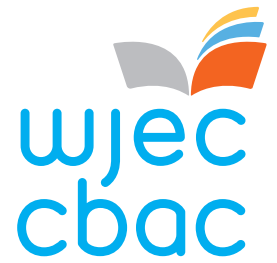


GCE AS/A LEVEL



Adaptations to GCEs in summer 2021

Subject Information Booklet

Subject adaptations to AS and A levels in summer 2021

In response to the temporary closure of schools and colleges in March 2020, the Welsh Government and Qualifications Wales have announced that GCEs will be adapted for assessment in 2021, in order to mitigate lost teaching and learning time and to assist centres in complying with social distancing guidelines.

In their regulatory document [Requirements for Adapting Assessments for GQ Qualifications in 2021](#), Qualifications Wales has set out clear principles (quoted below) which we have followed in making adaptations to AS and A levels for 2021. Compliance with these requirements will be monitored by Qualifications Wales. Therefore, this document, which sets out the individual subject adaptations for all WJEC AS and A levels 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 the Qualifications Wales principles:

1. WJEC must seek to ensure that learners are not advantaged or disadvantaged relative to their peers in other jurisdictions.
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.
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.
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.
5. WJEC must seek to maintain standards, as far as possible, within the same qualification in line with previous years.
6. WJEC must seek to maintain standards, as far as possible, across similar qualifications made available by WJEC and by other awarding bodies.
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.

Before finalising these adaptations, we have consulted with centres in Wales via focus groups and through a short online consultation. We asked centres to what extent they agreed that our proposed adaptations:

- retain the content and skills required for progression to higher education
- maintain the level of demand of the qualification
- will neither advantage nor disadvantage learners in Wales compared to learners in other jurisdictions
- help alleviate issues linked to social distancing for group work and practical work.

We received over 1100 responses to the survey, most of which came from subject teachers and heads of department. We have analysed the responses and where necessary updated our proposed adaptations to reflect the feedback from centres. It has not been possible to address every concern raised by teachers in relation to disrupted teaching and learning as, primarily, WJEC must ensure the integrity of each qualification so that we are able to award qualifications in 2021 which are valid and robust. These matters will be carefully considered by WJEC as we seek to maintain standards when setting grade boundaries during the awarding process for the summer 2021 series. The adaptations should also, therefore, be considered alongside other mitigating measures available to centres.

Many respondents, although they broadly agreed with the direction we have taken in our adaptations, expressed a desire for further reductions in assessment at both AS and A level. Qualifications Wales has previously announced that learners sitting A2 units in 2021, who were entered for AS units in 2020 **will not need to sit their AS units in 2021** (although they may choose to do so) and that their final A level grade will be based on the outcomes of the A2 units alone, i.e. learners will receive an outcome for their AS units (entered in 2020) based on their A2 units which they will sit in 2021. This amounts to a 40% reduction in assessment across the full A level qualification for those cashing in in 2021. Therefore, the adaptations below aim to streamline the content being assessed in A2 units in 2021, whilst retaining the full 60% assessment contained in the A2 units, as any further reduction in assessment would jeopardise the integrity of the qualification and it could be viewed as less rigorous than equivalent qualifications in other jurisdictions. Retaining the full 60% A2 assessment will ensure that A levels awarded to learners in Wales in 2021, whilst based only on the A2 units, are valid, reliable and comparable to A levels awarded to learners in other jurisdictions. We have also not made significant adaptations to AS qualifications as learners are not due to start these qualifications until September and therefore no teaching time has yet been lost at AS. We have, however, considered minor adaptations to alleviate pressures with social distancing at both AS and A2.

Due to the exceptional nature of A level Art and Design being 100% NEA and a skills based practical qualification, where manageability and public health advice may negatively impact assessments, learners' A level outcomes will be based on the assessment outcome for the one AS unit and one additional A2 unit, comprising a total of 76% of the total qualification. A full rationale is provided under the subject information.

There are a few qualifications (those in the English Suite) for which it has not been possible to make any adaptations without compromising their validity. The way each of these qualifications is structured means that there is relatively little content which can be easily streamlined due to the nature of the set texts or forms. It is also impossible to introduce limits to the assessments without making the questions more difficult for learners and impeding their ability to access the full range of the mark scheme. As previously stated, these matters will be considered during the awarding process for the summer 2021 series. For a detailed commentary on the ideas considered and ultimately rejected for GCE English qualifications please see pages 19 to 24 of this document.

