



# WJEC Adaptations to GCSE qualifications in summer 2022

## Subject booklet

Version 7  
October 2022.

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# SUMMARY OF AMENDMENTS

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2	Information has been added to page 5 to clarify that for qualifications which offer an assessment opportunity in November 2021 or January 2022, the adaptations outlined in this booklet for summer 2022 will also apply to the November 2021 and January 2022 series.	5
3	Insertion of Appendix A: Qualification Weightings in 2022	43-52
4	Addition of Advance information of the focus of the content of the examinations in the qualifications specified on page 4.	2,10,19,25,34,35,36,37
	Appendix A Weightings Table: Health and Social Care, and Childcare (Double Award) (3570U4) total mark amended.	45
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6	Appendix A Weightings Table: ICT (Short Course) (4339) added	46
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## Adaptations to GCSE Assessments 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 GCSEs 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 GCSEs 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 GCSE qualifications in summer 2022 will have experienced disruption to their education between March 2020 and the end of the 2020-2021 academic year. As well as considering the principles above, our starting point 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. We have worked to the following assumptions<sup>1</sup>:

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.

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<sup>1</sup> Assumptions made at the time of the survey in summer 2021. These will be reviewed periodically or when new information is available

2. Schools and colleges will be open for face-to-face teaching for all or most of 2021-2022.
3. Every GCSE subject will have some adaptations in place for January 2022 (where available) and 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<sup>2</sup>.

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 broad range of design features of GCSEs approved for delivery in Wales, including:

- linear qualifications
- unitised qualifications with summer only assessment opportunities
- unitised qualifications with January and summer assessment opportunities
- unitised qualifications with short course, single award and double award options
- qualifications including non-examination assessment (NEA)
- qualifications that are assessed only by examination.

Our aim has been to make comparable adaptations across the suite of GCSE qualifications. However, it is not possible to make them the same because of the variation in design features of GCSEs 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.

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.

Advance information of the focus of the content of the examinations in the following qualifications will be released on 7<sup>th</sup> February 2022.

- GCSE Computer Science Unit 1
- GCSE Food and Nutrition Unit 1
- GCSE Health and Social Care (Single Award) Unit 1
- GCSE Music Unit 3
- GCSE Physical Education (including short course) Unit 1 in each
- GCSE Religious Studies Unit 1.

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 GCSE qualifications.

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<sup>2</sup> We believe an announcement on contingency arrangements will be published by Qualifications Wales during the autumn term 2021.

Similar types of adaptations have been applied to the following categories.

**1. Core subjects** (English Language, Welsh Language, Mathematics, Mathematics Numeracy)

We have proposed to keep the adaptations to these subjects the same as last year. As core subjects are compulsory, all learners will receive equal benefits from the adaptations proposed in these subjects. The skills, knowledge and understanding gained through studying these subjects are vital for successful progression to all level 3 courses and employment. For this reason, it is essential that these qualifications maintain the rigour associated with the GCSE and therefore the adaptations to content and assessment are minimal. Nevertheless, the streamlining of assessment content will aid teachers and learners whilst retaining the credibility of the qualifications.

**2. Core subjects** (Science Suite)

As core subjects are compulsory, all learners will receive equal benefits from the adaptations proposed for the GCSE Sciences. We reviewed last year's adaptations and proposed the reintroduction of practical work. However, teachers have expressed concern about whether it will be feasible to deliver practical work in 2021-2022 and therefore we have decided not to progress with this proposal.

As the skills gained through practical work are extremely valuable in preparing learners for the next stage of their education and in helping them understand the scientific theories they are studying we would encourage centres to undertake practical work where safe and possible to do so to develop learners' understanding and skills. Please note that practical style questions will still be present in the written exams in summer 2022 and the specified practical work remains part of the specification content.

The science suite of unitised qualifications exhibits a common entry pattern with almost all learners taking the same units in year 10. We have, therefore, decided that in 2022, learners cashing in for the qualification at the end of their course of study will sit only the specified units which are normally sat in year 11. This mitigation provides a substantial reduction in assessment for learners sitting the qualification in 2022.

**3. Providing optionality at a unit level for some GCSEs** (English Literature, Welsh Literature, Welsh Second Language, History) **or within a unit** for GCSE Religious Studies.

The adaptations for these subjects are the same as last year. These qualifications are unitised with many learners taking one or more units in the summer of year 10 or in January of year 11. However, unlike the science suite, there is no consistent unit entry pattern across centres. Learners cashing-in their qualification in 2022 are given an option to select one (English Literature, Welsh Literature and Welsh Second Language) or two (History) units, from a choice of units. Unit content and assessment will remain the same and this adaptation applies in January 2022 and summer 2022. It is important to note, however, that this adaptation does **not** apply to those commencing their courses in 2021, intending to cash-in in 2023.

The adaptation for GCSE Religious Studies provides optionality within each question paper which will allow learners to choose any three out of the four questions on each paper.

**4. Streamlining NEA assessment in 2022** (Art and Design, Computer Science, Design and Technology, Drama, Food and Nutrition, Geography, French, German, Spanish, Health and Social Care and Child Care, Media Studies, Music, Physical Education).

In order to mitigate lost teaching and learning time we have decided to continue with adaptations to NEA. However, as NEA is fundamental in developing the skills required for progression in these subjects, we have ensured that all subjects with NEA (apart from Computer Science where practical work is also undertaken in preparation for Unit 2) retain some elements of NEA and in some cases, where it was removed altogether in 2021, we have reinstated NEA for 2022. In each case the adaptation has been made to help centres facilitate practical courses in a safe environment while following guidance on social distancing. Some of these subjects with more minor changes to the NEA also have adaptations to assessments by examination.

**5. Streamlining content for assessment by examination in 2022** (Business, Design and Technology, French, German, Spanish, Geography, ICT, Media Studies).

The adaptations for 2022 are the same as those developed for 2021. In these qualifications we have stipulated that some content will not be subject to assessment in 2022. In some, but not all, cases this means that questions will also be removed from the assessment and the 2022 paper will look different to usual. Where this is the case an updated sample assessment will be provided prior to the examinations.

**6. Removal of a unit** (ICT (Single Award) and Health and Social Care and Child Care (Double Award)).

In recognition that learners would usually have sat short course ICT and single award HSCCC examination units early, we have removed Unit 1 from the full course ICT and double award HSCCC qualifications for assessment in 2022. This adaptation does not apply to the short course ICT or single award HSCCC qualifications.

**7. Visiting examinations and moderations** (Art and Design, Design and Technology, Drama and Physical Education).

Due to the current uncertainty about potential future social distancing restrictions, we proposed that in 2022 only, all subjects that are normally assessed by a visiting examiner or moderator will be assessed remotely. 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 GCSEs 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 AS/A level 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 800 responses to the GCSE 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 have set out in this document the adaptations which will be implemented for each qualification, including any changes made to reflect responses to our survey. For qualifications which offer an assessment opportunity in November 2021 or January 2022, the adaptations outlined in this booklet for summer 2022 will also apply to the November 2021 and January 2022 series.

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.

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.

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## **Art and Design**

### **Unit 1: Portfolio (NEA) 60%**

There are no changes to this unit.

### **Unit 2: Externally set assignment (NEA) 40%**

Unit 2 will not be subject to assessment in 2022.

## **Rationale**

We have decided to progress with the removal of Unit 2 for the summer 2022 assessment.

This adaptation is the same as the adaption for 2021. Unit 1 (Portfolio) is generally completed throughout Year 10 (3 terms) and during the first term of Year 11 (4 terms in total). This year it is less likely that learners will have made so much progress on this unit, but they are highly likely to have already completed some work on the Portfolio. Given that learners will still be working on this well into 2022, we propose not to release the Unit 2 assignment this year, to allow learners to prioritise work on their portfolio. This will mitigate lost teaching and learning opportunities.

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 10-hour practical test, which must be taken under exam conditions.

Controls for Unit 1 are limited, and the Portfolio can be delivered over a longer period. The same knowledge, understanding, skills and assessment objectives are covered in both units; hence the qualification will still target the full grade range.

This adaptation retains the drawing and annotation requirements, therefore ensuring learners will still be able to progress to Level 3.

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.

## Business

### Content:

The content to be assessed will be streamlined so that the following content areas will not be subject to assessment in 2022:

Business Activity	Franchising The advantages and disadvantages of operating as a franchisor and franchisee
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
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
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
Marketing	The different pricing strategies used by businesses The use of different pricing strategies for different businesses in different contexts and scenarios
Human Resources	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 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

## **Assessment:**

### **Unit 1: Business World (written exam) 62.5%**

There are no changes to the assessment of this unit.

### **Unit 2: Business Perceptions (written exam) 37.5%**

Learners answer questions on **one** case study and corresponding set of questions rather than the usual two. The length of the examination will be reduced from 90 minutes to 45 minutes.

## **Rationale**

The decision to streamline content is identical to last year's adaptation to enable teachers to continue with their adapted schemes of work. It is representative of the reduced teaching and learning time and a cross section has been selected to mitigate the different order of teaching in programmes of study for different centres. Not assessing distinct aspects of content, such as a specific business function, was considered and rejected on the grounds of disadvantaging some centres and compromising the integrity of the qualification.

The removal of one case study and set of questions from Unit 2 will still require learners to use the skills identified in the specification and will keep the assessment objectives in balance, thus ensuring the reliability and validity of the qualification. Consideration was given to keeping both data questions and giving a choice to learners to choose one, however, this makes the streamlining of content more problematic and may cause confusion for learners on the day of the exam. Consideration was also given to streamlining content for assessment in Unit 1. However, this was rejected due to the type of questions and stimulus used in this paper and its well-known status with centres.

## **Computer Science**

### **Unit 1: Understanding Computer Science (Written exam) 50%**

Advance information of the focus of the content of the examination will be released on 7<sup>th</sup> February 2022. Please see the [GCSE Computer Science](#) summer 2022 page of the website for further information.

### **Unit 2: Computational Thinking and Programming (On-screen exam) 30%**

There are no changes to this unit.

### **Unit 3: Software Development (NEA) 20%**

Unit 3 will not be subject to assessment in summer 2022.

## **Rationale**

This adaptation is the same as the adaption for summer 2021. In addition to the 20 hours learners spend completing their NEA, centres spend a significant amount of time teaching skills and content required for Unit 3. Unit 3 NEA assesses both AO2 and AO3. Both these assessment objectives are also assessed in Unit 2 in which learners perform practical programming.

## Design and Technology

### Engineering Design Fashion and Textiles Product Design

#### Unit 1: Design and Technology in the 21<sup>st</sup> Century (written exam) 50%

There is no change to the assessment of this unit. However, the following amplification points currently in the Design and Technology specifications will not be subject to assessment in 2022. There is no restriction on the learner using any amplification points removed as part of their NEA studies for Unit 2. This adaptation is the same as last year's.

#### Engineering Design

Content	Amplification points that will not be subject to assessment in 2022
a	<b><i>Ferrous Metals</i></b> <ul style="list-style-type: none"><li>• Strengths and weaknesses</li><li>• Cast iron, mild steel, medium carbon steel and high carbon steel</li><li>• Stainless steel, high-speed steel and high-tensile steel</li><li>• Physical properties including melting point, thermal and electrical conductivity.</li></ul>
b	Nil
c	Nil
d	<ul style="list-style-type: none"><li>• Quantum Tunnelling Composite (QTC) – when used in circuits the resistance changes under compression.</li></ul>
e	<ul style="list-style-type: none"><li>• Pulley systems, for example curtain rails, sewing machine.</li><li>• Levers and linkages, for example scissors.</li></ul>
f	<ul style="list-style-type: none"><li>• The function of AND, OR, EOR, NOT, and NAND logic gates</li><li>• Combining logic gates to form control systems</li><li>• Levers.</li></ul>
g	Nil
h	<ul style="list-style-type: none"><li>• Manufactured boards are commonly available in sheet form and in standard sizes and various thicknesses.</li></ul>
i	Nil
j	<b>Under: Deforming/Reforming</b> <ul style="list-style-type: none"><li>• Bending plastics</li><li>• Laser cutter</li><li>• 3D printing.</li></ul> <b>Under: Assembly and components</b> <ul style="list-style-type: none"><li>• Components for a particular purpose, including nuts, bolts, washers, screws, rivets.</li></ul> <b><i>The main stages in the following joining processes:</i></b> <ul style="list-style-type: none"><li>• Temporary: machine bolt and nut, self-tapping bolts, cutting threads for appropriate fixing bolt.</li></ul>
k	Nil

## Fashion and Textiles

Content	Amplification points that will not subject to assessment in 2022
a	<ul style="list-style-type: none"> <li>Regenerated: Viscose, rayon, acetate, lyocell (Tencel®)</li> </ul>
b	<p><i>Under technical textiles remove reference to:</i></p> <ul style="list-style-type: none"> <li>Geo textiles for landscaping and agricultural textiles</li> <li>Bonding breathable waterproof membranes to outer fabrics for all-weather wear: Gore-tex, Permatex, Sympatex</li> <li>Nomex.</li> </ul>
c	<ul style="list-style-type: none"> <li>The differences between a thermoforming (thermoplastic) and thermosetting material.</li> </ul>
d	<ul style="list-style-type: none"> <li>Microfibres in clothing manufacture</li> <li>Phase changing materials: breathable materials, pro-active heat and moisture management.</li> </ul>
e	<ul style="list-style-type: none"> <li>Blending and mixing fibres to improve the properties and uses of yarns and materials</li> <li>Blends for example: polyester and cotton, silk and viscose, hemp and cotton or silk.</li> <li>Mixture for example: cotton and wool, lycra with wool or nylon.</li> <li>Bonding breathable waterproof membranes to outer fabrics for all weather wear (Gore-tex, Permatex).</li> </ul>
f	<ul style="list-style-type: none"> <li>To enhance aesthetic quality: Colouring, surface decoration, glazing, stiffening, increasing lustre, (calendaring, mercerising), brushing, stain resistance (Scotch guard, Teflon).</li> </ul>
g	Nil
h	<ul style="list-style-type: none"> <li>How manufacturing systems are organised: line production, progressive bundle system and production.</li> </ul>
i	<ul style="list-style-type: none"> <li>Hot notch marking in industry.</li> </ul>
j	<ul style="list-style-type: none"> <li>Painting: felt tip, dimensional, fabric paint, silk paints.</li> </ul>

