



WJEC adaptations to AS and A level qualifications in summer 2022

Subject booklet

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Subject adaptations to AS and A levels in summer 2022

Due to the extensive disruption to teaching and learning throughout 2020 and 2021, Qualifications Wales announced on 23rd March 2021, in order to mitigate lost teaching and learning time and facilitate current social distancing guidelines, that GCSEs, AS and A levels will be adapted for learners sitting these qualifications in summer 2022.

In their regulatory document [Requirements for Adapting Assessments for GQ Qualifications in 2022](#), Qualifications Wales has set out clear principles (quoted below) which we have followed in making adaptations to GCEs for 2022. Compliance with these requirements will be monitored by Qualifications Wales. Therefore, this document, which sets out the individual subject adaptations for all our GCEs approved by Qualifications Wales for use by centres in Wales and other jurisdictions, should be read in conjunction with Qualifications Wales' document.

The adaptations for each subject have been carefully designed following Qualifications Wales' principles:

Principle 1 – WJEC must seek to ensure that Learners are not advantaged or disadvantaged relative to their peers in other jurisdictions.

Principle 2 – WJEC must seek to ensure that all qualifications are a reliable indication of the knowledge, skills and understanding specified in the qualification following any Adaptations to assessments.

Principle 3 – WJEC must seek to ensure that qualification content, in general, is not reduced; however, content can be restructured so it can reasonably be streamlined, such as in relation to optional units.

Principle 4 – WJEC must seek to ensure that the Manageability of assessment is maximised, where this will allow for an increase in teaching time in order to minimise the impact on outcomes.

Principle 5 – WJEC must seek to maintain standards, as far as possible, within the same qualification in line with previous years.

Principle 6 – WJEC must seek to maintain standards, as far as possible, across similar qualifications made available by WJEC and by other awarding bodies.

Principle 7 – WJEC must seek to ensure that flexibility in the delivery of assessments is maximised so as to reduce the impact of disruption, illness or quarantine, including lockdown at a local level.

All learners taking GCE qualifications in summer 2022 will have experienced disruption to their education between March 2020 and the end of the 2020-2021 academic year. For many A level and AS learners, 2022 will be the first time they will sit a public examination.

As well as considering the principles above, our starting point for A level has been to review the adaptations which were developed for summer 2021 and consider whether changes to these are necessary for learners sitting our qualifications in summer 2022.

Adaptations to AS in 2021 were limited to those designed to help teachers follow social distancing guidelines. Therefore, for the reasons cited above, we have reconsidered this position and we will implement additional adaptations to mitigate lost teaching and learning time for AS learners being assessed in summer 2022. These adaptations are intended to take account of the fact that AS learners starting their programme of learning in September 2021 do so following significant disruption to their GCSE studies during the previous two academic years. The adaptations are therefore intended to mitigate the impact of lost teaching and learning during key stage 4.

We have worked to the following assumptions.

1. All learners will have missed out on some opportunities to develop vital skills and knowledge, particularly in practical work which cannot be undertaken while working remotely. Therefore, we cannot assume that learners taking their assessments in summer 2022 will have the same breadth of skills and knowledge as would normally be expected.
2. Schools and colleges will be open for face-to-face teaching for all or most of 2021-2022.
3. Every AS and A level qualification will have some adaptations in place for summer 2022 assessments.
4. Exams are likely to take place as normal in 2022 using adapted content and also adapted assessments where relevant.
5. Exams are likely to take place as normal in 2023 with no adaptations to specification content or structures.

Although we have worked to the assumptions listed above, we are also discussing contingency plans with Qualifications Wales which will be implemented if necessary.

A level learners will not be assessed on AS units in 2022. Their A level grade will be based on the outcomes of the A2 units alone¹. This amounts to a 40% reduction in assessment across the full A level qualification for those cashing-in in 2022.

The adaptations for AS units aim to streamline the content being assessed in AS in 2022. These adaptations have been carefully chosen to ensure those learners progressing to study A level units from September 2022 will not be disadvantaged if they take A2 assessments in 2023 which have no adaptations.

The adaptations for A2 units aim to streamline the content being assessed in A2 units in 2022, whilst retaining, wherever possible, the full 60% assessment contained in the A2 units. This is because any further reduction in assessment could jeopardise the integrity of the qualification and it could be viewed as less rigorous than equivalent qualifications in other jurisdictions. Retaining the full 60% A2 assessment will ensure that A levels awarded to learners in Wales in 2022, whilst based on the A2 units only, are valid, reliable and comparable to A levels awarded to learners in other jurisdictions.

Each qualification has been considered individually in order to produce an adaptation which is appropriate for the subject. In doing so we have carefully considered the range of design features of GCEs approved for delivery in Wales, including whether or not the qualification includes an element of non-examination assessment (NEA).

Our aim has been to make comparable adaptations across the suite of GCE qualifications. However, it is not possible to make them the same because of the variation in design features of GCEs approved for delivery in Wales, in particular whether a qualification has NEA or is assessed by examination only. Another significant variable is whether a specification is knowledge-based or skills-based.

For qualifications including NEA (where it is appropriate to adapt the NEA without significantly impacting on the skills being assessed and therefore undermining the validity of the subject, or the reliability of the qualification, in line with Qualifications Wales' Principle 2) we have generally adapted tasks to take account of lost teaching and learning. In these instances, the adapted NEA is also intended to improve manageability and increase teaching time, in line with Qualifications Wales' Principle 4.

¹ The adaptations for each qualification include details of the usual weightings of each unit; i.e. the contribution of AS units to the AS and A level qualifications and the contribution of A2 units to the A level qualification. This is so that the adaptations can be considered in relation to the relative contribution of each unit. However, as noted above, in 2022 A level grades will be based on the outcome of the A2 units alone.

In knowledge-based qualifications, we have provided advance notice either of what will be in the summer 2022 assessments or of what will not be included in the summer 2022 assessments. An adaptation which identifies a list of topics which **will not** be assessed in 2022 can appear greater than an adaptation which provides advance notice of topics that **will** be the focus of assessment in 2022. However, the impact of each approach for teaching and learning is broadly similar and each is in line with Qualifications Wales' Principle 3.

Taken in combination, the adaptations for each qualification are designed to reflect all seven of Qualifications Wales' Principles and provide, whilst not identical, broadly comparable mitigations across all AS and A level qualifications.

Visiting examinations and moderations (Art and Design, Design and Technology, Drama and Theatre, Modern Foreign Languages, Music, Physical Education, Welsh Language and Welsh Second Language)

Due to the current uncertainty about potential future social distancing restrictions, we proposed in the consultation that in 2022 only, qualifications that are normally assessed by a visiting examiner or moderator would be assessed remotely. The arrangements would vary from subject to subject. In some subjects, where the examiner interacts with the learner, e.g. in MFL and Welsh oral assessments, we proposed to conduct the assessments live via an online platform.

For centre assessed subjects, we proposed that assessments would be marked and recorded by the centre and a sample uploaded via our online platform. For subjects where WJEC usually assesses the work, all learner work would be uploaded via our online platform for assessment. As noted below, we have decided to undertake further engagement with centres on this in early September. We will communicate assessment arrangements for these qualifications by the end of September 2021.

Consultation

WJEC consulted centres between 19 May and 23 June 2021 on proposed adaptations to our approved GCEs for summer 2022. In relation to the proposed adaptations, we asked centres to what extent did they agree that:

- the proposal is appropriate to mitigate lost teaching and learning time?
- the proposal helps alleviate issues linked to social distancing for practical work?
- the adapted qualification remains a valid and reliable measure of learners' attainment in the subject?
- the proposed adaptations will allow learners to progress to A level / HE in the subject?

For qualifications that are normally assessed by a visiting examiner or moderator, we also asked centres to what extent did they agree that:

- remote moderation / examination would allow learners to be accurately and reliably assessed in the qualification in 2022?
- remote moderation / examination in the qualification will be manageable for centres in 2022?

Finally, we provided an opportunity for written comments on our proposals.

We received around 460 responses to the GCE consultation, most of which came from subject teachers/subject leads. We are very grateful to colleagues in centres who responded to this consultation. We have analysed the extent to which you agreed or disagreed with the statements in each of the consultation questions and we have read all of the comments provided.

We set out in this document the adaptations which will be implemented for each qualification, including any changes made to reflect responses to our survey. We have also included for each qualification a summary of outcomes to the survey, along with a rationale for the adaptations to be implemented in 2022. For qualifications that received five or more responses, the summary of outcomes section includes tabulated percentages for each option on the '*strongly agree*' to '*strongly disagree*' scale. When interpreting these percentages, it is important to take account of the number of responses received because these are relatively small for many GCE qualifications.

It has not been possible to address every concern raised by centres in relation to disrupted teaching and learning or assessment arrangements for 2022. Some of the comments suggested arrangements which are outside of the remit of WJEC and are dependent on government policy and/or regulatory decisions.

Primarily, WJEC must ensure the integrity of each qualification so that we are able to award qualifications in 2022 which are valid, robust and commensurate with those taken by other cohorts. These matters will be carefully considered by WJEC when setting grade boundaries during the awarding process for the summer 2022 series.

In qualifications where we asked questions about remote moderation/assessment, the survey results are reported back in the table of responses. However, this booklet does not include a final decision on the use of remote moderation/assessment in 2022 because we have decided to undertake further engagement with centres on this in early September. We will communicate assessment arrangements for these qualifications by the end of September 2021.

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Applied ICT

AS

Unit 1: eBusiness Written Examination 40% of AS qualification 16% of A level

There are no changes to this unit.

Unit 2: eSkills scenario based controlled assessment 60% of AS qualification 24% of A level

There are no changes to this unit.

A level

Unit 3: eProject Externally set (internally moderated) controlled assessment 24% of A level

The initial scenario will be issued in September 2021 (for summer 2022 completion) and will be treated as a 'teacher led' whole class activity as opposed to being completed by a number of small groups. The class will collectively produce a spreadsheet model to address the given scenario. This will subsequently be used by all learners in the completion of their individual work under controlled conditions prompted by the release of the revised requirements (in spring of 2022).

Unit 4/5/6: eStudio, eCode, eTransact controlled assessment 36% of A level

There are no changes to these optional units.

Summary of survey outcomes

There was only one response to the GCE Applied ICT survey; we are grateful to that person for replying. As the number of respondents was extremely low, we do not have a clear steer from across the teaching community for any alternative adaptations. The adaptations will therefore be implemented as proposed in the consultation document.

Rationale

Unit 3 is normally approached through a period of group work leading to the development of a spreadsheet model which addresses an initial scenario. This initial scenario is released in the first week of September and outlines a set of requirements which form the basis of the spreadsheet model to be constructed. Subsequently, decisions are taken within the group and the building of the spreadsheet models takes place. Group meetings are recorded through a series of minutes which, along with the completed spreadsheet model are taken into the controlled environment, where learners will first access the 'Revised Requirements' document.

The 'Revised Requirements' document (released in the spring) requires the learner to plan and create (previously unseen) additional functionality. The changes to the model, as directed by the revised requirements, are completed on an individual basis. Each learner needs to be fully conversant with the group spreadsheet model in order to change the functionality. Learners are also required to project manage their activities in order to facilitate the required changes by the set deadline.

By switching to a teacher led whole class approach, it is envisaged that a significant amount of time will be saved. These time savings are likely to be gained primarily through the removal of the need to monitor and manage a series of small groups in the development of

the spreadsheet models and in preparations for the individual assessment. This will see all learners completing the individual tasks using the same spreadsheet model as the rest of the class. Marks will only be awarded for the individual responses completed within the controlled environment (this has always been the case) – no changes will be necessary to the arrangements for the controlled environment or to the assessed tasks. Changes will be made to the assessment document which will confirm the shift from a small group approach to a whole class approach.

The adaptation does not involve the removal of any content from the unit. There is, however, a change in the group dynamic from a small group to a larger (whole class) group. This should not see any reduction in the development of ICT skills as, in order to carry out the individual assessment, learners need to be fully engaged in the process of creating the initial spreadsheet model. Some organisational activities are likely to be diminished such as the creation of meeting minutes and the experience of working in a small group.

The adaptation does not change the level of demand of the qualification – there are no changes to any assessed tasks or content.

The change from small groups to one class group may well help with social distancing as a classroom specifically set up for a whole class may be easier to manage safely than a series of smaller groups.

ICT

AS

Unit 1: Information Systems

Written examination 24% (60%) of qualification

Section B will be removed from the Unit 1 paper and that learners are not required to produce a spreadsheet.

Unit 2: Presenting Information Task

NEA 16% (40%) of qualification

There are no changes to this unit.

A level

Unit 3: Use and Impact of ICT

Written examination 36% of qualification

We will streamline content to be assessed so that the following topic content areas are not subject to assessment in 2022, equivalent to the loss of 10-15 GLH, across the different functions:

- 4.3.1 Networks – Choosing a network for a company, Network topologies, Wireless networking
- 4.3.5 ICT Security Policies – Prevention of accidental misuse, Prevention of deliberate crimes or misuse
- 4.3.9 Management Information Systems (MIS) – Features of an effective MIS, Understand the flow of information between external and internal components of an MIS, Features of good MIS
- 4.3.10 Systems Development Life Cycle (SDLC) – System Design, System Implementation, System Maintenance, System Evaluation.

Unit 4 Relational Database Project

NEA 24% of qualification

We will remove the requirement for learners to complete the evaluation stage in this unit.

Summary of survey outcomes

There were three responses to the GCE ICT survey. Thank you to those who participated. Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation. However, to align A2 NEA in ICT and in Computer Science, we have also decided to include a further adaptation that was originally proposed for summer 2021. In Unit 4 NEA, we will remove the requirement for learners to complete the evaluation.

Rationale

In order to streamline AS ICT the spreadsheet element will be removed. Other approaches including removal of elements of theory were thought likely to impact on progression to A2. As A2 practical work focuses on databases, the removal of the requirement to produce a spreadsheet (and answer questions on it) will not impact on A2 progression and will also reduce the amount of GLH required.

The minimal streamlining of content for assessment in 2022 at A level still allows learners to be able to respond to the synoptic questions and allows for reductions in delivery time of Unit 3. Also, the additional adaptation made to Unit 4 will further mitigate lost teaching and learning during the first year of the 2022 cohort's course.

Art and Design

AS Unit 1: Personal Creative Enquiry (PCE) NEA 100% of AS qualification / 40% of A level qualification (For Year 12 assessment in summer 2022.)

There are no changes to the content of this unit for assessment in 2022 as controls are limited, and the unit can be delivered over a long period (September 2021 - May 2022) via blended learning/work.

A2

Unit 2: Personal Investigation (PI) NEA 36% of qualification

There are no changes to the content of this unit for assessment in 2022.

Unit 3: Externally set assignment (NEA) 24% of qualification

This unit will not be subject to assessment in 2022.

Summary of survey outcomes

There were 147 responses to the GCE Art and Design survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	113	35%	31%	19%	5%	11%
*the proposal helps alleviate issues linked to social distancing for practical work?	105	31%	30%	19%	8%	7%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	99	46%	32%	8%	8%	5%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	99	43%	33%	17%	3%	3%
remote moderation / examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	130	12%	21%	7%	21%	40%
remote moderation / examination in this qualification will be manageable for centres in 2022?	124	15%	23%	6%	20%	37%

*5% of respondents answered 'not applicable' to this question.

As shown in the table above, the majority of respondents agreed that the proposals were appropriate to mitigate lost teaching and learning time. There was general agreement that the proposals alleviate issues linked to social distancing and practical work, whilst a high proportion of respondents agreed that the proposals allow learners to progress to higher education. There was a high rate of agreement that the adapted qualification remains a valid and reliable measure of learners' attainment in this subject

In general, responses reflected strong support for the removal of the ESA, which offers a sensible compromise that allows students to demonstrate the skills, understanding and knowledge appropriate to the assessment objectives; with all grades accessible, whilst providing necessary flexibility of approach, in view of the limitations imposed on teaching and learning opportunities.

Just under two thirds of respondents did not agree with the proposals pertaining to remote moderation, in relation to the accuracy and reliability of the assessment or manageability for centres.

There were 33 additional comments, which were predominantly focused on the proposals regarding remote moderation. The majority of commentators expressed concerns about the manageability of recording and submitting digital portfolios. Others commented on issues of accuracy and reliability of the assessment/moderation and inequalities in resources across centres.