Subject index

Applied ICT and ICT
Art and Design
Biology/Chemistry/Physics
Business
Computer Science
Design and Technology
Drama and Theatre
Economics
English Language
English Language and Literature
English Literature
French/German/Spanish
Geography
Government and Politics
Health and Social Care (Legacy) Single Award
History
Law
Mathematics and Further Mathematics
Media Studies
Music
Physical Education
Psychology
Religious Studies
Sociology
Welsh Language
Welsh Second Language

Applied ICT

AS

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

There are no changes to this unit.

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

There are no changes to this unit.

A level

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

The initial scenario issued in September 2020 (for summer 2021 completion) will be treated as a 'teacher led' whole class activity as opposed to being completed by a number of small groups. The class will collectively produce a spreadsheet model to address the given scenario. This will subsequently be used by all learners in the completion of their individual work under controlled conditions prompted by the release of the revised requirements (spring of 2021).

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

There are no changes to these optional units.

Rationale

Unit 3 is normally approached through a period of group work leading to the development of a spreadsheet model which addresses an initial scenario. This initial scenario is released in the first week of September and outlines a set of requirements which form the basis of the spreadsheet model to be constructed. Subsequently, decisions are taken within the group and the building of the spreadsheet models takes place. Group meetings are recorded through a series of minutes which, along with the completed spreadsheet model are taken into the controlled environment, where learners will first access the 'Revised Requirements' document. The 'Revised Requirements' document (released in the spring) requires the learner to plan and create (previously unseen) additional functionality. The changes to the model, as directed by the revised requirements, are completed on an individual basis. Each learner needs to be fully conversant with the group spreadsheet model in order to change the functionality. Learners are also required to project manage their activities in order to facilitate the required changes by the set deadline. By switching to a teacher led whole class approach, it is envisaged that a significant amount of time will be saved. These time savings will be gained primarily through the removal of the need to monitor and manage a series of small groups in the development of the spreadsheet models and in preparations for the individual assessment. This proposal will see all learners completing the individual tasks using the same spreadsheet model as the rest of the class. Marks are only awarded for the individual responses completed within the controlled environment (this has always been the case) – no changes are necessary to the arrangements for the controlled environment or to the assessed tasks. Changes will be made to the assessment document which will confirm the shift from a small group approach to a whole class approach.

The proposal does not see the removal of any content from the unit. There is, however, a change in the group dynamic from a small group to a larger (whole class) group. This should

not see any reduction in the development of ICT skills as, in order to carry out the individual assessment, learners need to be fully engaged in the process of creating the initial spreadsheet model. Some organisational activities will be diminished such as the creation of meeting minutes and the experience of working in a small group.

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

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

ICT

AS

Unit 1: Information Systems

Written examination 24% (60%) of qualification

There are no changes to this unit.

Unit 2: Presenting Information Task

NEA 16% (40%) of qualification

There are no changes to this unit.

A level

Unit 3: Use and Impact of ICT

Written examination 36% of qualification

Streamlining of content to be assessed so that the following topic content areas are not subject to assessment in 2021, equivalent to the loss of 10-15 GLH, across the different functions:

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

Unit 4 Relational Database Project

NEA 24% of qualification

There are no changes to this unit.

Rationale

All examination papers will retain the same structure as previous series. This minimal streamlining of content for assessment in 2021 at A level still allows learners to be able to respond to the synoptic questions and allows for reductions in delivery time of Unit 3.

Art and Design

AS Unit 1: Personal Creative Enquiry (PCE) NEA (40%) of qualification (For Year 12 assessment in summer 2021.)

There are no changes to the content of this unit for assessment in 2021 as controls are limited, and the unit can be delivered over a long period (September 2020 - May 2021) via blended learning/work.

A2

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

There are no changes to the content of this unit for assessment in 2021.

Unit 3: Externally set assignment (NEA) 24%

This unit will not be subject to assessment in 2021.

Rationale

We propose not assessing the **ESA (unit 3)**, as it is the smaller unit in the qualification and learners are not due to start this before 2021. It would be reasonable to expect learners to complete their remaining work on the AS (**Unit 1**) during the first half of the Autumn term; (they will already have had six months working on their AS before lockdown); with a further 6 and a half months available to complete fresh work on the PI (unit 2) from November 2020 to May 2021.

