



WJEC adaptations to GCSE, AS and A level qualifications in summer 2022

Outcome of consultation with learners, parents and carers

3 September 2021



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Changes to GCSE, AS and A level assessments in 2022

We understand that learners have experienced a great deal of disruption to teaching and learning throughout 2020 and 2021.

Qualifications Wales, the exams regulator, has decided that GCSEs, AS and A levels will be adapted for learners sitting these qualifications in summer 2022. WJEC therefore published two consultations during the summer term 2021: one for learners, parents and carers, and one for schools and colleges. Both consultations sought views on proposed changes to the way that our GCSE, AS and A level qualifications will be assessed in summer 2022. This booklet summarises responses from learners, parents and carers.

Our Eduqas qualifications in Electronics, Film Studies, Geology, Latin and Sociology were not included in these consultations because they are accredited by Ofqual rather than Qualifications Wales, and Ofqual has consulted separately on those qualifications.

Our consultations were limited to the proposed adaptation of assessments in 2022. It is not within our remit to consult on the grading standards of qualifications. Qualifications Wales, along with the other UK regulators, will provide information on this theme in due course.

What are the principles that WJEC must follow in adapting qualifications?

Qualifications Wales has outlined seven principles that WJEC must follow in making changes to GCSE, AS and A level assessments. WJEC must seek to:

1. ensure that learners are not advantaged or disadvantaged relative to their peers in other jurisdictions
2. ensure that all qualifications are a reliable indication of the knowledge, skills and understanding specified in the qualification following any adaptations to assessments
3. 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
4. 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
5. maintain standards, as far as possible, within the same qualification in line with previous years
6. maintain standards, as far as possible, across similar qualifications made available by WJEC and by other awarding bodies
7. 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.

What assumptions have we made¹?

1. All learners will have missed out on some opportunities to develop vital skills and knowledge, particularly in practical work. 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.

¹ Assumptions made on 09 June 2021. These will be reviewed periodically or when new information is available.

2. Schools and colleges will be open for all or most of the 2021-2022 academic year.
3. Where possible, every qualification should have some adaptations in place for 2022 assessments.
4. Exams are likely to take place as normal in 2022 using adapted content and also adapted assessments where appropriate.
5. Exams are likely to take place as normal in 2023 with no adaptations.

What are the aims of the adaptations for 2022?

The adaptations to GCSE, AS and A level qualifications aim to mitigate the impact of disruption to teaching and learning throughout 2020 and 2021.

The adaptations for GCSE qualifications aim to streamline the content being assessed in GCSE in 2022. These adaptations have been carefully chosen to ensure those learners progressing to study AS and A level qualifications from September 2022 will not be disadvantaged if they take AS assessments in 2023 and A level assessments in 2024 which have no adaptations.

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

A level learners will not be assessed on the AS units for any subjects in 2022. The A level grade will be based on the outcomes of the A2 units alone. This amounts to a 40% reduction in assessment across the full A level qualification for learners certificating in 2022. It is important to note, however, that while A level learners will not be assessed on AS units in 2022, this adaptation is proposed on the basis that those learners will have been taught AS and A2 subject content in the adapted specification.

The adaptations for A level qualifications aim to streamline the content being assessed in A2 units in 2022, whilst retaining, wherever possible, the full 60% assessment contained in those units. This is to help ensure that A levels awarded to learners in Wales in 2022, are valid, reliable and comparable to A levels awarded to learners in England and Northern Ireland.

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

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

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 and GCE qualifications.

Consultation outcomes

WJEC consulted learners, parents and carers between 09 and 23 June 2021 on proposed adaptations to our approved GCSE, AS and A level qualifications for summer 2022.

In relation to the proposed adaptations, we posed a similar set of questions in the GCSE, AS and A level surveys. These questions are shown in the tables below.

GCSE
<i>We asked parents, carers and learners to what extent did they agree that:</i>
<ul style="list-style-type: none">all GCSEs should be adapted for 2022, not just those taken by almost all learners, such as core subjects?
<ul style="list-style-type: none">where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?
<ul style="list-style-type: none">the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?
<ul style="list-style-type: none">the proposed adaptations will still allow learners to progress to AS and A level if they wish?