## Product Design

Content	Amplification points that will not subject to assessment in 2022
a	<ul style="list-style-type: none"> <li>The aesthetic and functional properties of common papers, cards and boards including cartridge paper, photocopy paper, bleed proof paper, mounting board, foam board, solid white board, corrugated board and duplex board.</li> </ul>
b	<ul style="list-style-type: none"> <li>The aesthetic and functional properties of hardwoods and softwoods including beech, oak, balsa, jelutong, scots pine, western red cedar and parana pine</li> <li>Natural timber is protected using different finishes and these finishes are sometimes used to improve aesthetic appeal.</li> </ul>
c	Nil
d	Nil
e	<ul style="list-style-type: none"> <li>Quantum Tunnelling Composite (QTC) – when used in circuits the resistance changes under compression</li> <li>Polymorph</li> <li>Thermochromic polymers or dyes.</li> </ul>
f	<p>Natural and Manufactured timber</p> <ul style="list-style-type: none"> <li>The difference between a hardwood and softwood.</li> </ul> <p>Papers and boards</p> <ul style="list-style-type: none"> <li>The basic sources of paper and boards</li> <li>Recycled boards</li> <li>The use of microns to measure thickness of paper and boards</li> <li>The physical and working properties of paper and board including: texture, weight, thickness, strength, surface finish, transparency, folding ability and absorbency.</li> </ul>
g	Nil
h	<ul style="list-style-type: none"> <li>Natural timber is available in different sectional forms, various standard sizes and can have a different finish (sawn or planed)</li> <li>Plastic polymers are available in a wide range of forms including: powders, granules, pellets, liquids, films, sheets and extruded shapes</li> <li>Standard sizes of papers and boards. i.e. rolls, A5, A4, A3. and measured in grams per square metre.</li> </ul>
i	<ul style="list-style-type: none"> <li>On-press and the finishing processes used by commercial printers to produce products in batches or mass/high volume.</li> </ul>
j	Nil

## **Unit 2: Design and make task (NEA) 50%**

The adaptation is to accept a model/mock-up instead of the finished product. For Fashion and Textiles we would accept a toile in calico or an appropriate substitute fabric, with samples to indicate all construction details. This will allow centres to spend significantly less time on the NEA than the 35 hours suggested in the specification. Learners would be at liberty to submit the finished product in the usual manner if they wish to do so.

We have also removed the requirement to 'Evaluate a prototype's fitness for purpose' from the assessment in summer 2022.

These adaptations are the same as those for 2021.

## **Rationale**

Reducing the expectation of the final made product/prototype will alleviate concerns in relation to delivering the course while following social distancing guidelines and mitigate lost teaching and learning time.

To mitigate the lost teaching and learning time we have proposed the streamlining of in-depth content within the exam as the same skills and assessment objectives are addressed in Unit 2 and this would not, therefore, inhibit learners' progression to level 3. Ensuring that learners sit both the exam and the NEA ensures that the qualification remains a credible assessment of the learners' abilities.

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**

### **Unit 1: Devising Theatre (NEA) 40%**

The adaptations to Unit 1 are the same as last year's.

Minimum group size: reduced to 1 actor.

The length of the piece will depend on the number of actors in the group. The timings for the 2022 series are:

1 actor: 1.5-5 minutes  
2 actors: 2-10 minutes  
3 actors: 3-12 minutes  
4 actors: 4-14 minutes  
5 actors: 5-16 minutes.

In line with the reduction in time for performers the minimum number of cues from lighting and sound designers would be reduced from five to four. The minimum requirement for costume designers has been reduced from two full costumes, hair and make-up for two different characters to one full costume, hair and make-up for one character. Set design cannot be reduced as learners are only required to complete one design.

### **Unit 2: Performing Theatre (NEA) 20%**

We have reinstated this unit for assessment in 2022 with the following adaptations:

Minimum group size: reduced to one actor.

The length of the piece will depend on the number of actors in the group. The timings for the 2022 series are:

One actor: 1.5-5 minutes  
Two actors: 2-10 minutes  
Three actors: 3-12 minutes  
Four actors: 4-14 minutes.

Learners are required to study only **one** 10-15-minute extract, instead of two, within the context of the whole text from one complete performance text of their own choice. Learners may create a performance or design using this extract only.

### **Unit 3: Interpreting Theatre (Written examination) 40%**

In order to mitigate the reinstatement of Unit 2, we have also adapted Unit 3.

We will provide advance notice of the examination extract for Section A. Details of extended extracts for each of the five texts would 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 will also be given regarding the topic of the wider knowledge question within Section A.

## **Rationale**

We are reinstating Unit 2 performing as many learners choose to study the subject because they enjoy and excel within the practical elements. It is hoped that by allowing learners to perform a monologue any issues with social distancing will be mitigated. Therefore, the adaptations to the number of performers and the timings within Unit 1 would be retained and also extended to Unit 2. This offers centres flexibility regarding the practical work.

The design requirements for Unit 2 are not being adapted as the current requirements are already in line with the adapted requirements within Unit 1. Centres will have the option of basing their Unit 2 performance or design on one extract only. This is to facilitate the performance of monologues within the unit, and to aid with the process of choosing suitable extracts, given the reduced timings within the unit.

The adaptation for Unit 3 has been included to mitigate the reinstatement of Unit 2, and to compensate for lost teaching and learning time. Advance notice will help focus teaching and will enable centres to concentrate on the relevant aspects of the specification, without compromising the depth of knowledge required.

Centres are reminded, for the purposes of the analysis and evaluation of live performance in the assessment (Unit 3, Section B), 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.

## English Language

### Unit 1: Oracy 20%

Task 2: Responding and Interacting (group discussion) has been removed from assessment in 2022.

To reduce the administration burden associated with the NEA tasks for Unit 1: Oracy, and taking account of social distancing requirements, WJEC will not release the group discussion stimulus materials for entry in 2022 this September. Centres are required to submit marks and a sample for moderation purposes based only on Task 1: Individual Researched Presentation.

### Unit 2: Description, Narration and Exposition (written exam) 40%

Learners will be given a choice between description writing and exposition writing for Section B of Unit 2 in summer 2022 and narration writing will not be assessed in summer 2022.

### Unit 3: Argumentation, Persuasion and Instructional (written exam) 40%

In Section B, learners will be offered a choice of responding to **either** the argumentation task **or** the persuasion task. This will reduce the timing of the examination by 30 minutes.

### Rationale

The adaptations are the same as those in place for 2021. AO3 skills are assessed via three extended writing tasks and a proofreading exercise across both external examination units. The choice of writing task in Section B of Unit 3 reduces the number of extended writing pieces from three to two. The streamlining of assessments will still allow learners to achieve their potential across the full grade range, ensuring that the qualification retains its credibility.

## English Literature

### Unit 1: Other Culture Prose (Written exam) 35%

There are no changes to the assessment of this unit.

### Unit 2: Literary heritage drama and contemporary prose (2a); Contemporary drama and literary heritage prose (2b) (Written exam) 40%

There are no changes to the assessment of this unit.

### Unit 3: Shakespeare and Welsh Writing in English (NEA) 25%

There are no changes to the assessment of this unit.

### Changes to entry requirements/cash-in

Every learner is required to sit **one** of the **two** examined units (Unit 1 **or** Unit 2) in 2022. The choice of which unit to sit is a decision for the individual centre or learner and could vary within a centre. **This arrangement is for cash-in in 2022 only.**

Please note, it is **not** possible for learners to choose to sit **both** Unit 1 **and** Unit 2. If a learner decides to sit Unit 1 in January 2022 and receives a unit grade, they can resit that unit or use the unit grade towards cash-in, but they cannot then sit Unit 2 in summer 2022.

The 40% terminal assessment rule will be suspended for the 2022 summer series cash-in only so that learners can sit the Unit 1 examination (if they opt to do so) in either January 2022, summer 2022 or both.

### Rationale

The adaptation for 2022 is the same as the original adaptation for 2021. The removal of an entire unit mitigates lost teaching and learning time and this approach allows centres to contextualise the qualification in the way that best suits their learners and their entry patterns.

Learners sitting two out of the three units are still addressing all four Assessment Objectives and keeping the NEA unit means all learners are assessed by both examination and NEA and therefore does not undermine the validity and reliability of the qualification. There will be no changes to the question papers, the NEA tasks or the mark schemes for any of the units to ensure familiarity for teachers and learners.

## **Food and Nutrition**

### **Unit 1: Principles of Food and Nutrition (Written exam) 40%**

Advance information of the focus of the content of the examination will be released on 7<sup>th</sup> February 2022. Please see the [GCSE Food and Nutrition](#) summer 2022 page of the website for further information.

### **Unit 2: Food and Nutrition in Action (NEA) 60 %**

Assessment 1: The Food Investigation will not be assessed in 2022. The total assessment time will be reduced from 25 hours to 15 hours.

### **Rationale**

The adaptation is the same as that developed for 2021. Assessment 1 is usually completed first by learners, it is the smaller of the two NEAs and it assesses assessment objectives that are also assessed elsewhere in the qualification. Assessment 2 is retained as it is the only part of the qualification where AO3 – *Plan, prepare, cook and present dishes, combining appropriate techniques*, is assessed. Assessment 2 is one which many learners enjoy as they are able to demonstrate their practical abilities. The removal of Assessment 1 will mitigate lost teaching and learning time and allow more time to teach the content required for the Unit 1 assessment. This adaptation is also designed to allow centres to adapt their programme of study in line with social distancing guidelines as, by removing Assessment 1, practical sessions for Assessment 2 can span a longer period. No skills and content required for progression to level 3 have been removed. This adaptation ensures that standards are maintained across the qualification and enhances manageability for centres.

## **French/German/Spanish**

### **Unit 1: Speaking (oral exam) 25%**

Task 2 (photo card discussion) has been removed from assessment in 2022 and the length of the examination is 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.

Learners will be allowed to select their own sub-sub-theme for Part 1 of the conversation in advance of the speaking assessment. This could include any of the five sub-sub-themes below. The choice of sub-sub-theme must be agreed between the learner and the teacher no later than two weeks before the assessment takes place.

The following five sub-sub-themes will not be assessed in the Role Play task and Part 2 of the Conversation in 2022:

- 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
- Theme 3: v) Post-16 study.

### **Unit 2: Listening (written exam) 25%**

We will provide advance notice in September 2021 of the sub-sub-themes covered in the assessment for each tier and for each language.

### **Unit 3: Reading (written exam) 25%**

We will provide advance notice in September 2021 of the sub-sub-themes covered in the assessment for each tier and for each language.

### **Unit 4: Writing (written exam) 25%**

The requirement to translate from English/Welsh into French/German/Spanish has been removed for 2022.

The following five sub-sub-themes will also not be assessed in this unit in 2022:

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).

## **Rationale**

The adaptations go further than those originally proposed in order to further support teaching and learning. Given that the notification was given to centres in September 2020 that the five sub-sub-themes would not be assessed in Unit 1 and Unit 4, WJEC has worked on the assumption that teachers will have prioritised teaching the sub-sub-themes that they knew would be included in the assessments and we will remove the five sub-sub-themes from the assessment of Unit 1 and Unit 4 for summer 2022 also. Centres are reminded that, as in the original adaptations for summer 2021, the five sub-sub-themes will be included in the units assessing the receptive skills, namely Listening (Unit 2) and Reading (Unit 3).

We will provide additional support for Unit 2 and Unit 3 in the form of advance notices of the sub-sub-themes covered in the assessments for each tier and each language. In considering this solution we are mindful that provision of these advance notices will be complex for centres to manage, as the advance notices will vary across the units, tiers and languages. Centres are advised to closely assimilate the information that will be provided in the advance notices to ensure that they are teaching content that will be assessed in each different tier and language.

We have also assumed that teachers would have prepared their learners for the tasks that were included in the original adaptations for Unit 1 and Unit 4 while waiting for confirmation of arrangements for summer 2022.

## Geography

### Content

The adaptation streamlines the specification content so that the following content will **not** be subject to assessment in 2022. This adaptation includes the same content as last year's with further key questions also added.

### Unit 1: Changing Physical and Human Landscapes

#### Theme 1: Landscapes and Physical Processes

- 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.
- 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 (*for example, footpath maintenance*).

#### Theme 2: Rural-Urban Links

- 2.3.1 What are the global patterns of urbanisation?  
An overview of global patterns of urbanisation to include distribution of global cities over space and how this pattern has changed over time.
- 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.
- For each city:
- (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.
  - (b) Ways of life to include social and cultural patterns within each city. The contribution of the informal economy in the LIC/NIC city.
  - (c) Current urban challenges to include reducing poverty/deprivation and providing housing.
- 2.3.3 How are global cities connected?  
The concepts of global cities and globalisation. How global cities are connected through transport (for example, transport hubs, ports and airports) trade/tourism and media/communications. How each of the cities (studied in 2.3.2) is connected to the rest of the world.