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

Controls for Units 1 & 2 are limited, and the content can be delivered over a longer period. The option of assessment of Units 1 & 2 only offers the most reliable assessment in that they are the larger units in the qualification and are measured via the same Assessment Objectives, consequently, providing the necessary validity, whilst requiring no temporary or potentially confusing changes to standards. *The work for **Unit 2**, in relation to **Unit 1**, should demonstrate a clear increase in depth of study, as described on page 14 of the Specification.*

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

We recognise that this adaptation deviates from the information provided by Qualifications Wales in March 2020 stating that learners are not expected to complete AS units. However, in order to reliably award a three-unit A level, it is necessary for all learners to complete two out of the three units. For reasons already stated it is preferable for learners to complete unit 1 and 2 rather than unit 3. Qualifications Wales has approved this approach as being the most suitable adaptation for learners.

Biology/Chemistry/Physics

AS Units 1 + 2: Written exams (40%)

There are no changes to the assessment of these units.

Remove the requirement for the specified practical work to be completed hands-on. Teacher demonstrations, video clips and simulations could be used instead.

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

Synoptic questions – AS content that is not developed or required for Units 3 and 4 will not be assessed in 2021.

Remove the requirement for the specified practical work to be completed hands-on. Teacher demonstrations, video clips and simulations could be used instead.

A2 Unit 5: Practical Examination (10%)

Remove the Experimental Task from the assessment in 2021. The Practical Analysis Task part would remain in 2021.

Rationale

Social distancing measures make it difficult for learners to carry out hands-on practical work required for the completion of specified practical work, (and various other practical tasks) and for the Experimental Task part of the Unit 5 practical examination. Removal of the requirement for any hands-on practical work reduces teaching time. Teacher demonstrations, video clips, simulations and other appropriate resources will need to be used to provide basic experience of relevant practical methods. The Unit 5 assessment is a key part of the assessment of the qualification, hence the decision to retain the Practical Analysis Task. A number of learners may have gaps in the AS content they were taught in Year 12. To mitigate this, synoptic questions in A2 units 3 and 4 will not draw on AS knowledge that is not developed or required for the A2 units.

Business

AS

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

There are no changes to this unit.

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

There are no changes to this unit.

A level

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

Streamlining of content to be assessed so that the following 6 topic content areas will not be subject to assessment in 2021, equivalent to the loss of 10-15 GLH:

- Price and income elasticity of demand
- Budget variances
- Porters Five Forces framework
- Rationalisation
- Decision trees
- Investment appraisal.

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

There are no changes to this unit.

Rationale

Unit 4 remains the same, as this unit is holistic and focuses on linking the other three units and is needed for learners to be able to answer the synoptic questions in the assessment and to maintain the level of demand for the qualification. Unit 3 is the content heavy unit of the A level and contains a wide range of business analysis and strategy tools. There are numerous aspects of standalone content that, if not taught, would have minimal impact on the knowledge and understanding needed by learners to answer synoptic questions. The content identified as not subject to assessment in summer 2021 is all categorised as standalone content. Significant content remains to allow for the valid and reliable assessment of quantitative skills.

The teacher focus group supported the streamlining of content for Unit 3 for assessment in 2021.

Computer Science

AS

Unit 1: Fundamentals of Computer Science **Written examination 25% (62.5%) of qualification**

There are no changes to this unit.

Unit 2: Practical Programming to Solve Problems **On-screen examination 15% (37.5%) of qualification**

There are no changes to this unit.

A level

Unit 3: Programming and System Development **Written examination 20% of qualification**

Streamlining of content to be assessed so that the following distinct topic content areas (subheadings in the left-hand column of the specification) are not subject to assessment in 2021, equivalent to the loss of 10-15 GLH overall (with Unit 4):

- 6. System design
- 8. Program construction.

Unit 4 Computer Architecture, Data, Communication and Applications **Written examination 20% of qualification**

Streamlining of content to be assessed so that the following distinct topic content areas (subheadings in the left-hand column of the specification) are not subject to assessment in 2021, equivalent to the loss of 10-15 GLH overall (with Unit 3):

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

Unit 5 Programmed Solution to a Problem **Written examination 20% of qualification**

There are no changes to this unit.

