibition • Volstead Act and the introduction of Prohibition as a federal law • Attitudes towards Prohibition • The failure of Prohibition, including moonshine, bootlegging, speakeasies and a lack of effective enforcement • Organised crime, corruption and violence, and the rise and role of the Mafia

The Wall Street Crash: Causes and Consequences

Content Focus	Elaboration
<p>Economic Problems in the USA in the 1920s</p>	<ul style="list-style-type: none"> • Problems behind the prosperity in the 1920s • Agriculture and problems faced by farmers and sharecroppers • Groups that lost out on economic growth in the 1920s, including new immigrants, black Americans, miners and textile workers • Unequal distribution of wealth • Overproduction and underconsumption
<p>Wall Street Crash</p>	<ul style="list-style-type: none"> • Problems with the Wall Street Stock Exchange • Speculation in shares and rise in share prices • Lack of regulation and buying ‘on the margin’ • Actions of stockbrokers and banks • Links between share prices and weaknesses in the economy • The October 1929 crisis of confidence • Details of the Wall Street Crash, October 1929 • Details of the collapse in share prices • The panic of investors and collapse of banks
<p>Effect of the Depression on Industry and the Lives of Workers</p>	<ul style="list-style-type: none"> • The economic cycle of closure of firms and increased unemployment • Fall in demand for cars and consumer goods • The impact on the lives of Americans, including unemployment, poverty, bread queues and homelessness • The effect of the Depression on those still in employment • The Bonus Army

Content Focus	Elaboration
<p>Effect of the Depression on Agriculture and Lives of Farmers</p> <p>Hoover and the Depression</p>	<ul style="list-style-type: none"> • The continued fall in food prices • Increased debt of farmers • Effects of tariffs and overproduction • The hardship of farmers and sharecroppers • Evictions and migration • The Dust Bowl and effects on the Midwest • Hoover’s beliefs, including Rugged Individualism and laissez-faire • Hoover’s limited action to deal with the problems of agriculture and industry • The role of state governments • Voluntarism • Relief agencies, for example the President’s Organization on Unemployment Relief (POUR) and work schemes • Hawley–Smoot Act, 1930 • Reconstruction Finance Corporation, 1932 • Farm Board • Evaluation of Hoover’s policies and actions
<p>1932 Presidential Election and the Hundred Days</p>	<ul style="list-style-type: none"> • The presidential election of 1932, including Hoover’s campaign, Roosevelt’s personality and campaign, and the election result • The three Rs: Relief, Recovery and Reform • The Hundred Days • Reform of banks and the Stock Exchange • The end of Prohibition • Roosevelt’s Fireside Chats

Roosevelt and the New Deal

Content Focus	Elaboration
<p>The New Deal Agencies: Industry and Unemployment</p>	<ul style="list-style-type: none"> • An increased role for the federal government: laws and money
<p>New Deal Agencies: Agriculture, Farmers and Sharecroppers</p>	<ul style="list-style-type: none"> • Aims, methods and effects of New Deal agencies dealing with unemployment, including the Civil Works Administration (CWA), the Public Works Administration (PWA), the Works Progress Administration (WPA) and the Civilian Conservation Corps (CCC) • Aims, methods and effects of the National Recovery Administration (NRA) on industry and workers' rights, including the Wagner Act and Social Security Act
<p>Opposition to the New Deal</p>	<ul style="list-style-type: none"> • The aims, methods and effects of the Farm Credit Administration (FCA) and the Agricultural Adjustment Act (AAA) on the lives of farmers and agriculture • The Tennessee Valley Authority (TVA) and its effects on the Tennessee Valley • The Farm Security Administration, 1937, and its help to sharecroppers and farm labourers
<p>Evaluation of the New Deal</p>	<ul style="list-style-type: none"> • Reasons, methods and success of opposition by the Supreme Court, Republican Party and big business • Reasons, methods and success of opposition by key individuals, including Senator Huey Long, Dr Townsend and Fr Coughlan
<p>Evaluation of the New Deal</p>	<ul style="list-style-type: none"> • Successes and failures of the New Deal in achieving its aims before 1939 • Effects of the New Deal on different groups, including the unemployed, black Americans, farmers, sharecroppers and women • Changes in unemployment levels by 1939 • The impact of World War II on the economy, 1939–41 • The impact on levels of unemployment, 1939–41