### Unit 2: Environmental and Development Issues

#### Theme 5: Weather, Climate and Ecosystems

- 5.2.1 What are the causes and consequences of two weather hazards?  
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.  
**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.



**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 (*for example, changing patterns of drought in Australia or Sahel countries over the last 50-100 years*). Detailed study of a least **one** located high-pressure hazard to include its causes and consequences for people, environment and economy.

## **Theme 6: Development and Resource Issues**

- 6.3.1 How and why is the demand for water changing?  
An overview of past (for example, over the last 50-100 years) and present global trends in water consumption. The concepts of water footprints and water security. The links between population growth, agricultural change, the growth of consumerism and increasing demands for water.
- 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.
- The social, economic and environmental consequences of water management in each of the following situations:
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 (*for example, rainwater harvesting*).
  3. **One** location where over-abstraction of groundwater is an issue and where alternate geographical futures are considered.

The requirements for Unit 3 will also be streamlined.

## **Unit 3: Fieldwork Enquiry**

The Fieldwork Enquiry is reintroduced in 2022 with the amount of fieldwork halved. Learners would be expected to undertake **one** fieldwork enquiry rather than the usual two. The focus of the fieldwork could be linked to the fieldwork methodology (change over time) **or** the conceptual framework (sustainability) or both if preferred. Fieldwork can take place in a physical, human or virtual environment. Fieldwork can take place on the school grounds. There is no requirement to provide a fieldwork statement.

## **Assessment**

### **Unit 1: Changing Physical and Human Landscapes (40%)**

There are no changes to the assessment of this unit, but the content noted above will not be included in the 2022 examination.

### **Unit 2: Environmental and Development Issues (40%)**

There are no changes to the assessment of this unit, but the content noted above will not be included in the 2022 examination.

### **Unit 3: Fieldwork enquiry – NEA (20%)**

Unit 3 will **be amended for** assessment in 2022. All learner portfolios must be complete and stored securely by 13<sup>th</sup> November 2021. The Unit 3 NEA paper will then be released on 14<sup>th</sup> November 2021. Centres have until 14<sup>th</sup> January to complete the NEA. The usual conditions for the completion of the NEA apply. The assessment will have optionality so that learners answer **either** Section A (change over time) **or** Section B (sustainability). The questions, marks and assessment objectives will be equally balanced on each section to reflect the optionality. The NEA will last 1 hour and 15 minutes. Centres will be required to complete the Centre Declaration and submit it electronically to WJEC on completion of the NEA.

## **Rationale**

The streamlined content for Unit 1 and 2 is now more than proposed for summer 2021. The amount of content to be assessed has been streamlined across the four core themes. This was done to mitigate the different order of teaching in centres and to keep the changes in line with the 2021 adaptations. Consideration was given to streamlining the optional themes but the small amount of content in these themes may have made the assessment predictable.

The additional streamlining and later release of the NEA introduced following the consultation will help create sufficient time for the amended fieldwork to be completed.

## **Health and Social Care, and Childcare**

### **SINGLE AWARD**

#### **Unit 1: Human growth, development (Written examination) 40% Single**

Advance information of the focus of the content of the examination will be released on 7<sup>th</sup> February 2022. Please see the [GCSE Health and Social Care, and Childcare](#) summer 2022 subject page of the website for further information.

#### **Unit 2: Promoting and maintaining health and well-being (NEA) 60% Single**

Task 2 will not be assessed in 2022. The total assessment time is shortened to 10 hours.

#### **Rationale**

This is the same adaptation as last year. Both Task 1 and Task 2 cover AO1, AO2 and AO3. Task 2 is longer, so gives more time back to concentrate on the examination. Assessment objective coverage would still be balanced and therefore we would be able to ensure reliable outcomes and retain the validity of the assessment.

## Health and Social Care, and Childcare

### DOUBLE AWARD

#### **Unit 1: Human growth, development (Written examination) 20% Double**

This unit is not subject to assessment in 2022.

#### **Unit 2: Promoting and maintaining health and well-being (NEA) 30% Double**

Task 2 will not be assessed in 2022. The total assessment time is shortened to 10 hours.

#### **Unit 3: Health and social care, and childcare in the 21<sup>st</sup> Century (Written examination) 20% Double**

There are no changes to this unit.

#### **Unit 4: Promoting and supporting health and well-being to achieve positive outcomes (NEA) 30% Double.**

The first sub-bullet: *'analyse demographic data/statistics to investigate local and national social and health trends related to the specific needs/condition they have chosen'* will not be assessed in Task (b) 'Analyse how local and national trends, demographics and government initiatives affect the care provided for the chosen target group'.

The total assessment time is reduced from 25 hours to 20 hours.

### **Rationale**

The removal of Unit 1 will enable learners to focus more time on the remaining three units. Many centres will already have completed Unit 2 in 2021. However, as the work was not submitted for Unit 2 in 2021, it should be submitted in 2022.

In Unit 2, both Task 1 and Task 2 cover AO1, AO2 and AO3. Without Task 2, assessment objective coverage is still balanced and therefore we are able to ensure reliable outcomes and retain the validity of the assessment.

As Unit 4 is a single task (with sub-sections) it is also cumulative. It is therefore more challenging to streamline sections and ensure that the assessment is still meaningful. By removing a sub bullet of task (b) learners still continue with the latter sections of the assessment, while reducing the burden on teaching time for this unit. AO3 is still assessed elsewhere.

Assessment objective coverage is still balanced across the qualification and therefore we are able to ensure reliable outcomes and retain the validity of the assessment.

## History

### Units 1-3 (Written exams) 25%, 25% and 30%

The adaptation is for learners to sit any two of the three examined units (1-3) in summer 2022.

### Unit 4: Working as an Historian (NEA) 20%

There are no changes to this unit.

### Changes to entry requirements/cash-in

Every learner is required to sit **two** of the **three** examined units (1-3). The choice of which units to sit can be decided by the individual centre or learner and could vary within a centre. **This arrangement is for cash-in in 2022 only.** Please note that it is **not** possible to choose to sit all three examined units and cash-in in 2022. Learners will sit only two of the three.

### Rationale

This adaptation is identical to the adaptation originally proposed for 2021. The removal of NEA would not gain back sufficient time and some centres are likely to have part completed or completed NEA.

This adaptation allows flexibility to centres and reduces the amount of content remaining. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces content for assessment considerably. However, all assessment objectives are still covered and progression to AS/A2 is unaffected.

## ICT

### **Unit 1: Understanding ICT (Written exam) – Single Award 20% Short Course 40%**

The following content is not subject to assessment in 2022:

- Information Handling Software

### **Unit 2: Solving Problems with ICT (NEA) – Single Award 30% Short Course 60%**

There are no changes to the structure of this unit. We will accept tasks that expired in 2020 or 2021 for this unit in 2022. The requirement to complete all work in the classroom is lifted for 2022; in order to maintain the integrity of the unit and authenticate the work as the learners' own, teachers should carefully check each section of the unit as it is completed.

### **Unit 3: ICT in Organisations (Written exam) – Single Award 20%**

There are no changes to the structure of this unit.

### **Unit 4: Developing Multimedia ICT Solutions (NEA) – Single Award 30%**

There are no changes to the structure of this unit. We will accept tasks that expired in 2020 or 2021 for this unit in 2022. The requirement to complete all work in the classroom is lifted for 2022; in order to maintain the integrity of the unit and authenticate the work as the learners' own, teachers should carefully check each section of the unit as it is completed.

### **Entry requirements**

Short course learners are required to sit Unit 1 **and** Unit 2 in 2022.

Single Award learners sit only Unit 2, Unit 3 and Unit 4 in 2022. This applies only to learners cashing-in for the Single Award in 2022.

### **Rationale**

The adaptation for the Single Award is the same as that developed for 2021. An additional adaptation has been introduced to Unit 1 for 2022 to ensure that Short Course learners also benefit from the adaptations.

Due to the modular nature of the GCSE, with four opportunities to sit the examined units and two to sit the NEA units over a two-year period (subject to the 40% terminal assessment rule), learners may have started one or other of the NEA units.

Retaining both NEA units and requiring one examination for the Single Award, reflects the practical nature of this qualification whilst reducing the burden on teachers and learners alike. By lifting the requirement to complete NEA work in the classroom we are helping mitigate the potential for reduced access to classroom-based ICT resources.

This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the assessment burden considerably for the Single Award.

## Mathematics/Mathematics-Numeracy

For GCSE Mathematics/Mathematics-Numeracy, we have provided a list of topics that will not be assessed in any of the units examined in Summer 2022.

More topics have been reduced at Higher Tier than Intermediate Tier, and more topics have been reduced at Intermediate Tier than at Foundation Tier. We will, however, ensure that the exam papers still include an appropriate range of questions for the targeted grades.

Below is a list of the topics that will not be subject to assessment in the GCSE Mathematics or GCSE Mathematics-Numeracy examinations in Summer 2022.

Foundation tier topics are in standard text.

Intermediate tier topics that are in addition to foundation tier topics are in underlined text.

Higher tier topics that are in addition to intermediate tier topics are in **bold** text.

	Topics that will <b>not</b> be assessed in the Summer 2022 examinations.	Mathematics-Numeracy and Mathematics OR Mathematics only	Additional Comments
	<i>Number</i>		
1	<b>Understanding annual rates, e.g. AER, APR.</b>	Mathematics-Numeracy and Mathematics	
2	Understanding and using Venn diagrams to solve problems.	Mathematics-Numeracy and Mathematics	
	<i>Algebra</i>		
3	<u>Finding the <math>n</math>th term of a sequence where the rule is quadratic.</u>	Mathematics only	The following could be assessed: <u>Finding the <math>n</math>th term of a sequence where the rule is linear.</u>
4	<b>Drawing, interpretation, recognition and sketching the graphs of <math>y = \frac{a}{x}</math>, <math>y = ax^3</math>.</b>  <b>Drawing and interpretation of graphs of <math>y = ax^3 + b</math>.</b>  <b>Drawing and interpretation of graphs of <math>y = ax + b + \frac{a}{x}</math> with <math>x</math> not equal to 0, <math>y = ax^3 + bx^2 + cx + d</math>, <math>y = k^x</math> for integer values of <math>x</math> and simple positive values of <math>k</math>.</b>  <u>Drawing and interpreting graphs when <math>y</math> is given implicitly in terms of <math>x</math>.</u>	Mathematics only	Drawing, interpretation, recognition and sketching of graphs of linear and quadratic functions could be assessed.
5	<b>The use of straight-line graphs to locate regions given by linear inequalities.</b>	Mathematics only	
6	<u>Distinguishing in meaning between equations, formulae, identities and expressions.</u>	Mathematics only	It is only <b>identities</b> that will not be assessed. The following could be assessed: <u>Distinguishing in meaning between equations, formulae and expressions.</u>

	Topics that will <b>not</b> be assessed in the Summer 2022 examinations.	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</i> 2-D representations of 3-D shapes, including the use of isometric paper.	Mathematics-Numeracy and Mathematics	The following could be assessed: <i>Using</i> 2-D representations of 3-D shapes (but not ones drawn on isometric paper).
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	<u>The identification of congruent shapes.</u>  <b>Understanding and using SSS, SAS, ASA and RHS conditions to prove the congruence of triangles using formal arguments.</b> <b>Reasons may be required in the solution of problems involving congruent triangles.</b>	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 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°.</u>  <b>Using the alternate segment theorem.</b>  <u>Understanding and using the fact that tangents from an external point are equal in length.</u>  <b>Understanding and constructing geometrical proofs using circle theorems.</b>	Mathematics only	



	Topics that will <b>not</b> be assessed in the Summer 2022 examinations.	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	<u>Constructing the locus of a point which moves such that it satisfies certain conditions, for example,</u> (i) <u>a given distance from a fixed point or line.</u> (ii) <u>equidistant from two fixed points or lines.</u>  <u>Solving problems involving intersecting loci in two dimensions.</u> <u>Questions on loci may involve inequalities.</u>	Mathematics-Numeracy and Mathematics	
17	<u>Distinguishing between formulae for length, area and volume by considering dimensions.</u>	Mathematics-Numeracy and Mathematics	
18	<u>Using the compound measures: density and population density.</u> <u>Using compound measures that relate to density, such as kg/m<sup>3</sup>, g/cm<sup>3</sup>, population per km<sup>2</sup></u>	Mathematics-Numeracy and Mathematics	All compound measures that are not density-related, e.g. speed, could be assessed.
<i>Statistics</i>			
19	<u>Specifying the data needed and considering potential sampling methods.</u> <u>Sampling systematically.</u> <b>Working with stratified sampling techniques and defining a random sample.</b>	Mathematics-Numeracy and Mathematics	The following could be assessed: <u>Considering the effect of sample size and other factors that affect the reliability of conclusions drawn.</u>
20	Designing and criticising questions for a questionnaire, including notions of fairness and bias.	Mathematics-Numeracy and Mathematics	Learners will need to understand the notion of fairness and bias, but not in the context of questionnaires.
21	Estimating the probability of an event as the proportion of times it has occurred.  Relative frequency.  Understanding the long-term stability of relative frequency.  <u>Graphical representation of relative frequency against the number of trials.</u>  Estimating probabilities based on experimental evidence.  Comparing an estimated probability from experimental results with a theoretical probability.	Mathematics only	The following could be assessed: Calculating theoretical probabilities based on equally likely outcomes.
22	Identifying all the outcomes of a combination of two experiments using Venn diagrams.	Mathematics only	Identifying outcomes using all other methods could be assessed.