Rationale

Streamlining content for assessment in 2021 will enable centres to adjust for the loss in teaching and learning time as a result of the Covid 19 outbreak. All examination papers will retain the same structure as previous series. This minimal streamlining of content for assessment in 2021 at A level still allows learners to be able to respond to the synoptic questions and allows equitable delivery time reductions across both written examination units.

Design and Technology

Engineering Design Fashion and Textiles Product Design

AS

Unit 1: Written examination: 20% of qualification

There are no changes to this unit.

Unit 2: Design and make task: 20% of qualification

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

A level

Unit 3: Written examination 30% of qualification

There are no changes to this unit.

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

We will accept a model/mock-up instead of the finished product. For Fashion and Textiles, we will accept a toile in calico or an appropriate substitute fabric, with samples to indicate all construction details. This will allow centres to spend significantly less time on the NEA than suggested in the specification. Learners are at liberty to submit the finished product in the usual manner if they wish to do so. Learners may also choose to develop projects started for AS in 2020 and submit them for Unit 4.

Rationale

We appreciate that social distancing issues may impact on learners' access to design studios and workshops. However, the design and make activities are an essential characteristic of the subject, and an aspect that learners generally enjoy and succeed in. Learners can undertake aspects of their research, design and evaluative activities away from the design studio/workshop which should help mitigate the access issues noted above.

We have reduced the expectation for learners to submit a final made product/prototype and are allowing for a model/mock-up. This should alleviate concerns indicated by many around distancing. Exact expectations of the product/mock-up outcome will be reviewed and guidance for teachers will be produced by WJEC and communicated to centres in September.

In addition, for A level we propose temporarily removing the restriction that: *'A level candidates are not allowed to resubmit any work from the AS design and make task (Unit 2), use it as a starting point or extend the work to address the requirements of the A level design and make project (Unit 4).'* This would enable learners taking their A level in summer 2021 to further develop work originally intended for submission as Unit 2 NEA in 2020 into work which meets the requirements of Unit 4 NEA.

We did consider whether it would be better to adapt Unit 3 rather than Unit 4. However, the content is required for progression to Higher Education and employment.

Drama and Theatre

AS

Unit 1: Theatre Workshop (24%)

Reduce minimum group size to 1 actor. A suitable length based on other group sizes is between 2 and 4 minutes.

Also, reduce minimum times for groups of 2-5 actors by two minutes. Therefore a group of 2 actors should perform for between 3 and 10 minutes, a group of 3 actors should perform for between 5 and 12 minutes, a group of 4 actors should perform for between 7 and 14 minutes and a group of 5 actors should perform for between 9 and 16 minutes.

Unit 2: Text in Theatre (16%)

There are no changes to this unit.

A Level

Unit 3: Text in Action (36%)

Reduce minimum group size to 1 actor for both the devised and text pieces. A suitable length based on other group sizes is between 2 and 4 minutes.

Also, reduce minimum times for groups of 2-5 actors by two minutes. Therefore a group of 2 actors should perform for between 3 and 10 minutes, a group of 3 actors should perform for between 5 and 12 minutes and a group of 4 actors should perform for between 7 and 14 minutes

Reduce the suggested word count for the process and evaluation report from 3000 words to 2000 words.

Unit 4: Text in Performance (24%)

There are no changes to this unit.

Rationale

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

Reducing the minimum time for group performances in Units 1 and 3, and the proposed amendments to the word count within Unit 3, mitigates for any disruption that may result from local lockdowns or periods of self-isolation.

WJEC will also consider the assessment process within Unit 3 for 2021 in order to further mitigate these scenarios. WJEC will provide further guidance to centres in due course.

WJEC will be flexible next year regarding how centres interpret certain practitioners/theatre companies due to not being able to have actors in close proximity to one and other. The key issue is that centres manage to capture the spirit or the essence of their chosen practitioner/company within their performances. Centres are also reminded that learners are not penalised for exceeding the word count for the process and evaluation report within Unit 3.

Economics

AS

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

There are no changes to this unit.

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

There are no changes to this unit.