Content Focus	Elaboration
<p>Post-War Social and Political Changes</p>	<ul style="list-style-type: none"> • The establishment of the Welfare State and its impact in Northern Ireland: family allowance, unemployment benefit, national assistance, housing and the NHS • Social and economic developments in Éire after 1945 • The 1947 (Northern Ireland) Education Act and its social impact • Declaration of the Republic in 1949, including reactions in Northern Ireland, reactions in Britain, and the effects on relationships between Britain, Northern Ireland and the new Irish Republic • The Ireland Act 1949, including reactions in Northern Ireland and the Irish Republic, and the immediate effects on the relationship between Britain, Northern Ireland and the Irish Republic

3.1.5 Option 5: Changing Relationships: Britain, Northern Ireland and Ireland 1965-1985

Content Focus	Elaboration
<p>Northern Ireland in the 1960s and its Relations with the Republic of Ireland</p>	<ul style="list-style-type: none"> • O'Neill's policies for economic development, including Craigavon, the new university, the Ministry of Development, and the attitudes of unionists and nationalists • Relations with the Republic of Ireland: O'Neill's contacts with Lemass and Lynch, his efforts to improve community relations in Northern Ireland, and attitudes of unionists and nationalists • O'Neill's early promises of reform • The emergence of the Northern Ireland Civil Rights Association, including its influences, objectives and demands, and the attitudes of unionists and nationalists towards it • Early civil rights marches, including government and police responses, O'Neill's five point reforms, the opposition of extreme unionists, the attitudes of unionists and nationalists, and effects on their relationships • People's Democracy March, including the split in unionism, the failure of O'Neill's reforms, loyalist bombings, O'Neill's resignation, and attitudes of unionists and nationalists
<p>Escalation of Political and Civil Unrest</p>	<ul style="list-style-type: none"> • The breakdown of law and order before August 1969, including the 'Battle of the Bogside', sectarian violence in Belfast, and the attitudes of unionists and nationalists • Intervention of the British government, including British troops being sent onto the streets of Northern Ireland • Reasons for troops in Northern Ireland, including the Downing Street Declaration of August 1969, reforms, and the attitudes of unionists and nationalists • The emergence of paramilitary organisations, including the aims and methods of the Ulster Volunteer Force (UVF), the split in the Irish Republican Army (IRA) to Official and Provisional, the aims and methods of each of these groups, and the attitudes of unionists and nationalists

Content Focus	Elaboration
<p>Escalation of Political and Civil Unrest (cont.)</p> <p>The Search for a Solution</p>	<ul style="list-style-type: none"> • Change in nationalist attitudes to British troops: reasons why and effects of internment, escalation of violence, civil rights protests against internment, Bloody Sunday, and the attitudes of unionists and nationalists • The attitude of the British government: suspension of Stormont and reasons for this, Direct Rule, increased paramilitary violence, Bloody Friday, and the attitudes of unionists and nationalists • The 1973 power-sharing Assembly: Sunningdale Agreement, the Northern Ireland power-sharing Executive of 1974, unionist opposition, the United Ulster Unionist Council, the Ulster Workers' Council strike, the fall of the power-sharing Executive, and the attitudes of unionists and nationalists • Hunger strikes 1980–81: reasons for, the emergence of Sinn Féin, the impact on the Social Democratic Labour Party (SDLP), the attitude of the British government, and the attitudes of unionists and nationalists • The Anglo–Irish Agreement of 1985: reasons for the agreement, its terms, the reactions among unionists (Ulster Unionist Party (UUP), Democratic Unionist Party (DUP), Alliance), the reactions among nationalists (SDLP, Sinn Féin), and the effect on their relationships

3.2 Unit 2: Outline Study

In this unit, students acquire outline knowledge of the significant events, developments and personalities associated with the Cold War and its resolution, 1945–1991.

The content of this unit should not be taught in isolation. Instead, teachers should take a thematic approach. The following trends over the period covered by the Outline Study should be identified and studied:

- the actions taken by the USSR and USA over the spread of communism in the Far East and elsewhere from 1945–1991; and
- the attempts by the USSR to keep control, and eventually to relax control, of Eastern Europe, and the reaction of the USA to this, 1945–1991.

