



WJEC GCSE, AS and A level Qualification adaptations for 2021

Information Booklet

For summer 2021 | February 2021



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**WJEC GCSE, AS and A level
Qualification Adaptations for 2021
(for units usually assessed by examination)**

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1. Introduction

The Minister for Education [announced](#) on 10th November 2020 that end of year examinations will not go ahead in Wales in summer 2021. Furthermore, in a [statement](#) made on 20th January 2021, the Minister for Education confirmed that:

'learners undertaking GCSE, AS and A levels approved by Qualifications Wales will have their qualifications awarded through a Centre-Determined Grade model.'

The Minister went on to say that:

'Qualifications Wales will work with WJEC, supported by the Design and Delivery Advisory Group (DDAG), to provide an assessment framework to support schools and colleges in developing their assessment plans, which should demonstrate sufficient coverage of key concepts to allow learners to progress, and detail for how the centre has determined a learner's grade.'

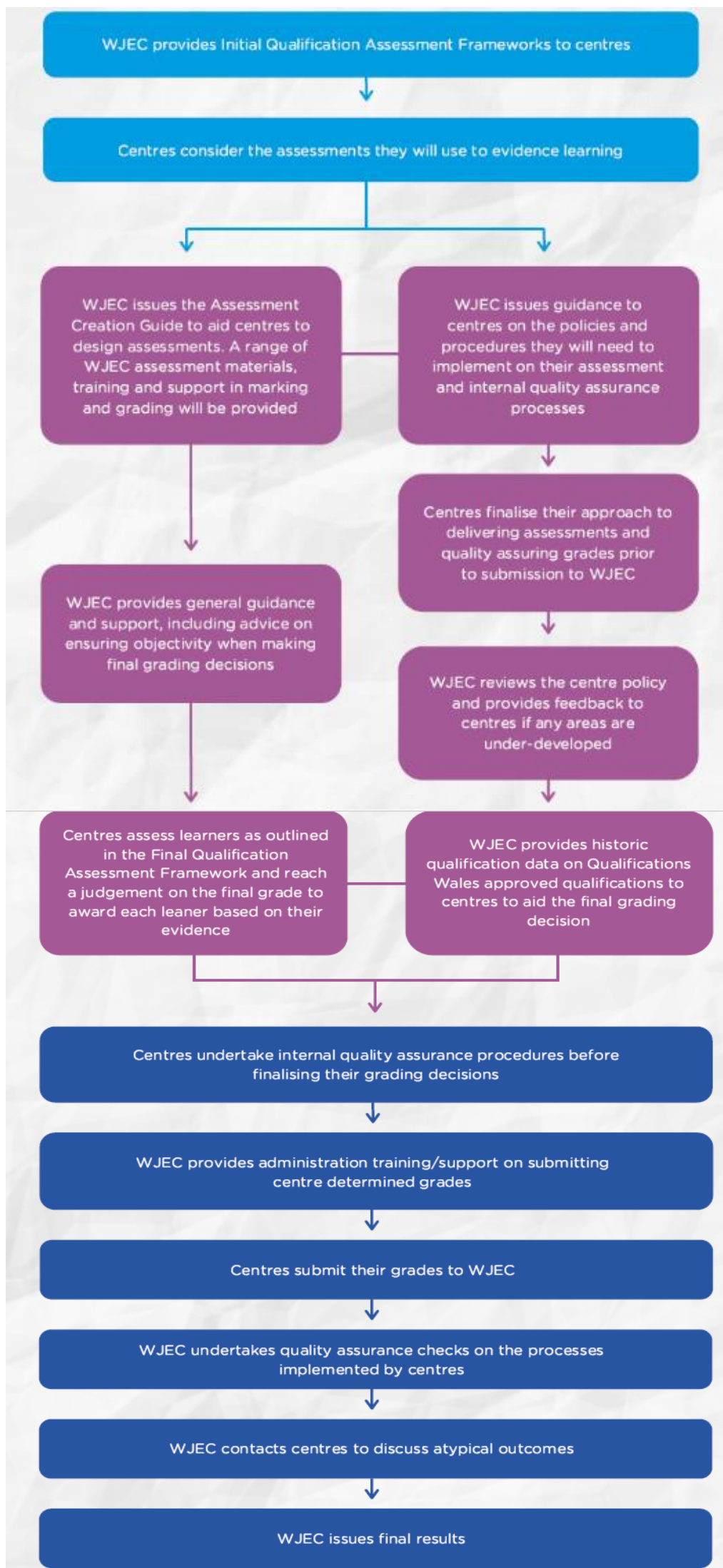
On 9th February 2021 Qualifications Wales released its [Guidance for Alternative Arrangements for Approved GCSEs, AS and A levels in Summer 2021](#). On 22nd February WJEC released an individual Qualification Assessment Frameworks for every Qualifications Wales approved WJEC GCSE, AS and A Level. These frameworks provide teachers with information to enable them to award fair and reliable grades based on suitable assessment evidence learners will produce for each qualification. The frameworks are available for teachers on our [secure website](#). We have provided a learner version of each framework on the summer 2021 adaptations section on the relevant [qualification](#) page of our public website. The individual frameworks for each qualification complement the subject adaptations we released in July 2020 (GCSE) and August 2020 (GCE) in consultation with Qualifications Wales¹. There is no expectation that learners should study the content previously removed from assessment in 2021. This content is outlined in this booklet in sections 3 and 4 and focuses only on units that would normally be assessed by examination.