A level

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

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

Streamlining of content to be assessed so that the following 3 topic content areas will not be subject to assessment in 2021:

- Competition Policy and Privatisation
- Financial Stability
- European Union

Rationale

For A2, the two aspects of macroeconomic content we have identified are very much standalone topics and therefore do not impact on broader synoptic macroeconomic analysis. The one microeconomic topic identified was deemed an appropriate choice as centres are highly unlikely to have covered this topic as it is only possible to do this after the remaining A2 microeconomic content has been taught. The streamlined content amounts to approximately 10-15 guided learning hours.

The teacher focus group supported the streamlining of content for A2 for assessments in 2021.

English Language and Literature

There are no changes to the AS or A level English Language and Literature assessments.

Rationale

This rationale aims to clarify for teachers, learners and wider stakeholders the reasons for not adapting the GCE English Language and Literature assessments, in order to uphold the principles set out by Qualification Wales.

Both the AS and the A level qualifications are skills-based and built on the knowledge and understanding of a range of spoken and written texts from different times, including, across the two years of study, six set texts. Content cannot be removed and streamlining a specification in which set texts are a foundation to the study would have compromised the qualifications. As the loss of teaching time to date will ultimately impact on learners' depth of knowledge, we aim to support teachers in preparing their learners for the 2021 summer series by providing a calendar of free monthly teaching and learning-focused Teachmeet events.

The aim of this specification is to allow teachers and learners to develop the skills required for linguistic and literary analysis through studying a range of spoken and written texts. Although there might be a slower start to learning in September 2020, AS teaching has not yet begun and there is little impact on these learners. For the A2 learners, as it is not possible to remove a portion of a prose or a drama text for study, any changes made to the content of the summer 2021 assessments would be detrimental to the development of the knowledge and skills which learners require.

Any adaptations would also compromise the knowledge of the different language levels required. Given that there is no specific content for the study of phonetics, phonology and prosody, lexis and semantics, grammar (including morphology at A level), pragmatics and discourse in AS or A level, it would negatively affect the validity of the qualification as only adaptations to assessment could be made and there would be no benefit to teaching and learning time.

For Unit 3, a whole text or a portion of a text cannot be removed as it would compromise the assessment of the qualification. The same is true for Section B of Unit 4. In Section A of Unit 4, the assessment objective for making connections (AO4) is double-weighted and makes up half the marks available for this part of the assessment. Streamlining this section by, for example, removing the spoken language extract would limit the opportunities for making connections. It would also mean that learners for the 2021 summer series would not be assessed on spoken language across the two years of study. Any other possible adaptation to this section of Unit 3 would exceed the regulatory guidance.

Most teachers believed that the independent nature of the work for this unit was something that learners could successfully manage remotely. Most centres begin preparing learners for this unit at the end of Year 12. Unit 5 is also the only opportunity to assess AO5 across the AS and A2 qualification for those entering the 2021 summer series. It is, therefore, not possible to adapt or streamline this section of the NEA. In discussion with teachers in a focus group as part of the consideration of adaptations for 2021, there was unanimity that the NEA should be retained as it was straightforward for learners to undertake the independent study remotely during the summer 2020 term and beyond, if necessary.

Any changes made to the content or the assessment of the summer 2021 examination series would be detrimental to the development of the knowledge and skills which learners require. The marks and AO coverage need to be retained in order to allow for standards over time to be maintained in awarding the qualifications. Modifications which will impact directly on teaching time are therefore not discernible.

English Language

There are no changes to AS or A level English Language assessments.

Rationale

This rationale aims to clarify for teachers, learners and wider stakeholders the reasons for not adapting the GCE English Language qualifications, in order to uphold the principles set out by Qualification Wales.

Both AS and A2 are synoptic assessments of a spiral curriculum with little specified content. As such, any adaptations to the examinations in either qualification would have little effect on teaching time. As the loss of teaching time to date will ultimately impact on learners' depth of knowledge, we aim to support teachers in preparing their learners for the 2021 summer series by providing a calendar of free monthly teaching and learning focused Teachmeet events.

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

The aim of the specification is to allow teachers and learners to follow their interests in developing their skills across all units where they are introduced to concepts and methods of the disciplines of English language/linguistics in relation to a wide range of spoken and written forms of English, including electronic and multimodal forms. Given that there is no specific content for study in AS or A level, it would negatively affect the validity of the qualification as only adaptations to assessment could be made. As marks and AO coverage need to be retained in order to allow for standards over time to be maintained in awarding the qualifications, modifications that would impact directly on teaching time are not discernible. For example, it would not be desirable to pre-release information relating to the examinations, such as theme/genre/named writer or specific text without introducing the risk of learners regurgitating pre-learnt material in the exam regardless of whether it fits the question.