The following learning outcomes are generic and set out the skills to be developed within the unit using the content below as the context. Student should be able to:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

3.2.1 The Cold War 1945-1991

Relations Between the Superpowers In Europe

Content Focus	Elaboration
Beginning of the Cold War in Europe, 1945–48	<ul style="list-style-type: none"> • The deterioration of relations between the USA and the USSR, and its reasons and consequences • Reasons for and actions of the USSR in this period, including the desire for security, the spread of communism to the states of Eastern Europe and the methods used • The development of the ‘Iron Curtain’, including the USA’s response to this, the policy of containment, the Truman Doctrine and Marshall Aid • Roles of Truman, Stalin and Churchill

Content Focus	Elaboration
<p>Early Confrontation in Europe</p> <p>Challenges to USSR's Control in Eastern Europe</p> <p>Gorbachev, Reagan and the End of the Cold War</p>	<ul style="list-style-type: none"> • The Berlin Blockade and Airlift: its causes, events and consequences • The impact of this on relations between the superpowers • The Hungarian Uprising of 1956 • The USSR's crushing of dissent • The response of the USA to the uprising • The impact of the uprising on superpower relations • The building of the Berlin Wall in 1961, including reasons for building it (for example defections from the East) and the consequences of building it (for example tightening of USSR's control) • The response of the USA to erection of the Berlin Wall • The impact of the Berlin Wall on superpower relations • The Czech Uprising and its causes (Prague Spring) • The response of USA to the Czech Uprising • The impact of the Uprising on superpower relations • Détente • Policies of Glasnost and Perestroika, reasons for these, and the response of Reagan and the USA • The impact on the states of Eastern Europe, including the collapse of Communism in the states of Eastern Europe 1989–90, dismantling of the Berlin Wall, and reunification of Germany • Breakup of the USSR and its impact on relations between the superpowers • Roles of Gorbachev and Reagan

Relations Between the Superpowers Outside Europe

Content Focus	Elaboration
<p>The Korean War</p> <p>The Cuban Missile Crisis</p> <p>The Vietnam War</p>	<ul style="list-style-type: none"> • The spread of communism in Asia • Containment and the Domino Theory • The causes, course and consequences of the Korean War • Roles of Truman, MacArthur, Stalin, Kim Il Sung and Mao Zedong • The influence of China in the Korean War • Causes (for example Castro and his policies) • The response of the USA • Relations between Cuba and the USSR • Development of the crisis 1960–62 (for example the USSR placing nuclear missiles in Cuba, and the Thirteen Days) • The consequences and impact on superpower relations • Roles of Castro, Khrushchev and Kennedy • Containment and the Domino Theory • Development of US involvement 1954–75 • The war’s causes, course and consequences • The roles of Johnson, Nixon, Ho Chi Minh, Mao Zedong and Brezhnev

3.3 Unit 3: Investigative Study - Controlled Assessment

In this unit, students investigate an element of history and apply their historical skills in responding to the controlled assessment task.

The following learning outcomes are generic and set out the skills to be developed within the unit. Students should be able to:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

Students should adopt an investigative approach for the controlled assessment task, and teachers should provide them with opportunities to carry out independent and unsupervised research.

The assessment task focuses on an aspect of the specification's content but gives students opportunities to explore and conduct further research.

For more details on the controlled assessment task, see Section 6.

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessment appears in Section 2 of this specification.

Candidates may choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

4.3 Assessment objective weightings

The tables below and overleaf set out the assessment objective weightings for each assessment unit and the overall GCSE qualification:

Assessment Objective	Foundation Tier Unit Weighting			Overall Weighting
	Unit 1	Unit 2	Unit 3 Controlled Assessment	
AO1	20%	5.5%	2%	27.5%
AO2	30%	5.5%	5.5%	41%
AO3	–	14%	17.5%	31.5%
Total	50%	25%	25%	100%

Assessment Objective	Higher Tier Unit Weighting			Overall Weighting
	Unit 1	Unit 2	Unit 3 Controlled Assessment	
AO1	4%	5.5%	2%	11.5%
AO2	46%	5.5%	5.5%	57%
AO3	–	14%	17.5%	31.5%
Total	50%	25%	25%	100%

4.4 External assessment

The assessment units that make up the GCSE award are described below:

UNIT 1: STUDIES IN DEPTH – 2 Hours (50%)

In GCSE History, candidates must complete **two** Studies in Depth through Unit 1. This paper is available at Foundation or Higher levels. The questions within the Foundation and Higher Tier papers cover the same content but vary in type (those at Foundation Tier provide more structure for candidates' answers).