## **Rationale**

This adaptation is identical to that decided on for summer 2021. As the entire content of each GCSE can be assessed in either Unit 1 or Unit 2, it is not possible to simply remove units from one or both of the GCSEs. Therefore, the only viable option is to reduce content from different sections of the subject content across the qualifications.

We considered removing topics from only one or the other of the two GCSEs. However, as content is taught in a different order in different schools, this could disadvantage some learners. Selecting a mixture of topics from across both GCSEs is likely to provide a more equitable adjustment for all learners.

This adaptation retains the level of demand and maintains the integrity of the assessment but reduces content for assessment considerably.

## Media Studies

### Unit 1: Exploring the Media (Written Exam) 30%

There are no changes to this unit.

### Unit 2: Understanding TV and Film (Written Exam) 30%

Learners will choose to study **either** Section A: Wales on Television **or** Section B: Contemporary Hollywood Film. Learners complete **either** Section A **or** Section B of the Unit 2 exam.

### Unit 3: Creating Media (NEA) 40%

#### 1. Planning:

Learners should carry out the research and planning aspects of this unit as outlined in the Specification. For print productions, research can be focused on the page of production (such as Posters OR DVD front covers, rather than both) as long as the full requirements outlined in the Specification are adhered to (two products researched, word count).

#### 2. Production:

The length/amount requirements for all production options are reduced:

- Print: one page (usually three)
- Audio-Visual: one minute (usually one minute thirty seconds)
- Online – one homepage (usually homepage plus two other pages)

#### 3. Reflective Analysis:

Learners should carry out reflective analysis of this unit as outlined in the Specification.

## Rationale

This reduction in production length is the same as last year's adaptation, however hand drawn products are no longer permitted. The reduction of NEA allows the prioritisation of the examined assessment. Learners' ability to complete the practical production element of the NEA for 2022 has been affected by the requirements of working remotely for significant amounts of time. Learners should now have enough access to specialist equipment and resources (e.g. editing software, DTP etc.) to complete work digitally.

Reducing the production element still ensures that all assessment objectives are covered, so the validity of the qualification would not be compromised. Learners would still complete 50% of NEA production work and most of the examined units so the rigour of the qualification would be maintained, and learners would be equipped for progression to further education.

The reduction of exam content remains the same as in 2021. Reducing the assessment in Unit 2 mitigates lost teaching and learning time for all centres, including centres which have already completed the NEA unit. Offering learners a choice between the two sections counteracts any issues regarding the order that centres have made their way through the course content. Both sections assess the same AOs.

The reduction of subject content in Unit 2 means a reduction in the breadth of subject content (one media industry from a choice of two), not the depth. This reduction would allow learners to demonstrate knowledge and understanding of the key concepts of media studies (AO1) and apply knowledge and understanding of the key concepts of media studies to analyse media products and evaluate their own practical work (AO2), enabling learners to develop the skills needed to progress onto further education.

## Music

### Unit 1: Performance (NEA) 35%

The minimum time for performance is reduced from 4 minutes to 2 minutes both for a solo performance or if an ensemble is included. A modified penalty calculation table will be released for use in 2022.

Ensemble performance will be optional to allow centres to comply with social distancing measures. Learners who can record an ensemble would still be able to do so if they prefer.

The programme note is still required, and one or more pieces should be performed to make the total time.

### Unit 2: Composing (NEA) 35%

Learners are required to compose only one composition, rather than the usual two. The briefs will still be released as normal but using them is optional. As a guide, the composition should be 1½ - 3 minutes long.

Learners are not required to submit an evaluation in 2022.

### Unit 3: Appraising (Examination) 30%

Advance information of the focus of the content of the examination will be released on 7<sup>th</sup> February 2022. Please see the [GCSE Music](#) summer 2022 page of the website for further information.

## Rationale

This adaptation is almost the same as the adaptation for 2021. All assessment objectives will still be covered throughout the qualification. The reductions in the performing and composing requirements mitigate lost teaching and learning time.

The reduction to two minutes of performing for Unit 1 (regardless of solo, ensemble or a combination) acknowledges that learners will have lost instrumental and vocal tuition time. The adaptation to the ensemble requirement in Unit 1 acknowledges that learners will not have been able to perform in groups for some time due to social distancing.

The reduction to one composition for Unit 2 is in recognition of the teaching time lost during which composing skills are developed. The removal of the evaluation in Unit 2 acknowledges that learners may not have had the normal access to composing materials and equipment, therefore the completion of the task may be delayed and there would not be time for learners to write a thoughtful evaluation.

It was felt that removing questions from the written exam would not reduce teaching and learning time, as questions rely more on skills than fact retention. Removing a set work would disadvantage those learners who had already covered this aspect.

Further mitigation is not possible without compromising the integrity of the GCSE. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the assessment burden considerably.

## **Physical Education (Full Course)**

### **Unit 1: Introduction to Physical Education (Written exam) 50%**

Advance information of the focus of the content of the examination will be released on 7<sup>th</sup> February 2022. Please see the [GCSE Physical Education](#) summer 2022 page of the website for further information.

### **Unit 2: The active participant in physical education (NEA) 50%**

The NEA is adapted to:

1. reduce the requirement to participate in three activities to any two activities
2. Remove the requirement to submit a personal fitness programme.

### **Rationale**

This is the same as the adaptation for 2021. The reduction in the number of activities mitigates lost teaching and learning time and recognises the fact that participation in many sports, both team and individual is still limited, thus limiting the choices for learners. The removal of the personal fitness programme will also mitigate lost teaching and learning time.

Although, this removes part of AO4 – Analyse and evaluate performance, aspects of this are covered in AO3 – Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. Further mitigation is not possible without compromising the integrity of the GCSE. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces 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.

## **Physical Education (Short Course)**

### **Unit 1: Introduction to Physical Education (Written exam) 50%**

Advance information of the focus of the content of the examination will be released on 7<sup>th</sup> February 2022. Please see the [GCSE Physical Education](#) summer 2022 page of the website for further information.

### **Unit 2: The active participant in physical education (NEA) 50%**

The requirement to participate in two activities is reduced to one activity in 2022.

### **Rationale**

This is the same as the adaptation for 2021. The reduction in the number of activities mitigates lost teaching and learning time and recognises the fact that participation in many sports, both team and individual is still limited, thus limiting the choices for learners. Further mitigation is not possible without compromising the integrity of the GCSE. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces 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.

## **Religious Studies**

### **Unit 1: Religious Responses to Philosophical Themes 50%**

The adaptation provides optionality within the question paper that will enable learners to choose any 3 out of the 4 questions to answer on Unit 1.

Advance information of the focus of the content of the examination will be released on 7<sup>th</sup> February 2022. Please see the [GCSE Religious Studies](#) summer 2022 page of the website for further information.

### **Units 2/3: Religious Responses to Ethical Themes 50%**

The adaptation provides optionality within the question paper that will enable learners to choose any 3 out of the 4 questions to answer on Unit 2/3.

### **All Units**

These adaptations have implications for timing; instead of 120 minutes, all units would be 95 minutes in length (5 extra minutes for learners to orientate themselves with the new rubric). The SPaG marks will be applied to whichever Part B (d) question learners choose to answer (or the first if they choose to answer both).

The requirement to assess non-religious beliefs will be suspended in the Unit 1 Life and Death question. However, non-religious beliefs could be assessed in other questions within that topic and, therefore, should be taught.

#### **Units 1 and 2**

The requirement to study the Philosophical and Ethical Themes from the perspective of TWO religions (Christianity PLUS the second religion) remains.

### **Changes to entry requirements/cash-in**

This adaptation applies to all learners in 2022 regardless of whether they are:

- Sitting Unit 1 and not cashing in for a qualification
- Short Course learners
- Full Course learners sitting both Units.

### **Rationale:**

This is the same as last year's adaptation. We will adapt all units for the following reasons:

It is impossible to mitigate the different orders in which centres have taught the course so centres are at liberty to make an entirely autonomous decision as to which topic (out of the four) will not be assessed. All four questions will appear on each question paper but only 3 need to be answered.

This adaptation also gives flexibility to centres to teach the units in whichever order they prefer.

This will mitigate lost teaching and learning time for all learners, whilst maintaining the requirement to assess both assessment objectives across the remaining three questions.

This means that the qualification will be valid and have integrity as a GCSE.

## **SCIENCE SUITE**

### **Biology/Chemistry/Physics**

#### **Units 1 + 2:**

##### **Written exams (90%)**

There are no changes to the assessment of these units.

#### **Unit 3: Practical Assessment (10%)**

Unit 3 will not be assessed in 2022.

#### **Entry requirements**

Learners cashing-in in 2022 will be expected to sit Unit 2 only. It is accepted that they would normally have sat unit 1 in summer 2021 and the removal of the unit will mean that there is no increased assessment burden for learners in summer 2022.

### **Science (Double Award)**

#### **Units 1 - 6:**

##### **Biology 1 / Chemistry 1 / Physics 1 / Biology 2 / Chemistry 2 / Physics 2**

##### **Written exams (90%)**

There are no changes to the assessment of these units.

#### **Unit 7: Practical Assessment (10%)**

Unit 7 will not be assessed in 2022.

#### **Entry requirements**

Learners cashing-in in 2022 will be expected to sit Units 4, 5, and 6 only. It is accepted that they would normally have sat units 1, 2 and 3 in summer 2021 and the removal of these units will mean that there is no increased assessment burden for learners in summer 2022.

### **Applied Science (Double Award)**

#### **Units 1 - 3:**

##### **Written exams (70%)**

There are no changes to the assessment of these units.

#### **Unit 4: Task Based Assessment (20%)**

Learners will not be required to complete the collecting and recording, analysis and evaluation tasks from Activity 1. All other parts of the unit will remain. The assessment window will be from Tuesday 4 January – Friday 18 February 2022.

#### **Unit 5: Practical Assessment (10%)**

Unit 5 will not be assessed in 2022.

#### **Entry requirements**

Learners cashing-in in 2022 will be expected to sit only Units 3 and 4. It is accepted that they would normally have sat Units 1 and 2 in summer 2021 and the removal of the units will mean that there is no increased assessment burden for learners in summer 2022.



## **Applied Science (Single Award)**

### **Units 1 - 2:**

#### **Written exams (70%)**

There are no changes to the assessment of these units.

### **Unit 3: Task Based Assessment (20%)**

Learners will not be required to complete the collecting and recording, analysis and evaluation tasks from Activity 1. All other parts of the unit will remain. The assessment window will be from Tuesday 4 January – Friday 18 February 2022.

### **Unit 4: Practical Assessment (10%)**

Unit 4 will not be assessed in 2022.

### **Entry requirements**

Learners cashing-in in 2022 will be expected to sit only Units 2 and 3. It is accepted that they would normally have sat Unit 1 in summer 2021 and the removal of the unit will mean that there is no increased assessment burden for learners in summer 2022.

### **Rationale**

Practical work is an integral part of GCSE Science and it significantly aids the learning process and improves engagement in the subject. A number of science department leads said that they really wanted the practical assessment unit to be reinstated, however, it was impracticable to do so. Some of the reasons stated were:

- current Year 10 learners have not had enough time to develop the skills required to sit the practical assessment. To expect them to gain those skills prior to completing the assessment would be detrimental on both learners and staff wellbeing.
- sometimes Year 10 content knowledge is drawn on in the practical assessment unit which could be problematic for some learners who have gaps in their knowledge due to the disruption to teaching and learning that has taken place.
- different arrangements have been in place in different schools and this has had an impact on the ability of learners to complete practicals.

Although the practical assessment unit is being removed for assessment in 2022, WJEC strongly encourages centres to complete hands-on practical work in the coming academic year. However, if this is not possible then teacher demonstrations, video clips, simulations and other appropriate resources must be used to provide basic experience of relevant practical methods. Please note that practical style questions will still be present in the written exams in summer 2022 and the specified practical work remains part of the specification content.

Learners in Year 10 should be given the opportunity to develop their practical skills so they are in a position to be able to sit the practical assessment unit in January 2023.

The teaching time gained from the removal of the practical assessment unit will allow more time to be focussed on delivering the Year 11 subject content.

The task-based assessment is an essential part of the assessment of the Applied Science qualifications and it is what makes the qualifications unique. Removing the part of Activity 1 that requires hands-on practical work allows the rest of the task based assessment unit to remain and it addresses the same issue as for the practical assessment unit, that being, the current Year 10 learners have not had enough time to develop the skills required to complete this part of the activity.

Moving the assessment window for the task-based assessment to Tuesday 4 January – Friday 18 February 2022 gives centres more time to prepare.

## Welsh Language

### Unit 1: NEA – Oracy (30%)

Task 1: Individual Researched Presentation will continue, and centres will be expected to assess the learners' oral skills before submitting marks and a moderation sample based on this task.

Task 2, Response and Interaction (group discussion – c. 10 minutes), will not be assessed in 2022. The release of the stimuli which usually occurs at the beginning of September will not happen in September 2021 for the 2022 summer series.

### Unit 2: External Assessment Reading and Writing: Describing, Narrative and Exposition (35%)

Learners will have a choice between description writing and exposition writing for Section B of Unit 2 in summer 2022. Narration writing will not be assessed in summer 2022.