As noted below, taking account of responses to the questions related to remote moderation we have decided to undertake further engagement with centres in September.

Rationale

We have decided to progress with the removal of the **ESA (Unit 3)** for the A level (A2) summer 2022 assessment, as it is the smaller unit in the qualification and learners are not due to start this before 2022. It would be reasonable to expect learners to complete their Unit 2 Personal Investigation in the time available from September 2021 to May 2022.

This adaptation is designed to enable centres to adapt their programmes of study in line with any required social distancing guidelines; to help mitigate further potential disruptions; and to alleviate any logistical and health and safety issues pertaining to the ESA 15-hour practical test, which must be taken under exam conditions.

Controls for Unit 2 are limited, and the content can be delivered over a longer period. The option of assessment of Unit 2 only offers the most reliable assessment in that this is the larger unit in the A2 qualification and is measured via the same Assessment Objectives, consequently, providing the necessary validity, whilst requiring no temporary or potentially confusing changes to standards.

This adaptation retains the Personal Investigation's extended writing and drawing elements required by HE, therefore ensuring learners will still be able to progress to higher education or employment.

In relation to the question on whether to introduce remote moderation via video/photographic evidence, we have decided to undertake further engagement with centres on this in early September and will communicate moderation arrangements by the end of September.

Biology/Chemistry/Physics

Biology

AS Units 1 + 2: Written exams (100% of AS, 40% of A level)

Listed below are specification statements that will not be subject to assessment in the AS examinations in summer 2022.

AS Unit 1: Basic Biochemistry and Cell Organisation	
1.4	Biological reactions are regulated by enzymes
	(e) the theory of induced fit as illustrated by lysozyme
1.5	Nucleic acids and their functions
	SPECIFIED PRACTICAL WORK – Simple extraction of DNA from living material
AS Unit 2: Biodiversity and Physiology of Body Systems	
2.1	All organisms are related through their evolutionary history
	(b) the need for classification and its tentative nature
	(d) the characteristic features of Kingdoms: Prokaryotae, Protoctista, Plantae, Fungi, Animalia
	(j) biodiversity can be assessed in a habitat e.g. Simpson's Diversity Index
	SPECIFIED PRACTICAL WORK – Investigation into biodiversity in a habitat
2.2	Adaptations for gas exchange
	(j) the structure of the angiosperm leaf
	(k) the role of leaf structures in allowing the plant to photosynthesise effectively
	(l) the role of the leaf as an organ of gas exchange, including stomatal opening and closing
	SPECIFIED PRACTICAL WORK – Investigation into stomatal numbers in leaves
	SPECIFIED PRACTICAL WORK – Scientific drawing of a low power plan of a prepared slide of T.S. dicotyledon leaf e.g. <i>Ligustrum</i> (privet), including calculation of actual size and magnification of drawing
2.3	Adaptations for transport
	(j) the absorption of water by the root
	(k) the movement of water through the root: apoplast, symplast and vacuolar pathways
	(l) the structure and the role of the endodermis
	(p) the adaptations shown by some angiosperms: hydrophytes, xerophytes, including examination of microscope slide of T.S. leaves of marram grass and water lily
2.4	Adaptations for nutrition
	(c) saprotrophic nutrition involves the secretion of enzymes, external digestion of food substances followed by absorption of the products of digestion into the organism, e.g. fungi
	(e) nutrition in unicellular organisms, e.g. Amoeba, food particles are absorbed and digestion is carried out intracellularly
	(f) the adaptation of multicellular organisms for nutrition showing increasing levels of adaptation from a simple undifferentiated, sac like gut with a single opening, e.g. Hydra, to a tube gut with different openings for ingestion and egestion and specialised regions for the digestion of different food substances
	(i) the adaptations shown of herbivore guts and dentition, in particular ruminants to a high cellulose diet and the adaptations of carnivore guts and dentition to a high protein diet, including examination of skulls and dentition of a herbivore and a carnivore.

A2 Units 3 + 4: Written exams (50% of A level)

Synoptic questions – AS content that is not developed or required for Units 3 and 4 will not be assessed in summer 2022.

Listed below are specification statements that will also not be subject to assessment in the A2 examinations in summer 2022.

A2 Unit 4: Variation, Inheritance and Options	
	Choice of one option from three: A. Immunology and Disease B. Human Musculoskeletal Anatomy C. Neurobiology and Behaviour

A2 Unit 5: Practical Examination (10% of A level)

Both the Experimental Task and the Practical Analysis Task will be assessed in 2022.

Chemistry

AS Units 1 + 2: Written exams (100% of AS, 40% of A level)

Listed below are specification statements that will not be subject to assessment in the AS examinations in summer 2022.

AS UNIT 1: The Language of Chemistry, Structure of Matter and Simple Reactions	
1.2	Basic ideas about atoms (b) behaviour of α -, β - and γ -radiation in electric and magnetic fields and their relative penetrating power (d) adverse consequences for living cells of exposure to radiation and use of radioisotopes in many contexts, including health, medicine, radio-dating, industry and analysis (i) atomic emission spectrum of the hydrogen atom (k) order of increasing energy of infrared, visible and ultraviolet light (l) significance of the frequency of the convergence limit of the Lyman series and its relationship with the ionisation energy of the hydrogen atom
1.3	Chemical calculations (b) principles of the mass spectrometer [the second part of this statement remains]
1.6	The Periodic Table (m) reactions of the halogens with metals (q) use of chlorine and fluoride ions in water treatment and the related health and ethical issues
1.7	Simple equilibria and acid-base reactions (c) equilibrium constant (K_c) and calculations involving given concentrations SPECIFIED PRACTICAL WORK - Double titration, for example, analysis of a mixture of sodium hydroxide and sodium carbonate

AS UNIT 2: Energy, Rate and Chemistry of Carbon Compounds	
2.1	Thermochemistry
	*SPECIFIED PRACTICAL WORK - Determination of an enthalpy of combustion
2.5	Hydrocarbons
	(j) conditions required for the catalytic hydrogenation of ethene and the relevance of this reaction
2.6	Halogenoalkanes
	(e) halogenoalkanes as solvents, anaesthetics and refrigerants, and tight regulation of their use due to toxicity or adverse environmental effects (f) adverse environmental effects of CFCs and the relevance of the relative bond strengths of C–H, C–F and C–Cl in determining their impact in the upper atmosphere
2.7	Alcohols and carboxylic acids
	(h) esterification reaction that occurs when a carboxylic acid reacts with an alcohol (i) separation by distillation
	SPECIFIED PRACTICAL WORK - Preparation of an ester and separation by distillation

A2 Units 3 + 4: Written exams (50% of A level)

Synoptic questions – AS content that is not developed or required for Units 3 and 4 will not be assessed in summer 2022.

Listed below are specification statements that will also not be subject to assessment in the A2 examinations in summer 2022.

A2 Unit 3: Physical and inorganic Chemistry	
3.1	Redox and standard electrode potential
	(f) principles of the hydrogen fuel cell and its benefits and drawbacks
3.2	Redox reactions
	*SPECIFIED PRACTICAL WORK - Estimation of copper in copper(II) salts
3.3	Chemistry of the p-block
	(d) structure and bonding in Al_2Cl_6 and formation of donor-acceptor compounds such as $\text{NH}_3\cdot\text{BF}_3$ (e) bonding and structure in hexagonal and cubic boron nitride and how these relate to their properties and uses (k) bleaching and bactericidal action of Cl_2 and chlorate(I) (ClO^-) resulting from their oxidising power
3.4	Chemistry of the d-block transition metals
	(g) catalytic properties of many transition metals and their compounds; heterogeneous catalysis as a result of surface adsorption and homogeneous catalysis as a result of variable oxidation state (h) nickel and iron as the catalysts used in the hydrogenation of alkenes and the Haber process respectively (i) vanadium(V) oxide as the catalyst used in the contact process and that manganese(IV) oxide as an effective catalyst for the decomposition of hydrogen peroxide

3.5	Chemical kinetics
	(a) principles underlying the measurement of reaction rate by sampling and quenching
3.8	Equilibrium constants
	*SPECIFIED PRACTICAL WORK - Determination of an equilibrium constant, for example, for the equilibrium established when ethanol reacts with ethanoic acid

A2 Unit 4 – Organic Chemistry and Analysis	
4.4	Aldehydes and ketones
	(e) reaction of aldehydes and ketones with 2,4-dinitrophenylhydrazine and its use as a test for a carbonyl group and in identifying specific aldehydes and ketones
4.7	Amino acids and proteins
	(d) formation of polypeptides and proteins (e) basic principles of primary, secondary and tertiary protein structure (f) essential role in living systems, for example, as enzymes
4.8	Organic synthesis and analysis
	*SPECIFIED PRACTICAL WORK - Two-step synthesis, including purification and determination of melting temperature of product SPECIFIED PRACTICAL WORK - Paper chromatography separation, including two-way separation

*Questions may be set on the theory related to these specified practicals.

A2 Unit 5: Practical Examination (10% of A level)

Both the Experimental Task and the Practical Methods and Analysis Task will be assessed in 2022.

Physics

AS Units 1 + 2: Written exams (100% of AS, 40% of A level)

Listed below are specification statements that will not be subject to assessment in the AS examinations in summer 2022.

AS Unit 1: Motion, Energy and Matter	
1.5	Solids under stress
	(f) the features of a force-extension (or stress-strain) graph for a brittle material such as glass, to include <ul style="list-style-type: none"> • elastic strain and obeying Hooke's law up to fracture • brittle fracture by crack propagation, the effect of surface imperfections on breaking stress, and how breaking stress can be increased by reducing surface imperfections (as in thin fibres) or by putting surface under compression (as in toughened glass or pre-stressed concrete) (g) the features of a force-extension (or stress-strain) graph for rubber, to include <ul style="list-style-type: none"> • Hooke's law only approximately obeyed, low Young modulus and the extension due to straightening of chain molecules against thermal opposition • hysteresis SPECIFIED PRACTICAL WORK - Investigation of the force-extension relationship for rubber

1.6	Using radiation to investigate stars
	(e) the meaning of multiwavelength astronomy and that by studying a region of space at different wavelengths (different photon energies) the different processes which took place there can be revealed

AS Unit 2: Electricity and Light

2.2	Resistance
	<ul style="list-style-type: none"> (i) the idea that the resistance of metals varies almost linearly with temperature over a wide range (j) the idea that ordinarily, collisions between free electrons and ions in metals increase the random vibration energy of the ions, so the temperature of the metal increases (k) what is meant by superconductivity, and superconducting transition temperature (l) the fact that most metals show superconductivity, and have transition temperatures a few degrees above absolute zero ($-273\text{ }^{\circ}\text{C}$) (m) certain materials (high temperature superconductors) having transition temperatures above the boiling point of nitrogen ($-196\text{ }^{\circ}\text{C}$) (n) some uses of superconductors for example, MRI scanners and particle accelerators
	SPECIFIED PRACTICAL WORK - Investigation of the variation of resistance with temperature for a metal wire
2.7	Photons
	<ul style="list-style-type: none"> (l) the demonstration of electron diffraction and that particles have a wave-like aspect (m) the use of the relationship $p = \frac{h}{\lambda}$ for both particles of matter and photons(m) (n) the calculation of radiation pressure on a surface absorbing or reflecting photons
	SPECIFIED PRACTICAL WORK - Determination of h using LEDs
2.8	Lasers
	<ul style="list-style-type: none"> (f) the structure of a typical laser i.e. an amplifying medium between two mirrors, one of which partially transmits light (g) the advantages and uses of a semiconductor laser i.e. small, cheap, far more efficient than other types of laser, and it is used for CDs, DVDs, telecommunication etc.

A2 Units 3 + 4: Written exams (50% of A level)

Synoptic questions – AS content that is not developed or required for Units 3 and 4 will not be assessed in summer 2022.

Listed below are specification statements that will also not be subject to assessment in the A2 examinations in summer 2022.

A2 Unit 4: Fields and Options

	<p>Choice of 1 option from 4:</p> <ul style="list-style-type: none"> A: Alternating currents B: Medical physics C: The physics of sports D: Energy and the environment
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A2 Unit 5: Practical Examination (10% of A level)

Both the Experimental Task and the Practical Analysis Task will be assessed in 2022.

Summary of survey outcomes

There were 55 responses to the GCE Biology/Chemistry/Physics survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	51	18%	35%	14%	22%	12%
the proposal helps alleviate issues linked to social distancing for practical work?	47	6%	19%	28%	28%	19%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	47	28%	36%	19%	15%	2%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	46	22%	50%	13%	13%	2%

Over 50% of respondents considered the proposals to be appropriate to mitigate lost teaching and learning time, with greater percentages agreeing that the adapted qualifications remain valid and reliable measures of learners' attainment in the subjects and that they will allow learners to progress to HE.

Rationale

We have streamlined content in AS and A2 units to save a proportion of teaching time in the first and second years of the A level course. We have selected content in the AS units which has the least impact on progression to A2, and selected content in the A2 units which is likely to have the least impact on progression to HE.

A number of learners may have gaps in the AS content they were taught in Year 12. To mitigate this, synoptic questions in A2 units 3 and 4 will not draw on AS knowledge that is not developed or required for the A2 units.

We have considered whether it might be appropriate to carry through a mitigation originally planned for 2021, of removing the experimental task and the requirement to complete hands-on practical work. However, practical work is an integral part of GCE Science qualifications which significantly aids the learning process for students, improves engagement in the subject and is essential for progression to HE. For these reasons, and on the assumption that schools and colleges will be open for all or most of 2021-2022, we believe it is important that we retain practical work in these qualifications during the next academic year. Hence both the Experimental Task and the Practical Analysis Task will be assessed in 2022 as Unit 5.

To facilitate the return of the Experimental Task assessment in 2022 we will put the following measures in place for the next academic year:

- the “Instructions to teachers” documents will be released earlier than usual
- as usual the equipment list will be present for the Experimental Task but in addition advance notice will be provided on the topic area(s) that will be assessed in the Practical Analysis Task too
- the timing of all of the Unit 5 exams will be as late as possible to allow centres as much teaching time as possible before the assessments take place.

We will carry out further engagement with teachers to ensure these proposals suit centres’ needs and we will confirm final arrangements for Unit 5 in September.

Business

AS

Unit 1: Business Opportunities Written examination 15% (37.5%) of qualification

Content:

We will streamline content to be assessed so that the following topic content areas will not be subject to assessment in 2022:

Business plans	Explain the purpose and main components of a business plan Evaluate the importance of a business plan
Markets	Explain what is meant by market segmentation Explain how markets are segmented Evaluate the importance and impact of segmentation to a business and its customers
Business location	Explain the factors that need to be considered when locating a new business Analyse these factors in relation to the needs of the business Evaluate the choice of different locations for a new business

Assessment:

There are no changes to the assessment of this unit.

Unit 2: Business Functions Written examination 25% (62.5%) of qualification

Content:

We will streamline content to be assessed so that the following topic content areas will not be subject to assessment in 2022:

Cash flow forecasting	Explain what is meant by a cash flow forecast Construct, calculate and interpret cash flow forecasts Evaluate the impact of a cash flow forecast on a business and its stakeholders Explain the causes of cash flow problems Explain strategies by which a business can improve cash flow Evaluate the strategies a business uses to improve cash flow problems Explain the benefits and limitations of cash flow forecasts
Recruitment	Explain what is meant by the recruitment process Explain what is meant by internal and external recruitment Explain what is meant by job analysis, job description and person specification Evaluate appropriate methods of selecting different types of employee for different types of job including interviews, work trials, testing, selection exercises and telephone interviews Evaluate the importance of recruitment to a business and its stakeholders

Appraisal	<p>Explain what is meant by appraisal</p> <p>Explain different methods of appraisal including superior's assessment, peer assessment, self-assessment and 360 degree feedback</p> <p>Understand how appraisal can benefit both the business and its employees</p> <p>Evaluate the importance and impact of appraisal for a business and its stakeholders</p>
Organisational design	<p>Explain what is meant by organisational design</p> <p>Understand what is meant by authority, responsibility, chain of command, span of control, delegation, hierarchy, centralisation and decentralisation, empowerment and layering</p> <p>Explain the characteristics of different organisational structures including hierarchical (flat and tall) and matrix structures</p> <p>Explain the advantages and disadvantages of changing organisational structures and layering</p> <p>Evaluate the choice between empowerment and control of the workforce</p> <p>Evaluate the appropriateness of different organisational structures to a business and its stakeholders</p>
Lean production	<p>Explain what is meant by lean production</p> <p>Explain the range of lean production practices that are used to reduce waste and improve productivity including kaizen (continuous improvement), just-in-time, cell production and time-based management</p> <p>Evaluate the importance and impact of lean production for businesses and their stakeholders</p>
Purchasing	<p>Explain the importance of purchasing and working with suppliers</p> <p>Explain what is meant by stock control</p> <p>Understand the importance of controlling stock</p> <p>Explain methods of stock control including traditional stock control methods, just-in-time and computerised stock control</p> <p>Interpret stock control diagrams and explain the main components including re-order level, lead time, buffer stock and minimum stock level</p> <p>Evaluate the importance and impact on businesses and their stakeholders of holding too much or too little stock</p>

Assessment:

There are no changes to the assessment of this unit.