Given how broad the corpus is for the selection of unseen material in GCE English Language, it is impossible to provide details to centres that are helpful in preparing learners without naming the exact text. This may lead learners to waste time reading as much material in this broad category as they can or be misled by undertaking irrelevant contextual or biographical research, none of which is needed for this assessment.

For English Language, there would be little difference to teaching time if WJEC pre-released the details of the texts for analysis in Unit 4 Section A as the texts are not needed to be analysed in terms of the medium or genre. These are synoptic assessments and what is tested at A level is the application of a broad body of linguistic knowledge.

This is also true with regard to introducing optional questions in Language; the broad corpus of linguistic knowledge underpinning the learners' engagement with unseen texts does not change regardless of the material put in front of them in the examinations and therefore little gain could be achieved in teaching time.

In making considerations for this proposal, teachers opined that the independent research required for Unit 5, the NEA, was something that learners could successfully manage remotely with some teacher direction. Most centres guide learners through the independent study (drafting a title and hypothesis; collecting a corpus of data; drafting analysis) after the AS examinations have finished. In discussion with teachers in a focus group as part of the consideration of adaptations for 2021, there was unanimity that the NEA should be retained as it was straightforward for learners to undertake the independent research remotely during the summer 2020 term and beyond, if necessary. It is suggested that if teaching and learning is slower than usual to start in September that centres focus on NEA development.

English Literature

There are no changes to the AS or A level English Literature assessments.

Rationale

This rationale aims to clarify for teachers, learners and wider stakeholders the reasons for the decision not to make any adaptations to the GCE English Literature qualification, in order to uphold the principles set out by Qualification Wales.

Both the AS and the A level qualifications are skills-based and are built on the close study of set texts. Content cannot be removed and streamlining a specification in which set texts are a foundation to the study would have compromised the qualifications. As the loss of teaching time to date will ultimately impact on learners' depth of knowledge, we aim to support teachers in preparing their learners for the 2021 summer series by providing a calendar of free monthly teaching and learning-focused Teachmeet events.

Any adaptation to the assessment of the skills required for this specification would adversely affect the coverage of the assessment objectives. It would also have an impact on AS and A2 as being reliable indications of the knowledge, skills and understanding specified in the qualifications, which is a regulatory requirement.

The aim of the specification is to allow teachers and learners to develop the skills required for literary analysis through studying a variety of set texts. Adaptations at AS were not considered as no time has yet been lost in the delivery of this qualification. It is not possible at A2 to remove a portion of a prose or a drama text for study.

The number of poems studied in the classroom for the poetry unit at A2 is decided by those delivering the specification, with a prescribed list of poems already in place for the part (i) question in Section A, where such a list is applicable. Editing these lists further cannot be an option as two of the five set texts are extended narrative poems, for which no editing is possible. Any other adaptation to this section of Unit 3 would exceed the regulatory guidance while Section B of the same paper is an unseen poetry task, for which it is also impossible to streamline content. Similar issues are faced when attempting to adapt Unit 4 and Unit 5. Whole texts or a portion of a text cannot be removed as it would compromise the integrity of the qualification.

Teachers believed that the independent nature of the work for Unit 5 was something that learners could successfully manage remotely. Most centres begin preparing learners for this unit at the end of Year 12. In discussion with teachers in a focus group as part of the consideration of adaptations for 2021, there was unanimity that the NEA should be retained as it was straightforward for learners to undertake the independent study remotely during the summer 2020 term and beyond, if necessary.

Any adaptations made for the summer 2021 examination series would be detrimental to the development of the knowledge and skills which learners require. The marks and AO coverage need to be retained in order to allow for standards over time to be maintained in awarding the qualifications. Modifications which will impact directly on teaching time are therefore not discernible.

French/German/Spanish

AS Unit 1 Speaking (NEA)

There are no changes to this unit.

AS Unit 2 Listening, Reading, Translation and Critical Writing

There are no changes to this unit.