Adaptations to NEA also remain in place, further details of which can be found in our [Guide to NEA](#) for summer 2021. In order to understand the full suite of adaptations for our qualifications, we strongly recommend that you read both booklets, particularly when the qualification includes NEA, in conjunction with the relevant Qualification Assessment Framework.

2. Process for awarding centre determined grades

The diagram below provides an overview of how centres will determine grades to award to their learners for each qualification, including internal and external quality assurance processes. Further information will be provided to centres as outlined in the [Timeline for Centres](#) published on WJEC's website.

¹ When making adaptations to qualifications for delivery in summer 2021, WJEC followed the principles set out by Qualifications Wales in its regulatory document [Requirements for adapting Assessments for GQ Qualifications in Wales in 2021](#), published in July 2020 and updated in August 2020.



2. GCSE Qualifications

There are no adaptations to the assessed content (for units usually assessed by exam) in the following WJEC GCSE qualifications as these qualifications already have significant adaptations to their NEA units. Those with adaptations to NEA only are out of scope of this publication, as are all WJEC Eduqas GCSE (9-1) qualifications (some of which are designated for use in Wales). For further information on adaptations to Eduqas qualifications, please see the relevant subject page of our website www.eduqas.co.uk

WJEC GCSE Qualifications with no adaptations to content usually assessed by exam	Eduqas GCSE (9-1) Qualifications designated for use in Wales
Computer Science	Electronics
Drama	Film Studies
Food and Nutrition	Geology
Health and Social Care and Child Care (Single Award)	Sociology
Health and Social Care and Child Care (Double Award)	
Music	
PE (Full and Short Course)	
Welsh Second Language	

Art and Design is 100% NEA and therefore out of scope of this booklet.

In the following GCSE qualifications, adaptations have been made to assessed content in units that would normally be assessed by exam.

GCSE Qualification with adaptations to units normally assessed by examination	
Applied Science (Double Award)	History
Applied Science (Single Award)	ICT (Single Award)
Biology	Mathematics and Mathematics Numeracy
Business	Media Studies
Chemistry	Physics
Design and Technology	Religious Studies
English Language	Science (Double Award)
English Literature	Spanish
French	Welsh Language
German	Welsh Literature
Geography	

Past papers provided by WJEC for summer 2021 will not include the content outlined in the table below. The use of these past papers is optional. **The information in the table below is correct at time of publication and is subject to confirmation of the final assessment framework.**

GCSE Subject	Unit	Mitigation
Applied Science (Double Award)	Units 1-3	We recommend the use of teacher demonstrations, video clips and simulations in place of hands-on practical work.
Applied Science (Single Award)	Units 1-2	We recommend the use of teacher demonstrations, video clips and simulations in place of hands-on practical work.
Biology/Chemistry/Physics	Units 1 - 2	We recommend the use of teacher demonstrations, video clips and simulations in place of hands-on practical work.
Business	All units	<p>The following content areas will not appear in the past papers provided for 2021:</p> <p>Business Activity Franchising The advantages and disadvantages of operating as a franchisor and franchisee</p> <p>Influences on Business The European Union and the European single market The impact of membership and non-membership of the European Union to businesses and their stakeholders</p> <p>Business Operations Supply chain The various stages of the movement of goods and services from their source to the end customer: The relationship between the functional areas of a business and its supply chain The impact of supply and logistical decisions on businesses and their stakeholders</p> <p>Finance What is meant by a cash-flow forecast, construct, calculate and interpret cash-flow forecasts The impact of cash-flow forecasts on a business and its stakeholders Recommend and justify what can be done to improve cash-flow problems</p>

GCSE Subject	Unit	Mitigation								
		<p>Marketing</p> <p>he different pricing strategies used by businesses The use of different pricing strategies for different businesses in different contexts and scenarios</p> <p>Human Resources</p> <p>The importance of having an effective recruitment process to employ the right people with the right job skills The recruitment process and how this will differ for different businesses in different contexts The different methods of recruitment used by different businesses in different contexts The advantages and disadvantages of the different methods of recruitment The most appropriate recruitment process and methods for different businesses in different contexts and scenarios</p> <p>The benefits of a motivated workforce The methods which businesses use to motivate its workforce The most appropriate method a business can use to motivate employees in different contexts and scenarios</p>								
<p>Design and Technology</p> <p>Engineering Design</p> <p>Fashion and Textiles</p> <p>Product Design</p>	<p>Unit 1: Design and Technology in the 21st Century</p>	<p>The following amplification points currently in the Design and Technology specifications will not appear in the past papers provided for 2021. Learners may still choose to use any amplification point removed as part of their NEA studies.</p> <p>Engineering Design</p> <table border="1" data-bbox="752 1066 2074 1378"> <thead> <tr> <th data-bbox="752 1066 887 1109">Content</th> <th data-bbox="887 1066 2074 1109">Amplification bullet points that are not subject to assessment</th> </tr> </thead> <tbody> <tr> <td data-bbox="752 1109 887 1294">a</td> <td data-bbox="887 1109 2074 1294"> <p><i>Ferrous Metals</i></p> <ul style="list-style-type: none"> • Strengths and weaknesses. • Cast iron, mild steel, medium carbon steel and high carbon steel. • Stainless steel, high-speed steel and high-tensile steel. • Physical properties including melting point, thermal and electrical conductivity. </td> </tr> <tr> <td data-bbox="752 1294 887 1337">b</td> <td data-bbox="887 1294 2074 1337">Nil</td> </tr> <tr> <td data-bbox="752 1337 887 1378">c</td> <td data-bbox="887 1337 2074 1378">Nil</td> </tr> </tbody> </table>	Content	Amplification bullet points that are not subject to assessment	a	<p><i>Ferrous Metals</i></p> <ul style="list-style-type: none"> • Strengths and weaknesses. • Cast iron, mild steel, medium carbon steel and high carbon steel. • Stainless steel, high-speed steel and high-tensile steel. • Physical properties including melting point, thermal and electrical conductivity. 	b	Nil	c	Nil
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GCSE Subject	Unit	Mitigation	
		g	Nil
		h	<ul style="list-style-type: none"> • Natural timber is available in different sectional forms, various standard sizes and can have a different finish (sawn or planed). • Plastic polymers are available in a wide range of forms including: powders, granules, pellets, liquids, films, sheets and extruded shapes. • Standard sizes of papers and boards. i.e. rolls, A5, A4, A3. and measured in grams per square metre.
		i	<ul style="list-style-type: none"> • On-press and the finishing processes used by commercial printers to produce products in batches or mass/high volume.
		j	Nil