A level

Unit 3: Business Analysis and Strategy Written examination 30% of qualification

Content:

We will streamline content to be assessed so that the following topic content areas will not be subject to assessment in 2022:

Price and income elasticity of demand	Calculate price and income elasticity of demand Interpret numerical values of price and income elasticity of demand Evaluate the impact of changes in price and income on business revenue
Budget variances	Explain what is meant by a budget variance Calculate budget variances Analyse budgets and budget variances Evaluate the use and impact of budgets and budget variances for a business and its stakeholders
Porters Five Forces framework	Apply Porter's Five Forces framework to a specific business
Rationalisation	Explain what is meant by rationalisation Explain the factors that affect decisions about rationalisation Evaluate the impact of the choice of rationalisation on a business and its stakeholders
Decision trees	Explain the nature and purpose of decision tree analysis commenting on the benefits and limitations of the technique Construct decision trees, interpret and evaluate the results Evaluate the advantages and disadvantages of using decision trees
Critical path analysis	Explain the nature and purpose of critical path analysis (CPA), commenting on the benefits and limitations of the technique Complete CPA diagrams, interpret and evaluate the results Evaluate the advantages and disadvantages of using CPA
Investment appraisal	Explain what is meant by investment appraisal Explain the purpose of investment appraisal Calculate and interpret the payback period of an investment in years and months Calculate and interpret the average rate of return (ARR) of an investment Use discounted cash flow (DCF) to calculate and interpret the net present value (NPV) of an investment Evaluate the advantages and disadvantages of the different investment appraisal methods to a business and its stakeholders Evaluate the viability of investment options, taking into account both quantitative and qualitative factors, to make recommendations

Assessment:

There are no changes to the assessment of this unit.

Unit 4 Business in a Changing World Written examination 30% of qualification

Content:

We will streamline content to be assessed so that the following topic content areas will not be subject to assessment in 2022:

The European Union	<p>Explain the nature and purpose of the European Union (EU) and the single European market</p> <p>Explain the impact of the EU on businesses in Wales and the rest of the UK, including free movement of goods, labour and capital, legislation, regulations and standards</p> <p>Evaluate the impact of the EU on businesses and their stakeholders</p> <p>Explain what is meant by the single European currency (the euro) and the Eurozone</p> <p>Evaluate the costs and benefits of the single European currency to businesses and their stakeholders</p> <p>Evaluate the impact to UK businesses of being a member of the EU and the Eurozone</p> <p>Evaluate the impact to UK businesses of not being a member of the EU and the Eurozone</p>
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Assessment:

There are no changes to the assessment of this unit.

Summary of survey outcomes

There were 23 responses to the GCE Business survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	23	35%	30%	17%	9%	9%
*the proposal helps alleviate issues linked to social distancing for practical work?	23	22%	17%	39%	0%	4%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	23	26%	39%	9%	22%	4%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	23	22%	43%	17%	9%	9%

*17% of respondents answered 'not applicable' to this question.

As shown in the table, the majority of respondents were supportive of the suggested changes. Additional comments focused on offering a variety of a range of alternative suggested adaptations to the content. These suggestions, however, were mixed and conflicting and gave no single strong steer. Therefore, we confirm the proposed adaptations for GCE Business for 2022.

Rationale

The majority of the content in Unit 1 is needed to build the foundation for the understanding of later content; the content which will not be subject to assessment in summer 2022 is identified as standalone content. Unit 2 is the content heavy unit for the AS and contains a wide range of content based on the four functional business areas. There are numerous aspects of standalone content that, if not taught, would have minimal impact on the knowledge and understanding needed by learners to answer synoptic questions. The content which will not to be subject to assessment in summer 2022 is all categorised as standalone content.

Only one standalone area of content in Unit 4 will be removed from assessment in summer 2022, as this unit is primarily holistic and focuses on linking the other three units. It is needed for learners to be able to answer the synoptic questions in the assessment and to maintain the level of demand for the qualification. Unit 3 is the content heavy unit of the A level and contains a wide range of business analysis and strategy tools. There are numerous aspects of standalone content that, if not taught, would have minimal impact on the knowledge and understanding needed by learners to answer synoptic questions. The content which will not to be subject to assessment in summer 2022 is all categorised as standalone content. Significant content remains to allow for the valid and reliable assessment of quantitative skills.

Computer Science

AS

Unit 1: Fundamentals of Computer Science

Written examination 25% (62.5%) of qualification

We will streamline content to be assessed so that the following distinct topic content areas (subheadings in the left-hand column of the specification) are not subject to assessment in 2022:

- 11. Systems Analysis
- 17. Economic, moral, legal, ethical and cultural issues relating to computer science

Unit 2: Practical Programming to Solve Problems

On-screen examination 15% (37.5%) of qualification

There are no changes to this unit.

A level

Unit 3: Programming and System Development

Written examination 20% of qualification

We will streamline content to be assessed so that the following distinct topic content areas (subheadings in the left-hand column of the specification) are not subject to assessment in 2022:

- 6. System design
- 8. Program construction.

Unit 4 Computer Architecture, Data, Communication and Applications

Written examination 20% of qualification

We will streamline content to be assessed so that the following distinct topic content areas (subheadings in the left-hand column of the specification) are not subject to assessment in 2022:

- 1. Hardware and communication - Input / output, networking
- 6. The operating system – Memory management and buffering, Scheduling
- 7. The need for different types of software systems and their attributes – Safety related systems, Control systems, Expert systems.

Unit 5 Programmed Solution to a Problem

NEA 20% of qualification

We will remove the requirement for learners to complete:

- a prototype
- post-prototype refinement of design
- developmental testing.

Summary of survey outcomes

There were 13 responses to the GCE Computer Science survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	13	31%	0%	0%	31%	38%
the proposal helps alleviate issues linked to social distancing for practical work?	13	15%	23%	46%	8%	8%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	13	23%	23%	23%	31%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	13	31%	38%	31%	0%	0%

There were only 13 responses to the consultation on the proposals suggested for GCE Computer Science assessments in 2022. This represents a very small proportion of the registered centres for this qualification. Seven respondents provided comments. Of these, one commented positively on the proposals, two suggested we remove more topics from the assessment by examinations, whilst most comments suggested removing aspects of NEA. Whilst taking account of the small number of comments received, we have decided to include a further adaptation that was originally proposed for summer 2021. In Unit 5 NEA, we will remove the requirement for learners to complete a prototype, post-prototype refinement of design and developmental testing.

Rationale

Streamlining content for assessment in 2022 will enable centres to adjust for the loss in teaching and learning time as a result of the Covid-19 pandemic. All examination papers will retain the same structure as previous series so will be familiar to learners who have seen past papers. This streamlining of content for assessment in 2022 still allows learners to be able to respond to the synoptic questions and allows equitable delivery time reductions across all written examinations. The additional adaptation made to Unit 5 in response to the consultation will further mitigate lost teaching and learning during the first year of the 2022 cohort's course.

Design and Technology

Engineering Design Fashion and Textiles Product Design

AS

Unit 1: Written examination: 50% (20%) of qualification

We will streamline content so that the following topics will not be assessed in 2022.

Engineering Design		
2.1 Core technical principles		
e)	Safe working practices	Working accurately, creatively, innovatively and imaginatively with materials, components, appropriate technologies, tools, processes and resources to achieve high quality products which match their specification. Commercial working practices and responsibilities and their application to project work. Five-step risk assessment (identify hazard, who might be harmed and how, evaluate potential for risk, record, review if details change). Provision of equipment, training and signage.
2.3.1 In-depth technical principles		
h)	Energy sources, energy storage, transmission, and utilisation	The benefits and limitations of various sources of energy to include, fossil fuels, nuclear fuels, solar, hydro and wind generation. The efficient use of energy in manufacturing. Green/environmental issues (implications of the industrial/technological age) Sustainability issues - influencing the future, resource management. Energy conservation, including recycling/green issues. The effect of energy costs on the final product. Appropriate technology.

Fashion and Textiles		
2.1 Core technical principles		
e)	Safe working practices	Working accurately, creatively, innovatively and imaginatively with materials, components, appropriate technologies, tools, processes and resources to achieve high quality products which match their specification. Commercial working practices and responsibilities and their application to project work. Five-step risk assessment (identify hazard, who might be harmed and how, evaluate potential for risk, record, review if details change). Provision of equipment, training and signage.

2.3.3 In-depth technical principles		
j)	How materials, other than fibres and fabrics, can be used in textiles and fashion design and development	Bought-in components, electro-conductive materials, plastics.
k)	A variety of components and their appropriateness for a range of products in relation to the end-user, fabrics used, and design considerations	The availability and use of a wide range of bought-in components and fittings appropriate to the material(s) and application including related products such as stationery, footwear, notebooks and wallpaper.

Product Design		
2.1 Core technical principles		
e)	Safe working practices	Working accurately, creatively, innovatively and imaginatively with materials, components, appropriate technologies, tools, processes and resources to achieve high quality products which match their specification Commercial working practices and responsibilities and their application to project work. Five-step risk assessment (identify hazard, who might be harmed and how, evaluate potential for risk, record, review if details change) Provision of equipment, training and signage.
2.3.5 In-depth technical principles		
e)	The application of smart and modern materials	How product development is influenced by modern materials, to include a range of composites, functional (SMART) materials, which change their shape or properties in response to various stimuli, including shape-memory alloys and polymers, electro-chromic and photo-chromic materials

Unit 2: Design and make task: 50% (20%) of qualification

We will accept a model/mock-up instead of the finished product. For Fashion and Textiles, we will accept a toile in calico or an appropriate substitute fabric, with samples to indicate construction details. This will allow centres to spend significantly less time on the NEA than suggested in the specification. Learners are at liberty to submit the finished product in the usual manner if they wish to do so.

A level

Unit 3: Written examination 30% of qualification

We will streamline content so that the following topics will not be assessed in 2022.

Engineering Design		
2.1 Core technical principles		
e)	Safe working practices	<p>Working accurately, creatively, innovatively and imaginatively with materials, components, appropriate technologies, tools, processes and resources to achieve high quality products which match their specification.</p> <p>Commercial working practices and responsibilities and their application to project work.</p> <p>Five-step risk assessment (identify hazard, who might be harmed and how, evaluate potential for risk, record, review if details change).</p> <p>Provision of equipment, training and signage.</p>
2.2 Core technical principles		
b)	The regulatory and legislative framework for health and safety and the impact on designing and making.	<p>How the regulatory and legislative framework in the Health and Safety at Work Act (HASAW) sets out duties of employees and employers in manufacturing environments, including:</p> <ul style="list-style-type: none">• Control of Substances Hazardous to Health (COSHH)• Personal Protective Equipment at Work Regulations (PPE)
2.3.1 In-depth technical principles		
h)	Energy sources, energy storage, transmission, and utilisation	<p>The benefits and limitations of various sources of energy to include, fossil fuels, nuclear fuels, solar, hydro and wind generation.</p> <p>The efficient use of energy in manufacturing.</p> <p>Green/environmental issues (implications of the industrial/technological age)</p> <p>Sustainability issues - influencing the future, resource management.</p> <p>Energy conservation, including recycling/green issues.</p> <p>The effect of energy costs on the final product.</p> <p>Appropriate technology.</p>

Fashion and Textiles		
2.1 Core technical principles		
e)	Safe working practices	<p>Working accurately, creatively, innovatively and imaginatively with materials, components, appropriate technologies, tools, processes and resources to achieve high quality products which match their specification.</p> <p>Commercial working practices and responsibilities and their application to project work.</p> <p>Five-step risk assessment (identify hazard, who might be harmed and how, evaluate potential for risk, record, review if details change).</p> <p>Provision of equipment, training and signage.</p>

2.2 Core technical principles		
b)	The regulatory and legislative framework for health and safety and the impact on designing and making.	How the regulatory and legislative framework in the Health and Safety at Work Act (HASAW) sets out duties of employees and employers in manufacturing environments, including: <ul style="list-style-type: none"> • Control of Substances Hazardous to Health (COSHH) • Personal Protective Equipment at Work Regulations (PPE)
2.3.3 In-depth technical principles		
j)	How materials, other than fibres and fabrics, can be used in textiles and fashion design and development	Bought-in components, electro-conductive materials, plastics.
k)	A variety of components and their appropriateness for a range of products in relation to the end-user, fabrics used, and design considerations	The availability and use of a wide range of bought-in components and fittings appropriate to the material(s) and application including related products such as stationery, footwear, notebooks and wallpaper.

Product Design		
2.1 Core technical principles		
e)	Safe working practices	Working accurately, creatively, innovatively and imaginatively with materials, components, appropriate technologies, tools, processes and resources to achieve high quality products which match their specification Commercial working practices and responsibilities and their application to project work. Five-step risk assessment (identify hazard, who might be harmed and how, evaluate potential for risk, record, review if details change) Provision of equipment, training and signage.
2.2 Core technical principles		
d)	Design for manufacturing repair or maintenance and product life	Developing initial design briefs and specifications that may need a specific focus such as: manufacturing, maintenance and product life.
2.3.5 In-depth technical principles		
e)	The application of smart and modern materials	How product development is influenced by modern materials, to include a range of composites, functional (SMART) materials, which change their shape or properties in response to various stimuli, including shape-memory alloys and polymers, electro-chromic and photo-chromic materials

Unit 4: Design and make project: 30% of qualification

We will accept a model/mock-up instead of the finished product. For Fashion and Textiles, we will accept a toile in calico or an appropriate substitute fabric, with samples to indicate construction details. This will allow centres to spend significantly less time on the NEA than suggested in the specification. Learners are at liberty to submit the finished product in the usual manner if they wish to do so.

Summary of survey outcomes

There were 7 responses to the GCE Design and Technology survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	5	40%	40%	20%	0%	0%
the proposal helps alleviate issues linked to social distancing for practical work?	5	0%	60%	40%	0%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	5	40%	40%	0%	20%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	5	0%	80%	20%	0%	0%
remote moderation / examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	7	29%	14%	29%	14%	14%
remote moderation / examination in this qualification will be manageable for centres in 2022?	7	0%	14%	14%	43%	29%

With the exception of the questions relating to remote moderation of NEA in 2022, there was a high level of agreement with the proposals. The proposals to streamline content and adapt NEA will therefore be implemented as proposed.

Rationale

Design and make activities are an essential characteristic of the subject, and an aspect that learners generally enjoy and succeed in. Learners can undertake aspects of their research, design and evaluative activities away from the design studio/workshop which should help mitigate any access issues to resources in the centre.

For the same reason, we will amend the expectation for learners to submit a final made product/prototype and allow a model/mock-up to be submitted, where limited access to

specialist equipment/facilities is likely to impact on production of a finished product / prototype.

In addition to the adaptations for NEA noted above, we will streamline the content for Unit 1 and Unit 3 by identifying specific aspects of subject content which will not be assessed in summer 2022. The content for Unit 1 has been selected to ensure it does not impact on progression for learners intending to take the A level qualification in 2023.

In relation to the question on whether to introduce remote moderation via video/photographic evidence, we have decided to undertake further engagement with centres on this in early September and will communicate moderation arrangements by the end of September.

Drama and Theatre

AS

Unit 1: Theatre Workshop 60% (24%) of qualification

For 2022 we will keep the minimum group size to one actor.