A2 Unit 3 Speaking - Independent Research Project (NEA)

There are no changes to this unit.

A2 Unit 4 Listening, Reading and Translation

The following subthemes will not be subject to direct assessment in this unit in summer 2021:

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

A2 Unit 5

There are no changes to this unit.

Rationale

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

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

In considering possible adaptations for 2021, teachers invited to our focus group stated that most learners begin their independent study for Unit 3 after the AS examinations have finished. There was unanimity amongst the focus group that the NEA should not be adapted as it was straightforward for learners to undertake the independent research remotely during the summer 2020 term and beyond, if necessary. This was borne out by the responses to the online survey.

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

However, to address concerns raised in the survey regarding amount of content in the specification at A2, the following sub-themes will not be directly assessed in summer 2021:

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

This proposal aims to alleviate the pressure on teaching time at this level.

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

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

Geography

AS level

Unit 1: Changing Landscapes (24%)

There are no changes to this unit.

Unit 2: Changing Places (16%)

Section A: Changing Places

There are no changes to this part of the assessment

Section B: Physical and Human Fieldwork Investigation

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

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

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

A level

Unit 3: Global Systems and Global Governance (24%)

There are no changes to this unit.

Unit 4: Contemporary Themes in Geography (16%)

Section A: Tectonic Hazards

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

Section B: Contemporary Themes in Geography

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

Unit 5: Independent Investigation (NEA) (20%)

There are no changes to the assessment of this unit.

WJEC will not require centres to submit the 4-day fieldwork declaration in 2021. However, we would encourage fieldwork to be integrated into study where it is safe and practical. WJEC also encourage teachers to use alternative methods to introduce learners to the required range of fieldwork skills to prepare for completion of the NEA. This might include learning via virtual methods and through the use of fieldwork experiences completed on-site or locally. The deadline for submission of NEA samples for moderation will be extended to **May 15th, 2021**.

Rationale

Full coverage of Units 1, 2 and 3 remains important in order to introduce the core themes of the course and in preparation for the synoptic assessment in Unit 3, Section C. Coverage of these core units also facilitates the integration of the required specialised concepts, geographical skills and fieldwork skills necessary to prepare for the AS and A2 unit assessments. In order to ease pressures surrounding group fieldwork, the requirement for two separate fieldwork experiences in both physical and human geography at AS has been amended. Centres should be aware that, in line with Welsh Government guidelines, outdoor learning is to be encouraged from September and this one fieldwork experience can be completed near to or on the school site.

The non-exam assessment is integral to A level Geography. At 20%, removal of this component is not consistent with guidance received from the regulator. In discussion with teachers in a focus group that considered adaptations for 2021, there was agreement that the NEA should be retained and that learners will be able to complete the required element of primary data collection independently (where necessary) and while observing the latest social distancing guidelines. Teaching the skills required in order for learners to make informed choices concerning investigation titles and data collection does not necessarily mean learners need to be taken off-site via public transport. Many of the quantitative and qualitative skills that may be required can be taught within the local area, in a classroom or through blended learning. WJEC are mindful to ensure that no learner is advantaged or disadvantaged because of the jurisdiction in which they take their qualification; this recommendation ensures parity with assessments taken by learners in previous series and in other jurisdictions in 2021 and does not compromise progression to higher education. In light of the teaching time required to introduce the necessary skills to complete the NEA in these new circumstances, the streamlining of one optional theme from Section B, Unit 4 will allow extra teaching time from September so that the demands of Section A, Unit 4, (taught across AS and A2) and the NEA can be met.

Centres and learners should focus on developing appropriate and practical investigation titles that allow collection of primary data safely under current circumstances. This may mean that some centres need to adapt their current model for preparing learners for the NEA. Teachers should carefully manage learner expectations for data collection to ensure that the choice of investigation title and ensuing methodology is appropriate. Centres should note that there is no prescribed balance between primary and secondary data within completed investigations and that each learner is required to complete a full risk assessment as part of their investigation.

Government and Politics

AS

Unit 1 Government in Wales and the United Kingdom (20%):

There are no changes to this unit.

Unit 2 Living and participating in a democracy (20%):

There are no changes to this unit.

A level

The content of the specification will be streamlined; therefore, the following content will **not** be subject to assessment in 2021.