GCSE Subject	Unit	Mitigation
English Language	Unit 2: Description, Narration and Exposition	Learners may choose to study either description writing or exposition writing. Narration writing will not appear in the past papers provided for 2021.
	Unit 3: Argumentation, Persuasion and Instructional	In the past papers provided for 2021, learners may choose either the argumentation task or the persuasion task.
English Literature	Unit 1: Prose (different cultures) and Poetry (contemporary) and Unit 2: Unit 2a content: Literary Heritage Drama and Contemporary Prose Unit 2b content: Contemporary Drama and Literary Heritage Prose	Learners may choose to study the content of: <ul style="list-style-type: none"> • either Unit 1 content: Prose (different cultures) and Poetry (contemporary) • or Unit 2a content: Literary Heritage Drama and Contemporary Prose • or Unit 2b content: Contemporary Drama and Literary Heritage Prose

GCSE Subject	Unit	Mitigation
French German Spanish	Unit 1: Speaking	<p>Task 2 (photo card discussion) was removed from assessment in 2021. Past paper assessments will be made available to assist centres in delivering this unit.</p> <p>The recommended length of the assessment has been reduced by two minutes (currently 7-9 minutes) on the foundation tier and three minutes (currently 10-12 minutes) on the higher tier to take into account the removal of task 2. This assessment length is now advisory and teachers are permitted to relax this control if this would help support learners to complete their NEA. Teachers should also ensure that learners are given adequate time to prepare. We recommend that each learner has 12 minutes uninterrupted preparation time immediately beforehand.</p> <p>Learners may select their own sub-sub-theme for Part 1 of the Conversation. We recommend that the choice of sub-sub-theme is agreed between the learner and the teacher no later than two weeks before the assessment takes place.</p> <p>The following five sub-sub-themes have been removed from assessment in the Role Play task and Part 2 of the Conversation in 2021:</p> <ul style="list-style-type: none"> • Theme 1: i) Technology and social media; ii) Festivals and celebrations • Theme 2: iii) Local and regional features and characteristics of France/Germany/Spain and French-/German-/Spanish-speaking countries; iv) Social issues <p>Theme 3: v) Post-16 study.</p>
French German Spanish	Unit 4: Writing	<p>Translation from English/Welsh into French/German/Spanish will not appear in the past papers provided for 2021.</p> <p>The following five sub-sub-themes will also not appear in the past papers provided for 2021:</p> <ul style="list-style-type: none"> i) Technology and social media (Theme 1) ii) Festivals and celebrations (Theme 1) iii) Local and regional features and characteristics of France/Germany/Spain and French-/German-/Spanish-speaking countries (Theme 2) iv) Social issues (Theme 2) v) Post-16 study (Theme 3).

GCSE Subject	Unit	Mitigation
Geography	Unit 1: Changing Physical and Human Landscapes	<p>The following content will not appear in the past papers provided for 2021.</p> <p>Theme 1: Landscapes and Physical Processes</p> <p>1.1.2 How are physical landscapes in Wales affected by human activity? The environmental challenges created by human activity in one distinctive landscape to include the positive and negative impacts of visitor pressure and changing rural economies and societies. The concepts of honey pot sites and carrying capacity.</p> <p>1.1.3 How can landscapes in Wales be managed? Strategies to manage the landscape, to include management of visitors, and to repair damage to landscapes or environments under pressure (<i>for example, footpath maintenance</i>).</p> <p>Theme 2: Rural-Urban Links</p> <p>2.3.2 What are the consequences of urbanisation in two global cities? Ways of life in two global cities. One city must be located in either a low-income country (LIC) or newly industrialised country (NIC). The other city must be located in a high-income country (HIC). For each city, learners must set their studies within the regional, national and global context of that city.</p> <p>For each city:</p> <p>(a) The reasons for its growth to include natural population change and migration. How each city is connected to its wider city-region and to other parts of the world by migration. Push and pull factors for rural to urban migration at the regional/national scale and reasons for historic or recent international migration.</p> <p>(b) Ways of life to include social and cultural patterns within each city. The contribution of the informal economy in the LIC/NIC city.</p> <p>(c) Current urban challenges to include reducing poverty/ deprivation and providing housing.</p>