The timings for this unit for 2022 will be as follows:

One actor: 2-4 minutes
Two actors: 3-10 minutes
Three actors: 5-12 minutes
Four actors: 7-14 minutes
Five actors: 9-16 minutes.

In line with the reduction to the minimum performance time, the minimum requirements for design learners will also be reduced. The minimum number of cues for lighting and sound designers is reduced from eight to five. The minimum requirements for costume designers are reduced from two full costumes, hair and make-up for two different characters to one full costume, hair and make-up for one character. The requirements for set designers remain the same as they are only required to produce one design.

Unit 2: Text in Theatre 40% (16%) of qualification

We will provide advance notice of the examination extract for questions (a) and (b) (i). Details of the extended extracts for each of the six texts will be released to centres in September 2021, from which a smaller extract will be chosen as the specified extract within the examination. At the same time, advance notice would also be given regarding the topic of question (c).

A Level

Unit 3: Text in Action 36% of qualification

We will reinstate the requirement for a devised and a text based performance for this unit in 2022.

Group sizes will be reduced to a minimum size of one actor for both the devised and text based pieces.

The timings for this unit for 2022 will be as follows (per performance):

One actor: 2-4 minutes
Two actors: 3-10 minutes
Three actors: 5-12 minutes
Four actors: 7-14 minutes.

In line with the reduction to the minimum performance time for both the devised and text based performances, the minimum requirements for design learners will also be reduced. The minimum number of cues for lighting and sound designers is reduced from eight to five per performance. The minimum requirements for costume designers are reduced from two full costumes, hair and make-up for two different characters to one full costume, hair and make-up for one character per performance. The requirements for set designers remain the same as they are only required to produce one design per performance.

In order to reflect the reduced performance times for both the devised and text performances the suggested word count for the process and evaluation report will remain at 2000 words, rather than 3000 words.

Unit 4: Text in Performance 24% of qualification

We will provide advance notice of the examination extract for Section A questions (a) (i) and (b) and the examination extract/topic area (as relevant) for Section B question (i). Details of the extended extracts for each of the six texts will be released to centres in September 2021, from which a smaller extract will be chosen as the specified extract within the examination. For Section B question (i) the topic area will also be provided should learners be given the freedom to choose their own extract(s).

Summary of survey outcomes

There were 11 responses to the GCE Drama and Theatre survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	11	55%	36%	0%	9%	0%
the proposal helps alleviate issues linked to social distancing for practical work?	11	45%	55%	0%	0%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	11	82%	18%	0%	0%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	11	82%	18%	0%	0%	0%
remote moderation / examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	11	45%	45%	0%	9%	0%
remote moderation / examination in this qualification will be manageable for centres in 2022?	11	45%	45%	9%	0%	0%

As is evident from the table above the responses to all the proposed amendments were extremely positive. Five of the respondents offered further comments. Four of the comments complimented the proposals, although one did also raise a concern regarding centres concentrating on the extended extracts only within Unit 2 and Unit 4. One respondent noted their concern regarding using online platforms such as Zoom and Teams to assess learners' practical work.

Rationale

Allowing learners to perform monologues will enable them to work individually in the classroom and at home. Centres will find it easier to comply with public health guidance regarding social distancing measures, if required, and learners can prepare work individually without depending on others.

Reducing the minimum time for group performances in Units 1 and 3 gives learners more time to develop their performance/design skills and awareness of practitioners/theatre companies/styles. This may have been compromised due to lost teaching and learning time and a lack of practical work/assessment due to online learning and the requirements regarding social distancing measures in 2020/21.

Across all qualifications, we are considering remote moderation/examination in 2022 instead of visits to centres. If this change is implemented, centres will be able to set their own assessment dates for their devised and text based performances, enabling flexibility regarding how practical work is structured throughout the year.

WJEC will continue to be flexible next year regarding how centres interpret certain practitioners/theatre companies/styles should the requirement for social distancing remain in place. The key issue is that centres manage to capture the spirit or the essence of their chosen practitioner/company/style within their performances.

Centres are reminded that the word counts within the written elements of Unit 1 and Unit 3 are suggested word counts only. Penalties will not be incurred should these suggestions be exceeded.

The amendments to the Unit 2 and Unit 4 written examinations will mitigate lost teaching and learning time which may have impacted negatively on learners' ability to demonstrate knowledge and understanding of how drama and theatre is developed and performed, and the ability to analyse and evaluate the work of others.

Centres are also reminded, for the purposes of the analysis and evaluation of live performance in the assessment (AO4), that live performance can include recordings or streams of live performance.

In relation to the question on whether to introduce remote assessment instead of a visiting examiner, we have decided to undertake further engagement with centres on this in early September and will communicate arrangements by the end of September.

Economics

AS

Unit 1: Introduction to Economic Principles Written examination 15% (37.5%) of qualification

Unit 2: Economics in Action Written examination 25% (62.5%) of qualification

Content

The content will be streamlined so that the following topic content areas will not be subject to assessment in summer 2022.

Microeconomics:

Wage determination

Labour market issues

Understanding that, in reality, economic agents do not always behave rationally

Monopoly power, information asymmetries and gaps, and income inequality as sources of market failure

Tradeable pollution permits as a method of government intervention

Linkage of government policies to the reduction of income inequality, for example progressive taxation and the benefits system, price stabilisation and guaranteed minimum price schemes in agriculture and the national minimum wage.

Macroeconomics:

Understanding of what is meant by an exchange rate index.

Assessment

There are no changes to the assessment structure of either unit.

A level

Unit 3: Exploring Economic Behaviour Written examination 30% of qualification

Unit 4: Evaluating Economic Models and Policies Written examination 30% of qualification

Content

The content will be streamlined so that the following topic content areas will not be subject to assessment in summer 2022.

Microeconomics:

Oligopoly: game theory and Nash equilibrium

Monopoly: price discrimination

Competition policy

Privatisation.

Macroeconomics:

The long run Phillips curve

Financial Stability

Global economics: European Union.

Assessment

There are no changes to the assessment structure of either unit.

Summary of survey outcomes

There were 7 responses to the GCE Economics survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	6	17%	50%	0%	33%	0%
the proposal helps alleviate issues linked to social distancing for practical work?	6	17%	33%	33%	0%	17%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	6	17%	67%	17%	0%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	6	50%	50%	0%	0%	0%

Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

Rationale

The majority of content in AS is necessary to build the foundations for the understanding of later content; this is particularly the case for macroeconomics, where the A2 specification refers back to AS content. The content which will not be subject to assessment in summer 2022 can be categorized as standalone content. It is considered that this content will have minimal impact on the knowledge and understanding required by learners to answer synoptic questions as it predominantly consists of opportunities to apply concepts. Additionally, monopoly power as a source of market failure is repeated and studied in more depth in the A2 course.

For A2, the topics of price discrimination, game theory/Nash equilibrium, and the long run Phillips curve have been identified as topics that can be removed from the assessment in summer 2022. Other aspects, namely privatisation, competition policy, financial stability and the European Union have been identified as standalone topics and therefore are unlikely to impact on broader synoptic analysis, so these are also removed from the assessment in 2022.

All content has been carefully selected to ensure that the qualification retains the level of demand and maintains the integrity of the assessment, but reduces the content required for assessment.

English Language

Adaptations for the 2022 AS and A2 English Language exams are to provide centres with advance notice of some of the topics to be tested. The genre or purpose of some of the texts/tasks will be shared with centres in September 2021:

- AS Unit 1 Genre/purpose of Section A unseen texts for analysis (34% of AS qualification)
Genre/purpose of Section B unseen text for analysis: (16% of AS qualification)
- AS Unit 2 Genres of writing covered in questions 1b and 2b (12.5% of AS qualification)
- A2 Unit 3 Genre/purpose of unseen texts for analysis (33.3% of A level qualification)
- A2 Unit 4 Genre/purpose of unseen transcripts for analysis (16.6% of A level qualification)
Genre of Section B creative writing task (16.6% of A level qualification)

At AS and at A2 learners will have advance notice affecting approximately two thirds of the total assessment.

Summary of survey outcomes

There were two responses to the GCE English Language survey. Thank you to the individuals who participated.

Rationale

Neither of the two respondents to the consultation on the proposals suggested for GCE English Language assessments in 2022 made alternative suggestions for adaptations to the qualifications.

Therefore, in providing this advance notice information, WJEC aims to support teachers and learners with preparation and revision for the 2022 exams, whilst maintaining the integrity of and public confidence in the qualifications. Such advance notice would retain progression to A2 study in this subject for AS learners and ensure that progression to higher education for A2 learners remains viable. Should similar 2022 adaptations be applied in other jurisdictions, this would help ensure that Learners in Wales are not advantaged or disadvantaged relative to their peers in other jurisdictions.

Both AS and A2 are synoptic assessments of a spiral curriculum with little specified content. As such, any adaptations to remove content in either qualification would have little effect on teaching time and significantly affect the opportunities for progression for learners; the nature of English Language and the requirement for analysis of language through unseen texts restricts the options for adaptations to remove content.

As the loss of teaching time to date will ultimately impact on learners' depth of knowledge, we aim to support teachers and learners by providing information about the genre or purpose of some of the assessed tasks in the AS and A2 S22 examinations which will allow focused revision without compromising the unseen nature of the assessments.

AS and A2 units are skills-based assessments, primarily interrogating data, interpretation, analysis, evaluation, synthesis and reflection. Any adaptation aiming to remove the assessment of these skills would adversely affect the coverage of the assessment objectives and impact on the qualifications being reliable indications of the knowledge, skills and understanding articulated in the specifications.

Given that there is no specific content for study in AS or A level, it would negatively affect the validity of the qualification if adaptations to the question papers were made. With such a proposed adaptation, WJEC acknowledges that providing advance notice may introduce the risk of learners regurgitating pre-learnt material in the exam regardless of whether it fits the question that has been set; therefore centres are reminded that assessment for these units is made using banded levels of response. Candidates are rewarded for the application of

their knowledge and understanding based on the question set. The advance notice does not allow for pre-prepared responses to be rewarded: candidates who simply regurgitate pre-learned information or do not show their understanding in light of the question set will not be able to access marks in the higher bands.

Whilst the amount of support provided by this proposal may be considered significant when viewed as a total of the qualification, the level of support is not as extensive as some other qualifications where it is possible to reduce or sample content without impacting on progression opportunities or public confidence.

In discussion with teachers in a focus group as part of the consideration of adaptations for 2021, there was unanimity that the NEA should be retained as it was straightforward for learners to undertake the independent research remotely, if necessary.

English Language and Literature

Adaptations for the 2022 AS and A2 English Language and Literature exams are to provide centres with advance notice of some aspects of the assessment at AS and at A2. At AS, the number of poems required for study from the *Anthology* will be reduced for Unit 1 and for Unit 2, an indication of a section of the text from which the extract is taken for Section A will be issued. At A2, an indication of a section of the text from which the extract is taken for Section A of Unit 3 will be issued. This information will be shared with centres in September 2021.

For Unit 4, one of the three unseen extracts in Section A will be provided. This information will be shared with centres around six weeks before the date of the examination to help focus revision.

- AS Unit 1: in Section A, a reduced list of poems (two-thirds of the *Anthology*) on which the assessment will be based. (25% of the AS qualification).
- AS Unit 2: in Section A part (i) questions, we will provide an indication of the sections of the text (25% of the whole text) from which the extracts have been taken. (10.5% of the AS qualification).
- A2 Unit 3: in Section A, we will provide an indication of a section (up to 265 lines and the Act) of the text (25% of the whole text) from which the extracts (up to 265 lines and the Act) have been taken (11% of the A2 qualification).
- A2 Unit 4: in Section A, we will provide advance notice of the Spoken Language unseen text (16.6% of the A2 qualification).
- A2 Unit 5: No adaptations.

At AS, learners will have advance notice affecting approximately one third of the total assessment.

At A2, learners will have advance notice affecting approximately one quarter of the total assessment.

Summary of survey outcomes

There were 18 responses to the GCE English Language and Literature survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	18	28%	22%	6%	17%	28%
*the proposal helps alleviate issues linked to social distancing for practical work?	18	17%	6%	28%	0%	17%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	18	33%	17%	6%	28%	17%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	18	33%	22%	6%	6%	33%

*33% of respondents answered 'not applicable' to this question.

Of the 18 responses to the consultation on the proposals suggested for GCE English Language and Literature assessments in 2022, the majority strongly disagreed with removing Section A of the NEA. Consequently, we have replaced this adaptation with advance notice of content for Unit 3 and Unit 4 and no adaptations will be made to Unit 5.

Rationale

In providing this advance notice information, WJEC aims to support teachers and learners with preparation and revision for the 2022 exams whilst maintaining the integrity of and public confidence in the qualifications. Such advance notice would retain progression to A2 study in this subject for AS learners and ensure that progression to higher education for A2 learners remains viable. Should similar 2022 adaptations be applied in other jurisdictions, this would help ensure that Learners in Wales are not advantaged or disadvantaged relative to their peers in other jurisdictions.

Both the AS and the A level qualifications are skills-based and built on the knowledge and understanding of a range of spoken and written texts from different times, including, across the two years of study, six set texts. As the loss of teaching time to date will ultimately impact on learners' depth of knowledge and the opportunities to cover the entire content of the specification, we aim to support teachers and learners at AS and A2.

At AS, we will have a reduced *Anthology* for study in Unit 1 and will provide information about the location of extracts from the drama texts in Unit 2. This will allow focused revision without compromising the nature of the assessments. At A2, we aim to support teachers and learners by providing information about the location of extracts from the Shakespeare texts in Unit 3 and providing advance notice of an unseen extract in Unit 4. As with the advance notice provided at AS, this will allow focused revision without compromising the nature of the assessments.

With such an adaptation, WJEC acknowledges that providing advance notice for the AS and A2 units may introduce the risk of learners regurgitating pre-learnt material in the exam regardless of whether it fits the question that has been set, or writing imbalanced responses to the comparative task in Unit 4. Centres are therefore reminded that assessment for these units is made using banded levels of response. Candidates are rewarded for the application of their knowledge and understanding based on the question set. The advance notice does not allow for pre-prepared responses to be rewarded. Candidates who simply regurgitate pre-learnt information or do not show their understanding in light of the question set will not be able to access marks in the higher bands.

The consultation of the proposed adaptation to the NEA was met with a mixed response. The majority were of the view that NEA provided a valuable way of preparing for Higher Education and is straightforward for learners to undertake the independent study remotely, if necessary. We have therefore removed the proposed adaptation from this unit.

English Literature

Adaptations for the 2022 AS and A2 English Literature exams are to provide centres with advance notice of extracts/poems used in assessment. Where an extract from a text or when a poem is named in the question, the section of the text/a prescribed list of poems from which extracts/poems have been taken will be shared with centres in September 2021:

- AS Unit 1: in Section A, a section of the text (25% of the whole text) from which the extract has been taken (8.5% of the AS qualification).
- AS Unit 2: in Section A, a prescribed list of poems for each collection which will include the named poem in the question. (16.5% of the AS qualification).
- A2 Unit 3: in Section A, a reduced list of poems (Donne/Blake/Rossetti) / number of lines (Chaucer/Milton) on which the assessment will be based. (4% of the A2 qualification).
- A2 Unit 4: in Section A, an indication of the act from which the extract has been taken (12.5% of the A2 qualification).
- A2 Unit 5: No adaptations.

At AS, learners will have advance notice affecting approximately one quarter of the total assessment.

At A2, learners will have advance notice affecting approximately one sixth of the total assessment.

Summary of survey outcomes

There were 10 responses to the GCE English Literature survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	9	22%	44%	0%	11%	22%
*the proposal helps alleviate issues linked to social distancing for practical work?	9	0%	11%	0%	0%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	9	33%	44%	22%	0%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	9	11%	44%	22%	22%	0%

*89% of respondents answered 'not applicable' to this question.

There were only 10 responses to the consultation on the proposals suggested for GCE English Literature assessments in 2022. This represents a very small proportion of the registered centres for this qualification. Whilst the majority agreed with the proposals, some responses offered alternative proposals. These proposals, however, did not meet Qualification Wales' principles or were not valid adaptations for this specification. We have therefore decided to implement the proposals noted in the consultation document.