Teachers should select **one** study from the following options:

- Germany 1918–1941;
- Russia c1916–1941; or
- United States of America 1918–1941.

They should select **a second** study from the following options:

- Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932–1949; or
- Changing Relationships: Britain, Northern Ireland and Ireland 1965–1985.

Through the Studies in Depth, candidates describe, analyse and explain the key features and characteristics of the periods and societies that they have studied. This includes their social, cultural, religious and ethnic diversity, and the experiences of men and women over a relatively short period of time. By accurately reconstructing the factual framework of the period, candidates become aware of the characteristic beliefs, values and attitudes of the people of the time and appreciate that individuals living in the period would have differed in their personal beliefs and attitudes.

UNIT 2: OUTLINE STUDY – 1 Hour 15 Minutes (25%)

As part of Unit 2, GCSE History candidates must complete an Outline Study. This paper requires candidates to use and evaluate a range of source material.

The paper is available at Foundation or Higher Tier. The questions within the Foundation and Higher Tier papers cover the same content but vary in type (those at Foundation Tier provide more structure for candidates' answers).

The paper is set out in two sections:

Section A

Candidates must use **three** sources related to the Cold War and respond to **one** four-part question, which increases in difficulty. Where necessary, we modify the language of written source material to ensure that it is accessible for candidates who are undertaking the Foundation Tier paper.

Section B

More extended writing is required. Candidates must answer one question from a choice of three. In the Foundation paper, we support candidates in answering the question by including a writing frame and identifying points that they should cover in their answer.

The Outline Study contributes to candidates' understanding of the contemporary world by allowing them to examine some of the most significant events and developments in the post-1945 period. They acquire knowledge and understanding of history at both European and global scales. Through the Outline Study, candidates engage in historical enquiry by investigating change and/or development of an historical period of time that is sufficient to demonstrate understanding of the process of both long and short term change.

Throughout the course, teachers should give their candidates the opportunity to evaluate historical evidence for its utility and reliability in order to prepare them for the examination.

4.5 Controlled assessment

UNIT 3: INVESTIGATIVE STUDY (25%)

In GCSE History, assessment of Unit 3 takes the form of an Investigative Study. This is a **controlled assessment**, and we replace the task and context every year.

Through the Investigative Study, candidates apply their historical skills and knowledge to an issue that is an extension of the specification's content. This should enhance and broaden the candidate's knowledge and understanding of the content.

By using and investigating a range of appropriate media, they come to understand, analyse and evaluate how the past has been interpreted and represented in different ways. The task presents an opportunity for them to investigate specific questions, problems or issues and to review and reflect on the progress being made on these questions, problems or issues.

Teachers should enable their candidates to investigate motive and bias as they work with source material during this assignment. Teachers should also encourage them to conduct independent research in order to give their work individuality. It is important that candidates understand that this is a significant piece of written work worth 25 percent of their total mark and that, therefore, they should give careful consideration to its preparation.

The primary objective of controlled assessment is to assess AO3. We encourage teachers to deliver the content using a range of historical sources, critically and in their context, to deploy appropriate information and so that candidates can reach reasoned conclusions. Historical sources may include written and visual sources, artefacts, films, ICT, paintings, photographs, music, oral accounts, buildings and historical sites.

4.6 Quality of written communication

In GCSE History, candidates must demonstrate their quality of written communication. In particular, they 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 their purpose and to complex subject matter; and
- organise information clearly and coherently, using specialist vocabulary where appropriate.

Examiners assess the quality of candidates' written communication in their responses to questions or tasks that require extended writing. The examiners assess the quality of written communication within all assessment objectives and assessment units.