AS
<i>We asked parents, carers and learners to what extent did they agree that:</i>
<ul style="list-style-type: none">where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?
<ul style="list-style-type: none">the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?
<ul style="list-style-type: none">the proposed adaptations will still allow learners to progress to A level if they wish?

A level
<i>We asked parents, carers and learners to what extent did they agree that:</i>
<ul style="list-style-type: none">where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?
<ul style="list-style-type: none">the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?
<ul style="list-style-type: none">the proposed adaptations will still allow learners to progress to Higher Education if they wish?

Finally, in all of the surveys, we provided an opportunity for written comments on our proposals.

We received around 950 responses in total and we are very grateful to the learners, parents and carers 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.

In the following sections, we summarise responses to our GCSE, AS and A level surveys.

GCSE

Summary of survey outcomes

In the tables below we summarise responses from (i) learners; (ii) parents and carers, and we also summarise overall responses from everyone responding to the GCSE consultation. Thank you to all who participated.

In each table, 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Learners

There were 277 responses from learners to the GCSE survey.

Question	N	Percentages				
How far do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
all GCSEs should be adapted for 2022, not just those taken by almost all learners, such as core subjects?	265	70%	14%	10%	3%	3%
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	257	45%	32%	17%	3%	3%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	249	34%	32%	17%	10%	7%
the proposed adaptations will still allow learners to progress to AS and A level if they wish?	241	36%	22%	25%	11%	6%

Parents and carers

There were 443 responses from parents and carers to the GCSE survey.

Question	N	Percentages				
How far do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
all GCSEs should be adapted for 2022, not just those taken by almost all learners, such as core subjects?	435	86%	10%	3%	1%	1%
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	427	65%	21%	9%	4%	1%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	408	52%	29%	10%	7%	2%
the proposed adaptations will still allow learners to progress to AS and A level if they wish?	400	43%	36%	15%	5%	2%

All responses

There were a total of 720 responses from learners, parents and carers to the GCSE survey.

Question	N	Percentages				
How far do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
all GCSEs should be adapted for 2022, not just those taken by almost all learners, such as core subjects?	700	80%	11%	5%	2%	2%
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	684	57%	25%	12%	4%	2%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	657	45%	30%	12%	8%	4%
the proposed adaptations will still allow learners to progress to AS and A level if they wish?	641	40%	30%	19%	7%	3%

The tables show that, overall, there was a high level of agreement with the four questions asked about the proposed adaptations to GCSE qualifications.

In total, 91 per cent agreed that all GCSEs should be adapted; 82 per cent agreed that NEA should be adapted; 75 per cent agreed that the proposals will help provide time to develop essential skills, and 70 per cent agreed that the proposals would allow learners to progress to AS and A level.

Between five and 19 per cent of respondents answered '*neither agree nor disagree*' to the questions. The overall level of disagreement was low at four per cent; six per cent; 12 per cent and 10 per cent for the first, second, third and fourth questions respectively.

Whilst a clear majority of learners agreed with all four questions asked (ranging from 84 per cent to 58 per cent), the responses from parents and carers demonstrated an even higher level of agreement (ranging from 96 per cent to 79 per cent).

Comments received

Of the 720 responses to the GCSE survey, 249 took the opportunity to provide comments. We have grouped those into 11 broad categories as shown in the table below.

The 'Number' columns show the number of learners (L), parents/carers (P/C) and undefined (?) respondents who provided a comment in each category. Where comments included more than one main point, they have, where appropriate, been counted in more than one category.

Focus of comment	Number			
	L	P/C	?	Total
A lot of face-to-face teaching and learning time has been lost	22	70	0	92
Exams should be adapted for 2022	16	43	1	60
Preference for centre assessment instead of exams	25	33	1	59
Impact on/importance of learners' well-being	10	31	0	41
Progression to other qualifications/studies	0	15	0	15
Adaptations should go further	4	8	1	13
Assessment should be on year 11 work only	8	1	0	9
Impact of variation across centres/need for level playing field	0	9	0	9
Importance of exams going ahead in 2022	0	9	0	9
Concern about work already done not being counted in 2022	0	8	0	8
Other comments	9	30	0	39

We read every comment provided and we certainly recognise the issues raised in relation to lost teaching and learning time and the importance of adapting assessments in 2022 to take account of this. We appreciate that some respondents would like us to go further in terms of the proposed adaptations. However we have to balance this with Qualifications Wales' Principles and the need to ensure learners who take their exams in 2022 are not disadvantaged in terms of progression in 2023 and beyond.