Rationale

In providing this advance notice information, WJEC aims to support teachers and learners with preparation and revision for the 2022 exams whilst maintaining the integrity of and public confidence in the qualifications. Such advance notice would retain progression to A2 study in this subject for AS learners and ensure that progression to higher education for A2 learners remains viable. Should similar 2022 adaptations be applied in other jurisdictions, this would help ensure that Learners in Wales are not advantaged or disadvantaged relative to their peers in other jurisdictions.

Both the AS and the A2 qualifications are skills-based and are built on the close study of set texts. Content cannot be removed and streamlining a specification in which set texts are a foundation to the study would compromise the qualifications. As such, any adaptations to remove whole text study in either qualification would significantly affect the opportunities for progression for learners.

As the loss of teaching time to date will ultimately impact on learners' depth of knowledge, we aim to support teachers and learners by providing information about the location of extracts from texts and to provide a reduced prescribed list of poems where applicable. This will allow focused revision without compromising the nature of the assessments.

With such a proposed adaptation, WJEC acknowledges that providing advance notice may introduce the risk of learners regurgitating pre-learnt material in the exam regardless of whether it fits the question that has been set. Centres are therefore reminded that assessment for these units is made using banded levels of response. Candidates are rewarded for the application of their knowledge and understanding based on the question set. The advance notice does not allow for pre-prepared responses to be rewarded. Candidates who simply regurgitate pre-learnt information or do not show their understanding in light of the question set will not be able to access marks in the higher bands.

In discussion with teachers in a focus group as part of the consideration of adaptations for 2021, there was unanimity that the NEA should be retained as it was straightforward for learners to undertake the independent study remotely, if necessary.

French/German/Spanish

AS Unit 1 Speaking (NEA) 30% (12%) of qualification

Removal of Task 1 (argument card)

AS Unit 2 Listening, Reading, Translation and Critical Writing 70% (28%) of qualification

There are no changes to this unit.

A2 Unit 3 Speaking - Independent Research Project (NEA) 18% of qualification

In terms of content or tasks there are no changes to this unit. However, the timing will be reduced for one of the tasks. The timing of the presentation will remain at two minutes, but the timing of the discussion will be reduced by two minutes to 7-8 minutes.

A2 Unit 4 Listening, Reading and Translation 30% of qualification

The following subthemes will not be subject to direct assessment in this unit in summer 2022:

- French – Repercussions for modern-day France (Theme 4)
- German – Social cohesion in present-day Germany (Theme 4)
- Spanish – Cultural Enrichment and Celebrating Difference (Theme 3).

A2 Unit 5 12% of qualification

There are no changes to this unit.

Summary of survey outcomes

There were 10 responses to the GCE French/German/Spanish survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	10	0%	10%	30%	50%	10%
*the proposal helps alleviate issues linked to social distancing for practical work?	9	11%	22%	11%	0%	11%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	9	33%	33%	22%	11%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	9	22%	44%	33%	0%	0%

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
remote moderation / examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	10	20%	10%	10%	50%	10%
remote moderation / examination in this qualification will be manageable for centres in 2022?	9	0%	33%	33%	22%	11%

*44% of respondents answered 'not applicable' to this question.

Responses to the survey were mixed. Whilst 40% of respondents either agreed or neither agreed nor disagreed that the proposals mitigated lost teaching and learning time, a majority disagreed in response to this question. However, two thirds of respondents tended to agree or strongly agreed that the adapted qualification remains a reliable measure of attainment. Also, two thirds of respondents believed that the adaptations would allow learners to progress to HE, with one third neither agreeing nor disagreeing with the statement.

Feelings towards the replacement of visiting examiners with remote examining were divided with 60% either tending to disagree or strongly disagreeing.

Comments were varied with only four in total: two agreed with the adaptations to the speaking element and one was against. The fourth expressed concern that remote examining might prove stressful for candidates. However, it would be pertinent to point out the success of examining Private Candidates remotely for the speaking in summer 2021. This has proved to be an overall positive and enjoyable experience for candidates and examiners alike. Issues have tended to be technical rather than with the conduct of the exam itself.

For GCE MFL qualifications, the adoption of remote examining is not linked solely to the impact of Covid-19. We highlighted in Version 3 of the specifications for GCE French, German and Spanish (published in December 2019) that:

- from the summer 2022 examinations series, Unit 1 assessments would be conducted by centres and digital recordings sent to examiners
- from the summer 2023 examinations series, this approach would be extended to include Unit 3.

As noted on page 3 and below, we have decided to undertake further engagement with centres about remote moderation in early September before making a final decision.

The 10 responses to the consultation on the proposals suggested for GCE French / German / Spanish assessments in 2022 represents a very small proportion of the registered centres for these qualifications. Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

Rationale

This rationale aims to clarify for teachers, learners and wider stakeholders the reasons for the proposed adaptations to GCE French / German / Spanish qualifications, in line with the principles set out by Qualifications Wales.

Both the AS and the A level qualifications are synoptic assessments and skills based. Any adaptation to the assessment of the skills required for this specification would adversely affect the coverage of the assessment objectives.

AS Unit 1 contains two tasks which together assess AOs 1, 2, 3 and 4. For assessment in 2022, Task 1 (argument) will be removed as all four of these Assessment Objectives will be covered by Task 2 (discussion). Task 1 uses Set A of cards which will not be included for assessment in 2022. As written in the Specification, Set A of cards covers the theme Understanding the French/German/Spanish-speaking world. This will not be assessed for **Unit 1 in 2022 only**.

Unit 3 contains two tasks; the presentation of the candidate's chosen topic for the Independent Research Project followed by the discussion of the chosen topic with the examiner. The timing for the presentation will remain at two minutes, this is to ensure the candidate has ample time to introduce their chosen topic and to give the examiner sufficient opportunity to formulate questions to lead the following discussion. However, it is envisaged that the shorter discussion time will relieve some of the pressure on the candidate who will be interacting with the speaking examiner.

Unit 4 is the only unit where learners' receptive skills in listening and reading as well as skills in translation into the language of study are assessed in depth. The skills assessed in Unit 4 are essential for learners' progression to Higher Education.

However, at A2, the following sub-themes will not be directly assessed in summer 2022:

- French – Repercussions for modern-day France (Theme 4)
- German – Social cohesion in present-day Germany (Theme 4)
- Spanish – Cultural Enrichment and Celebrating Difference (Theme 3).

These are the sub-themes which were planned for removal from the summer 2021 assessment. Teachers were aware of this at the time and we believe they are likely to have already incorporated the change into their planning. Therefore, it is prudent and supportive of teachers to exclude the same sub-themes from the summer 2022 assessment. This proposal aims to alleviate the pressure on teaching time at this level.

Unit 5 provides the opportunity for learners to express themselves and demonstrate fully their critical and analytical abilities in writing. Although the AOs are assessed elsewhere in the qualification, this is the only opportunity learners have to write at length in the language of study, which the focus group convened in 2020 believed supported progression to Higher Education. Unlike similar qualifications where literature is part of the scheme of study, only one work chosen by centres from a prescribed list is studied for French/German/Spanish. Learners are required to answer one essay question from a choice of two on that work. It is not possible to reduce the study requirements for this unit, as there is only one literary task.

The shortening of the timing for the discussion task in Unit 3 combined with the adaptation of Unit 4 will ease pressure on learners and teaching and learning time.

We are mindful to ensure that no learner is advantaged or disadvantaged because of the jurisdiction in which they take their qualification; this adaptation ensures parity with comparable qualifications in other jurisdictions and therefore means that no progression routes are limited to learners in Wales.

In relation to the question on whether to introduce remote assessment instead of a visiting examiner, we have decided to undertake further engagement with centres on this in early September and will communicate arrangements by the end of September.

Geography

AS level

Unit 1: Changing Landscapes, 60% (24%) of qualification

There are no changes to this unit.

Unit 2: Changing Places, 40% (16%) of qualification

Section A: Changing Places

The content detailed below will not be subject to assessment in Summer 2022:

- 2.1.7 The rebranding process and players in rural places
- 2.1.8 Rural management and the challenges of continuity and change
- 2.1.9 The rebranding process and players in urban places
- 2.1.10 Urban management and the challenges of continuity and change.

Where this removed content provides context for any fieldwork experiences, centres can continue with the experience as planned but should provide any necessary context for the learner.

Section B: Physical and Human Fieldwork Investigation

Learners will be required to undertake a **minimum** of **one** fieldwork experience in preparation for the examination. This experience may be within the context of physical **or** human geography (or may be within the context of people-environment questions and issues). This fieldwork experience must equip learners with the required knowledge and understanding applied to the six stages of the enquiry process as outlined in Section 2a. of the specification.

Questions 4 and 5 will allow learners to answer both questions on a single fieldwork experience, where necessary.

There are no changes to the requirement to cover the geographical skills as set out in Appendix A of the specification.

A level

Unit 3: Global Systems and Global Governance, 24% of qualification

There are no changes to this unit.

Unit 4: Contemporary Themes in Geography, 16% of qualification

Section A: Tectonic Hazards

There will be no changes to this part of the assessment.

Section B: Contemporary Themes in Geography

The assessment will be adapted and require coverage of **one** optional theme only. Learners will be required to complete **two** of **three** optional essays from their **one** chosen theme.

Unit 5: Independent Investigation (NEA), 20% of qualification

There are no changes to the assessment of this unit.

WJEC will not require centres to submit the 4-day fieldwork declaration in 2022. However, to prepare learners for completion of the NEA, we continue to encourage centres to integrate elements of fieldwork into the study programme wherever possible and practical.

Summary of survey outcomes

There were 13 responses to the GCE Geography survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	13	15%	46%	8%	31%	0%
the proposal helps alleviate issues linked to social distancing for practical work?	13	23%	8%	15%	46%	8%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	13	31%	62%	8%	0%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	13	46%	54%	0%	0%	0%

Around two thirds of the relatively small number of respondents agreed that the proposed adaptations were appropriate to mitigate lost teaching and learning time. However, more than a half of respondents voiced some level of concern around the ability of the proposed adaptation to alleviate issues linked to social distancing for practical work.

We are aware that many stakeholders believe fieldwork is an important part of the GCE Geography qualification and we were encouraged that over 90% of respondents felt the adapted qualification would remain valid and reliable. We therefore decided to undertake further engagement with a number of subject leaders across Wales. We received a clear message that including fieldwork was important to Geography teachers and learners, and we should try to facilitate this. We have therefore decided to implement the proposals noted in the consultation document, including the reduced fieldwork requirements.

Rationale

The synoptic nature of both geography as a subject, and of these assessments, means that coverage of both core and optional content at AS level remains vital to the integration of the required specialised concepts, geographical skills and fieldwork skills necessary to prepare learners for the AS and A2 unit assessments. In addition, removing significant elements of content may compromise the opportunity that should be given to learners to select an Independent Investigation title based on a broad understanding of the specification.

However, WJEC recognises the pressures and increased challenges that learners will face at AS in 2021/22 and therefore Unit 2 content subject to assessment in 2022 will be streamlined. Learners continue to have the opportunity to develop understanding of both their 'home' and 'contrasting' places and to study economic change and its social impacts at a variety of scales. Centres may choose to continue to look at elements of removed content as part of their fieldwork programme should they wish to do so.

The Independent Investigation (NEA) is integral to A level Geography. In light of the teaching time required to introduce the necessary skills to complete the NEA, the streamlining of one optional theme from Section B in Unit 4 will maximise teaching time from September so that the demands of Unit 3, Section A in Unit 4 (taught across AS and A2) and NEA can be met. The deadline for submitting samples for moderation will be 15 May 2022.

Centres and learners should focus on developing appropriate and practical Independent Investigation titles that allow collection of primary data safely and in a timely manner. Teachers should carefully manage learner expectations for data collection to ensure that the choice of investigation title and ensuing methodology is appropriate and manageable in current circumstances.

WJEC is mindful to ensure that no learner is advantaged or disadvantaged because of the jurisdiction in which they take their qualification. Our proposals for AS and A level ensure parity with assessments taken by learners in previous series and in different jurisdictions and does not compromise progression to higher education.

Government and Politics

AS

The following content will **not** be subject to assessment in 2022.

Unit 1 Government in Wales and the United Kingdom, 50% (20%) of qualification:

In 1.1.3 The British Constitution in a global context, remove 'NATO' from **Key constitutional statutes and treaties governing the UK's relationship with international bodies (including the EU, NATO and the UN)*. So, this bullet point would read **Key constitutional statutes and treaties governing the UK's relationship with international bodies (including the EU and the UN)*.

In 1.2.1 How government works in the UK, ** The role of the Civil Service*.

In 1.3.3 The impact of devolution on the UK, remove *'including the different roles and powers of the Scottish Parliament and Government; the Welsh Parliament and Government; the Northern Ireland Assembly and Executive, as well as devolution in England'*. So, this bullet point will read ** The impact of devolution on the UK*.

Unit 2 Living and participating in a democracy, 50% (20%) of qualification:

In 2.1.1 Citizenship in a democracy, second bullet point remove *'Freedom, equality, participation and active citizenship, the Rule of Law'*. So, this bullet point would read **Protection under the law; rights of minorities; positive discrimination*.

In 2.2.1 The importance of participation in a democracy and effects of non-participation, **Explanations of why some people/groups in society participate more than others; debates around the effects of this*.

In 2.3.1 Political parties and participation in politics, **The roles and importance of party members*.

In 2.3.3 Social movements and participation in politics, ** The global nature of some social movements*.

A level

The content of the specification will be streamlined; therefore, the following content will **not** be subject to assessment in 2022.

Unit 3 Political concepts and theories, 30% of qualification:

In 3.1.2 Liberal views, ** The impact of liberal ideas on global politics*.

In 3.2.2 Conservative views, ** The impact of conservative ideas on global politics*.

In 3.3.2 Socialist views, ** The impact of socialist ideas on global politics*.

In 3.4.2 Nationalist views, ** The impact of nationalist ideas on global politics*.

Unit 4 Government and politics of the USA, 30% of qualification:

In 4.1.3 The Bill of Rights, remove *'death penalty'* from * *Contemporary debates about civil rights and civil liberties in the USA: gun ownership; death penalty and privacy*. So, this bullet point would read * *Contemporary debates about civil rights and civil liberties in the USA: gun ownership and privacy*.

In 4.2.2 The US President home and abroad, * *Debates concerning the relative power and influence of the Cabinet and the Executive Office of President*.

In 4.2.3 The US Supreme Court, * *The impact of the landmark cases of Marbury vs Madison (1803) and McCulloch vs Maryland (1819)*.

In 4.3.3 Political parties in the US, * *Reasons for two-party dominance; the significance of third parties and independent candidates*.

Summary of survey outcomes

There was only one response to the GCE Government and Politics survey; we are grateful to that person for replying. As the number of respondents was extremely low, we do not have a clear steer from across the teaching community for any alternative adaptations. The adaptations will therefore be implemented as proposed in the consultation document.

Rationale

At AS and A level, we believe the streamlining of content is the most suitable adaptation. The division of streamlined content is considered to be equitable for Unit 1 and Unit 2 at AS, and Unit 3 and Unit 4 at A level, in terms of guided learning hours likely to be saved.

In Unit 3, although we will not be formally assessing the impact of liberalism, conservatism, socialism and nationalism on global politics, the use of examples from global politics to illustrate these ideologies in other parts of Unit 3 content would still be acceptable. The content being streamlined will also not impede learners from responding to the synoptic questions in either Unit 3 or Unit 4.

These AS and A level adaptations maintain the demand of the qualification and allow learners to progress onto higher education.

Health and Social Care, and Childcare

AS

AS Unit 1: (50% / 20%) Examination

There are no changes to this unit.

AS Unit 2: (50% / 20%) NEA

Task 1 – There are no changes to this task.

Task 2 will be adapted so that part (f) is removed, resulting in reduced assessment time from a recommended 20 to 15 hours.

A level

A2 Childcare Pathway

A2 Unit 3: (30%) Examination

There are no changes to this unit.

A2 Unit 4: (30%) NEA

Task 1 will be adapted so that task b (ii) is removed. This section of the assessment addresses section 2.4.1(b) of the specification, and is AO2. AO2 is assessed elsewhere in the task, and 2.4.1(b) is also addressed in task b(i).

