WJEC Adaptations to GCSE Assessments in November 2021

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Adaptations to GCSE Assessments in November 2021

The November examination series provides a resit opportunity for learners who wish to improve their grades in GCSE English Language, GCSE Welsh Language, GCSE Mathematics and GCSE Mathematics-Numeracy. This series is also open to first time entrants for these qualifications.

Qualifications Wales has confirmed that the adaptations to assessments in November 2021 will be the same as those for summer 2022.In these qualifications the adaptations for November 2021 and summer 2022 are also identical to those initially provided for summer 2021.

This booklet provides information about the adaptations for each subject in the November series.

In their regulatory document Requirements for Adapting Assessments for GQ Qualifications in 2022, Qualifications Wales has set out clear principles (quoted below) which we followed in making adaptations to GCSEs for 2022. Compliance with these requirements will be monitored by Qualifications Wales. Therefore, this document 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.

GCSE English Language

Unit 1: Oracy 20%

Task 2: Responding and Interacting (group discussion) has been removed from assessment in November 2021.

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 November 2021. Narration writing will not be assessed in November 2021.

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

Section B – Writing: Learners will be offered a choice of responding to **either** the argumentation task **or** the persuasion task.

As a result of the adaptations made to assessments, the standard duration and total number of marks for the units below have been reduced. The details are shown in the table below.

Qualification / Unit	Total number of marks	Duration
GCSE English Language Unit 1 Oracy (3700U10-1) Task 1 Individual Researched Presentation	40	5-7 minutes
GCSE English Language Unit 3: Argumentation, Persuasion and Instructional (3700U30-1)	60	1h 30m

The adaptation made to Unit 2: Description, Narration and Exposition does not affect the allocation of marks or the timings of the examination paper.

GCSE Welsh Language

Unit 1: Oracy 30%

Task 2, Response and Interaction (group discussion) has been removed from assessment in November 2021.

Centres are required to submit marks and a sample for moderation purposes based only on Task 1: Individual Researched Presentation.

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

Learners will have a choice between description writing and exposition writing for Section B of Unit 2 in November 2021. Narration writing will not be assessed in November 2021.

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

Section B – Writing: Learners will be offered a choice of responding to **either** the argumentation task **or** the persuasion task.

As a result of the adaptations made to assessments, the standard duration and total number of marks for the units below have been reduced. The details are shown in the table below.

Qualification / Unit	Total number of marks	Duration
GCSE Welsh Language Unit 1 Oracy (3000N10-1) Task 1 Individual Researched Presentation	40	5-7 minutes
GCSE Welsh Language Unit 3, Argumentation, Persuasion and Instructional (3000N30-1)	50	1h 30m

The adaptation made to Unit 2: Description, Narration and Exposition does not affect the allocation of marks or the timings of the examination paper.

GCSE Mathematics and GCSE Mathematics-Numeracy

For GCSE Mathematics and GCSE Mathematics-Numeracy, we have provided a list of topics that will not be assessed in any of the units examined in November 2021.

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 November 2021.

Foundation tier topics are in standard text.
Intermediate tier topics that are in addition to foundation tier topics are in <u>underlined</u> text.
Higher tier topics that are in addition to intermediate tier topics are in **bold** text.

	Topics that will **not** be assessed in the November 2021 examinations.	Mathematics-Numeracy and Mathematics *OR* Mathematics only	Additional Comments
	Number		
1	**Understanding annual rates, e.g. AER, APR.**	Mathematics-Numeracy and Mathematics	
2	Understanding and using Venn diagrams to solve problems.	Mathematics-Numeracy and Mathematics	
	Algebra		
3	<u>Finding the *n*th term of a sequence where the rule is quadratic.</u>	Mathematics only	The following could be assessed: <u>Finding the *n*th term of a sequence where the rule is linear.</u>
4	**Drawing, interpretation, recognition and sketching the graphs of $y = \frac{a}{x}$,** **$y = ax^3$.** **Drawing and interpretation of graphs of $y = ax^3 + b$.** **Drawing and interpretation of graphs of** **$y = ax + b + \frac{a}{x}$ with x not equal to 0,** **$y = ax^3 + bx^2 + cx + d$,** **$y = k^x$ for integer values of x and simple positive values of k.** <u>Drawing and interpreting graphs when y is given implicitly in terms of x.</u>	Mathematics only	Drawing, interpretation, recognition and sketching of graphs of linear and quadratic functions could be assessed.
5	**The use of straight-line graphs to locate regions given by linear inequalities.**	Mathematics only	
6	<u>Distinguishing in meaning between equations, formulae, **identities** and expressions.</u>	Mathematics only	It is only **identities** that will not be assessed. The following could be assessed: <u>Distinguishing in meaning between equations, formulae and expressions.</u>