GCSE Subject	Unit	Mitigation
Geography	Unit 2: Environmental and Development Issues	<p>The following content will not appear in the past papers provided for 2021.</p> <p>Theme 5: Weather, Climate and Ecosystems</p> <p>5.2.1 What are the causes and consequences of two weather hazards?</p> <p>An overview of global circulation of the atmosphere. How global circulation creates areas of low and high pressure. How these different pressure systems each lead to weather hazards.</p> <p>Low pressure: The global distribution of areas affected by hurricanes/cyclones. Their changing patterns over time to include annual seasonality and longer-term changes to frequency and magnitude. Detailed study of a least one located low-pressure hazard to include its causes and consequences for people, environment and economy.</p> <p>High pressure: The global distribution of areas affected by heatwaves and drought. Their changing patterns over time to include longer term changes to frequency and magnitude (<i>for example, changing patterns of drought in Australia or Sahel countries over the last 50-100 years</i>). Detailed study of a least one located high-pressure hazard to include its causes and consequences for people, environment and economy.</p> <p>Theme 6: Development and Resource Issues</p> <p>6.3.2 Are water resources being managed sustainably? How and why people manage water supply through the construction of reservoirs for water supply/irrigation and HEP projects, water transfer schemes and the abstraction of groundwater.</p> <p>The social, economic and environmental consequences of water management in each of the following situations:</p> <ol style="list-style-type: none"> 1. The management of water resources at an international scale, where rivers cross national boundaries 2. Small scale water management project where appropriate levels of technology are used (<i>for example, rainwater harvesting</i>). 3. One location where over-abstraction of groundwater is an issue and where alternate geographical futures are considered.

GCSE Subject	Unit	Mitigation																
History	Unit 1: Wales and the Wider Perspective, Unit 2: History with a European/World Focus and Unit 3: Thematic Studies from a Broad Historical Perspective	Learners may choose to study the content from: <ul style="list-style-type: none"> • Either Unit 1: Wales and the Wider Perspective and Unit 2: History with a European/World Focus • Or Unit 1: Wales and the Wider Perspective and Unit 3: Thematic Studies from a Broad Historical Perspective • Or Unit 2: History with a European/World Focus and Unit 3: Thematic Studies from a Broad Historical Perspective. 																
ICT (Single Award and Short Course)	Unit 1 and 3	Unit 1 has been removed from assessment of the Single Award in 2021. There are no changes to the content of this unit. Please note that Unit 1 will be assessed if candidates are following the short course. There are no changes to the content of unit 3.																
Mathematics/Mathematics Numeracy	All units	For GCSE Mathematics/Mathematics-Numeracy, the following topics will not appear in the past papers provided for 2021. Foundation tier topics are in standard text. Intermediate tier topics that are in addition to foundation tier topics are in <u>underlined</u> text. Higher tier topics that are in addition to intermediate tier topics are in bold text. <table border="1" data-bbox="846 1082 2045 1433" style="margin-top: 10px;"> <thead> <tr> <th data-bbox="846 1082 916 1209"></th> <th data-bbox="916 1082 1435 1209">Topics that will not appear in the past papers for 2021.</th> <th data-bbox="1435 1082 1682 1209">Mathematics-Numeracy and Mathematics <i>OR</i> Mathematics only</th> <th data-bbox="1682 1082 2045 1209">Additional Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="846 1209 916 1241"></td> <td data-bbox="916 1209 1435 1241" style="text-align: center;"><i>Number</i></td> <td data-bbox="1435 1209 1682 1241"></td> <td data-bbox="1682 1209 2045 1241"></td> </tr> <tr> <td data-bbox="846 1241 916 1350">1</td> <td data-bbox="916 1241 1435 1350">Understanding annual rates, e.g. AER, APR.</td> <td data-bbox="1435 1241 1682 1350">Mathematics-Numeracy and Mathematics</td> <td data-bbox="1682 1241 2045 1350"></td> </tr> <tr> <td data-bbox="846 1350 916 1433">2</td> <td data-bbox="916 1350 1435 1433">Understanding and using Venn diagrams to solve problems.</td> <td data-bbox="1435 1350 1682 1433">Mathematics-Numeracy and Mathematics</td> <td data-bbox="1682 1350 2045 1433"></td> </tr> </tbody> </table>		Topics that will not appear in the past papers for 2021.	Mathematics-Numeracy and Mathematics <i>OR</i> Mathematics only	Additional Comments		<i>Number</i>			1	Understanding annual rates, e.g. AER, APR.	Mathematics-Numeracy and Mathematics		2	Understanding and using Venn diagrams to solve problems.	Mathematics-Numeracy and Mathematics	
	Topics that will not appear in the past papers for 2021.	Mathematics-Numeracy and Mathematics <i>OR</i> Mathematics only	Additional Comments															
	<i>Number</i>																	
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2	Understanding and using Venn diagrams to solve problems.	Mathematics-Numeracy and Mathematics																