In addition, task e (i) will be removed. This section of the assessment addresses section 2.4.1 (c) and is AO1. AO1 is assessed elsewhere in the task, and 2.4.1(c) is also addressed in task e (ii).

The combined outcome of the removal of these two sections will result in a suggested reduction in task taking of 5 hours from Task 1, reducing Task 1 to 15 hours.

A2 Adult Health and Social Care Pathway

A2 Unit 5: (30%) Examination

There are no changes to this unit.

A2 Unit 6: (30%) NEA

Task 1 will be adapted so that task b (ii) is removed. This section of the assessment addresses section 2.6.1(c) of the specification, and is AO2. AO2 is assessed elsewhere in the task, and 2.6.1(c) is also addressed in task b(i).

In addition, task e (i) will be removed. This section of the assessment addresses section 2.6.1 (c) and is AO1. AO1 is assessed elsewhere in the task, and 2.6.1(c) is also addressed in task e (ii).

The combined outcome of the removal of these two sections would result in a suggested reduction in task taking of 5 hours from Task 1, reducing Task 1 to 15 hours.

Summary of survey outcomes

There were four responses to the GCE Health and Social Care, and Childcare survey. Thank you to those who participated. While we received only four responses, it was reassuring to find most questions attracted a 'tend to agree' answer. We have considered each response, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

Rationale

As the loss of teaching time to date will ultimately impact on learners' depth of knowledge, we aim to support teachers by reducing the burden of content whilst avoiding an impact on progression as there is no loss of skills associated with the qualification.

The Childcare and Health and Social Care pathways at A2 mirror each other, so we will implement adaptations which follow the same pattern to ensure parity across the options.

History

AS

Unit 1: Period study (50% / 20%)

The following concepts and perspectives of each option **will not be examined in 2022²**. We recommend that – where possible – these sections are covered so that learners have a coherent understanding of the period. However, the sections will not need to be taught and learned in the usual depth, nor will they need to be included in revision materials.

Unit 1.1 – Government, rebellion and society in Wales and England c.1485–1603	
Concepts and perspectives	Key issues and content
The changing relationship between Wales and England after 1530	<ul style="list-style-type: none">• The reasons for, and the impact on Wales and England of, the Acts of Union 1536 and 1543• The work and impact of the Council in Wales and the Marches• The impact of social change in Wales on her relationship with England• The impact of religious policy on Wales, including the translation of the Scriptures into Welsh
Unit 1.2 – Government, revolution and society in Wales and England c.1603–1715	
Concepts and perspectives	Key issues and content
The impact of civil war on the nation	<ul style="list-style-type: none">• The reasons why civil war had broken out by 1642• The effect of the Civil War on the lives of the people in Wales and England• Reasons for the parliamentary victory in the Civil War• The reasons for, and importance of, the Regicide
Unit 1.3 – Politics, protest and reform in Wales and England c.1780–1880	
Concepts and perspectives	Key issues and content
The growing pressure for parliamentary reform 1780–1832	<ul style="list-style-type: none">• Early attempts at parliamentary reform in the 1780s• The challenge of the French Revolution after 1789• The main reasons for the demands for parliamentary reform• The significance of the Reform Act crisis 1830–1832
Unit 1.4 – Politics, people and progress: Wales and England c.1880–1980	
Concepts and perspectives	Key issues and content
The changing position of the political parties 1880–1951	<ul style="list-style-type: none">• The changing fortunes of the Liberal Party in Wales and England in this period• The changing position of the Conservative Party in Wales and England in this period• The growth of the Labour Party in Wales and England in this period• The record of coalition governments: during wartime and in the 1930s

² Within Unit 1 Period Study, learners opt to study **one** period of around 100 years. The adaptations for this unit are designed to be comparable regardless of which period a learner has chosen to study from 1.1 to 1.8.

Unit 1.5 – Political change in Europe c. 1500–1598	
Concepts and perspectives	Key issues and content
The extent of the threat posed by the Ottoman Empire in the sixteenth century	<ul style="list-style-type: none"> • The reign of Suleiman the Magnificent and Ottoman expansion into eastern Europe • The nature of the Habsburg reaction to the Ottoman threat • The effectiveness of the French reaction to the Ottoman threat • The importance of the Battle of Lepanto
Unit 1.6 – Europe in the age of absolutism and revolution c.1682–1815	
Concepts and perspectives	Key issues and content
The significance of the main developments in Russia under Peter the Great	<ul style="list-style-type: none"> • The impact of Peter's domestic policies on society, economy and religion • Reform and expansion of the armed forces • The influence of westernisation on Russia • Extent of success in foreign policy and war
Unit 1.7 – Revolution and new ideas in Europe c.1780–1881	
Concepts and perspectives	Key issues and content
The significance of the main challenges facing France 1848–1871	<ul style="list-style-type: none"> • Revolution in 1848, the coup d'état and the establishment of the Second Empire • The character and aims of Napoleon III • The impact of the domestic and foreign policies of Napoleon III • Reasons for the collapse of the Second Empire
Unit 1.8 – Europe in an age of conflict and cooperation c.1890–1991	
Concepts and perspectives	Key issues and content
The extent of political, social and economic change in Germany 1918–1945	<ul style="list-style-type: none"> • The main threats to the stability of the Weimar Republic in Germany • The establishment of dictatorship in Germany in the 1930s • The impact of Nazi domestic policies on Germany to 1945 • The effectiveness of resistance and opposition to Nazi Germany

Note: Due to these adaptations we would like to draw teachers' and learners' attention to the possibility that the timeframes used for questions in sections A and B may, in some instances, be shorter than is usually seen. This is to compensate for the removal of sections of the chronology from the options. Learners will not be disadvantaged by this change and the indicative content in the mark schemes will reflect these changes where they occur.

Unit 2: Depth study – part one (50% / 20%)

There are no changes to this unit.

A level

Unit 3: Breadth study (20%)

Sections A and B will be reconfigured. The narrow-timeframe questions associated with Section A will be removed and replaced with additional Section B questions on similarity and difference across the period. Learners will be required to answer **one** question from a choice of two from Theme 1 **and one** question from a choice of two from Theme 2.

Unit 4: Depth study – part two (20%)

There are no changes to this unit.

Unit 5: the NEA (20%)

There are no changes to this unit.

Summary of survey outcomes

There were 8 responses to the GCE History survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	8	38%	50%	0%	13%	0%
*the proposal helps alleviate issues linked to social distancing for practical work?	8	25%	25%	13%	13%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	8	88%	13%	0%	0%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	8	75%	25%	0%	0%	0%

*25% of respondents answered 'not applicable' to this question.

While there were few responses to the survey; among those that were received there was – by and large – support for the adaptations suggested.

For Unit 1, there was a desire for more clarity in outlining the proposed adaptations; now that the adaptations have been confirmed, we are able to reveal that the sections listed on the previous pages will not be examined next year.

Rationale

For Unit 3, the adaptations with their revised examination papers will be carried over from 2021 to 2022. The rationale for this continues to be that making the themes within Unit 3 optional would effectively remove fifty per cent of the content and thus negatively affect the integrity of the unit. For example, learners who study Option 3, Reformation and Discovery: Europe c.1492–1610, would either study religious change and its impact *or* exploration and discovery, and this would not give the learners the required understanding of one of reformation or discovery. Instead, the removal of the narrow-timeframe questions in Unit 3 reduces the depth of knowledge that is usually required for Section A, allowing learners to focus on the broader, “similarities and differences across the period” questions of Section B.

Having a choice of two questions for each theme reduces pressure on learners in the examination as it enables them to focus on areas for which they have a more comfortable grasp of the scope or limitations of change across the set period.

For Unit 5, as indicated previously, there can be no amendment: it is the only part of the A level course in which assessment objective 3 is covered. While it is tested at AS, A level candidates in 2022 will have only this opportunity to demonstrate their aptitude in this important skillset to assessors external to their school/college.

As per 2021, WJEC is unable to change the content of the depth studies (AS Unit 2 and A level Unit 4). The removal of sections from these studies reduces their depth and cannot be equally applied across all eight options.

Law

AS

Unit 1: The Nature of Law and the Welsh and English Legal Systems (62.5% / 25% of qualification)

Streamlining of content so that the following topics will not be subject to assessment in 2022:

- From **1.1 Law Making** – The impact of European Union law on the law of England and Wales.
- From **1.7 Legal Personnel** – Barristers and solicitors: education, training and role. Structure of the legal professions; fusion, appointment, training and social background.
- From **1.8 Legal Funding** - Sources of funding: Civil Legal Aid. Sources of funding: Criminal Legal Aid and Public Defender Services. Funding of civil and criminal cases, including advice schemes and role of Legal Aid Agency, merit testing, means testing, eligibility criteria and priorities for funding. Conditional fee agreements including how they work and their advantages and disadvantages.

Unit 2: The Law of Tort (37.5% / 15% of qualification)

Streamlining of content so that the following topics will not be subject to assessment in 2022:

- **2.1 Rules and theory of the law of tort**
- From **2.3 Occupiers' Liability** – Liability in relation to trespassers (*Occupiers' Liability Act 1984*)

A level

Unit 3: The Practice of Substantive Law (30% of qualification) AND Unit 4: Substantive Law Perspectives (30% of qualification)

Streamlining of content so that the following topics will not be subject to assessment in 2022:

- **Human rights option** - from 3.3 - breach of confidence, obscenity and torts of trespass and harassment.
- **Contract law option** - from 3.7 - Privity of contract and from 3.9 - Economic duress.
- **Criminal law** - from 3.15 - Property offences, including theft and robbery and from 3.17 - preliminary offences of attempts

No changes to the assessment timings, marks and weightings of either Unit 3 or Unit 4.

Summary of survey outcomes

There were four responses to the GCE Law survey. Thank you to those who participated. Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

Rationale

The adaptations mitigate loss of teaching and learning time while ensuring that assessments remain valid for a GCE qualification in Law.

The rationale for the streamlining of the topics is as follows:

- they are stand-alone topics which do not impact on the delivery of any other topics
- the adaptations are broadly comparable in size across the options.

The rationale for the adaptations in Unit 1 and Unit 2 are:

- solicitors and barristers – learners will not lose out as it is likely they will research these as part of employability tasks/UCAS applications if they want to study law in HE
- legal funding – is a topic that changes quite frequently and given the current situation centres may not have had access to the latest information in relation to conditional fee arrangements and public funding for legal cases
- EU law – since Brexit, the impact of EU law on the law of England and Wales has become less topical and therefore is not likely to hinder progression in the study of law.

Both Unit 3 and Unit 4 cover the same content but are assessed differently. Unit 3 assesses AO1 (knowledge) and AO2 (application of the law to a scenario) whilst Unit 4 assesses AO1 ((knowledge) and AO3 (evaluation), therefore streamlining these topics ensures that assessment objective coverage is still equally balanced across both exam papers. Centres choose two options at A2 out of three (Human Rights, Contract and Criminal Law). As centres must choose two options from these three we have streamlined content from each.

Mathematics/Further Mathematics

The content detailed below will not be subject to assessment in the GCE Mathematics and GCE Further Mathematics examinations in Summer 2022. In Further Mathematics, learners study Unit 4 and either Unit 5 or Unit 6.

AS MATHEMATICS

Content that will NOT be assessed in the Summer 2022 examinations.	Additional Comments
AS Unit 1 – Pure Mathematics A (62.5% / 25%)	
2.1.2 Algebra and Functions	
Understand the effect of simple transformations on the graph of $y = f(x)$ including sketching associated graphs: $y = af(x)$, $y = f(x) + a$, $y = f(x + a)$, $y = f(ax)$.	None
2.1.6 Exponentials and logarithms	
Use logarithmic graphs to estimate parameters in relationships of the form $y = ax^n$ and $y = kb^x$, given data for x and y .	None
Understand and use exponential growth and decay; use in modelling (examples may include the use of e in continuous compound interest, radioactive decay, drug concentration decay, exponential growth as model for population growth.) Consideration of limitations and refinements of exponential models.	None
AS Unit 2 – Applied Mathematics A (37.5% / 15%)	
2.2.4 Statistical distributions	
Understand and use the discrete uniform distribution as a model. Calculate probabilities using the discrete uniform distribution. Recognising when the discrete uniform model may not be appropriate	The following, from section 2.2.4 could be assessed : Understand and use the binomial distribution, as a model, and the Poisson distribution, as a model. Calculate probabilities using the binomial and Poisson distributions. Recognising when the binomial or Poisson models may not be appropriate
2.2.5 Statistical hypothesis testing	
Interpret and calculate Type I and Type II errors, and know their practical meaning.	None
2.2.7 Kinematics	
Derive the formulae for constant acceleration for motion in a straight line.	The following, from section 2.2.7, could be assessed :

Content that will NOT be assessed in the Summer 2022 examinations.	Additional Comments
	Understand and use the formulae for constant acceleration for motion in a straight line.

A LEVEL MATHEMATICS

Content that will NOT be assessed in the Summer 2022 examinations.	
A2 Unit 3 – Pure Mathematics B (35%)	
2.3.1 Proof	
Proof by contradiction (including proof of the irrationality of $\sqrt{2}$ and the infinity of primes, and application to unfamiliar proofs).	
2.3.2 Algebra and functions	Additional Comments
Sketch curves defined by the modulus of a linear function, including solving equations and inequalities involving the modulus function.	None
Understand the effect of combinations of transformations on the graph of $y = f(x)$, as represented by $y = af(x)$, $y = f(x) + a$, $y = f(x + a)$ and $y = f(ax)$.	None
Use of functions in modelling, including consideration of limitations and refinements of the models.	None
2.3.3 Coordinate geometry in the (x, y) plane	
Use parametric equations in modelling in a variety of contexts.	The following, from section 2.3.2, could be assessed: Understand and use the parametric equations of curves and conversion between Cartesian and parametric forms.
2.3.5 Trigonometry	
Understand and use the standard small angle approximations of sine, cosine and tangent. $\sin \theta \approx \theta$, $\cos \theta \approx 1 - \frac{\theta^2}{2}$ and $\tan \theta \approx \theta$, where θ is in radians.	None
2.3.6 Differentiation	
Differentiation from first principles for $\sin x$ and $\cos x$.	None
Construct simple differential equations in pure mathematics.	None

2.3.8 Numerical Methods

Locate roots of $f(x) = 0$ by considering changes in sign of $f(x)$ in an interval of x in which $f(x)$ is sufficiently well-behaved.

Understand how change of sign methods can fail.

Solve equations approximately using simple iterative methods; be able to draw associated cobweb and staircase diagrams.

Solve equations using the Newton-Raphson method and other recurrence relations of the form $x_{n+1} = g(x_n)$.

Understand how such methods can fail.

Understand and use numerical integration of functions, including the use of the trapezium rule and estimating the approximate area under a curve and limits that it must lie between.

Use numerical methods to solve problems in context.

A2 Unit 4 – Applied Mathematics B (25%)	Additional Comments
2.4.1 Probability	
Use of Venn diagrams and two-way tables in the understanding and use of conditional probability.	The following, from section 2.4.1, could be assessed : Use of tree diagrams in the understanding and use of conditional probability.
2.4.2 Statistical distributions	
Link to points of inflection and the binomial distribution, in relation to the normal distribution.	The following, from section 2.4.2, could be assessed : Link to histograms, mean and standard deviation , in relation to the normal distribution.
2.4.8 Kinematics	
Derive the formulae for constant acceleration for motion in a straight line to 2 dimensions using vectors.	The following, from section 2.4.8, could be assessed : Extend and use the formulae for constant acceleration for motion in a straight line to 2 dimensions using vectors.