We also understand the reasons why some respondents expressed a preference for some form of centre assessment in 2022 instead of exams. We believe it is in the interests of all learners that exams, based on adapted specifications, go ahead in 2022. However, this decision is a matter of government policy rather than WJEC's choice².

Some respondents expressed quite different views about specific issues. For example, a number of parents/carers expressed concern that the proposed adaptations meant work their children had already completed in year 10 would not be assessed in 2022. In comparison, a similar number of learners commented that 2022 GCSEs should be assessed on year 11 work only because of the disruption to year 10. This one example illustrates the broad range of views expressed in the comments and also how difficult it is to propose adaptations which command general support, particularly when decisions about the order of teaching is (rightly) decided by each school or college rather than by WJEC.

Decisions

Taking account of responses to the two consultations undertaken during the summer term, (i.e. the survey of learners, parents and carers, and the survey of schools and colleges) we have decided to implement the GCSE adaptations proposed, mainly in their original form or, for a small number of subjects, with minor amendments to reflect feedback received. Appendix A in this booklet summarises the changes to our WJEC GCSE qualifications for 2022. Further details for each subject will be provided in GCSE and GCE adaptations booklets to be published on the WJEC website by 10 September.

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

AS

Summary of survey outcomes

In the tables below we summarise responses from (i) learners; (ii) parents and carers, and we also summarise overall responses from everyone responding to the AS consultation. Thank you to all who participated.

In each table, 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Learners

There were 52 responses from learners to the AS survey.

Question		Percentages				
How far do you agree that:	N	Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	40	32%	38%	18%	5%	8%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	37	30%	30%	8%	19%	14%
the proposed adaptations will still allow learners to progress to A level if they wish?	34	29%	41%	6%	18%	6%

Parents and carers

There were 30 responses from parents and carers to the AS survey.

Question	N	Percentages				
How far do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	29	59%	14%	3%	14%	10%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	29	17%	45%	14%	17%	7%
the proposed adaptations will still allow learners to progress to A level if they wish?	28	25%	36%	25%	11%	4%

All responses

There were a total of 82 responses from learners, parents and carers to the AS survey.

Question	N	Percentages				
How far do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	69	43%	28%	12%	9%	9%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	66	24%	36%	11%	18%	11%
the proposed adaptations will still allow learners to progress to A level if they wish?	62	27%	39%	15%	15%	5%

The tables show that, overall, there was a high level of agreement with the three questions asked about the proposed adaptations to AS qualifications.

In total, 71 per cent agreed that NEA should be adapted; 60 per cent agreed that the proposals will help provide time to develop essential skills, and 66 per cent agreed that the proposals would allow learners to progress to A level.

Between 11 and 15 per cent of respondents answered ‘*neither agree nor disagree*’ to the questions. The overall level of disagreement was relatively low at 18 per cent, 29 per cent and 20 per cent for the first, second and third questions respectively.

The overall level of agreement was similar between learners and parents/carers. Parents/carers were three and two percentage points higher for the first two questions while learners were nine percentage points higher for the third question.

Comments received

Of the 82 responses to the AS survey, 20 took the opportunity to provide comments. We have grouped those into 10 broad categories as shown in the table below. The ‘Number’ columns show the number of learners (L) and parents/carers (P/C) who provided a comment in each category. Where comments included more than one main point, they have, where appropriate, been counted in more than one category.

Focus of comment	Number		
	L	P/C	Total
Lack of exam experience	3	2	5
Preference for centre assessment instead of exams	4	0	4
Adaptations should go further	2	1	3
Progression to other qualifications/studies	0	2	2
Exams should be adapted for 2022	1	1	2
Impact on/importance of learners’ well-being	1	1	2
A lot of face-to-face teaching and learning time has been lost	0	1	1
Impact of variation across centres/need for level playing field	0	1	1
Importance of exams going ahead in 2022	1	0	1
Importance of developing practical skills	0	1	1

We read every comment provided and while it isn’t appropriate to comment in detail on this number of responses with such a broad range of focus, it is interesting to note some similarities with responses to the GCSE and A level surveys. A common theme in this small sample was a comment that AS learners in 2022 will not have the experience of taking GCSE exams in 2021.