		<i>Algebra</i>	
3	<u>Finding the nth term of a sequence where the rule is quadratic.</u>	Mathematics only	The following could be assessed: <u>Finding the nth term of a sequence where the rule is linear.</u>
4	<p>Drawing, interpretation, recognition and sketching the graphs of $y = \frac{a}{x}$, $y = ax^3$.</p> <p>Drawing and interpretation of graphs of $y = ax^3 + b$.</p> <p>Drawing and interpretation of graphs of $y = ax + b + \frac{a}{x}$ with x not equal to 0, $y = ax^3 + bx^2 + cx + d$, $y = k^x$ for integer values of x and simple positive values of k.</p> <p><u>Drawing and interpreting graphs when y is given implicitly in terms of x.</u></p>	Mathematics only	Drawing, interpretation, recognition and sketching of graphs of linear and quadratic functions could be assessed.
5	The use of straight-line graphs to locate regions given by linear inequalities.	Mathematics only	
6	<u>Distinguishing in meaning between equations, formulae, identities and expressions.</u>	Mathematics only	It is only identities that will not be assessed. The following could be assessed: <u>Distinguishing in meaning between equations, formulae and expressions.</u>
Topics that will not appear in the past papers for 2021.		Mathematics-Numeracy and Mathematics OR Mathematics only	Additional Comments
<i>Geometry and Measure</i>			

		7	Interpretation and drawing of nets.	Mathematics- Numeracy and Mathematics	
		8	<i>Drawing 2-D representations of 3-D shapes, including the use of isometric paper.</i>	Mathematics- Numeracy and Mathematics	The following could be assessed: <i>Using 2-D representations of 3-D shapes (but not ones drawn on isometric paper).</i>
		9	Bisecting a given line, bisecting a given angle. <u>Constructing the perpendicular from a point to a line.</u>	Mathematics- Numeracy and Mathematics	The following could be assessed (but not in questions assessing constructions): Accurate use of ruler, pair of compasses and protractor.
		10	Constructing 2-D shapes from given information and drawing plans and elevations of any 3-D solid.	Mathematics- Numeracy and Mathematics	
		11	Use of ruler and pair of compasses to do constructions. Construction of triangles, quadrilaterals and circles. <u>Constructing angles of 60°, 30°, 90° and 45°.</u>	Mathematics only	
		12	The identification of congruent shapes. Understanding and using SSS, SAS, ASA and RHS conditions to prove the congruence of triangles using formal arguments. Reasons may be required in the solution of problems involving congruent triangles.	Mathematics only	
		13	<u>Using angle and tangent properties of circles.</u> <u>Understanding that the tangent at any point on a circle is perpendicular to the radius at that point.</u> <u>Using the facts that the angle subtended by an arc at the centre of a circle is twice the</u>	Mathematics only	

	<p>angle subtended at any point on the circumference, that the angle subtended at the circumference by a semicircle is a right angle, that angles in the same segment are equal, and that opposite angles of a cyclic quadrilateral sum to 180°.</p> <p>Using the alternate segment theorem.</p> <p><u>Understanding and using the fact that tangents from an external point are equal in length.</u></p> <p>Understanding and constructing geometrical proofs using circle theorems.</p>		
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	Topics that will not appear in the past papers for 2021.	Mathematics-Numeracy and Mathematics <i>OR</i> Mathematics only	Additional Comments
14	Location determined by distance from a given point and angle made with a given line.	Mathematics only	
15	Solving problems in the context of tiling patterns and tessellation.	Mathematics-Numeracy and Mathematics	
16	<p><u>Constructing the locus of a point which moves such that it satisfies certain conditions, for example,</u></p> <p><u>(i) a given distance from a fixed point or line,</u></p> <p><u>(ii) equidistant from two fixed points or lines.</u></p> <p><u>Solving problems involving intersecting loci in two dimensions.</u></p> <p><u>Questions on loci may involve inequalities.</u></p>	Mathematics-Numeracy and Mathematics	
17	<u>Distinguishing between formulae for length, area and volume by considering dimensions.</u>	Mathematics-Numeracy and Mathematics	

		18	<p>Using the compound measures: density and <u>population density</u>.</p> <p>Using compound measures that relate to density, such as kg/m^3, g/cm^3, population per km^2</p>	Mathematics- Numeracy and Mathematics	All compound measures that are not density-related, e.g. speed, could be assessed.
		<i>Statistics</i>			
		19	<p><u>Specifying the data needed and considering potential sampling methods.</u></p> <p><u>Sampling systematically.</u></p> <p>Working with stratified sampling techniques and defining a random sample.</p>	Mathematics- Numeracy and Mathematics	<p>The following could be assessed:</p> <p><u>Considering the effect of sample size and other factors that affect the reliability of conclusions drawn.</u></p>
		20	<p>Designing and criticising questions for a questionnaire, including notions of fairness and bias.</p>	Mathematics- Numeracy and Mathematics	Learners will need to understand the notion of fairness and bias, but not in the context of questionnaires.
		21	<p>Estimating the probability of an event as the proportion of times it has occurred.</p> <p>Relative frequency.</p> <p>Understanding the long-term stability of relative frequency.</p> <p><u>Graphical representation of relative frequency against the number of trials.</u></p> <p>Estimating probabilities based on experimental evidence.</p> <p>Comparing an estimated probability from experimental results with a theoretical probability.</p>	Mathematics only	<p>The following could be assessed:</p> <p>Calculating theoretical probabilities based on equally likely outcomes.</p>
		22	<p>Identifying all the outcomes of a combination of two experiments using Venn diagrams.</p>	Mathematics only	Identifying outcomes using all other methods could be assessed.