### Unit 3: External Assessment Reading and Writing: Argumentation, Persuasion and Instructional (35%)

Section B – Writing: Learners will be offered a choice of responding to **either** the argumentation task **or** the persuasion task. The length of the examination paper will be reduced from 2 hours to 1 ½ hours.

### Rationale

This is the same adaptation as for 2021. Removing the Unit 1 group task will reduce the administrative burden and facilitate the keeping of social distancing guidelines by learners. Limiting the writing types to two in Unit 2 and offering a choice of writing tasks in Unit 3 will help alleviate the preparation time needed for these two units. These adaptations retain the level of demand and maintain the integrity of the assessment but reduce the burden of assessment.

## Welsh Literature

### Unit 1: Poetry Written Examination (25%)

There are no changes to this unit.

### Unit 2: Novel Written Examination (25%)

There are no changes to this unit.

### Unit 3: Visual Literature Oral Examination (25%)

Film study only – remove the printed text from the assessment and reduce the length of the examination to 15 minutes instead of 20 minutes.

### Unit 4: NEA – Written Tasks (25%)

There are no changes to this unit.

### Changes to entry requirements/cash-in

Unit 4 NEA remains in its entirety and is compulsory.

Every learner is required to sit **one** of the **two** written examination units (Unit 1 **or** Unit 2). The choice of which unit to sit is a decision for the individual centre or learner and could vary within a centre. **This arrangement is for cash-in in 2022 only**. Please note, it is **not** possible for learners to choose to sit both Unit 1 and Unit 2 in 2022.

Learners can sit the Unit 1 examination (if they opt to do so) in either January 2022, summer 2022 or both.

### Rationale

The adaptation is the same as in 2021. The removal of an entire unit mitigates lost teaching and learning time, and this will help centres to decide on the approach that suits their learners and entry patterns. Learners sitting three out of four units still address all three Assessment Objectives.

Keeping the oral examination (assessed by teachers) and the NEA means that all learners will be assessed through written examination(s) and teacher assessment moderated by WJEC. There will be no changes to the Unit 1 and Unit 2 question papers or to the Unit 4 tasks or the mark schemes. Unit 3 papers and mark schemes will be revised to reflect that no comparison or reference to the written text is needed and therefore mitigates lost teaching and learning time. Learners are still required to compare in Unit 4 and also in Unit 1 (if centres decide to opt for Unit 1 as a written examination). This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the burden of assessment.

## Welsh Second Language

### Unit 1: Oracy response to visual stimulus (NEA but administered as an exam) 25%

The requirement to sit two oral assessments is adapted giving centres the option to enter learners for either Unit 1 **or** Unit 2.

or

### Unit 2: Communicating with other people (NEA administered as an exam) 25%

The requirement to sit two oral assessments is adapted giving centres the option to enter learners for either Unit 1 **or** Unit 2.

Taking lost teaching and learning time into consideration the timings of the speaking and listening NEA assessments (Unit 1 or Unit 2) is reduced as follows:

Pair: 4-8 minutes; Group of 3: 6-10 minutes. The 8 minutes (pair) and 10 minutes (group of 3) remain to challenge those learners in the higher bands.

### Unit 3: Narrative, specific and instructional (Written exam) 25%

There are no changes to the assessment of this unit. We will provide additional support in the form of an advance notice in September/October of the broad themes and written forms for the extended writing question in Section C.

### Unit 4: Descriptive, creative and imaginative (Written exam) 25%

There are no changes to the assessment of this unit. We will provide additional support in the form of an advance notice in September/October of the broad themes and written forms for the extended writing question in Section C.

### Changes to entry requirements/cash-in

Every learner is required to sit **one** of the **two** oral units (Unit 1 **or** Unit 2). The choice of which unit to sit would be a decision for the individual centre or learner and could vary within a centre. **This arrangement is for cash-in in 2022 only.** Please note that it is **not** possible to choose to sit both Unit 1 and Unit 2 for cash-in in 2022. Learners sit only one of the two.

### Rationale

The number of oral exams is reduced from two to one to mitigate lost teaching and learning time. Both units cover AO1 (Speaking) and AO2 (Listening) therefore this allows the learners to develop both skills and progress to AS/A level. Taking lost teaching and learning time into consideration, the timings of the speaking and listening NEA assessments are reduced.

We will also provide additional support for Unit 3 and Unit 4 in the form of an advance notice in September/October with information of the broad themes and written forms for the extended writing question in Section C of both units.

# Appendix A

## WJEC GCSE Weightings in 2022

In this section we have provided the raw mark totals and weightings for each unit in every qualification. In most cases, these are the same as in a normal year. There are, however, some qualifications where, due to the nature of the adaptations:

- assessments have been altered to have fewer questions
- units have been removed altogether
- units have been made optional

and this has led to a reduction in total marks for individual units/qualifications and/or a change in the weightings of the units within the qualification.

The tables below provide information for GCSEs and where there are changes to a normal year, these are highlighted in red. We have also provided a rationale for the changes we have made.

### Unitised GCSEs

In qualifications where a whole unit has been removed, the maximum UMS for each remaining unit is unchanged. This is to accommodate unit entries in 2022 for a cash-in in 2023. This is therefore reflected in the bigger contribution that each remaining unit makes to the qualification. The terminal rule will still apply at 40% against the new adapted weightings apart from in GCSE English Literature where the rule has been suspended in 2022.

Where the raw mark for a unit changes, the total UMS for that unit remains unchanged.

Where an adaptation introduces different routes or pathways to achieve a qualification these will be entered against different Cash-in codes.

For GCSE English Literature, where some units are optional in 2022, candidates will complete either Unit 1 or Unit 2, and Unit 3. Unit 3 will carry a slightly different weight depending on which of Unit 1 or Unit 2 the candidate completes. This is because the maximum UMS for each unit is unchanged. This is necessary because candidates can enter the units in January and Summer 2022 before cashing in in a later series.

For GCSE History, where some units are optional in 2022, candidates will complete two of Units 1, 2 and 3, and all candidates will complete Unit 4. The maximum UMS for each unit is unchanged, because candidates can enter one or more units in summer 2022 before cashing in in a later series. As a result, the units will carry a slightly different weight depending on which of the optional routes a candidate follows.

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>English Literature Route A</b>	<b>3721PA</b>		<b>120</b>	<b>100</b>
Prose (different cultures) and poetry (contemporary) - Foundation	3720U1	50	70	58.3
Prose (different cultures) and poetry (contemporary) - Higher	3720UA	50	70	58.3
Shakespeare and Welsh Writing in English	3720U4	48	50	41.7

<b>English Literature Route B</b>	<b>3721PB</b>		<b>130</b>	<b>100</b>
Literary heritage drama and contemporary prose - Foundation	3720U2	60	80	61.5
Contemporary drama and literary heritage prose - Foundation	3720U3	60	80	61.5
Literary heritage drama and contemporary prose - Higher	3720UB	60	80	61.5
Contemporary drama and literary heritage prose - Higher	3720UC	60	80	61.5
Shakespeare and Welsh Writing in English	3720U4	48	50	38.5

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>French</b>	<b>3800QS</b>		<b>400</b>	<b>100</b>
Speaking - Foundation	3800U1	45	100	25
Speaking - Higher	3800UA	45	100	25
Listening - Foundation	3800U2	45	100	25
Listening - Higher	3800UB	45	100	25
Reading - Foundation	3800U3	60	100	25
Reading - Higher	3800UC	60	100	25
Writing - Foundation	3800U4	48	100	25
Writing - Higher	3800UD	48	100	25

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>German</b>	<b>3820QS</b>		<b>400</b>	<b>100</b>
Speaking - Foundation	3820U1	45	100	25
Speaking - Higher	3820UA	45	100	25
Listening - Foundation	3820U2	45	100	25
Listening - Higher	3820UB	45	100	25
Reading - Foundation	3820U3	60	100	25
Reading - Higher	3820UC	60	100	25
Writing - Foundation	3820U4	48	100	25
Writing - Higher	3820UD	48	100	25

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Spanish</b>	<b>3810QS</b>		<b>400</b>	<b>100</b>
Speaking - Foundation	3810U1	45	100	25
Speaking - Higher	3810UA	45	100	25
Listening - Foundation	3810U2	45	100	25
Listening - Higher	3810UB	45	100	25
Reading - Foundation	3810U3	60	100	25
Reading - Higher	3810UC	60	100	25
Writing - Foundation	3810U4	48	100	25
Writing - Higher	3810UD	48	100	25

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Health and Social Care, and Childcare (Single Award)</b>	<b>3570QS</b>		<b>250</b>	<b>100</b>
Human Growth, Development and Well-being - Onscreen	3570UA	80	100	40
Human Growth, Development and Well-being - Paper	3570UB	80	100	40
Promoting and Maintaining Health and Well-being	3570U2	48	150	60

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Health and Social Care, and Childcare (Double Award)</b>	<b>3570QS</b>		<b>400</b>	<b>100</b>
Human Growth, Development and Well-being - Onscreen	Not Assessed in 2022			
Human Growth, Development and Well-being - Paper	Not Assessed in 2022			
Promoting and Maintaining Health and Well-being	3570U2	48	150	37.5
Health and Social Care, and Childcare in the 21st Century - Onscreen	3570UC	80	100	25
Health and Social Care, and Childcare in the 21st Century - Paper	3570UD	80	100	25
Promoting and Supporting Health and Well-being to achieve positive outcomes	3570U4	110	150	37.5
Title	Code	Total Mark	UMS Total	Weighting (%)
<b>History Route A</b>	<b>3101PA</b>		<b>210</b>	<b>100</b>
The Elizabethan Age, 1558-1603	3100UA	53	75	35.7
Radicalism and Protest, 1810-1848	3100UB	53	75	35.7
Depression, War and Recovery, 1930-1951	3100UC	53	75	35.7
Austerity, Affluence and Discontent: Britain, 1951-1979	3100UD	53	75	35.7
Russia in transition, 1905-1924	3100UE	53	75	35.7
The USA: A Nation of Contrasts, 1910-1929	3100UF	53	75	35.7
Germany in Transition, 1919-1939	3100UG	53	75	35.7
Changes in South Africa, 1948-1994	3100UH	53	75	35.7
Working as an historian	3100UN	40	60	28.6

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>History Route B</b>	<b>3101PB</b>		<b>225</b>	<b>100</b>
The Elizabethan Age, 1558-1603	3100UA	53	75	33.33
Radicalism and Protest, 1810-1848	3100UB	53	75	33.33
Depression, War and Recovery, 1930-1951	3100UC	53	75	33.33
Austerity, Affluence and Discontent: Britain, 1951-1979	3100UD	53	75	33.33
Changes in Crime and Punishment, c.1500 to the present day	3100UJ	64	90	40
Changes in Health and Medicine, c.1340 to the present day	3100UK	64	90	40
The Development of Warfare, c.1250 to the present day	3100UL	64	90	40
Changes in Patterns of Migration, c.1500 to the present day	3100UM	64	90	40
Working as an historian	3100UN	40	60	26.7

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>History Route C</b>	<b>3101PC</b>		<b>225</b>	<b>100</b>
Russia in transition, 1905-1924	3100UE	53	75	33.33
The USA: A Nation of Contrasts, 1910-1929	3100UF	53	75	33.33
Germany in Transition, 1919-1939	3100UG	53	75	33.33
Changes in South Africa, 1948-1994	3100UH	53	75	33.33
Changes in Crime and Punishment, c.1500 to the present day	3100UJ	64	90	40
Changes in Health and Medicine, c.1340 to the present day	3100UK	64	90	40
The Development of Warfare, c.1250 to the present day	3100UL	64	90	40
Changes in Patterns of Migration, c.1500 to the present day	3100UM	64	90	40
Working as an historian	3100UN	40	60	26.7

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>ICT (Full Course)</b>	<b>4330</b>		<b>160</b>	<b>100</b>
Understanding ICT	Not Assessed in 2022			
Solving Problems with ICT	433201	80	60	37.5
ICT in Organisations	433301	80	40	25
Developing Multimedia ICT Solutions	433401	80	60	37.5

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>ICT (Short Course)</b>	<b>4339</b>		<b>100</b>	<b>100</b>
Understanding ICT	433101	72*	40	40
Solving Problems with ICT	433201	80	60	60

*\*The following content is not subject to assessment in 2022:  
Information Handling Software*



Title	Code	Total Mark	UMS Total	Weighting (%)
<b>GCSE Religious Studies</b>	<b>3120QS</b>		<b>300</b>	<b>100</b>
<b>GCSE Religious Studies (Short Course)</b>	<b>3125QT</b>		<b>150</b>	<b>100</b>
Religion and Philosophical Themes - Christianity and Judaism	3120UA	96	150	100*/50
Religion and Philosophical Themes - Christianity and Islam	3120UB	96	150	100*/50
Religion and Philosophical Themes - Christianity and Hinduism	3120UC	96	150	100*/50
Religion and Philosophical Themes - Christianity and Sikhism	3120UD	96	150	100*/50
Religion and Philosophical Themes - Christianity and Buddhism	3120UE	96	150	100*/50
Religion and Philosophical Themes - Catholic Christianity and Judaism	3120UF	96	150	100*/50
Religion and Ethical Themes - Christianity and Judaism	3120U1	96	150	50
Religion and Ethical Themes - Christianity and Islam	3120U2	96	150	50
Religion and Ethical Themes - Christianity and Hinduism	3120U3	96	150	50
Religion and Ethical Themes - Christianity and Sikhism	3120U4	96	150	50
Religion and Ethical Themes - Christianity and Buddhism	3120U5	96	150	50
<b>GCSE Religious Studies (Catholic Theology and Judaism)</b>	<b>3121QS</b>		<b>300</b>	<b>100</b>
Religion and Philosophical Themes - Catholic Christianity and Judaism	3120UF	96	150	50
Catholic Christianity and Ethical Themes	3121U3	96	150	50

