

CCEA Entry Level Specification in History

For first teaching from September 2015
For first award in Summer 2016

Subject Code: 4010

History

Foreword

This booklet contains the specification for CCEA's Entry Level in History for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Levels 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

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

You will find the most up-to-date version of this specification on our website www.ccea.org.uk

QAN 601/5598/X

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1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level History course. First teaching begins in September 2015. We will make the first award at unit and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

1.1 Aims

This specification gives learners the opportunity to:

- develop an interest in history;
- acquire knowledge and understanding of the past;
- develop communication skills including the use of ICT, expression and observation;
- develop skills of historical enquiry;
- use historical sources to learn about the past;
- develop employability skills; and
- apply their learning in a practical context.

1.2 Key features

The key features of the specification appear below:

- There are six units available. Learners must complete all six to achieve a full qualification.
- The specification allows learners opportunities to study world history, as only two of the six units are geographically bound to Northern Ireland (Unit 4) or the United Kingdom (Unit 5).
- Learners can gain a qualification at Entry 1, Entry 2 or Entry 3, depending on the level of the units they achieve. Refer to Section 4.7 for the combination of units required to achieve each Entry Level qualification.
- The specification provides learners with opportunities to build on knowledge, skills and capabilities developed in History at Key Stage 3.
- The specification provides a progression route to further learning. The study of at least one European or World History unit provides a basis for progression to Level 1 and Level 2 qualifications – in particular, GCSE History.
- It develops skills that prepare learners for working and adult life.
- Teachers carry out the assessment, and we carry out external moderation.

1.3 Prior learning and progression

Learners do not need to have prior knowledge of history. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5598/X.

2 Specification at a Glance

The following table summarises the structure of this qualification. Learners must complete six units to be eligible for a qualification award. Learners can achieve Entry Level 1, 2 or 3 in each unit.

Entry 1, 2 and 3

Content	GLH	Assessment and Availability
Unit 1: A Society Outside Britain in the Past	20	Learners must complete a portfolio of evidence. Teachers assess the work, and we carry out external moderation. Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
Unit 2: History in the Media	20	
Unit 3: A Significant Event of the Twentieth Century	20	
Unit 4: Northern Ireland – A Historical Investigation of Local History	20	
Unit 5: A British Society in the Past	20	
Unit 6: People and Protest in the Past	20	

3 Qualification Content

3.1 Unit structure of the qualification

To achieve a CCEA Entry Level in History at Entry 1, Entry 2 or Entry 3, learners must complete all six units in this specification.

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria for each level .

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit.

3.2 Unit 1: A Society Outside Britain in the Past

Unit purpose and aim: To develop the knowledge, skills and understanding required to investigate a society outside Britain in the past. Learners will study a short period of non-British history focusing on a particular society. They will use historical sources, learn about the key features that affected people's lives and identify similarities and differences between past and present.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a society outside Britain in the past	1.1 identify one key feature of the chosen society; 1.2 identify one key person connected with the chosen society;
2. Demonstrate knowledge of similarities and differences between the chosen society and their own society	2.1 identify one similarity between the chosen society and their own society; 2.2 identify one difference between the chosen society and their own society;
3. Be able to identify and use historical sources to investigate the chosen society	3.1 identify two different types of historical sources; and 3.2 select one piece of information from one historical source.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a society outside Britain in the past	1.1 identify two key features of the chosen society; 1.2 identify two important events from the chosen society; and 1.3 identify two key people connected with the chosen society and show why they were important.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Demonstrate knowledge of similarities and differences between the chosen society and their own society	2.1 describe two similarities between the chosen society and their own society; 2.2 describe two differences between the chosen society and their own society; 2.3 suggest a reason for one difference between the chosen society and their own society;
3. Be able to identify and use historical sources to investigate a society outside Britain in the past	3.1 identify three different types of historical sources; and 3.2 select and present information from two different types of historical sources.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a society outside Britain in the past	1.1 describe some key features from the chosen society; 1.2 identify and describe two important events from the chosen society; 1.3 identify key people connected with this society and explain why they were important;
2. Demonstrate knowledge of similarities and differences between the chosen society and their own society	2.1 describe two similarities between the chosen society and their own society; 2.2 describe two differences between the chosen society and their own society; 2.3 give two reasons for each of these two differences;
3. Be able to identify and use historical sources to investigate the society outside Britain in the past	3.1 categorise three different types of historical sources; and 3.2 select two pieces of information from three historical sources to make simple observations about the chosen society.