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. We determine the grades awarded by aggregating the uniform marks that candidates obtain on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

We award grades C–G to candidates entered for the Foundation Tier. We award grades A*–D to candidates entered for the Higher Tier. We provide an allowed grade E as a 'safety net' for Higher Tier candidates just failing to secure a grade D.

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded depends in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates recall, select, organise and deploy detailed historical knowledge effectively and with consistency. They show thorough understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terms accurately and appropriately.</p> <p>They demonstrate their understanding of the past through developed, reasoned and well-substantiated explanations. They make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them.</p> <p>They evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions.</p> <p>They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well-developed consideration of their value in relation to their historical context.</p>
C	<p>Candidates recall, select, organise and deploy historical knowledge with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately.</p> <p>They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes.</p> <p>They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues, and, with some limited guidance, to reach reasoned conclusions.</p> <p>They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.</p>

Grade	Description
F	<p>Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. They communicate their ideas using everyday language.</p> <p>They demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. They provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.</p> <p>They understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.</p> <p>They identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these.</p>

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

Candidates must complete a single controlled assessment unit (Unit 3: Investigative Study). We replace our controlled assessment tasks every year to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

The following sections offer details on the controlled assessment for this subject.

6.2 Skills assessed by controlled assessment

The following skills are assessed through controlled assessment:

- the candidate's ability to understand, analyse and evaluate a range of source material as part of an historical enquiry; and
- how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

In addition, elements of these skills may be assessed externally.

6.3 Level of control

Regulations for controlled assessment in GCSE History are defined for the three stages of the assessment:

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

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

6.4 Task setting

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

The controlled assessment unit has one assignment with two questions. We provide the context of the controlled assessment task and the questions. This unit differs from the external examinations for Units 1 and 2 in that candidates have the opportunity to pursue independent and unsupervised investigative study. They also have the opportunity to respond to the task set using this research. Candidates may only take the controlled assessment unit as a terminal unit.

We release the tasks to centres in September of every year. We will release the first controlled assessment task in September 2010.

The controlled assessment tasks provide opportunities for centres to contextualise the tasks to better suit their specific circumstances. This includes the availability of and access to resources.

Candidates with special requirements

Modified assessment units are available for candidates with visual and hearing impairments. Centres should inform us of any requirements for these when they make their entries. You can find more information about this in Section 7.

6.5 Task taking

The level of control for research within task taking is limited. The level of control for preparation for writing and analysis and evaluation within task taking is high.

Areas of Control	Detail of Control
Authenticity	<p>We expect candidates to carry out independent research.</p> <p>The research completed by candidates must be done under limited supervision.</p> <p>The materials they use in this research may be oral, written or visual primary and secondary sources.</p> <p>They should include this research in their responses to the controlled assessment task.</p> <p>Candidates must have controlled access to their notes and previous research when writing their response to the questions.</p> <p>When candidates are working on the Preparation for Writing and the Communication of Analysis and Evaluation of Findings elements of the task, they must be in direct sight of the supervisor at all times. All work must be completed under formal supervision. Interaction with other candidates is not allowed.</p> <p>Candidates must sign a declaration stating that the work they submit is their own.</p> <p>Teachers must countersign this declaration to verify each candidate's statement.</p>
Feedback	<p>Teachers can advise their candidates of where to locate sources for their research and whether sources are appropriate for the task taken.</p>

Areas of Control	Detail of Control	
Time Limit	Introduction to the Investigative Study and Class Discussion	Led by: Teacher Time allocated: 12 hours
	Independent and Unsupervised Investigative Research	Led by: Candidate Time allocated: 6 hours
	Preparation for Writing	Led by: Candidate Time allocated: 6 hours
	Communication of Analysis and Evaluation of Findings	Led by: Candidate Time allocated: 3 hours (total) This does not have to be completed in one sitting. It must be conducted under formal supervision.
Collaboration	<p>The work of individual candidates may be informed by working with others, but each candidate must provide an individual response to the tasks.</p> <p>Candidates are expected to complete communication of analysis and evaluation of findings independently within controlled conditions and the time specified.</p>	
Resources	<p>Candidates' access to resources is determined by those resources available to the centre.</p> <p>Candidates may use ICT (including the internet) to conduct their research and to present their findings. However, no additional marks are awarded for the use of ICT or the internet.</p> <p>There should be at least 10 sources (and a maximum of 15 sources) in the Investigative Study.</p> <p>Teachers should encourage candidates to use a variety of evidence to inform and enrich their response in the controlled assessment tasks.</p>	

6.6 Task marking

The level of control for task marking is medium. Controlled assessment is internally marked and standardised. We request a sample of candidates' work for moderation purposes. We send out instructions annually to this effect.