AS FURTHER MATHEMATICS

Content that will NOT be assessed in the Summer 2022 examinations.	Additional Comments
AS Unit 1 – Further Pure Mathematics A (33.3% / 13.3%)	
2.1.2 Complex Numbers	
Simple cases of transformations of lines and curves defined by $w = f(z)$.	None
2.1.5 Further Vectors	
Calculate the perpendicular distance between two lines, from a point to a line and a point to a plane.	None
AS Unit 2 – Further Statistics A (33.3% / 13.3%)	

Content that will NOT be assessed in the Summer 2022 examinations.	Additional Comments
2.2.1 Random Variables and the Poisson Process	
Understand and use Poisson as an approximation to the binomial distribution.	None
2.2.2 Exploring relationships between variables and goodness of fit of a model	
Calculate and interpret Spearman's rank correlation coefficient.	The following, from section 2.2.2, could be assessed : Calculate and interpret Pearson's product-moment correlation coefficient.
AS Unit 3 – Further Mechanics A (33.3% / 13.3%)	
2.3.3 Circular Motion	
Understand and use the motion in a vertical circle.	None

A LEVEL FURTHER MATHEMATICS

Content that will NOT be assessed in the Summer 2022 examinations.	Additional Comments
A2 Unit 4 – Further Pure Mathematics B (35%)	
2.4.1 Complex Numbers	
Use de Moivre's theorem to find sums of series. Proof by induction of de Moivre's Theorem for positive integer values of n .	The following, from section 2.4.1, could be assessed : Understand de Moivre's theorem and use it to find multiple angle formulae .
Use complex roots of unity to solve geometric problems.	None
2.4.4 Further Algebra and Functions	
Find the Maclaurin series of a function (including the general term). Recognise and use the Maclaurin series for e^x , $\ln(1+x)$, $\sin x$, $\cos x$ and $(1+x)^n$, and be aware of the range of values of x for which they are valid.	The following, from section 2.4.4, could be assessed : Understand and use partial fractions with denominators of the form $(ax+b)(cx^2+d)$.
2.4.5 Further Calculus	
Evaluate improper integrals, where either the integrand is undefined at a value in the range of integration or the range of integration extends to infinity.	None
Understand and evaluate the mean value of a function.	None
2.4.6 Polar Coordinates	
Find the area enclosed by a polar curve.	None
2.4.8 Differential equations	

Find and use an integrating factor to solve differential equations of the form $\frac{dy}{dx} + P(x)y = Q(x)$ and recognise when it is appropriate to do so.	None
Analyse and interpret models of situations with one independent variable and two dependent variables as a pair of coupled 1 st order simultaneous equations and be able to solve them.	None

Content that will NOT be assessed in the Summer 2022 examinations.	Additional Comments
A2 Unit 5 – Further Statistics B (optional unit) (25%)	
2.5.3 Hypothesis Testing	
Understand and use tests for (b) difference of two means for two independent normal distributions with known variances.	None
2.5.4 Estimation	
Understand and use confidence limits for (a) the mean of a normal distribution with (ii) unknown variance.	None
A2 Unit 6 – Further Mechanics B (optional unit) (25%)	
2.6.3 Moments and Centre of Mass	
Understand and use the centre of mass of uniform rigid bodies and composite bodies .	None

Summary of survey outcomes

There were 23 responses to the GCE Mathematics and Further Mathematics survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	19	21%	47%	16%	5%	11%
*the proposal helps alleviate issues linked to social distancing for practical work?	19	11%	11%	16%	0%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	18	28%	44%	17%	11%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	18	28%	33%	17%	17%	6%

*63% of respondents answered 'not applicable' to this question.

Almost 70% of respondents considered the proposals to be appropriate to mitigate lost teaching and learning time, with a greater percentage agreeing that the adapted qualifications remain valid and reliable measures of learners' attainment in these subjects.

Although the majority of respondents (61%) agreed that the proposed adaptations will allow learners to progress to Higher Education, a few respondents did express concern that streamlining further content in the A2 units may impact negatively on learners' progression to Higher Education. We understand the concerns raised; the tables above provide details of the content that will not be assessed in Summer 2022, rather than content that will be removed from the specification. Therefore, if teachers are able to deliver in the next academic year, or have already delivered, the content detailed above, in order to aid their learners' progression to Higher Education, then they should do so.

Rationale

The content of GCE Mathematics is inextricably entwined with the content of GCE Further Mathematics. Therefore, careful consideration has been given when selecting the specific content that will not be assessed in the AS and A2 Mathematics units in Summer 2022, to ensure that this does not have a negative impact on the teaching and learning of GCE Further Mathematics.

For AS Mathematics, the content that will not be assessed in Summer 2022 has been selected to ensure that this does not impact on the teaching and learning of AS Further Mathematics, should this qualification be taught concurrently with AS Mathematics in 2021-2022, or the A2 Mathematics units, should centres teach the full A level in Mathematics in 2021-2022.

For A2 Mathematics, we have been able to identify content from both Unit 3 and Unit 4 that will not be assessed in Summer 2022. The content has been selected to ensure that it does not affect the assessment of AS/A level Further Mathematics, should either of these qualifications be taught concurrently with the A2 Mathematics units in 2021-2022.

For AS Further Mathematics, the content that will not be assessed in Summer 2022 has been selected so as not to impact negatively on the assessment of the A2 Further Mathematics units, should centres teach the full A level in Further Mathematics in 2021-2022.

For A2 Further Mathematics, we have been able to identify content from all three A2 units (Units 4, 5 and 6) that will not be assessed in Summer 2022.

The content in AS/A level Mathematics and AS/A level Further Mathematics has been carefully selected to ensure that the adaptations retain the level of demand and maintain the integrity of the assessment, but reduce the content required for assessment.

Media Studies

AS

Unit 1 (exam: 60% of AS / 24% of A level)

Section A

There is no study of music video. Learners study print, online and audio-visual advertising only.

Section B

There is no study of a news website from Group 2. Learners study **one option from Group 1** (Newspaper and its Online equivalent) and **one option from Group 3** (Radio News Online) only.

Section C

There are no changes to Section C.

Unit 2 (NEA: 40% of AS / 16% of A level)

1. WJEC will accept complete or, where there are issues with access to specialist resources, partially completed productions. Further information is available in *WJEC AS Media Studies Adaptations 2022*.
2. There are no changes to the Research requirements. Research must be marked out of 20 (instead of 10) using the amended mark scheme published in *WJEC AS Media Studies Adaptations 2022*.
3. There is no assessment of Planning.
4. The Production briefs requirements are amended as follows:
 - Print: **two** pages; minimum **three** different original images
 - Audio-Visual: **one minute thirty seconds – two minutes thirty seconds**, plus individual poster including **minimum one original image** if AV completed in pair
 - Online – the **homepage** including a lead story plus **one audio or video report**; minimum **three** different original images and minimum **three hundred words** for homepage text
5. There are no changes to the Reflective Analysis.

A2

Unit 3 (exam: 36% of A level)

There is a reduction in the number of set products studied for each section from three to **two**, as follows:

Section A – learners study *Hinterland* and **one 1990s crime drama**.

Section B – learners study **one contemporary mainstream magazine online** and **one contemporary non-mainstream magazine online**.

Section C – learners study **one action-led franchise video game** and **one game in another genre**.

Unit 4 (NEA: 24% of A level)

1. WJEC will accept complete or, where there are issues with access to specialist resources, partially completed productions. Further information is available in *WJEC A2 Media Studies Adaptations 2022*.
2. There are no changes to the Investigative Research, Development Outline or Critical Analysis requirements.
3. There is no assessment of the second part of the Cross-media Production - learners create **one** media product only. The amended mark scheme published in *WJEC A2 Media Studies Adaptations 2022* must be used.
4. The Production briefs requirements are amended as follows:

Brief 1, Options 1 and 2

 - **one minute thirty seconds – two minutes** (individual)
 - **two minutes - two minutes thirty seconds** (pair).

Brief 2, Options 1 and 2

 - **total three pages**, including **front cover** and **double page spread**; minimum of **five different original images in total**.

Summary of survey outcomes

There were 9 responses to the GCE Media Studies survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	8	25%	63%	0%	13%	0%
the proposal helps alleviate issues linked to social distancing for practical work?	7	14%	57%	0%	29%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	7	43%	43%	14%	0%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	7	29%	57%	14%	0%	0%

While there were few responses to the survey, among those that were received there was clear support for the adaptations suggested.

Rationale

NEA (Unit 2 and Unit 4)

The reductions to the required lengths/amounts of Production work for both Unit 2 and Unit 4 mitigate lost teaching and learning time throughout 2020 and 2021, as well as alleviating issues linked to social distancing for practical work, whilst still enabling learners to undertake and be assessed on this work as a key part of a Media Studies qualification and important for progression. For Unit 2, Planning will also not be assessed in order to provide more time to develop production skills. Similarly, for Unit 4, the removal of the cross-media requirement will allow for greater focus on the one production completed and the associated skills. At both AS and A2, partially completed production options are available as contingency for issues with access to specialist resources. Reducing NEA requirements maintains the standard and level of demand of the qualification, as the changes to the NEA do not impact on the content or assessment of the qualification, the Assessment Objective coverage or weightings. The majority of respondents to the consultation agreed that this approach to NEA achieved its intention.

Unit 1

For Section A, the exclusive study of advertising maintains a broad range of content to cover in terms of commercial, charity and public information advertising in print, audio-visual and online forms, including both contemporary and historical examples.

In Section B, learners continue to cover news online through the study of a newspaper and its online equivalent for Group 1, hence the removal of the requirement to study a news website from Group 2. This also maintains the study of radio within the qualification.

It is not possible to remove either of the set products for Section C as they are both integral to the focus of this section. The content here includes key concepts such as genre and

narrative, which are inextricably linked to the study of industry and audience, and are also important for progression to A2 and studying the crime drama genre. This section has therefore not been adapted.

Unit 3

In this unit, learners study all areas of the conceptual framework for all sections as the respective forms are studied in depth for A2. In order to reduce content, the most appropriate approach is therefore to reduce the number of set products studied for all sections from three to two. This maintains the depth of study, whilst reducing the amount of content to be studied. Optional questions in each section have been kept in response to consultation feedback and to maintain assessment that is familiar to teachers and learners.

These changes to the examined units maintain the standard and level of demand of the qualification, as the changes do not impact on the key content of the qualification, the Assessment Objective coverage or weightings. The adaptations will therefore allow learners to progress to A level / HE in this subject. The majority of survey responses agreed with this and there was no disagreement from respondents.

Music

AS

Unit 1: Performing – 30% of AS, 12% of A Level

We will reduce performing time from 6 - 8 minutes to a minimum of 4 minutes. The timing penalty chart will be adapted for 2022. Remove the requirement for one of the pieces to link to an area of study. Learners who are planning a longer recital (in keeping with the usual timings) may still present this. There is no penalty for exceeding the required time.

Unit 2: Composing – 30% of AS, 12% of A Level

We will reduce the number of compositions from 2 to 1. This will be a free composition. Learners may choose to write in a Western Classical Style but this is not compulsory.

Unit 3: Appraising – 40% of AS, 16% of A Level

There are no changes to this unit.

A level

Unit 4: Performing – Option A 22% or Option B 14%

We will reduce performing time from 10-12 minutes to 8 ½ - 10 minutes (option A) and from 6-8 minutes to 5-7 minutes (option B). The timing penalty chart will be adapted for 2022. Remove the requirement for one of the pieces to link to an area of study. Learners who are planning a longer recital (in keeping with the usual timings) may still present this. There is no penalty for exceeding the required time.

Unit 5: Composing – Option A 14% or Option B 22%

Option A: Reduce the number of compositions from 2 to 1. This will be a free composition. Learners may choose to write in a Western Classical Style but this is not compulsory.

Option B: Reduce the number of compositions from 3 to 2. One should be in a Western Classical style, and the other should be a free composition.

Unit 6: Appraising – 24%

No changes were initially proposed to this unit. However, taking into consideration the views expressed by teachers, one of the two subsidiary set works in Unit 6 Area of Study F Strands 1 and 2 will be removed for 2022 only. As a result, the 10 mark question at the end of Q1 and Q2 will refer only to the main set work and one subsidiary set work. This will result in no change to the allocation of AO3 and AO4 marks.

The subsidiary works removed will be:

Strand 1: Impressionism - ***Colloque Sentimental, Voice and Piano***: Debussy

Strand 2: Chamber Music in Wales - ***Tango Passacaglia, Flute and Piano***: Wilson-Dickson

The subsidiary works retained for assessment in 2022 will be:

Strand 1: Impressionism - ***Mother Goose, Prelude***: Ravel

Strand 2: Chamber Music in Wales - ***Ariel, Flute and Piano***: Samuel

In addition, there will be advance notice regarding the topic of the longer answer question in Strands 3, 4 and 5.

Summary of survey outcomes

There were 19 responses to the GCE Music survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	18	22%	17%	11%	33%	17%
the proposal helps alleviate issues linked to social distancing for practical work?	18	33%	33%	11%	11%	11%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	18	39%	39%	6%	11%	6%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	18	28%	39%	22%	6%	6%
remote moderation / examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	18	28%	50%	6%	11%	6%
remote moderation / examination in this qualification will be manageable for centres in 2022?	18	28%	50%	6%	17%	0%

Thank you to the teachers who contributed to the consultation, including those who gave very thoughtful comments. Whilst there was general agreement for the type of adaptations proposed, a number of teachers commented that they felt reducing the performing and composing units was taking away from the parts of the course the learners enjoy the most, and where they excel, and as a consequence this placed too much emphasis on the written listening paper, which is most candidates' weakest area. They suggested that particularly Unit 6 could be reduced in content, and this would be a more useful mitigation.

Rationale

Reducing the required duration for performance at both AS and A2 and removing the requirement to link to an area of study will take some account of any missed individual tuition time during which repertoire could have been explored.

Requiring one fewer composition at AS and A Level (both options) acknowledges that learners have missed learning time for compositional techniques, (during Key Stage 4 for AS learners and during the first year of study for A level learners) as well as having had reduced access to, and hence practice with, composing equipment and software. Centres may choose to recommend that learners compose in a Western Classical style if this will complement their teaching and learning in the other units.

Taking into consideration the views expressed by teachers, one of the two subsidiary set works in Unit 6 Area of Study F Strands 1 and 2 will be removed for 2022 only. As a result, the 10 mark question at the end of Q1 and Q2 will refer only to the main set work and one subsidiary set work. This will result in no change to the allocation of AO3 and AO4 marks. The subsidiary works removed will be:

Strand 1: Impressionism - ***Colloque Sentimental, Voice and Piano***: Debussy

Strand 2: Chamber Music in Wales - ***Tango Passacaglia, Flute and Piano***: Wilson-Dickson

The subsidiary works retained for assessment in 2022 will be:

Strand 1: Impressionism - ***Mother Goose, Prelude***: Ravel

Strand 2: Chamber Music in Wales - ***Ariel, Flute and Piano***: Samuel

In addition, there will be advance notice published in September 2021 regarding the topic of the longer answer question in Strands 3, 4 and 5.

In relation to the question on whether to introduce remote assessment instead of a visiting examiner, we have decided to undertake further engagement with centres on this in early September and will communicate arrangements by the end of September.

PE

AS

Unit 1: Exploring physical education (Written exam) 60% of AS, 24% of A level

There are no changes to this unit.

Unit 2: Improving personal performance in physical education (NEA) 40% of AS, 16% of A level

The requirement to coach/officiate be removed from the unit.

In the consultation, we proposed to conduct moderation via video evidence in 2022.

A level

Unit 3: Evaluating physical education (Written exam) 36% of A level

There are no changes to this unit.

Unit 4: Refining personal performance in physical education (NEA) 24% of A level

The Investigative Research Project will be assessed on the first two sections only: *Complete an initial analysis of personal performance identifying appropriate research to help improve performance and Evaluate the research, including data, to make recommendations and a plan for improving performance.*

In the consultation, we proposed to conduct moderation via video evidence in 2022.

*NEA Unit 2 and Unit 4

Evidence required for learners/activities that are selected for moderation will take account of the proposed adaptations:

- evidence could be skills/drills/modified/manufactured activities as well as other additional supporting evidence that would help to justify the marks awarded
- evidence must demonstrate the characteristics of the marks awarded even if the competitive full sided activity may not be evident.

Summary of survey outcomes

There were 8 responses to the GCE Physical Education survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	7	14%	43%	0%	43%	0%
the proposal helps alleviate issues linked to social distancing for practical work?	7	0%	29%	0%	43%	29%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	7	29%	43%	0%	29%	0%

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposed adaptations will allow learners to progress to A level / HE in this subject?	7	29%	43%	14%	14%	0%
remote moderation / examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	7	14%	57%	0%	14%	14%
remote moderation / examination in this qualification will be manageable for centres in 2022?	7	14%	29%	0%	29%	29%

Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation, though we plan further engagement on remote moderation before deciding on those proposals.