3.3 Unit 2: History in the Media

Unit purpose and aim: To help learners understand the background to a historical topic which has featured in the media, and to communicate their findings.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand how and why the media has featured a historical topic	1.1 identify a historical topic that has featured in the media; 1.2 identify one reason why this topic has featured in the media;
2. Be able to investigate the historical background to the topic	2.1 state one feature of the topic shown in the media; and
3. Be able to communicate knowledge of the historical topic that has featured in the media	3.1 from sources provided, make a basic observation about the historical topic.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand how and why the media has featured a historical topic	1.1 identify a historical topic which has featured in the media; 1.2 give two reasons why this topic has featured in the media; and
2. Be able to investigate the historical background to the topic	2.1 identify two sources which give information about the topic that has featured in the media.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Be able to communicate knowledge of the historical topic that has featured in the media	3.1 use sources provided to make two observations about the historical topic.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand how and why the media has featured a historical topic	1.1 describe how the historical topic has featured in the media; 1.2 explain why the topic has featured in the media;
2. Be able to investigate the historical background to their topic	2.1 identify three different types of sources that could be used to find out about the topic that has featured in the media; 2.2 collect three pieces of information about the topic that has featured in the media; and
3. Be able to communicate knowledge of the historical topic that has featured in the media	3.1 present information collected about the topic that has featured in the media.

3.4 Unit 3: A Significant Event of the Twentieth Century

Unit purpose and aim: This unit aims to enable learners to gain knowledge of a significant event of the twentieth century. Learners will understand why the event was important and how it has been represented.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of a chosen event	1.1 identify one key feature of the event; 1.2 identify one key person involved in the chosen event;
2. Understand why the chosen event was important historically	2.1 identify one reason why the chosen event was important; 2.2 give one result of the chosen event; and
3. Be able to use historical sources to show how the chosen event has been represented	3.1 from given sources, identify one way in which the chosen event has been represented.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of a chosen event	1.1 identify two key features of the chosen event; 1.2 identify two key people connected with the chosen event;
2. Understand why the chosen event was important historically	2.1 identify two reasons why the chosen event was important; 2.2 give two results of the chosen event; and
3. Be able to use historical sources to show how the chosen event has been represented	3.1 from given sources, identify two different ways in which the chosen event has been represented.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of a chosen event	1.1 describe key features of the chosen event; 1.2 explain the importance of key people connected with the chosen event;
2. Understand why the chosen event was important historically	2.1 give three reasons explaining why the chosen event was important; 2.2 give one explanation about the consequences of the chosen event;
3. Be able to use historical sources to show how the chosen event has been represented	3.1 categorise at least three sources which depict the chosen event; and 3.2 show how two aspects of the chosen event have been represented.

3.5 Unit 4: Northern Ireland – A **Historical** Investigation of Local History

Unit purpose and aim: To allow learners to study a person, place or event of importance to Northern Ireland from their locality, and to communicate their findings.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a chosen topic in the past	1.1 identify one key feature of the chosen topic; 1.2 identify one key figure from the chosen topic;
2. Identify and use historical sources in their practical investigation	2.1 identify one source which tells us about the chosen topic; 2.2 select one piece of information from the source;
3. Be able to communicate knowledge of how their chosen topic has developed over time	3.1 select information from one source provided about the chosen topic; and 3.2 present the information from the source.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a chosen topic in the past	1.1 identify two key features of the chosen topic; 1.2 identify two key figures from the chosen topic;
2. Identify and use historical sources in their practical investigation	2.1 identify two sources which tell us about the chosen topic; and 2.2 select two key pieces of information from these sources.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
3. Be able to communicate knowledge of how their chosen topic has developed over time	3.1 select information from two sources on the chosen topic; and 3.2 use this information to present basic observations on the chosen topic.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a chosen topic in the past	1.1 identify three key features of the chosen topic; 1.2 identify three key figures from the chosen topic;
2. Identify and use historical sources in their practical investigation	2.1 identify three sources which tell us about the chosen topic; 2.2 select two pieces of key information from each of these sources;
3. Be able to communicate knowledge of how their chosen topic has developed over time	3.1 select and combine information from material collected to make three observations on the chosen topic; and 3.2 explain how their chosen topic has developed over time.