*\*weighting of short course*

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Biology</b>	<b>3400QS</b>		<b>180</b>	<b>100</b>
Cells, Organ Systems and Ecosystems – Foundation	3400U1	80	180	0
Cells, Organ Systems and Ecosystems – Higher	3400UA	80	180	0
Variation, Homeostasis and Micro-Organisms – Foundation*	3400U2	80	180	100
Variation, Homeostasis and Micro-Organisms – Higher*	3400UB	80	180	100
Practical Assessment	Not Assessed in 2022			

*\*Learners cashing-in in 2022 will be expected to sit Unit 2 only*

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Chemistry</b>	<b>3410QS</b>		<b>180</b>	<b>100</b>
Chemical Substances, Reactions and Essential Resources – Foundation	3410U1	80	180	0
Chemical Substances, Reactions and Essential Resources – Higher	3410UA	80	180	0
Chemical Bonding, Application of Chemical Reactions and Organic Chemistry – Foundation*	3410U2	80	180	100
Chemical Bonding, Application of Chemical Reactions and Organic Chemistry – Higher*	3410UB	80	180	100
Practical Assessment	Not Assessed in 2022			

\*Learners cashing-in in 2022 will be expected to sit Unit 2 only

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Physics</b>	<b>3420QS</b>		<b>180</b>	<b>100</b>
Electricity, Energy and Waves – Foundation	3420U1	80	180	0
Electricity, Energy and Waves – Higher	3420UA	80	180	0
Forces, Space and Radioactivity – Foundation*	3420U2	80	180	100
Forces, Space and Radioactivity – Higher*	3420UB	80	180	100
Practical Assessment	Not Assessed in 2022			

\*Learners cashing-in in 2022 will be expected to sit Unit 2 only

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Science Double Award</b>	<b>3430QD</b>		<b>360</b>	<b>100</b>
Biology 1 (Double Award) – Foundation	3430U1	60	120	0
Biology 1 (Double Award) – Higher	3430UA	60	120	0
Chemistry 1 (Double Award) – Foundation	3430U2	60	120	0
Chemistry 1 (Double Award) – Higher	3430UB	60	120	0
Physics 1 (Double Award) – Foundation	3430U3	60	120	0
Physics 1 (Double Award) – Higher	3430UC	60	120	0
Biology 2 (Double Award) – Foundation*	3430U4	60	120	33.33
Biology 2 (Double Award) – Higher*	3430UD	60	120	33.33
Chemistry 2 (Double Award) – Foundation*	3430U5	60	120	33.33
Chemistry 2 (Double Award) – Higher*	3430UE	60	120	33.33
Physics 2 (Double Award) – Foundation*	3430U6	60	120	33.33
Physics 2 (Double Award) – Higher*	3430UF	60	120	33.33
Practical Assessment	Not Assessed in 2022			

\*Learners cashing-in in 2022 will be expected to sit Units 4, 5, and 6 only

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Applied Science Single Award</b>	<b>3440QS</b>		<b>200</b>	<b>100</b>
Science in the Modern World – Foundation	3440U1	75	160	0
Science in the Modern World – Higher	3440UA	75	160	0
Science to Support our Lifestyles – Foundation*	3440U2	60	120	60
Science to Support our Lifestyles – Higher*	3440UB	60	120	60
Task Based Assessment – Foundation*	3440U3	32	80	40
Task Based Assessment – Higher*	3440UC	32	80	40
Practical Assessment	Not Assessed in 2022			

\*Learners cashing-in in 2022 will be expected to sit Units 2 and 3 only

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Applied Science Double Award</b>	<b>3445QD</b>		<b>360</b>	<b>100</b>
Energy, Resources and the Environment – Foundation	3445U1	75	180	0
Energy, Resources and the Environment - Higher	3445UA	75	180	0
Space, Health and Life – Foundation	3445U2	75	180	0
Space, Health and Life – Higher	3445UB	75	180	0
Food, Materials and Processes – Foundation*	3445U3	75	200	55.6
Food, Materials and Processes – Higher*	3445UC	75	200	55.6
Task Based Assessment – Foundation*	3445U4	35	160	44.4
Task Based Assessment – Higher*	3445UD	35	160	44.4
Practical Assessment	Not Assessed in 2022			

\*Learners cashing-in in 2022 will be expected to sit Units 3 and 4 only

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Welsh Literature Route A</b>	<b>3011LA</b>		<b>150</b>	<b>100</b>
Barddoniaeth – Foundation	3010N1	40	50	33.33
Barddoniaeth – Higher	3010NA	40	50	33.33
Llunyddiaeth – Foundation	3010N3	40	50	33.33
Llunyddiaeth – Higher	3010NC	40	50	33.33
Tasgau Ysgrifenedig	3010N4	50	50	33.33
<b>Welsh Literature Route B</b>	<b>3011LB</b>		<b>150</b>	<b>100</b>
Nofel – Foundation	3010N2	40	50	33.33
Nofel – Higher	3010NB	40	50	33.33
Llunyddiaeth – Foundation	3010N3	40	50	33.33
Llunyddiaeth – Higher	3010NC	40	50	33.33
Tasgau Ysgrifenedig	3010N4	50	50	33.33

Title	Code	Total Mark	UMS Total	Weighting (%)
<b>Welsh Second Language Route A</b>	<b>3021PA</b>		<b>300</b>	<b>100</b>
Ymateb ar lafar i ddeunydd gweledol	3020U1	50	100	33.33
Adroddiadol, penodol a chyfarwyddiadol	3020U3	100	100	33.33
Disgrifiadol, creadigol a dychmygus	3020U4	100	100	33.33
<b>Welsh Second Language Route B</b>	<b>3021PB</b>		<b>300</b>	<b>100</b>
Cyfathrebu ag eraill	3020U2	50	100	33.33
Adroddiadol, penodol a chyfarwyddiadol	3020U3	100	100	33.33
Disgrifiadol, creadigol a dychmygus	3020U4	100	100	33.33

## Linear GCSEs

Where a whole unit has been removed from a qualification, the remaining assessments will retain their existing aggregating factors. This means the remaining assessments will change weighting, but their value comparatively will remain the same as before.

For qualifications where the total mark is lower than usual, the aggregation factor for the affected unit has been adjusted so that the unit carries the same weight as in previous exam series.

Carry forward of NEA marks to a future series is still possible even where the raw marks are different in 2022 to a normal series.

Title	Code	Total Mark	AAF	Weighting (%)
<b>Art and Design (Art, Craft and Design)</b>	<b>3650QS</b>			<b>100</b>
Portfolio	3650U10-1	120	1.0	100
Externally Set Assignment	Not Assessed in 2022			
<b>Art and Design (Fine Art)</b>	<b>3651QS</b>			<b>100</b>
Portfolio	3651U10-1	120	1.0	100
Externally Set Assignment	Not Assessed in 2022			
<b>Art and Design (Graphic Communication)</b>	<b>3652QS</b>			<b>100</b>
Portfolio	3652U10-1	120	1.0	100
Externally Set Assignment	Not Assessed in 2022			
<b>Art and Design (Textile Design)</b>	<b>3653QS</b>			<b>100</b>
Portfolio	3653U10-1	120	1.0	100
Externally Set Assignment	Not Assessed in 2022			
<b>Art and Design (Three-Dimensional Design)</b>	<b>3654QS</b>			<b>100</b>
Portfolio	3654U10-1	120	1.0	100
Externally Set Assignment	Not Assessed in 2022			
<b>Art and Design (Photography)</b>	<b>3655QS</b>			<b>100</b>
Portfolio	3655U10-1	120	1.0	100
Externally Set Assignment	Not Assessed in 2022			
<b>Art and Design (Critical and Contextual Studies)</b>	<b>3656QS</b>			<b>100</b>
Portfolio	3656U10-1	120	1.0	100
Externally Set Assignment	Not Assessed in 2022			

Title	Code	Total Mark	AAF	Weighting (%)
<b>Business</b>	<b>3510QS</b>			<b>100</b>
Business World	3510U10-1	100	1.0	62.5
Business Perceptions	3510U20-1	30	2.0	37.5

Title	Code	Total Mark	AAF	Weighting (%)
<b>Computer Science</b>	<b>3500QS</b>			<b>100</b>
Understanding Computer Science	3500U10-1	100	2.0	62.5
Computational Thinking and Programming	3500U20-1	60	2.0	37.5
Software Development	Not Assessed in 2022			

Title	Code	Total Mark	AAF	Weighting (%)
<b>Design and Technology (Engineering Design)</b>	<b>3601QS</b>			<b>100</b>
Design and Technology in the 21st Century	3601U10-1	100	1.0	50
Design and Make Task	3601U20-1	80	1.25	50
<b>Design and Technology (Fashion and Textiles)</b>	<b>3602QS</b>			<b>100</b>
Design and Technology in the 21st Century	3602U10-1	100	1.0	50
Design and Make Task	3602U20-1	80	1.25	50
<b>Design and Technology (Product Design)</b>	<b>3603QS</b>			<b>100</b>
Design and Technology in the 21st Century	3603U10-1	100	1.0	50
Design and Make Task	3603U20-1	80	1.25	50

Title	Code	Total Mark	AAF	Weighting (%)
<b>English Language</b>	<b>3700QS</b>			<b>100</b>
Oracy	3700U10-1	40	1.5	20
Description, Narration and Exposition	3700U20-1	80	1.5	40
Argumentation, Persuasion and Instructional	3700U30-1	60	2.0	40

Title	Code	Total Mark	AAF	Weighting (%)
<b>Food and Nutrition (Written Assessment)</b>	<b>3560P1</b>			<b>100</b>
Principles of Food and Nutrition - Written	3560UA0-1	80	1.0	40
Food and Nutrition in Action	3560U20-1	80	1.5	60
<b>Food and Nutrition (Onscreen Assessment)</b>	<b>3560P2</b>			<b>100</b>
Principles of Food and Nutrition - Onscreen	3560UB0-1	80	1.0	40
Food and Nutrition in Action	3560U20-1	80	1.5	60

Title	Code	Total Mark	AAF	Weighting (%)
<b>Geography</b>	<b>3110QS</b>			<b>100</b>
Changing Physical and Human Landscapes	3110U10-1	83	1.0	40
Environmental and Development Issues	3110U20-1	83	1.0	40
Fieldwork Enquiry	3110U30-1	24	2.0	20

Title	Code	Total Mark	AAF	Weighting (%)
<b>Mathematics (Foundation Tier)</b>	<b>3300PF</b>			<b>100</b>
Non-calculator - foundation	3300U10-1	60	1.0	50
Calculator-allowed - Foundation	3300U20-1	60	1.0	50
<b>Mathematics (Intermediate Tier)</b>	<b>3300PN</b>			<b>100</b>
Non-calculator - Intermediate	3300U30-1	70	1.0	50
Calculator-allowed - Intermediate	3300U40-1	70	1.0	50
<b>Mathematics (Higher Tier)</b>	<b>3300PH</b>			<b>100</b>
Non-calculator - Higher	3300U50-1	70	1.0	50
Calculator-allowed - Higher	3300U60-1	70	1.0	50

Title	Code	Total Mark	AAF	Weighting (%)
<b>Mathematics Numeracy (Foundation Tier)</b>	<b>3310PF</b>			<b>100</b>
Non-calculator - foundation	3310U10-1	60	1.0	50
Calculator-allowed - Foundation	3310U20-1	60	1.0	50
<b>Mathematics Numeracy (Intermediate Tier)</b>	<b>3310PN</b>			<b>100</b>
Non-calculator - Intermediate	3310U30-1	70	1.0	50
Calculator-allowed - Intermediate	3310U40-1	70	1.0	50
<b>Mathematics Numeracy (Higher Tier)</b>	<b>3310PH</b>			<b>100</b>
Non-calculator - Higher	3310U50-1	70	1.0	50
Calculator-allowed - Higher	3310U60-1	70	1.0	50

Title	Code	Total Mark	AAF	Weighting (%)
<b>Media Studies</b>	<b>3680QS</b>			<b>100</b>
Exploring the Media	3680U10-1	60	1.0	30
Understanding Television and Film	3680U20-1	30	2.0	30
Creating Media	3680U30-1	80	1.0	40

Title	Code	Total Mark	AAF	Weighting (%)
<b>Music</b>	<b>3660QS</b>			<b>100</b>
Performing	3660U10-1	84	1.0	35
Composing	3660U20-1	72	1.1667	35
Appraising	3660U30-1	72	1.0	30

Title	Code	Total Mark	AAF	Weighting (%)
<b>Physical Education (Full Course)</b>	<b>3550QS</b>			<b>100</b>
Introduction to physical education	3550U10-1	100	1.4	50
The active participant in physical education	3550U20-1	56	2.5	50

Title	Code	Total Mark	AAF	Weighting (%)
<b>Physical Education (Short Course)</b>	<b>3555QT</b>			<b>100</b>
Introduction to physical education	3555U10-1	50	1.12	50
The active participant in physical education	3555U20-1	28	2.0	50

Title	Code	Total Mark	AAF	Weighting (%)
<b>Cymraeg Iaith</b>	<b>3000CS</b>			<b>100</b>
Llafar	3000N10-1	40	1.5	30
Disgrifio, Naratif ac Esbonio	3000N20-1	70	1.0	35
Trafod, Perswâd a Chyfarwyddiadol	3000N30-1	50	1.4	35

# Appendix B

## **Advance information notices for:**

Drama

French

German

Spanish

Welsh Second Language

WJEC GCSE

DRAMA

3690QS

Summer 2022 examinations

Unit 3	Interpreting Theatre
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# Advance Information

## General information for students and teachers

This advance information provides the focus of the content of the summer 2022 examination papers.