GCSE Subject	Unit	Mitigation
Media Studies	Unit 2: Understanding TV and Film	Learners may choose to study either Section A: Wales on Television or Section B: Contemporary Hollywood Film. A choice will be indicated in past paper assessments provided for 2021.
Religious Studies	Unit 1: Religious Responses to Philosophical Themes	We recommend that Learners cover three out of the four topic areas in Unit 1. Non-religious beliefs will not appear in the past paper questions provided for the Unit 1 Life and Death topic in 2021. However, we recommend that non-religious beliefs should be studied within the wider context of the topic. The C. Questions on the Philosophical and Ethical Themes will be from the perspective of TWO religions (Christianity PLUS the second religion) on the past papers provided for 2021.
	Units 2/3: Religious Responses to Ethical Themes	We recommend that Learners cover three out of the four topic areas in Units 2/3. The C. Questions on the Philosophical and Ethical Themes will be from the perspective of TWO religions (Christianity PLUS the second religion) on the past papers provided for 2021.
Science (Double Award)	Units 1-6	We recommend the use of teacher demonstrations, video clips and simulations in place of hands-on practical work.
Welsh Language	Unit 2: Reading and Writing: Describing, Narrative and Exposition	Learners may choose to study either description writing or exposition writing. Narration writing will not appear in the past papers provided for 2021.
Welsh Language	Unit 3: Reading and Writing: Argumentation, Persuasion and Instructional	In the past papers provided for 2021, learners may choose either the argumentation task or the persuasion task.
Welsh Literature	Unit 1: Poetry and Unit 2: Novel.	Learners may choose to study the content of either Unit 1: Poetry or Unit 2: Novel.

3. GCE Qualifications

There are no adaptations to the assessed content (for units usually assessed by exam) in the following WJEC GCE qualifications as these qualifications already have significant adaptations to NEA. Those with adaptations to NEA only are out of scope of this publication, as are all WJEC Eduqas GCE A level and AS qualifications (some of which are designated for use in Wales). For further information on adaptations to Eduqas qualifications, please see the relevant subject page of our website www.eduqas.co.uk

WJEC GCE Qualifications with no adaptations to content usually assessed by exam
Applied ICT
Design and Technology
Drama and Theatre
English Language
English Language and Literature
English Literature
Health and Social Care and Childcare (AS only)
Health and Social Care (Legacy)*
Media Studies
Music
Physical Education

Eduqas GCE A level Qualifications designated for use in Wales
Electronics
Film Studies
Geology
Eduqas GCE AS Qualifications designated for use in Wales
Electronics
Film Studies
Geology

*Although Health and Social Care (Legacy) Single Award, Unit 7 is an NEA unit, we will still provide past assessment materials for this unit and not release a new assessment as we normally would.

Art and Design is 100% NEA and therefore out of scope of the booklet.

For GCE AS and A level English Language, English Literature, and English Language and Literature, content continues in 2021 as prescribed in the relevant specification. We did not adapt these subjects earlier this year because the nature or structure of those assessments meant that all adaptations considered introduced as many issues or risks as they aimed to mitigate.

In the following GCE qualifications, adaptations have been made to assessed content in units that are usually assessed by exam.

GCE Qualifications with adaptations to units normally assessed by examination	
Biology	ICT
Business	Law
Chemistry	Mathematics
Computer Science	Further Mathematics
Economics	Physics
French	Psychology
Geography	Religious Studies
German	Spanish
Geography	Sociology
Government and Politics	Welsh First Language
History	Welsh Second Language

Past papers provided by WJEC for summer 2021 will not include the content outlined in the table below. The use of these past papers is optional. **The information in the table below is correct at time of publication and is subject to confirmation of the final assessment framework.**

GCE Subject	Unit	Mitigation
Biology Chemistry Physics	AS Units 1 + 2	We recommend the use of teacher demonstrations, video clips and simulations in place of hands-on practical work.
	A2 Units 3 + 4	Synoptic element – AS content that is not developed or required for Units 3 and 4 will not appear in the past papers provided for 2021. We recommend the use of teacher demonstrations, video clips and simulations in place of hands-on practical work.
Business	Unit 3: Business Analysis and Strategy	The following 6 topic content areas will not appear in the past papers provided for 2021: <ul style="list-style-type: none"> • Price and income elasticity of demand • Budget variances • Porters Five Forces framework • Rationalisation • Decision trees • Investment appraisal.
Computer Science	Unit 3: Programming and System Development	The following distinct topic content areas (subheadings in the left-hand column of the specification) will not appear in the past papers provided for 2021: <ul style="list-style-type: none"> • 6. System design • 8. Program construction.
	Unit 4 Computer Architecture, Data, Communication and Applications	The following distinct topic content areas (subheadings in the left-hand column of the specification) will not appear in the past papers provided for 2021: <ul style="list-style-type: none"> • 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

GCE Subject	Unit	Mitigation
Economics	Unit 3: Exploring Economic Behaviour Unit 4: Evaluating Economic Models and Policies	The following 3 topic content areas will not appear in the past papers provided for 2021: <ul style="list-style-type: none"> • Competition Policy and Privatisation • Financial Stability • European Union.
French German Spanish	A2 Unit 4 Listening, Reading and Translation	The following subthemes will not appear in the past papers provided for 2021. Learners may still choose to draw on these themes in their answers to more open-ended questions. <ul style="list-style-type: none"> • 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).
Geography	Unit 2: Changing Places	Section B: Physical and Human Fieldwork Investigation We recommend that learners undertake a minimum of one fieldwork experience in preparation for assessment where it is safe and practicable to do so. 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 should 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. Past Paper assessments provided for 2021 will allow learners to respond to questions 4 and 5 in Section B on a single fieldwork experience, where necessary.
	Unit 4: Contemporary Themes in Geography	Section B: Contemporary Themes in Geography On past paper assessments provided for 2021, learners will be able to respond to questions on one optional theme only from Section B.