The marking criteria for controlled assessment can be found in the Specimen Assessment Materials that accompany this specification.

Teachers must submit their marks by May 1 each year.

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

6.7 Annotation of controlled assessment

Teachers must annotate, in detail, the controlled assessment assignments in order to ensure fairness for candidates and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the Candidate Record Sheet; and
- identification throughout the work of key pieces of evidence, either in the margin or in the text.

6.8 Marking and internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the controlled assessment tasks before submitting them to us. This is to ensure, as far as possible, that each teacher has applied the assessment criteria consistently when making assessments. It may be necessary to adjust individual teachers' marking. This is to bring the assessment of candidates' work into line with other teachers in the centre and to match the standards established at the agreement trial. Where adjustment is necessary, the total/final mark recorded on the Candidate Record Sheet should be amended.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require at the appropriate time.

6.9 Moderation

Each year we conduct agreement trials before the examination date. At agreement trials, we brief teachers on how to apply the assessment criteria, and they engage in trial marking.

At any stage during the course, teachers may contact us if they require advice about, assistance with or support for any aspect of controlled assessment. We provide a moderator to support groups of centres. In addition to agreement trial support, we can arrange for staff to visit individual centres to discuss issues arising from the Investigative Study or to speak with teachers in person.

We may adjust a centre's marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission.

6.10 Reusing marks

We allow candidates to carry forward marks from moderated controlled assessments until we withdraw the specification.

See Appendix 1 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- Chief Examiner's reports;
- Principal Moderator's reports;
- guidance on progression from Key Stage 3;
- schemes of work for each option;
- centre support visits;
- support days/events for teachers;
- training days;
- portfolio clinics;
- agreement trials;
- student guides;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates;
- a resource list;
- exemplification of standards; and
- a dedicated textbook.

You can find our Annual Support Programme of events and materials for History on our website at www.ccea.org.uk

7.2 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, the economy and the environment by investigating aspects of the past and relating them to the world they live in today (all students must study British or Irish history; this facilitates an understanding and appreciation of how the institutions and governments of Britain or Ireland have evolved to the present day);
- develop as informed citizens in a local, national and global context with the ability to question, challenge and evaluate social and political attitudes, actions and behaviours;
- address moral, ethical and social issues as they investigate the motives and impacts of individuals', countries' and governments' decisions and actions in the Studies in Depth, the Outline Study and, in particular, the Investigative Study;

- investigate economic and cultural aspects of the society or issues studied;
- adopt a skills-based approach to their study of the content of all three units as set out in the assessment objectives, developing and displaying the following skills:
 - the ability to analyse and evaluate evidence and reach conclusions and judgements;
 - the ability to present arguments or debates in a logical and clear manner; and
 - the ability to think and research critically, drawing rational conclusions based on evidence;
- make use of ICT and a range of sources of information appropriate to the period, for example written and visual sources, artefacts, music, oral accounts, and buildings and historical sites – this study of source materials should support students’ knowledge, understanding and insight into the key issues, events and developments set out within each historical period; and
- develop transferable skills that can be adapted to all work-related contexts and are highly valued by employers and useful for further study of the subject.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides opportunities for students to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number
- Communication
- Improving Own Learning and Performance
- Information and Communication Technology
- Problem-Solving
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCA website at www.qca.org.uk

7.4 Examination entries

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

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

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

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

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. 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 and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. However, some students with visual impairments may have difficulty accessing some source material, for example film or diagrams. Nevertheless, this should not form a barrier to assessment because a range of source material can be provided.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **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*.**

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Arlene Ashfield
(telephone: (028) 9026 1200, extension 2291, email: aashfield@ccea.org.uk)
- Officer with Subject Responsibility: Sharon King
(telephone: (028) 9026 1200, email: sking@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

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