It does not apply to any other examination series.

It is intended to support teaching and revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Released: 30 September 2021



# Subject information for students and teachers

- Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>
- This advance information covers Unit 3 only. There is no advance information for Unit 1 or Unit 2 which are both assessed by NEA.
- The following areas of content are suggested as key areas of focus in preparation for the Summer 2022 examinations.

## Unit 3: Interpreting Theatre (3690U30-1)

### Extract Based Questions (Section A)

#### **Romeo and Juliet** William Shakespeare

The examination extract will be taken from the following extended extract:  
From page 100: (ACT 4, SCENE I.) to page 108 ([*Exeunt*]).

#### **100** Imaginary Body

The examination extract will be taken from the following extended extract:  
From page 45: (**Sophie's memory**) to page 53: (*The HUNTERS disappear.*).

#### **1984** (Orwell), adapted by Robert Icke and Duncan Macmillan

The examination extract will be taken from the following extended extract:  
From page 53: (*A chill.*) to page 61: (O'BRIEN 'Yes.').

#### **Two Faces** Manon Steffan Ros

The examination extract will be taken from the following extended extract:  
From page 17: (**Scene II**) to page 25 (**ELLIS**: '*Lovely. I'd better go too.*').

#### **Shadow of the Sickle** (Islwyn Ffowc Elis), adapted by Siôn Eirian

The examination extract will be taken from the following extended extract:  
From page 65: (SCENE SEVEN) to page 73 ([*Lights down.*]).

### Wider Knowledge Question (Section A)

The topic area for the wider knowledge question for each text is design.  
Learners will be required to choose **one** extract of their own choice.

End of advance information

WJEC GCSE

FRENCH

3800QS

Summer 2022 examinations

Unit 2	Listening Foundation Tier and Higher Tier
Unit 3	Reading Foundation Tier and Higher Tier

# Advance Information

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- This advance information covers Unit 2 and Unit 3. There is no advance information for Unit 1 or Unit 4.

In order to provide advance information for the 2022 exams, we can inform you of the sub-sub-themes for assessment in the units below. This information aims to support teachers and learners with revision for the 2022 exams, whilst maintaining the integrity of and public confidence in the qualification as well as retaining progression to AS study in this subject.

Centres are advised to closely assimilate the information that is provided below to ensure that they are teaching content that will be assessed in each tier.

Please note the statement on page 19 of the specification that precedes the vocabulary list: *this vocabulary list is intended as a guide only and is not exhaustive. Inevitably there will be overlap between sub-themes.*

		Unit 2		Unit 3	
		Foundation Tier	Higher Tier	Foundation Tier	Higher Tier
Identity and culture	Youth Culture				
	Self and relationships		✓		
	Technology and social media	✓		✓	✓
	Lifestyle				
	Health and fitness				✓
	Entertainment and leisure	✓	✓	✓	
	Customs and Traditions				
	Food and drink	✓		✓	✓
Wales and the World – areas of interest	Home and Locality				
	Local areas of interest		✓	✓	✓
	Travel and Transport	✓			
	The Wider World				
	Local and regional features and characteristics of France and French-speaking countries				
	Holidays and tourism	✓	✓	✓	✓
	Global Sustainability				
	Environment		✓	✓	
Current and future study and employment	Current Study				
	School/college life			✓	✓
	School/college studies	✓	✓		
	Enterprise, Employability and Future Plans				
	Skills and personal qualities				
	Post-16 study			✓	✓
	Career plans	✓	✓		
	Employment	✓	✓	✓	✓

End of advance information

WJEC GCSE

GERMAN

3820QS

Summer 2022 examinations

Unit 2	Listening Foundation Tier and Higher Tier
Unit 3	Reading Foundation Tier and Higher Tier

# Advance Information

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Released: 30 September 2021

# Subject information for students and teachers

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Please note the statement on page 19 of the specification that precedes the vocabulary list: *this vocabulary list is intended as a guide only and is not exhaustive. Inevitably there will be overlap between sub-themes.*

		Unit 2		Unit 3	
		Foundation Tier	Higher Tier	Foundation Tier	Higher Tier
Identity and culture	Youth Culture				
	Self and relationships	✓			✓
	Technology and social media		✓	✓	
	Lifestyle				
	Health and fitness	✓			✓
	Entertainment and leisure		✓		
	Customs and Traditions				
	Food and drink	✓			
	Festivals and celebrations		✓	✓	✓
Wales and the World – areas of interest	Home and Locality				
	Local areas of interest	✓	✓	✓	✓
	Travel and Transport		✓	✓	
	The Wider World				
	Local and regional features and characteristics of Germany and German-speaking countries				✓
	Holidays and tourism	✓		✓	
	Global Sustainability				
	Environment	✓		✓	
	Social issues		✓		✓
Current and future study and employment	Current Study				
	School/college life	✓	✓	✓	✓
	School/college studies		✓		
	Enterprise, Employability and Future Plans				
	Skills and personal qualities			✓	✓
	Post-16 study				
	Career plans	✓			
	Employment	✓	✓	✓	✓

End of advance information

WJEC GCSE

SPANISH

3810QS

Summer 2022 examinations

Unit 2	Listening Foundation Tier and Higher Tier
Unit 3	Reading Foundation Tier and Higher Tier

# Advance Information

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Released: 30 September 2021

## Subject information for students and teachers

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In order to provide advance information for the 2022 exams, we can inform you of the sub-sub-themes for assessment in the units below. This information aims to support teachers and learners with revision for the 2022 exams, whilst maintaining the integrity of and public confidence in the qualification as well as retaining progression to AS study in this subject.

Centres are advised to closely assimilate the information that is provided below to ensure that they are teaching content that will be assessed in each tier.

Please note the statement on page 19 of the specification that precedes the vocabulary list: *this vocabulary list is intended as a guide only and is not exhaustive. Inevitably there will be overlap between sub-themes.*

		Unit 2		Unit 3	
		Foundation Tier	Higher Tie	Foundation Tier	Higher Tie
Identity and culture	Youth Culture				
	<i>Self and relationships</i>	✓	✓		
	<i>Technology and social media</i>			✓	✓
	Lifestyle				
	<i>Health and fitness</i>			✓	✓
	<i>Entertainment and leisure</i>	✓	✓		
	Customs and Traditions				
	<i>Food and drink</i>	✓	✓		
Wales and the World – areas of interest	Home and Locality				
	<i>Local areas of interest</i>		✓		✓
	<i>Travel and Transport</i>	✓		✓	
	The Wider World				
	<i>Local and regional features and characteristics of Spain and Spanish-speaking countries</i>		✓	✓	
	<i>Holidays and tourism</i>	✓			✓
	Global Sustainability				
	<i>Environment</i>	✓	✓	✓	
Current and future study and employment	Current Study				
	<i>School/college life</i>	✓	✓	✓	✓
	<i>School/college studies</i>				
	Enterprise, Employability and Future Plans				
	<i>Skills and personal qualities</i>	✓	✓	✓	✓
	<i>Post-16 study</i>	✓			
	<i>Career plans</i>		✓	✓	✓
	<i>Employment</i>				

End of advance information

WJEC GCSE

WELSH SECOND LANGUAGE

3020QS

Summer 2022 examinations

Unit 3	Narrative, specific and instructional
Unit 4	Descriptive, creative and imaginative

# Advance Information

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Released: 30 September 2021



# Subject information for students and teachers

- Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>
- This advance information covers Unit 3 and Unit 4 only. There is no advance information for Unit 1 or Unit 2 which are both assessed by NEA.
- Please refer to 'Changes to entry requirements/cash-in', and 'Rationale' for GCSE Welsh Second language in the 'WJEC Adaptations to GCSE qualifications in summer 2022' booklet at the link above.
- Further to the adaptations noted in the above booklet/document regarding Unit 1 (3020U1) and Unit 2 (3020U2), please read the following information and additional support regarding Unit 3 (3020U3) and Unit 4 (3020U4).
- To support the teaching and learning of this qualification, the tables below provide advance information of the broad themes and written forms for the extended writing question in Section C of Unit 3 (3020U3) and Unit 4 (3020U4) for the Summer 2022 examinations.

## Written exam (25%) Section C

Unit	Option (question)	Broad theme	Writing form
3 (3020U3)	A	Wales and the World	Article
3 (3020U3)	B	Employment	Letter of Application

## Written exam (25%) Section C

Unit	Option (question)	Broad theme	Writing form
4 (3020U4)	A	Youth	Informative presentation (to support an application)
4 (3020U4)	B	Youth	Diary

There are no further changes to the assessment of these units.

End of advance information

# Appendix C

## **Advance information notices for:**

Computer Science

Food and Nutrition

Health and Social Care, and Childcare (Single Award)

Music

Physical Education (Short Course)

Physical Education (Full Course)

Religious Studies



**WJEC GCSE**  
**Computer Science**  
**3500QS**  
**Summer 2022 examinations**

Unit 1	Understanding Computer Science	Friday, 27 May 2022
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# **Advance Information**

## **General information for students and teachers**

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It is intended to support revision.

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It must not be taken into the examination.

Released: 7 February 2022

# Subject information for students and teachers

Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>

This advance information covers Unit 1 only. There is no advance information for Unit 2 (Computational thinking and programming).

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examination.

- 1. Hardware
  - Architecture
  - Input/output
  - Storage requirements
  - Other hardware components
- 2. Logical operations
  - Logical operators
  - Boolean logic
- 3. Communication
  - Networks
- 4. Organisation and structure of data
  - Representation of numbers
  - Representation of graphics and sound
  - Data types
  - Data structures
  - Data validation and verification
- 8. Program construction
  - Compilers, interpreters and assemblers
- 9. Security and data management
  - Data security
  - Data management
  - Network security
  - Cybersecurity
- 10. Ethical, legal and environmental impacts of digital technology on wider society
  - Environmental issues
- The aim should still be to cover all specification content in teaching and learning.

End of advance information



**WJEC GCSE**  
**Food and Nutrition**  
**3560QS**  
**Summer 2022 examination**

Unit 1	Principles of Food and Nutrition	Monday, 20 June 2022
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# **Advance Information**

## **General information for students and teachers**

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It is intended to support revision.

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It must not be taken into the examination.

Released: 7 February 2022

# Subject information for students and teachers

Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>.

This advance information covers Unit 1 only. There is no advance information for Unit 2 (NEA).

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examination.

The following topic areas will be largely, although not exclusively, tested through the higher tariff questions.

Other subject content will be covered in the remaining questions.

The aim should still be to cover all specification content in teaching and learning.

## Unit 1: Principles of food and nutrition

1. Food commodities	
For: <ul style="list-style-type: none"><li>• milk, cheese and yoghurt</li></ul> Learners need to know and understand: <ul style="list-style-type: none"><li>• the value of the commodity within the diet</li><li>• features and characteristics of each commodity with reference to their correct storage to avoid food contamination</li><li>• the working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A, e.g. when subjected to dry/moist methods of cooking</li><li>• the origins of each commodity</li></ul>	
2. Principles of nutrition	
Macronutrients and micronutrients	<ul style="list-style-type: none"><li>• the definition of macronutrients and micronutrients in relation to human nutrition</li><li>• the role of macronutrients and micronutrients in human nutrition</li></ul> <p><b>Macronutrients</b> to include:</p> <ul style="list-style-type: none"><li>(i) protein: essential and non-essential amino-acids in relation to nutritional requirements</li><li>(ii) fats, oils and lipids: saturated fats, monounsaturated fat, polyunsaturated fats and essential fatty acids</li><li>(iii) carbohydrates: monosaccharides, disaccharides and polysaccharides</li></ul> <p><b>Micronutrients</b> to include:</p> <ul style="list-style-type: none"><li>(i) fat soluble vitamins: vitamin A, and vitamin D water soluble vitamins: vitamin B1 thiamin, vitamin B2 riboflavin, vitamin B3 niacin, vitamin B12 cobalamin and vitamin B9 folic acid (folate) and vitamin C</li><li>(ii) minerals: calcium, iron, potassium and magnesium</li><li>(iii) trace elements, to include: iodine, fluoride</li></ul>