GCE Subject	Unit	Mitigation
Government and Politics	Unit 3 Political concepts and theories	<p>The following content will not appear in the past papers provided for 2021. Consequently, learners will only be asked to answer one question in section B.</p> <p>In 3.1.2 Liberal views, * <i>The impact of liberal ideas on global politics.</i></p> <p>In 3.2.2 Conservative views, * <i>The impact of conservative ideas on global politics.</i></p> <p>In 3.3.2 Socialist views, * <i>The impact of socialist ideas on global politics.</i></p> <p>In 3.4.2 Nationalist views, * <i>The impact of nationalist ideas on global politics.</i></p>
	Unit 4 Government and politics of the USA	<p>The following content will not appear in the past papers provided for 2021. Consequently, learners will only be asked to answer one question in section B.</p> <p>In 4.1.3 The Bill of Rights, remove 'death penalty' from * <i>Contemporary debates about civil rights and civil liberties in the USA: gun ownership; death penalty and privacy.</i> So, this bullet point would read * <i>Contemporary debates about civil rights and civil liberties in the USA: gun ownership and privacy.</i></p> <p>In 4.2.2 The US President home and abroad, * <i>Debates concerning the relative power and influence of the Cabinet and the Executive Office of President.</i></p> <p>In 4.2.3 The US Supreme Court, * <i>The impact of the landmark cases of Marbury vs Madison (1803) and McCulloch vs Maryland (1819).</i></p> <p>In 4.3.3 Political parties in the US, * <i>Reasons for two-party dominance; the significance of third parties and independent candidates.</i></p>

GCE Subject	Unit	Mitigation
History	Unit 3: Breadth study	<p>The narrow timeframe questions have been removed from assessment in 2021. However, centres may choose to offer these questions if they wish. For this reason, the past papers have not been adapted and we recommend that centres choose one of the following routes.</p> <p>Either Route One:</p> <p>Complete two Section B questions from two past papers, ensuring that the questions in the past papers selected assess both Theme 1 and Theme 2</p> <p>Or Route Two:</p> <p>Complete one past paper, utilising one of the Section A questions in addition to the Section B question</p>
ICT	Unit 1: Information Systems	Section B content will not appear in the past papers provided for 2021. This removes the need to produce a spreadsheet.
	Unit 3: Use and Impact of ICT	<p>The following topic content areas will not appear in the past papers provided for 2021:</p> <ul style="list-style-type: none"> • 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.
Law	Unit 3: The Practice of Substantive Law Unit 4: Substantive Law Perspectives	<p>The following topics will not appear in the past papers provided for 2021:</p> <ul style="list-style-type: none"> • 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

GCE Subject	Unit	Mitigation											
Mathematics	Unit 3	<p>The content detailed below will not appear in the past papers provided for 2021.</p> <table border="1" data-bbox="696 309 1917 1161"> <tr> <td data-bbox="696 309 1917 357">Content that will NOT be included on the past papers provided for summer 2021</td> </tr> <tr> <td data-bbox="696 357 1917 405" style="text-align: center;">A2 Unit 3 – Pure Mathematics B</td> </tr> <tr> <td data-bbox="696 405 1917 453">2.3.1 Proof</td> </tr> <tr> <td data-bbox="696 453 1917 544">Proof by contradiction (including proof of the irrationality of $\sqrt{2}$ and the infinity of primes, and application to unfamiliar proofs).</td> </tr> <tr> <td data-bbox="696 544 1917 592">2.3.8 Numerical Methods</td> </tr> <tr> <td data-bbox="696 592 1917 735">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.</td> </tr> <tr> <td data-bbox="696 735 1917 826">Solve equations approximately using simple iterative methods; be able to draw associated cobweb and staircase diagrams.</td> </tr> <tr> <td data-bbox="696 826 1917 938">Solve equations using the Newton-Raphson method and other recurrence relations of the form $x_{n+1} = g(x_n)$.</td> </tr> <tr> <td data-bbox="696 938 1917 1007">Understand how such methods can fail.</td> </tr> <tr> <td data-bbox="696 1007 1917 1114">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.</td> </tr> <tr> <td data-bbox="696 1114 1917 1161">Use numerical methods to solve problems in context.</td> </tr> </table>	Content that will NOT be included on the past papers provided for summer 2021	A2 Unit 3 – Pure Mathematics B	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).	2.3.8 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.
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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.													
Further Mathematics	Units 4-6	The content detailed below will not be included on the past papers provided for summer 2021. We recommend that learners study Unit 4 and either Unit 5 or Unit 6.											