Decisions

Taking account of responses to the two consultations undertaken during the summer term, (i.e. the survey of learners, parents and carers, and the survey of schools and colleges) we have decided to implement the AS adaptations proposed, mainly in their original form or, for a small number of subjects, with minor amendments to reflect feedback received. Appendix B in this booklet summarises the changes to our WJEC AS qualifications for 2022. Further details for each subject will be provided in GCSE and GCE adaptations booklets to be published on the WJEC website by 10 September.

A level

Summary of survey outcomes

In the tables below we summarise responses from (i) learners; (ii) parents and carers, and we also summarise overall responses from everyone responding to the A level consultation. Thank you to all who participated.

In each table, 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Learners

There were 86 responses from learners to the A level survey.

Question	N	Percentages				
How far do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	79	27%	32%	25%	9%	8%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	72	25%	33%	10%	19%	13%
the proposed adaptations will still allow learners to progress to Higher Education if they wish?	71	28%	23%	24%	17%	8%

Parents and carers

There were 62 responses from parents and carers to the A level survey.

Question	N	Percentages				
How far do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	61	36%	31%	20%	8%	5%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	55	27%	40%	7%	20%	5%
the proposed adaptations will still allow learners to progress to Higher Education if they wish?	53	34%	36%	17%	11%	2%

All responses

There were a total of 148 responses from learners, parents and carers to the A level survey.

Question	N	Percentages				
How far do you agree that:		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
where qualifications have Non-Examination Assessment (NEA) we should adapt this, to help learners follow social distancing guidelines when using equipment?	140	31%	31%	23%	9%	6%
the proposals will help provide time for learners to develop essential skills and knowledge that they may not have been able to develop while learning remotely?	127	26%	36%	9%	20%	9%
the proposed adaptations will still allow learners to progress to Higher Education if they wish?	124	31%	28%	21%	15%	6%

The tables show that, overall, there was a high level of agreement with the three questions asked about the proposed adaptations to A level qualifications.

In total, 62 per cent agreed that NEA should be adapted; 62 per cent agreed that the proposals will help provide time to develop essential skills, and 59 per cent agreed that the proposals would allow learners to progress to Higher Education.

Over a fifth of respondents answered '*neither agree nor disagree*' to the first and third questions. The overall level of disagreement was relatively low at 15 per cent, 29 per cent and 21 per cent for the first, second and third questions respectively.

Whilst a majority of learners agreed with all three questions asked (ranging from 59 per cent to 51 per cent), the responses from parents and carers demonstrated a higher level of agreement (ranging from 70 per cent to 67 per cent).

Comments received

Of the 148 responses to the A level survey, 60 took the opportunity to provide comments. We have grouped those into 11 broad categories as shown in the table below. The 'Number' columns show the number of learners (L) and parents/carers (P/C) who provided a comment in each category. Where comments included more than one main point, they have, where appropriate, been counted in more than one category.

Focus of comment	Number		
	L	P/C	Total
Preference for centre assessment instead of exams	15	1	16
A lot of face-to-face teaching and learning time has been lost	9	4	13
Lack of exam experience	6	4	10
Progression to other qualifications/studies	3	7	10
Adaptations should go further	6	2	8
Impact on/importance of learners' well-being	5	2	7
Concern about AS work not being counted in A levels in 2022	3	4	7
Exams should be adapted for 2022	5	0	5
Importance of exams going ahead in 2022	3	2	5
Need for clarity on arrangements for 2022	2	2	4
Other comments	4	3	7

We read every comment provided and we certainly recognise the issues raised in relation to lost teaching and learning time and the importance of adapting assessments in 2022 to take account of this.

The most common response from learners was to express a preference for some form of centre assessment instead of exams in 2022. In several cases this was linked to a comment about not having experienced exams at GCSE in 2020 or AS in 2021. We believe it is in the interests of all learners that exams, based on adapted specifications, go ahead in 2022. However, this decision is a matter of government policy rather than WJEC's choice³.