Rationale

Moderation evidence will need to demonstrate the characteristics identified in the mark bands of the assessment criteria, but not the full activity. This should allow learners and centres to produce evidence and assess performance without the need for full activities.

The adaptation to Unit 2, removing the requirement to coach/officiate will support learners and alleviate the issues surrounding social distancing and access to opportunities, whilst maintaining the integrity of the unit.

The adaptation to Unit 4, removing the training programme and its evaluation from the Investigative Research Project, will mitigate lost teaching and learning time and support learners who may not have produced similar work at GCSE and AS. This approach should alleviate issues linked to social distancing and access to facilities. Further mitigation is not possible without compromising the integrity of the GCE qualification. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the assessment burden considerably.

In relation to the question on whether to introduce remote moderation via video/photographic evidence, we have decided to undertake further engagement with centres on this in early September and will communicate moderation arrangements by the end of September.

Psychology

AS

Unit 1: Psychology: Past to Present (50% / 20%)

There are no changes to this unit.

Unit 2: Psychology: Using Psychological Concepts (50% / 20%)

'Section A – Contemporary Debates' will be removed from the Unit 2 paper.

A level

Unit 3: Psychology: Implications in the Real World (40%)

In 'Section A: The study of behaviours' – learners will be asked to 'Answer **two** questions in full' rather than 'Answer **three** questions in full'.

Unit 4: Psychology: Applied Research Methods (20%)

There are no changes to this unit.

Summary of survey outcomes

There were 19 responses to the GCE Psychology survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	18	50%	39%	6%	6%	0%
*the proposal helps alleviate issues linked to social distancing for practical work?	17	12%	29%	18%	6%	12%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	17	71%	24%	0%	6%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	17	76%	18%	6%	0%	0%

*24% of respondents answered 'not applicable' to this question.

At A level, a few respondents noted that they would have preferred to only deliver one of the personal investigations, however most respondents thought the requirement to cover two behaviours rather than three behaviours in Unit 3 was preferable.

Rationale

Various proposals across AS and A level have been considered in developing these adaptations. Removing Section A from Unit 2 appears the most appropriate content to streamline, as it does not affect knowledge of research methods, necessary for Unit 2 and Unit 4. It also means the content of Unit 1 is not disrupted, some of which underpins key principles in Unit 3 content.

In Unit 3, reducing the number of behaviours studied from three to two appears an appropriate adaptation for Summer 2022. This will allow time for the development of research methods knowledge and skills, which is likely to have been affected by disruption in 2020/2021, and is an essential part of both Unit 4, and for progression into HE.

Taking account of the adaptations, we believe it is appropriate to reinstate the requirement to prepare for both of the personal investigations in Summer 2022, 'An experiment on helping behaviour' and 'An interview on the use of social media'. Since the adaptations to AS and A levels proposed for Summer 2021 were published, professional learning materials and guidance relating to the online delivery of the 'Unit 4 Personal Investigations' has been made available in a webinar and in CPD materials for Autumn 2020. Advice, if required, regarding the delivery of the personal investigations can also be sought from psychology@wjec.co.uk

As can be seen from the summary table, most respondents were supportive of the suggested changes at both AS and A level. In the survey comments, three respondents noted that they would have preferred to deliver just one of the personal investigations, however most respondents thought the requirement to cover two behaviours rather than three behaviours in Unit 3 was preferable.

The adaptations for Psychology are in line with regulatory principles, maintain the demand of the qualification and will allow learners to progress onto higher education.

Religious Studies

AS

Unit 1: An Introduction to the Study of Religion (37.5% / 15% weighting, all Options A to F)

There are no changes to this unit.

Unit 2 (62.5% / 25% weighting)

Section A: An Introduction to Religion and Ethics

We will streamline the AO1 content so the following subthemes will not be subject to assessment in 2022:

Theme 2C: Aquinas' Natural Law: application of the theory

Theme 3C: Fletcher's Situation Ethics: application of the theory

Theme 4C: Utilitarianism: application of the theories (Act and Rule)

All the AO2 issues for analysis and evaluation drawn from the content of Themes 1 to 4 within Unit 2a Section A: An Introduction to Religion and Ethics will however continue to be subject to assessment in 2022.

Section B: An Introduction to Philosophy and Religion

There are no changes to this unit.

A level

Units 3: A Study of Religion (20% weighting, all Options A to F)

There are no changes to this unit.

Unit 4: A Study of Religion and Ethics (20% weighting)

We will streamline the content – Theme 1 in its entirety will not be subject to assessment in 2022. Theme 1 consists of:

Theme 1 Subtheme 1A: Meta-ethical approaches: Naturalism

Theme 1 Subtheme 1B: Meta-ethical approaches: Intuitionism

Theme 1 Subtheme 1C: Meta-ethical approaches: Emotivism

and their accompanying AO2 issues for evaluation:

- *Whether ethical and non-ethical statements are the same.*
- *The extent to which ethical statements are not objective.*
- *Whether moral terms are intuitive.*
- *The extent to which moral terms are just expressions of our emotions.*
- *Whether one of Naturalism, Intuitionism or Emotivism is superior to the other theories.*
- *The extent to which the different meta-ethical theories encourage moral debate.*

Unit 5: A Study of the Philosophy of Religion (20% weighting)

We will streamline the content – Theme 4 in its entirety will be not be subject to assessment in 2022. Theme 4 consists of:

Theme 4 Subtheme 4A: Religious language as non-cognitive and symbolic

Theme 4 Subtheme 4B: Religious language as non-cognitive and mythical

Theme 4 Subtheme 4C: Religious language as a language game

and their accompanying AO2 issues for evaluation:

- *The effectiveness of the terms non-cognitive, analogical and mythical as solutions to the problems of religious language.*
- *The relevance of religious language issues in the 21st Century.*
- *The extent to which language games provide a suitable way of resolving the problems of religious language.*
- *Whether symbolic language can be agreed as having adequate meaning as a form of language.*
- *How far the works of Randall and Tillich provide a suitable counter-challenge to logical positivism.*
- *Whether the strengths of language games outweigh the weaknesses.*

Unit 6: Textual Studies (New Testament) (20% weighting)

There are no changes to this unit.

Summary of survey outcomes

There were 18 responses to the GCE Religious Studies survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	15	20%	27%	20%	13%	20%
*the proposal helps alleviate issues linked to social distancing for practical work?	14	14%	14%	21%	7%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	14	36%	36%	21%	7%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	14	21%	64%	0%	14%	0%

*43% of respondents answered 'not applicable' to this question.

There were only 18 responses to the consultation on the proposals suggested for GCE Religious Studies assessments in 2022. This represents a very small proportion of the registered centres for this qualification. Different proposed changes to Units 1 (AS) and Unit 3 (A2) were suggested by a very small number of respondents to the GCE Religious Studies survey, who 'strongly disagreed' with the first question 'the proposal is appropriate to mitigate lost teaching and learning time?' However, these proposals did not meet all of Qualification Wales' Principles.

Rationale

Various proposals across AS and A level have been considered in developing these adaptations. The adaptations take into account the loss of teaching and learning time whilst ensuring that all assessments remain valid. We have removed selected content in the AS units which will have the least impact on progression to A2, and selected content in the A2 units which will have the least impact on progression to Higher Education.

AS

Unit 2a An Introduction to Religion and Ethics - not assessing subthemes 2C, 3C and 4C will not have a major impact on the remaining content with this section of the Unit. The core content required for progression is not adversely affected by the adaptations.

A level

Unit 4 Religion and Ethics - Unit 5 Philosophy of Religion – not assessing the whole of Theme 1 in 2022 will not have a major impact on the remaining three Themes and the core content required for progression is not adversely affected by the adaptations.

Unit 5 Philosophy of Religion – not assessing the whole of Theme 4 in 2022 will not have a major impact on the remaining three Themes and the core content required for progression is not adversely affected by the adaptations.

AS and A level

The above adaptations ensure that:

- there is more time available for the development of AO1 and AO2 skills, which are likely to have been affected by disruption during 2020/2021
- the AO1 and AO2 skills required at AS and A level are retained
- the assessment format and weightings for all AS and A level Units are retained
- the level of demand is retained
- the integrity of the assessment is maintained
- any outcomes will be reliable and a fair assessment of learners' abilities
- the changes made are in line with regulatory principles
- the changes made allow learners to progress onto higher education.

Sociology

AS

Unit 1 Acquiring Culture (37.5% of AS, 15% of A level)

We will amend the assessment of this unit so that questions 2b and c and questions 3b and c will cover only the following subject content and be based on sociological theory rather than explanations:

Families and Households - theoretical perspectives of families and households: functionalist, Marxist, feminist, postmodernist, New Right.

Youth Cultures - theoretical perspectives of youth cultures: functionalist, Marxist, feminist, postmodernist, interactionist.

Weightings of assessment objectives and skills coverage remain the same.

Unit 2 Understanding Society and Methods of Sociological Enquiry (62.5% of AS, 25% of A level)

There are no changes to this unit.

A2

Unit 3 Power and Control (25% of A level)

We will amend the assessment of this unit so that questions 1b and c; 2b and c; 3b and c; 4b and c will cover only the following subject content:

Crime and deviance - theories and explanations of crime and deviance: functionalist, Marxist, neo-Marxist, interactionist, right and left realism, postmodernist, feminist, sub-cultural.

Health and disability - theories and explanations of health and disability: functionalist, Marxist, interactionist, feminist, postmodernist, biomedical model.

World Sociology - theories and explanations of development: Marxist, modernisation, dependency, world systems theory.

Weightings of assessment objectives and skills coverage remain the same.

Unit 4 Social Inequality and Applied Methods of Sociological Enquiry (35% of A level)

There are no changes to this unit.

Summary of survey outcomes

There were 5 responses to the GCE Sociology survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	5	20%	0%	0%	60%	20%
*the proposal helps alleviate issues linked to social distancing for practical work?	5	20%	0%	0%	20%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	5	60%	20%	0%	20%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	5	20%	80%	0%	0%	0%

*60% of respondents answered 'not applicable' to this question.

Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. We recognise that four out of five respondents disagreed that the proposal mitigated lost teaching and learning time. The number of respondents however was very low and, taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

Rationale

The adaptations help mitigate disruption to teaching and learning time while ensuring that all assessments remain intact. The adaptation to make Unit 1 essay questions purely theory removes the need to examine sociological explanations for wider social change. This adaptation helps to reduce the breadth of understanding that would normally be required to prepare learners appropriately for the examination. By focussing essays on analysis and evaluation of theoretical views, the requirement to assess the application of these theories to a range of sociological scenarios is reduced.

For essay-based questions, Unit 1, Section B involves a choice of optional topic - Families Households and Youth Cultures. The adaptation is for all essay questions to be based on theory only, thus narrowing the focus of these questions and potentially reduce teaching and learning time related to wider debates.

For essay-based questions, Unit 3 will still provide a choice. However, the adaptation is for all essay questions to be based on theory only. As with Unit 1, the adaptation will narrow the focus of these questions and potentially reduce teaching and learning time related to wider debates.

Welsh First Language

AS

Unit 1: The Film, The Play and Oracy – Oral Examination (37.5% / 15%)

Centres will be able to choose to study **either** the film **or** drama.

Unit 2: Non-examination Assessment (25% / 10%)

There are no changes to this unit.

Unit 3: The Use of Language and Poetry – Written Examination (37.5% / 15%)

There are no changes to the assessment of this unit, but in 2022 we will provide a copy of the poems in Section B of the examination.

A2

Unit 4: The Novel and Oracy – Oral Examination (20%)

There are no changes to this unit.

Unit 5: Medieval Prose, Early and Medieval Poetry – Written Examination (20%)

Section B – Early and Medieval Poetry

We will reduce the number of set poems by one of the poets - Dafydd ap Gwilym from 3 to 2.

Total number of poems will be reduced from 7 to 6.

The set poem which will NOT be subject to assessment in 2022 is 'Yr Wylan'.

Unit 6: Appreciation of Literature, Welsh Language in Context – Written Examination (20%)

Section B – Welsh Language in Context

We will reduce the number of writing forms to be studied from 7 to 5.

The writing forms which will NOT be subject to assessment in 2022 are:

- Minutes of a meeting
- Address/Speech.

Summary of survey outcomes

There were 13 responses to the GCE Welsh Language survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	10	10%	40%	20%	20%	10%
*the proposal helps alleviate issues linked to social distancing for practical work?	10	20%	20%	10%	30%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	10	10%	60%	10%	20%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	10	10%	70%	0%	20%	0%
remote moderation / examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	11	9%	55%	9%	9%	18%
remote moderation / examination in this qualification will be manageable for centres in 2022?	10	10%	50%	10%	20%	10%

*20% of respondents answered 'not applicable' to this question.

Eight responses offered additional comments, and we are grateful to these respondents who took time to provide these comments.

While some tended to agree with the proposal for centres to choose to study the film or drama in Unit 1, some comments in Question 9 suggested that the number of poems required to study for Unit 3 should be reduced. However, limiting the number of poems studied in AS will restrict learners' knowledge when answering synoptic questions in A2.

Rationale

Providing learners with a copy of the poems required to answer the essay question in Section B of Unit 3 aims to support learners with the workload to be more manageable for the 2022 exams. For A2 the reduction of the number of poems in Unit 5 and writing forms in Unit 6 will take into account the loss of teaching and learning time while ensuring that all assessments remain intact.

Reducing one set work – either the film or drama to be assessed in Unit 1 – will mitigate lost teaching and learning time while still ensuring that all assessment objectives are assessed.

Reducing the number of poems subject to assessment in Unit 5 and streamlining of specified writing forms in Unit 6 will take into account the loss of teaching and learning time while still ensuring that all assessments remain valid and reliable.

In relation to the question on whether to introduce remote assessment instead of a visiting examiner, we have decided to undertake further engagement with centres on this in early September and will communicate arrangements by the end of September.

Welsh Second Language

AS

Unit 1: Film and Oracy – Oral Examination (37.5% / 15%)

There are no changes to this unit.

Unit 2: Non-examination Assessment (25% / 10%)

We will remove 1 written piece of work between 400 - 600 words, completed as a task under special conditions.

Unit 3: The Use of Language, and Poetry – Written Examination (37.5% / 15%)

Section B – Poetry

We will reduce the number of poems to be studied from 5 to 4. The set poem which will NOT be subject to assessment in 2022 is 'Dim ond serch': Gwion Hallam.

A2

Unit 4: Drama and Oracy – Oral Examination (25%)

There are no changes to this unit.

Unit 5: The Language in Society and Translanguaging – Written Examination (15%)

Section A – The Language in Society

We will reduce the period of study of the Welsh language in society from the middle of the 20th century to the present day to the 1980s to the present day.

Unit 6: The Use of Language and the Short Story – Written Examination (20%)

Section B – The Short Story

We will reduce the number of short stories to be studied from 4 to 3. The set text which will NOT be subject to assessment in 2020/1 is 'Trŵ lyf' (*Cariad Pur?*: Marlyn Samuel).

Summary of survey outcomes

There were 5 responses to the GCE Welsh Second Language survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
To what extent do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
the proposal is appropriate to mitigate lost teaching and learning time?	5	20%	20%	0%	20%	40%
the proposal helps alleviate issues linked to social distancing for practical work?	5	0%	80%	0%	0%	20%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	5	20%	60%	20%	0%	0%
the proposed adaptations will allow learners to progress to A level / HE in this subject?	5	0%	60%	20%	20%	0%
remote moderation / examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	5	20%	60%	0%	0%	20%
remote moderation / examination in this qualification will be manageable for centres in 2022?	5	0%	80%	0%	0%	20%

A variety of views were expressed from strongly agreeing to strongly disagreeing. There is no conclusive evidence to amend the adaptations as originally set.

Rationale

Removing one written piece of work between 400 – 600 words, completed as a task under special conditions will enable learners to complete the other two tasks at home. Reducing the number of poems from 5 to 4 in Unit 3 will take into account any loss of teaching and learning time. The assessment objectives are still covered for each unit.

The reduction in the period of study subject to assessment in Section A Unit 5 and reducing the number of short stories from 4 to 3 in Unit 6 will take into account the loss of teaching and learning time while ensuring that all assessments remain valid and reliable.

In relation to the question on whether to introduce remote assessment instead of a visiting examiner, we have decided to undertake further engagement with centres on this in early September and will communicate arrangements by the end of September.