Content that will NOT be included on the past papers provided for summer 2021	Additional Comments
A2 Unit 4 – Further Pure Mathematics B	
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.	ONLY the Maclaurin series in section 2.4.4 will not be included. The following, from section 2.4.4, could be included : Understand and use partial fractions with denominators of the form $(ax+b)(cx^2+d)$.
Content that will NOT be included on the past papers provided for summer 2021	Additional Comments
A2 Unit 5 – Further Statistics B (optional unit)	
2.5.3 Hypothesis Testing	
ONLY Understand and use tests for (b) difference of two means for two independent normal distributions with known variances.	None
2.5.4 Estimation	
ONLY 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)	
2.6.3 Moments and Centre of Mass	
Understand and use the centre of mass of uniform rigid bodies and composite bodies .	None

GCE Subject	Unit	Mitigation
Psychology	Unit 3: Psychology: Implications in the Real World	<p>Section B: We recommend that learners study four controversies, rather than the usual five controversies.</p> <p>The following content will not be included on the past papers provided for summer 2021:</p> <p>Cultural Bias</p> <ul style="list-style-type: none"> • cross cultural studies • difference or bias • ethnocentrism • historical and social context <p>As questions about Cultural Bias have been removed, this may mean that adapted past papers may only have one question available for learners to attempt, rather than the usual two questions.</p>
	Unit 4: Psychology: Applied Research Methods	<p>Section A: Personal Investigations – we recommend that learners study just one of the personal investigations, specifically ‘<i>A questionnaire study of perceived wellbeing after exercise</i>’.</p> <p>Learners need not undertake ‘<i>A correlational study of time spent revising and scores on a test</i>’.</p> <p>The following Unit 2 Section B content in Unit 4 will not appear in the past papers provided for summer 2021:</p> <ul style="list-style-type: none"> • Milgram, S. (1963). Behavioral study of Obedience. <i>Journal of Abnormal and Social Psychology</i>, 67, 371-8 • Kohlberg, L. (1968). The child as a moral philosopher. <i>Psychology Today</i>, 2, 25-30 <p>The ‘Section A: Personal Investigations’ in past papers does not apply to the personal investigation titles for 2021. Therefore, the Section A of the adapted past papers includes questions relevant to this year’s investigation, ‘<i>A questionnaire study of perceived wellbeing after exercise</i>’.</p>

GCE Subject	Unit	Mitigation
Religious Studies	Unit 5: A Study of the Philosophy of Religion	<p>Theme 4 will not appear in the past papers provided for summer 2021.</p> <p>Theme 4 consists of:</p> <p>Theme 4 Subtheme 4A: Religious language as non-cognitive and symbolic <i>Theme 4 Subtheme 4B: Religious language as non-cognitive and mythical</i> <i>Theme 4 Subtheme 4C: Religious language as a language game</i></p> <p>and their accompanying AO2 issues for evaluation:</p> <ul style="list-style-type: none"> • <i>The effectiveness of the terms non-cognitive, analogical and mythical as solutions to the problems of religious language.</i> • <i>The relevance of religious language issues in the 21st Century.</i> • <i>The extent to which language games provide a suitable way of resolving the problems of religious language.</i> • <i>Whether symbolic language can be agreed as having adequate meaning as a form of language.</i> • <i>How far the works of Randall and Tillich provide a suitable counter-challenge to logical positivism.</i> • <i>Whether the strengths of language games outweigh the weaknesses.</i>
Sociology	Unit 3 Power and Control	<p>On past papers provided for 2021, questions 1b and c; 2b and c; 3b and c; 4b and c will only cover the following:</p> <p><i>Crime and deviance</i> - theories and explanations of crime and deviance: functionalist, Marxist, neo-Marxist, interactionist, right and left realism, postmodernist, feminist, sub-cultural.</p> <p><i>Health and disability</i> - theories and explanations of health and disability: functionalist, Marxist, interactionist, feminist, postmodernist, biomedical model.</p> <p><i>Politics</i> - theories and explanations of power and politics: functionalist, Marxist, neo-Marxist, postmodernist, Weberian, pluralist, elite theories.</p> <p><i>World Sociology</i> - theories and explanations of development: Marxist, modernisation, dependency, world systems theory.</p>

GCE Subject	Unit	Mitigation
Welsh First Language	Unit 5: Medieval Prose, Early and Medieval Poetry	<p>Section B – Early and Medieval Poetry</p> <p>The number of set poems by one of the poets has been reduced - Dafydd ap Gwilym from 3 to 2. Total number of poems has reduced from 7 to 6.</p> <p>The set poem which will NOT appear on past paper assessments for 2021 is 'Yr Wylan'.</p>
	Unit 6: Appreciation of Literature, Welsh Language in Context	<p>Section B – Welsh Language in Context</p> <p>The number of writing forms to be studied has been reduced from 7 to 5.</p> <p>The writing forms which will NOT appear on past paper assessments for 2021 are:</p> <ul style="list-style-type: none"> • minutes of a meeting • address.
Welsh Second Language	Unit 5: The Language in Society and Translanguaging	<p>Section A – The Language in Society</p> <p>The period of study of the Welsh language in society has been reduced from the middle of the 20th century to the present day to the 1980s to the present day.</p>
	Unit 6: The Use of Language and the Short Story	<p>Section B – The Short Story</p> <p>The number of short stories to be studied has been reduced from 4 to 3.</p> <p>The set text which will NOT appear on past paper assessments for 2021 is 'Trŵ lyf' (<i>Cariad Pur?</i>: Marlyn Samuel).</p>