³ We believe an announcement on contingency arrangements will be published by Qualifications Wales during the autumn term 2021.

We appreciate that some respondents would like us to go further in terms of the proposed adaptations. However we have to balance this with Qualifications Wales' Principles and the importance of ensuring learners are not disadvantaged in terms of progression after their A levels. The importance of considering progression was mentioned by a number of respondents.

It is interesting to note several similarities with responses to the GCSE and AS level surveys, suggesting a similar pattern of issues span all three levels in 2022.

One issue unique to A level relates to the decision to award these qualifications on A2 assessments only in 2022. A small number of learners and parents/carers indicated they believe it would be fairer for 2021 AS outcomes to contribute to A levels in 2022. We understand the reasons for this view. However, for AS units to contribute fairly and accurately to A level grades requires the combination of AS unit marks with A2 unit marks to achieve an A level outcome. We do not have AS unit marks from 2021, only AS qualification grades determined by centres, so this approach is not available to us in 2022.

Decisions

Taking account of responses to the two consultations undertaken during the summer term, (i.e. the survey of learners, parents and carers, and the survey of schools and colleges) we have decided to implement the A level adaptations proposed, mainly in their original form or, for a small number of subjects, with minor amendments to reflect feedback received. Appendix C in this booklet summarises the changes to our WJEC A level qualifications for 2022. Further details for each subject will be provided in GCSE and GCE adaptations booklets to be published on the WJEC website by 10 September.

Appendix A

WJEC GCSE qualifications

Subject	Summary of adaptations for January 2022 & Summer 2022*
Art and Design	<ul style="list-style-type: none"> • Learners produce individual Portfolio only (Unit 1) • Removal of Externally Set Assignment (Unit 2)
Business	<ul style="list-style-type: none"> • Reduction in content to be studied across qualification • Reduction in assessment (Unit 2). Learners answer questions on one case study and corresponding set of questions rather than the usual two
Computer Science	<ul style="list-style-type: none"> • Removal of NEA (Unit 3)
Design and Technology	<ul style="list-style-type: none"> • Reduction in content to be studied (Unit 1) • Accept a model/mock-up instead of the finished product for the NEA and removal of the requirement to 'Evaluate a prototype's fitness for purpose' (Unit 2)
Drama	<ul style="list-style-type: none"> • Reduction in the length of performances and reduced design requirements (Unit 1 and Unit 2) • Advance notice of set text extract and the topic area for the wider knowledge question to be assessed in the exam (Unit 3)
English Language	<ul style="list-style-type: none"> • Removal of Oracy Task 2: Responding and Interacting (Group discussion) (Unit 1) • Reduction in types of writing required (Unit 2) • Optionality in written assessments (Unit 3)
English Literature	<ul style="list-style-type: none"> • Learners complete NEA (Unit 3) and sit one other unit of their choice (either Unit 1 or Unit 2)
Food and Nutrition	<ul style="list-style-type: none"> • Removal of NEA Task 1 (Unit 2)
French / German / Spanish	<ul style="list-style-type: none"> • Removal of Speaking Task 2 (photo card discussion) (Unit 1) • Advance notice of the sub-sub themes covered in the listening examination (Unit 2) • Reduction in the number of sub-sub-themes to be assessed (Unit 1 and Unit 4 only) • Removal of the translation into French/German/Spanish (Unit 4)

*The non-adapted versions of our specifications can be found on the subject pages of our website [here](#)