3.6 Unit 5: A British Society in the Past

Unit purpose and aim: To develop the knowledge, skills and understanding required to investigate a British society in the past. Learners will study a short period of British history focusing on a particular society. They will use historical sources, learn about the key features that affected people's lives and identify similarities and differences between past and present.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a British society in the past	1.1 identify one key feature of the chosen society; 1.2 identify one key person from the chosen society;
2. Demonstrate knowledge of similarities and differences between the chosen society and society today	2.1 identify one similarity between the chosen society and life today; 2.2 identify one difference between the chosen society and life today;
3. Identify and use historical sources to find out about the chosen society in the past	3.1 identify a source which tells us about the chosen society; and 3.2 select and present information from one historical source.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a British society in the past	1.1 identify two key features from the chosen society; and 1.2 identify two key people connected with the chosen society.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Demonstrate knowledge of similarities and differences between the chosen society and society today	2.1 identify two ways in which everyday life in the chosen society was similar to life today; 2.2 identify two ways in which everyday life in the chosen society was different to life today;
3. Identify and use historical sources to find out about the chosen society in the past	3.1 identify two sources which tell us about the chosen society; and 3.2 select information from two or more sources from the chosen society.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of the key features of a British society in the past	1.1 describe two main features of the chosen society; 1.2 explain the importance of at least two key people involved in the chosen society;
2. Demonstrate knowledge of similarities and differences between the chosen society and society today	2.1 describe two similarities between the chosen society and life today; 2.2 explain two ways that peoples' lives in the chosen society were different to peoples' lives today;
3. Identify and use historical sources to find out about the chosen society in the past	3.1 identify three sources which tell us about the chosen society; and 3.2 select information from three historical sources to make simple observations about the chosen society.

3.7 Unit 6: People and Protest in the Past

Unit purpose and aim: This unit aims to develop the learner's understanding of the reasons why groups of people and individuals protested in the past and the methods they used. They will investigate how the chosen protests affected peoples' lives in the past.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge of people who protested in the past	1.1 identify one group of people who protested in the past; 1.2 identify one individual who protested in the past; 1.3 identify one reason why people protested in the past;
2. Demonstrate understanding of the methods used by the chosen group to protest	2.1 state one method used by the chosen group to protest in the past; 2.2 state one method that this chosen individual used to protest in the past; 2.3 identify one reason why a chosen group or an individual used this method of protest;
3. Be able to use sources to investigate the effects protests had on peoples' lives in the past	3.1 recognise two different types of historical sources; and 3.2 identify one historical source which shows how peoples' lives were affected by protests in the past.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Know about different groups of people and individuals who protested in the past and some of the reasons why they protested	1.1 identify two groups of people who protested in the past; 1.2 identify two individuals who protested in the past; and 1.3 state two reasons why people protested in the past.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Identify the methods used by the chosen group to protest	2.1 state two methods used by the chosen group to protest in the past; 2.2 state two methods that this chosen individual used to protest in the past; 2.3 give two reasons why a chosen group or an individual used these methods of protest;
3. Use sources to investigate the effects protests had on peoples' lives in the past	3.1 identify two different types of historical sources; and 3.2 select information from two historical sources which show how peoples' lives were affected by protests in the past.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Demonstrate knowledge and understanding of different groups of people and individuals who protested in the past and explain why	1.1 describe how a chosen individual or group of people protested in the past; 1.2 explain why the chosen individual or group of people protested;
2. Describe and explain the methods used by the chosen group to protest	2.1 describe two methods used by the chosen individual or group to protest; 2.2 explain how successful or unsuccessful the methods used by the individual or group of people to protest were;
3. Be able to use sources to investigate the effects protests had on peoples' lives in the past	3.1 identify three different types of historical sources which give information on the protest; and 3.2 select information from these sources to make some simple observations on how people's lives were affected by protests in the past.