	<p>Plus the dietary value of:</p> <ul style="list-style-type: none"> <li>(i) dietary fibre (NSP)</li> <li>(ii) water</li> </ul>
<b>3. Diet and good health</b>	
<p>Energy requirements of individuals (and) Plan balanced diets</p>	<ul style="list-style-type: none"> <li>• recommend guidelines for a healthy diet based on current/up-to-date strategies in Wales</li> <li>• identify how nutritional needs change due to age, lifestyle choices and state of health</li> <li>• plan a balanced diet for: <ul style="list-style-type: none"> <li>(i) a range of life stages: babies, toddlers, teenagers, early, middle and late adulthood (to include pregnancy and lactation)</li> <li>(ii) individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish</li> </ul> </li> </ul>
<p>Calculate energy and nutritional values of recipes, meals and diets</p>	<ul style="list-style-type: none"> <li>• calculate the energy and main macronutrients and micronutrients in: <ul style="list-style-type: none"> <li>(iii) an individual's existing diet over a period of time</li> </ul> </li> <li>• use nutritional information/data to determine why, when and how to make changes to: <ul style="list-style-type: none"> <li>(iii) a diet</li> </ul> </li> <li>• show how energy balance can be used to maintain a healthy body weight throughout life</li> </ul>
<b>4. The science of food</b>	
<p>The effect of cooking on food</p>	<p>How preparation and cooking affect the sensory and nutritional properties of food:</p> <ul style="list-style-type: none"> <li>• why food is cooked, to include: digestion, taste, texture, appearance and to avoid food contamination</li> <li>• how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes relies on more than one method of heat transference</li> <li>• how selection of appropriate cooking methods can: <ul style="list-style-type: none"> <li>(i) conserve or modify nutritive value, e.g. steaming of green vegetables</li> <li>(ii) improve palatability, e.g. physical denaturation of protein</li> </ul> </li> <li>• the positive use of micro-organisms, such as bacteria in dairy products: cheese, yoghurt; meat products: salami, chorizo; and fermentation of sugar in drinks</li> </ul>
<p>Food spoilage</p>	<p>Microbiological food safety principles when buying, storing, preparing and cooking food:</p> <ul style="list-style-type: none"> <li>• how to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods</li> <li>• the importance of date-marks, labelling of food products to identify storage and preparation</li> </ul>

	<ul style="list-style-type: none"> <li>the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production</li> <li>the signs of food spoilage, including enzymic action, mould growth, yeast production and bacteria</li> <li>the role of temperature, pH, moisture and time in the control of bacteria</li> <li>the types of bacterial cross-contamination and their prevention</li> <li>preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing</li> </ul> <p>The signs, symptoms, risks and consequences of inadequate or unacceptable food hygiene practices:</p> <ul style="list-style-type: none"> <li>signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus</li> </ul>
<b>5. Where food comes from</b>	
Food provenance	<ul style="list-style-type: none"> <li>the impact of packaging on the environment versus the value of packaging</li> </ul>
Food manufacturing	<ul style="list-style-type: none"> <li>secondary stages of processing and production, to include: how primary products are changed into other types of products, e.g. wheat to bread; milk to cheese and yoghurt; fruit to jams, jellies and juices</li> </ul>
<b>6. Cooking and food preparation</b>	
Factors affecting food choice	<ul style="list-style-type: none"> <li>the range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and culture</li> <li>the choices that people make about certain foods according to religion, culture, ethical belief, medical reasons or personal choices</li> <li>how to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs</li> <li>how information about food is available to the consumer, including food labelling and marketing and how this influences food choice</li> <li>food poverty in Wales</li> <li>the most up-to-date Food and Nutrition strategy for Wales</li> </ul>

End of advance information





**GCSE**  
**Health and Social Care, and Childcare**  
**(Single Award)**  
**3570QS**  
**Summer 2022 examinations**

Unit 1	Human Growth, Development and Well-being	Monday, 16 May 2022
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# Advance Information

## General information for students and teachers

This advance information provides the focus of the content of the Summer 2022 examination paper.

It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Released: 7 February 2022

# Subject information for students and teachers

Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>

This advance information covers Unit 1 (Single Award) only. There is no advance information for Unit 2 (NEA).

Unit 1 is not subject to assessment in 2022 for the Double Award. Therefore, there is no Advance Information for the Double Award.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examination.

The following topic areas will be largely, although not exclusively, tested through the higher tariff questions. Other subject content will be covered in the remaining questions. The aim should still be to cover all specification content in teaching and learning.

## Unit 1

	Content	Amplification
<b>2.1.1 Human Development across the life cycle</b>	(d) Factors affecting growth, development and well-being	Learners should understand how these factors may inter-relate and how they can affect an individual's well-being, positively or negatively, throughout the lifecycle, including: <ul style="list-style-type: none"><li>• Diet, nutrition and hydration, including breastfeeding, bottle feeding and weaning</li><li>• Abuse (emotional, physical, sexual, psychological and neglect) – to include controlling/coercive behaviour in family and/or personal intimate sexual relationships</li></ul>
<b>2.1.2 Physical, social, emotional and intellectual health</b>	(a) Inter-dependence between physical health and good mental health	Social and emotional benefits – mental health
	(b) Tools to support social, emotional and intellectual health	Learners must know and understand the tools/processes available to promote social, emotional and intellectual health: <ul style="list-style-type: none"><li>• Growth mind-set</li><li>• Resilience</li></ul>

	Content	Amplification
<b>2.1.3 The importance of active participation on development and well-being</b>	(b) Benefits of active participation for the individual	Learners should know that active participation provides a number of benefits for the individual.
<b>2.1.4 Early intervention and prevention to promote and support growth, development and well-being for a range of conditions and circumstances</b>	(a) Ways to promote and support growth, development and well-being	<p>Learners must know and understand ways in which individuals' growth, development and well-being may be promoted and supported by early intervention and prevention methods:</p> <ul style="list-style-type: none"> <li>• Screening programmes – breast, cervical, bowel, abdominal aortic aneurism, maternal, child (e.g. personal child health record) including new born hearing, Newborn Bloodspot Screening Wales, Cymru Well Wales: The First 1000 Days (F1000D)</li> <li>• Government guidelines designed to promote the health and well-being of individuals relating to: diet, sexually transmitted diseases, alcohol and substance misuse, smoking, healthy living</li> </ul>
	(c) Circumstances	<p>Learners will need to know and understand that individuals' circumstances may arise from expected and unexpected life events to include:</p> <ul style="list-style-type: none"> <li>• Divorce</li> <li>• Bereavement</li> </ul> <p>To include impacts.</p>

End of advance information



## **WJEC GCSE**

### **Music**

### **3660QS**

### **Summer 2022 examinations**

Unit 3	Appraising	Wednesday, 22 June 2022
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# **Advance Information**

## **General information for students and teachers**

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It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Released: 7 February 2022

# Subject information for students and teachers

Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>

This advance information covers Unit 3 only. There is no advance information for Unit 1 or Unit 2 which are NEA.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examinations. The aim should still be to cover all specification content in teaching and learning.

This Advance Information provides details of the genres, styles or set works within each Area of Study. Teachers and students may choose to focus on these areas but should not necessarily remove other genres, styles and sections of the set works from their revision as these will support the students in their understanding of the elements of music, and the set works as a whole or in context, as well as prepare them more fully for future study.

## Unit 3

- Set works questions will focus on section A of Anitra's Dance and on the intro, first verse, pre-chorus and chorus of Everything Must Go.
- Unprepared extracts will be in the following genres:
  - Baroque music
  - Welsh folk songs/melodies
  - musical theatre
  - film music
  - popular music.
- The extended response will be in Area of Study 1, Musical Forms and Devices.
- The dictation question will require candidates to notate rhythm only.

End of advance information



**WJEC GCSE**  
**Physical Education**  
**(Short Course)**  
**3555QT**  
**Summer 2022 examinations**

Unit 1	Introduction to Physical Education	Tuesday, 24 May 2022
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# **Advance Information**

## **General information for students and teachers**

This advance information provides the focus of the content of the Summer 2022 examination paper.

It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Released: 7 February 2022

# Subject information for students and teachers

Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>

This advance information covers Unit 1 only. There is no advance information for Unit 2 (NEA). The information for Unit 1 is provided in specification order and not in question order. The structure of the paper remains unchanged.

It is advised that teaching and learning should still cover the entire subject content in the specification. It is important that students cover the curriculum as fully as possible, so that they are as well prepared as possible for progression to the next stage of their education.

The following areas of content are suggested as key areas of focus for revision and final preparation. These topic areas will be largely, although not exclusively, tested through the higher tariff questions. Other subject content not listed in the advance information will be covered in the remaining questions. Students will be credited for using any relevant knowledge from any other topic areas when answering questions. Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

## 1. Health, training and exercise

- Components of fitness
- Methods of training
- Principles of training and exercising

## 2. Exercise Physiology

- Cardio-respiratory and vascular system
- Short- and long-term effects of exercise

End of advance information



**WJEC GCSE**  
**Physical Education**  
**3550QS**  
**Summer 2022 examinations**

Unit 1	Introduction to Physical Education	Tuesday, 24 May 2022
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# **Advance Information**

## **General information for students and teachers**

This advance information provides the focus of the content of the Summer 2022 examination paper.

It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Released: 7 February 2022



# Subject information for students and teachers

Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>

This advance information covers Unit 1 only. There is no advance information for Unit 2 (NEA). The information for Unit 1 is provided in specification order and not in question order. The structure of the paper remains unchanged.

It is advised that teaching and learning should still cover the entire subject content in the specification. It is important that students cover the curriculum as fully as possible, so that they are as well prepared as possible for progression to the next stage of their education.

The following areas of content are suggested as key areas of focus for revision and final preparation. These topic areas will be largely, although not exclusively, tested through the higher tariff questions. Other subject content not listed in the advance information will be covered in the remaining questions. Students will be credited for using any relevant knowledge from any other topic areas when answering questions. Students will be expected to draw on knowledge, skills and understanding from across the specification when responding to synoptic questions.

## **1. Health, training and exercise**

- Health, fitness and well-being
- The contribution which physical activity makes to health and fitness
- Diet and nutrition
- Components of fitness

## **2. Exercise physiology**

- Cardio-respiratory and vascular system
- Short- and long-term effects of exercise

## **3. Movement analysis**

- Muscle contractions and movements
- Sports technology

## **4. Socio-cultural issues in sport and physical activity**

- Participation
- Provision
- Performance

End of advance information



**WJEC GCSE**  
**Religious Studies**  
**3120QS**  
**Summer 2022 examinations**

Unit 1	Religion and Philosophical Themes	Monday, 16 May 2022
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# **Advance Information**

## **General Information for Students and Teachers**

This advance information provides the focus of the content of the Summer 2022 examination papers.

It does not apply to any other examination series.

It is intended to support revision.

It may be used at any time from the date of release.

It must not be taken into the examination.

Released: 7 February 2022

# Subject information for students and teachers

Further information about adaptations to WJEC GCSE and GCE qualifications in 2022 is available at: <https://www.wjec.co.uk/home/summer-2022-adaptations/>

This advance information covers Unit 1 only. There are 6 options within Unit 1. Teachers and students need focus only on the advance information that applies to the option they have chosen.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2022 examinations.

The aim should still be to cover the adapted specification content required i.e. Learners will be assessed on three out of the four themes in each unit.

The advance information identifies the 'Beliefs and Teachings' or 'Practices' (Part A specification content) and the 'Areas of Study' (Part B specification content), which are the focus of the Assessment Objective 2: Analysis and Evaluation assessments. This advance information applies to the highest tariff questions only.

Students' responses may, where relevant, draw upon other areas of specification content and credit will be given for this, where appropriate.

Christianity and Judaism	
Religion and Philosophical Themes	
Part A	Practices
Christianity – Core Beliefs, Teachings and Practices	Morality
Judaism – Core Beliefs, Teachings and Practices	Worship in the home and synagogue
Part B	Areas of Study
Religious Responses to Philosophical Themes – Life and Death	The origin and value of human life
Religious Responses to Philosophical Themes – Good and Evil	Forgiveness

Christianity and Islam	
Religion and Philosophical Themes	
Part A	Practices
Christianity – Core Beliefs, Teachings and Practices	Morality
Islam – Core Beliefs, Teachings and Practices	Beliefs
	The Qur'an
Part B	Areas of Study
Religious Responses to Philosophical Themes – Life and Death	The origin and value of human life
Religious Responses to Philosophical Themes – Good and Evil	Forgiveness

<b>Christianity and Hinduism</b>	
<b>Religion and Philosophical Themes</b>	
<b>Part A</b>	<b>Practices</b>
Christianity – Core Beliefs, Teachings and Practices	Morality
Hinduism – Core Beliefs, Teachings and Practices	Worship
<b>Part B</b>	<b>Areas of Study</b>
Religious Responses to Philosophical Themes – Life and Death	The origin and value of human life
Religious Responses to Philosophical Themes – Good and Evil	Forgiveness

<b>Christianity and Sikhism</b>	
<b>Religion and Philosophical Themes</b>	
<b>Part A</b>	<b>Practices</b>
Christianity – Core Beliefs, Teachings and Practices	Morality
Sikhism – Core Beliefs, Teachings and Practices	Ceremonies
<b>Part B</b>	<b>Areas of Study</b>
Religious Responses to Philosophical Themes – Life and Death	The origin and value of human life
Religious Responses to Philosophical Themes – Good and Evil	Forgiveness

<b>Christianity and Buddhism.</b>	
<b>Religion and Philosophical Themes</b>	
<b>Part A</b>	<b>Practices</b>
Christianity – Core Beliefs, Teachings and Practices	Morality
Buddhism – Core Beliefs, Teachings and Practices	<b>Beliefs</b>
	The Teachings of the Buddha
<b>Part B</b>	<b>Areas of Study</b>
Religious Responses to Philosophical Themes – Life and Death	The origin and value of human life
Religious Responses to Philosophical Themes – Good and Evil	Forgiveness

<b>Catholic Christianity and Judaism</b>	
<b>Religion and Philosophical Themes</b>	
<b>Part A</b>	<b>Practices</b>
Catholic Christianity – Core Beliefs, Teachings and Practices	Morality
Judaism – Core Beliefs, Teachings and Practices	Worship in the home and synagogue
<b>Part B</b>	<b>Areas of Study</b>
Religious Responses to Philosophical Themes – Life and Death	The origin and value of human life
Religious Responses to Philosophical Themes – Good and Evil	Forgiveness

End of advance information