Subject	Summary of adaptations for January 2022 & Summer 2022*
Geography	<ul style="list-style-type: none"> Reduction in content to be studied in examined units (Unit 1 and Unit 2) Reduction in fieldwork requirements. Learners would be expected to undertake one fieldwork enquiry instead of the usual two. (Unit 3)
Health and Social Care and Child Care (Single Award)	<ul style="list-style-type: none"> Removal of NEA Task 2 (Unit 2)
Health and Social Care and Child Care (Double Award)	<ul style="list-style-type: none"> Removal of assessment (Unit 1) Removal of NEA Task 2 (Unit 2) Reduction in NEA requirements (Unit 4)
History	<ul style="list-style-type: none"> Learners complete NEA (Unit 4) and sit two other units of their choice (either Unit 1 and Unit 2, or Unit 1 and Unit 3 or Unit 2 and Unit 3)
ICT (Short Course)	<ul style="list-style-type: none"> Reduction in content to be studied (Unit 1)
ICT (Single Award)	<ul style="list-style-type: none"> Removal of assessment (Unit 1)
Mathematics and Mathematics Numeracy	<ul style="list-style-type: none"> Reduction in content to be studied across the qualifications
Media Studies	<ul style="list-style-type: none"> Optionality within assessment (Unit 2) Reduction in NEA requirements (Unit 3)
Music	<ul style="list-style-type: none"> Reduction in NEA Performance lengths. Ensemble is optional rather than compulsory (Unit 1) Reduction in NEA Composing requirements – one composition instead of the usual two, and removal of the evaluation (Unit 2)
Physical Education	<ul style="list-style-type: none"> Reduction in NEA requirements – two activities instead of three and removal of the personal fitness programme. (Unit 2)
Physical Education (Short Course)	<ul style="list-style-type: none"> Reduction in NEA requirements – one activity instead of two (Unit 2)
Religious Studies (including Short Course)	<ul style="list-style-type: none"> Optionality within all units. Learners are assessed on three out of four themes in each unit.

*The non-adapted versions of our specifications can be found on the subject pages of our website [here](#)

Subject	Summary of adaptations for January 2022 & Summer 2022*
Biology or Chemistry or Physics	<ul style="list-style-type: none"> • Removal of assessment (Unit 1) • Removal of practical assessment (Unit 3)
Science (Double Award)	<ul style="list-style-type: none"> • Removal of assessments (Units 1, 2 and 3) • Removal of practical assessment (Unit 7)
Applied Science (Double Award)	<ul style="list-style-type: none"> • Removal of assessments (Units 1 and 2) • Removal of practical assessment (Unit 5)
Applied Science (Single Award)	<ul style="list-style-type: none"> • Removal of assessment (Unit 1) • Removal of practical assessment (Unit 4)
Welsh Language	<ul style="list-style-type: none"> • Removal of Oracy Task 2: Response and Interaction (Group discussion) (Unit 1) • Optionality in written assessments (Unit 2 and Unit 3)
Welsh Literature	<ul style="list-style-type: none"> • Learners sit either Unit 1 or Unit 2 (all learners sit Unit 3 and Unit 4)
Welsh Second Language	<ul style="list-style-type: none"> • Learners sit either Unit 1 or Unit 2 (all learners sit Unit 3 and Unit 4)

*The non-adapted versions of our specifications can be found on the subject pages of our website [here](#)

Supplementary Information about GCSE adaptations

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

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

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, including AS and A levels, 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 limited. Nevertheless, the streamlining of assessment content will help 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. The science qualifications are unitised which means that it is possible to enter some units earlier in the course. We have therefore, proposed, that in 2022, learners cashing-in sit only the specified units which are normally sat in year 11 and not those they would usually have sat in year 10. This adaptation applies in summer 2022 but does **not** apply to those commencing their courses in 2021, intending to cash-in in 2023.

3. Providing optionality at a unit level for some GCSEs (English Literature, Welsh Literature, Welsh Second Language, History)

These qualifications are unitised and learners are able to sit units at different points during the course, with all learners taking some units at the end. However, unlike the science suite, there is no consistent unit entry pattern across centres. It is proposed that 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. It is likely that your centre will choose the units you must study, so that they can focus their teaching towards these. Unit content and assessment will remain the same and this adaptation applies in January 2022 and summer 2022 but does **not** apply to those commencing their courses in 2021, intending to cash-in in 2023.

- 4. Streamlining or removing NEA assessment in 2021** (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).

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. 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, where only very minor changes can be made to the NEA, also have adaptations to assessments by examination.

- 5. Streamlining content for assessment by examination in 2021** (Business, Design and Technology, French, German, Spanish, Geography, ICT, Media Studies, Religious Studies)

In these qualifications we have stipulated that some content will not be subject to assessment in 2022. In some qualifications, but not all, this means that questions will also be removed from or made optional in the assessment.

- 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 each of these qualifications for assessment in 2022. This adaptation does not apply to the short course (ICT) or single award (HSCCC).