4 Scheme of Assessment

4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning in Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

4.2 Methods of assessment

For our Entry Level in History, learners must complete a portfolio of work to show how they have met the assessment criteria for each unit.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include, for example:

- photographs;
- written evidence;
- posters;
- mind maps;
- PowerPoint presentations;
- storyboards; and/or
- screenshots.

There may be pieces of assessment evidence in a learner's portfolio that cover criteria for more than one unit, but teachers must assess each unit independently.

4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners' work for a unit. They must also:

- be able to authenticate the work as the learners' own;
- ensure that learners have met **all** the assessment criteria in a unit in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table below provides a general guide to demonstrate the amount of guidance learners might need:

Level	Guidance
Entry 1	Learners at Entry 1 are beginning to use their skills, knowledge or understanding. They may need significant guidance.
Entry 2	Learners at Entry 2 use their skills, knowledge and understanding to carry out simple, familiar tasks and activities. They may need some guidance.
Entry 3	Learners at Entry 3 use their skills, knowledge and understanding to carry out structured tasks and activities. They may need little or no guidance.

It is the teacher's responsibility to ensure that the work presented for assessment is the learner's own. The work should demonstrate what the individual learner knows, understands and can do.

The table below provides guidance on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
Authenticity	<p>Learners should complete most of the work under the teacher's direct supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Authentication can be for an individual piece of work, or for a learner's contribution to a piece of work.</p> <p>For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications' document <i>Suspected Malpractice in Examinations and Assessments</i>, available at www.jcq.org.uk</p>
Feedback	<p>Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved.</p> <p>Teachers should annotate the work, indicating the nature of guidance and support they have given.</p> <p>Teacher's advice to the learner on how to achieve the assessment criteria should be general rather specific.</p>
Time/Word limit	There are 20 GLH for each unit.

Areas of Control	Detail of Control
Collaboration	Learners can work in groups, but it is essential that: <ul style="list-style-type: none"> • a teacher is able to identify individual contributions; and • learners provide an individual response, unless otherwise stipulated.
Resources	Learners' access to resources is determined by those available to the centre.

4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners 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 learner's record sheet; and
- identification of key pieces of evidence throughout the work.

4.5 Internal standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one assessor must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each assessor has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

4.7 Reporting outcomes

The learner must meet all assessment criteria at a specific level for us to award a unit at that level. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all six units, we report an overall level of achievement on the certificate, based on the criteria explained in the table below.

Overall Level	Criteria
Entry 3	A learner must achieve a minimum of four units (80 GLHs) awarded at Entry Level 3, with the other units awarded at Entry 1 or Entry 2. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 2	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a minimum of four units (80 GLHs) at Entry 2 (or above) with the other two units awarded at Entry 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 1	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all six units (120 GLHs), we will award an overall Entry Level 1.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk;
- a subject microsite within our website.

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

- Principal Moderator's report;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials; and
- a resource list.

5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as significant events of the last century or history in the media;
- develop personal skills in areas such as:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
 - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as People and Protest in the Past or A Significant Event of the Twentieth Century;
- develop skills that will enhance employability by providing opportunities to observe, analyse and engage with material; and
- make effective use of technology by providing opportunities to use different methods of ICT and digital media to present their findings.

5.3 Skills development

This specification provides opportunities for learners to develop the following skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

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

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk

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

5.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and have designed it to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Reasonable Adjustments: General and Vocational Qualifications*, available at www.jcq.org.uk

5.6 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)
- Education Manager for the Qualification: Helen Parks (telephone: (028) 9026 1200, extension 2906 email: hparks@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (Complaints and Appeals)
(telephone: (028) 9026 1244, email: complaints@ccea.org.uk or appealsmanager@ccea.org.uk).
- Moderation and Assessment Team
(telephone: Malcolm Corney (028) 9026 1211, email: mcorney@ccea.org.uk)

6 Summary of Changes since First Issue

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

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	N/A
Version 2	17 May 2016	19 23 24	Amendments to text Amendments and deletions of text Amendments to text
Version 3	8 November 2016	4 6 10 12 16	Amendments to text Amendments to text Amendments to text Amendments to text Amendments to text