	Topics that will **not** be assessed in the November 2021 examinations.	Mathematics-Numeracy and Mathematics *OR* Mathematics only	Additional Comments
	Geometry and Measure		
7	Interpretation and drawing of nets.	Mathematics-Numeracy and Mathematics	
8	*Drawing* 2-D representations of 3-D shapes, including the use of isometric paper.	Mathematics-Numeracy and Mathematics	The following could be assessed: *Using* 2-D representations of 3-D shapes (but not ones drawn on isometric paper).
9	Bisecting a given line, bisecting a given angle. Constructing the perpendicular from a point to a line.	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. Constructing angles of 60°, 30°, 90° and 45°.	Mathematics only	
12	The identification of congruent shapes. **Understanding and using SSS, SAS, ASA and RHS conditions to prove the congruence of triangles using formal arguments.** **Reasons may be required in the solution of problems involving congruent triangles.**	Mathematics only	
13	Using angle and tangent properties of circles. Understanding that the tangent at any point on a circle is perpendicular to the radius at that point. 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°. **Using the alternate segment theorem.** Understanding and using the fact that tangents from an external point are equal in length. **Understanding and constructing geometrical proofs using circle theorems.**	Mathematics only	

	Topics that will **not** be assessed in the November 2021 examinations.	Mathematics-Numeracy and Mathematics *OR* 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	Constructing the locus of a point which moves such that it satisfies certain conditions, for example, (i) a given distance from a fixed point or line, (ii) equidistant from two fixed points or lines. Solving problems involving intersecting loci in two dimensions. Questions on loci may involve inequalities.	Mathematics-Numeracy and Mathematics	
17	Distinguishing between formulae for length, area and volume by considering dimensions.	Mathematics-Numeracy and Mathematics	
18	Using the compound measures: density and population density. Using compound measures that relate to density, such as kg/m^3, g/cm^3, population per km^2	Mathematics-Numeracy and Mathematics	All compound measures that are not density-related, e.g. speed, could be assessed.
	Statistics		
19	Specifying the data needed and considering potential sampling methods. Sampling systematically. **Working with stratified sampling techniques and defining a random sample.**	Mathematics-Numeracy and Mathematics	The following could be assessed: Considering the effect of sample size and other factors that affect the reliability of conclusions drawn.
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. Graphical representation of relative frequency against the number of trials. 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.

As a result of the adaptations made to assessments, the standard duration and total number of marks for each unit has been reduced. The details are shown in the table below.

Qualification / Unit	Total number of marks	Duration
GCSE Mathematics Unit 1 Foundation Tier (3300U10-1)	60	1h 25m
GCSE Mathematics Unit 2 Foundation Tier (3300U20-1)	60	1h 25m
GCSE Mathematics Unit 1 Intermediate Tier (3300U30-1)	70	1h 35m
GCSE Mathematics Unit 2 Intermediate Tier (3300U40-1)	70	1h 35m
GCSE Mathematics Unit 1 Higher Tier (3300U50-1)	70	1h 35m
GCSE Mathematics Unit 2 Higher Tier (3300U60-1)	70	1h 35m
GCSE Mathematics – Numeracy Unit 1 Foundation Tier (3310U10-1)	60	1h 25m
GCSE Mathematics – Numeracy Unit 2 Foundation Tier (3310U20-1)	60	1h 25m
GCSE Mathematics – Numeracy Unit 1 Intermediate Tier (3310U30-1)	70	1h 35m
GCSE Mathematics – Numeracy Unit 2 Intermediate Tier (3310U40-1)	70	1h 35m
GCSE Mathematics – Numeracy Unit 1 Higher Tier (3310U50-1)	70	1h 35m
GCSE Mathematics – Numeracy Unit 2 Higher Tier (3310U60-1)	70	1h 35m