Appendix B

WJEC AS qualifications

Subject	Summary of adaptations for 2022*
Applied ICT	No changes are proposed for this qualification
Art and Design	No changes are proposed for this qualification
Biology / Chemistry / Physics	Identified content (including some specified practical work) for Unit 1 and Unit 2 will not be assessed
Business	Identified content for Unit 1 and Unit 2 will not be assessed
Computer Science	Identified content for Unit 1 will not be assessed
Design and Technology	<ul style="list-style-type: none"> Identified content for Unit 1 will not be assessed Learners may complete a model/mock-up of their final design instead of a prototype in Unit 2
Drama and Theatre	<ul style="list-style-type: none"> In Unit 1 the minimum group size will be one actor and the minimum performance time will be reduced. The minimum requirements for the design option will also be reduced. Advance notice of some aspects to be assessed in the Unit 2 examination
Economics	Identified content for Unit 1 and Unit 2 will not be assessed
English Language	Advance notice of some of the genres/text purposes to be assessed in the Unit 1 and Unit 2 examinations
English Language and Literature	Advance notice of some aspects to be assessed in the Unit 1 and Unit 2 examinations: <ul style="list-style-type: none"> reducing the number of poems to be studied for Unit 1, and providing an indication of the section of the text from which the extract will be taken in Section A of Unit 2
English Literature	Advance notice of extracts/poems to be assessed in the Unit 1 and Unit 2 examinations
French / German / Spanish	Removal of Task 1 (argument card) in the Unit 1 Speaking (NEA)
Geography	<ul style="list-style-type: none"> Identified content for Unit 2 will not be assessed Learners will be required to undertake a minimum of one fieldwork experience in preparation for the examination
Government and Politics	Identified content for Unit 1 and Unit 2 will not be assessed
Health and Social Care, and Childcare	Task 2, part (f) of the NEA will not be assessed
History	In each option of the period study for Unit 1, one identified concept/perspective will not be assessed
ICT	Section B will be removed from the Unit 1 examination
Law	Identified content for Unit 1 and Unit 2 will not be assessed

The non-adapted versions of our specifications can be found on the subject pages of our website [here](#)

Subject	Summary of adaptations for 2022*
Mathematics and Further Mathematics	<ul style="list-style-type: none"> • Identified content for Mathematics Unit 1 and Unit 2 will not be assessed • Identified content for Further Mathematics Unit 1, Unit 2 and Unit 3 will not be assessed.
Media Studies	<ul style="list-style-type: none"> • Identified content for Unit 1 will not be assessed • Planning will not be assessed and requirements for all production options will be reduced in the Unit 2 NEA • Partially completed productions for Unit 2 NEA will be accepted
Music	<ul style="list-style-type: none"> • Performing time will be reduced in Unit 1 • Only one composition will be required in Unit 2
Physical Education	The requirement to coach/officiate will be removed from Unit 2 (NEA)
Psychology	Section A (Contemporary Debates) will not be assessed in the Unit 2 examination
Religious Studies	Identified content (subthemes) will not be assessed in Section A of the Unit 2 examination
Sociology	Advance notice of some aspects to be assessed in the Unit 1 examination
Welsh Language	<ul style="list-style-type: none"> • Learners will study either the film or drama for the Oral examination in Unit 1 • We will provide a copy of the poems in Section B of the examination for Unit 3
Welsh Second Language	<ul style="list-style-type: none"> • In Unit 2 NEA one written piece of work will be removed • In Unit 3 the number of poems to be studied will be reduced from five to four.

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Appendix C

WJEC A level qualifications

Subject	Summary of adaptations for 2022*
Applied ICT	In Unit 3, the initial scenario will be treated as a ‘teacher led’ whole class activity instead of being completed by a number of small groups
Art and Design	Unit 3 (externally set assignment) will not be assessed
Biology / Chemistry / Physics	<ul style="list-style-type: none"> • AS content that is not developed or required for Units 3 and 4 will not be assessed in summer 2022 • Biology - Identified content for Unit 4 will not be assessed • Chemistry - Identified content for Unit 3 and Unit 4 will not be assessed • Physics - Identified content for Unit 4 will not be assessed
Business	Identified content for Unit 3 and Unit 4 will not be assessed
Computer Science	<ul style="list-style-type: none"> • Identified content for Unit 3 and Unit 4 will not be assessed • In Unit 5 we will remove the requirement for learners to complete a prototype, post-prototype refinement of design and developmental testing
Design and Technology	<ul style="list-style-type: none"> • Identified content for Unit 3 will not be assessed • Learners may complete a model/mock-up of their final design instead of a prototype in Unit 4
Drama and Theatre	<ul style="list-style-type: none"> • In Unit 3 the minimum group size will be one actor and the minimum performance time will be reduced. The minimum requirements for the design option will also be reduced. • Advance notice of some aspects to be assessed in the Unit 4 examination
Economics	Identified content for Unit 3 and Unit 4 will not be assessed
English Language	Advance notice of some of the genres/text purposes to be assessed in the Unit 3 and Unit 4 examinations
English Language and Literature	Advance notice of some aspects to be assessed in the Unit 3 and Unit 4 examinations: <ul style="list-style-type: none"> • providing an indication of the section of the text from which the extracts will be taken in Unit 3 • providing advance notice of the Spoken Language unseen text in Section A of Unit 4
English Literature	Advance notice of extracts/poems to be assessed in the Unit 3 and Unit 4 examinations
French / German / Spanish	<ul style="list-style-type: none"> • In Unit 3 Speaking (NEA), the timing for one of the tasks will be reduced • One identified subtheme will not be assessed in the Unit 4 examination
Geography	Section B (contemporary themes in geography) of the Unit 4 examination will cover one optional theme only
Government and Politics	Identified content for Unit 3 and Unit 4 will not be assessed

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Subject	Summary of adaptations for 2022*
Health and Social Care, and Childcare	<ul style="list-style-type: none"> In Unit 4 NEA (childcare pathway) Task 1, part (b)(ii) and (e)(i) will not be assessed In Unit 6 NEA (health and social care pathway) Task 1, part (b)(ii) and (e)(i) will not be assessed
History	<ul style="list-style-type: none"> In the Unit 3 examination, narrow-timeframe questions will not be assessed
ICT	<ul style="list-style-type: none"> Identified content for Unit 3 will not be assessed In Unit 4 we will remove the requirement for learners to complete the evaluation stage.
Law	<ul style="list-style-type: none"> Identified content for Unit 3 and Unit 4 will not be assessed.
Mathematics and Further Mathematics	<ul style="list-style-type: none"> Identified content for Mathematics Unit 3 and Unit 4 will not be assessed Identified content for Further Mathematics Unit 4, Unit 5 and Unit 6 will not be assessed
Media Studies	<ul style="list-style-type: none"> In Unit 3 the number of set products studied for each section will be reduced from three to two Learners will create one media product only in the Unit 4 NEA and requirements (time/pages/images) will be reduced Partially completed productions for Unit 4 NEA will be accepted
Music	<ul style="list-style-type: none"> Performing time will be reduced in Unit 4 Only one composition will be required in Unit 5 (option A) Only two compositions will be required in Unit 5 (option B) One of the two subsidiary set works in Unit 6 Area of Study F Strands 1 and 2 will be removed
Physical Education	<p>In Unit 4 NEA the Investigative Research Project will be assessed on the first two sections only:</p> <ul style="list-style-type: none"> <i>Complete an initial analysis of personal performance identifying appropriate research to help improve performance</i> <i>Evaluate the research, including data, to make recommendations and a plan for improving performance.</i>
Psychology	<p>In Section A of the Unit 3 examination, learners will be required to answer two questions rather than three questions.</p>
Religious Studies	<ul style="list-style-type: none"> Identified content (Theme 1) will not be assessed in the Unit 4 examination Identified content (Theme 4) will not be assessed in the Unit 5 examination
Sociology	<p>Advance notice of some aspects to be assessed in the Unit 3 examination</p>
Welsh Language	<ul style="list-style-type: none"> In Unit 5 the number of poems to be studied will be reduced from seven to six In Unit 6 the number of writing forms to be studied will be reduced from seven to five
Welsh Second Language	<ul style="list-style-type: none"> In Unit 5 the period of study of the Welsh language in society will be reduced from the middle of the 20th century to the present day to the 1980s to the present day In Unit 6 the number of short stories to be studied will be reduced from four to three.

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