Unit 3 Political concepts and theories (30%):

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

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

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

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

Unit 4 Government and politics of the USA (30%):

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

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

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

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

Rationale

The streamlining of content is the only possible adaptation and equates to roughly 10-12 guided learning hours being saved. As many centres divide the teaching of Unit 3 and Unit 4 across different staff, we wanted to ensure that the amount of delivery time required is similar across both units. Although we will not be formally assessing the impact of liberalism, conservatism, socialism and nationalism on global politics, the use of examples from global politics to illustrate these ideologies in other parts of Unit 3 content is still acceptable. The content being streamlined will also not impede learners from responding to the synoptic questions on either Unit 3 or Unit 4. These adaptations still allow the specification to meet the subject content criteria for Government and Politics, maintain the demand of the qualification and allows learners to progress onto higher education.

Health and Social Care (LEGACY) SINGLE AWARD

AS Unit 1 (20%) Examination

There are no changes to this unit.

AS Unit 2 (30%) NEA

There are no changes to this unit.

A2 Unit 7 (20%) Ext C/W assessment

There are no changes to this unit.

A2 Unit 9/10/11/12 (30%) NEA

These units are optional, learners sit one of four optional NEA units.

For *optional* Unit 9, the learners would have to produce a report based on a study of one (rather than two) job role within the health and social care and children's services.

For *optional* Unit 10, just one individual is considered, so there could be an adjustment to the 'case study' section in the following way:

- **One** theory of ageing
- A choice of **two** effects from social, economic, emotional factors
- **Two** services used by the individual (one formal, one informal)

For *optional* Unit 11, the learners would be required to produce a written report on a study of two complementary therapies and investigate how they meet the needs of one (rather than two) individual with needs.

For *optional* Unit 12, the learners would be required to produce a written report that examines the results of a specifically designed diet OR physical activity programme on one individual for 4 weeks.

Rationale

Due to the nature of the A2 compulsory, externally assessed unit (Unit 7- externally marked task based report) it is not possible to make adjustments to this unit without having a major impact on the assessment. There is no clear-cut way to streamline content, as all content is assessed and deemed necessary in this assessment. Therefore, the recommended approach is the most meaningful and allows the assessments to flow in the same way but reduces the burden on teaching. Other options have been considered, but the recommendations made are the most logical in trying to ensure equity for the optional units.

History

AS

Unit 1: Period study (20%)

There are no changes to this unit.

Unit 2: Depth study – part one (20%)

There are no changes to this unit.

A level

Unit 3: Breadth study (20%)

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

Unit 4: Depth study – part two (20%)

There are no changes to this unit.

Unit 5: the NEA (20%)

There are no changes to this unit.

Rationale

WJEC is unable to change the content of the Unit 4 depth studies. The removal of sections from these studies reduces their depth and cannot be equally applied across all eight options. The NEA cannot be removed as it is the only area of the A level course that assesses Assessment Objective 3. Additionally, as responses in the survey indicated, the NEA provides some learners with a much-needed skills bridge between GCE History and undergraduate degree History (as well as many other Higher Education courses). Consequently, the only area that can be fairly adapted across all 10 options without prejudicing learners' progress is Unit 3.

A number of respondents suggested that WJEC make the themes optional. While this was considered, it would remove fifty per cent of the content and thus negatively affect the integrity of the unit. For example, learners who study Option 8, the American century (c.1890–1990), would either study civil rights *or* the development of the US as a superpower across the period, and this would give those learners too limited a view of the US across the period. Instead, the removal of the narrow-timeframe questions in Unit 3 reduces the depth of knowledge that is usually required for Section A, allowing learners to focus on the broader, “similarities and differences across the period” questions of Section B. Having a choice of two questions for each theme reduces pressure on learners in the examination as it enables them to focus on areas for which they have a more comfortable grasp of the scope or limitations of change across the set period.

Law

AS

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

There are no changes to this unit.

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

There are no changes to this unit.

A level

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

Streamlining of content so that the following topics will not be subject to assessment in 2021:

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

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

Rationale

The adaptations take into account the loss of teaching and learning time while ensuring that all assessments remain intact.

The rationale for the streamlining of these topics is as follows: They are stand-alone topics; which do not impact on the delivery of any other topics. They are comparable in size across the options.

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

The focus group agreed with the proposed changes to A Level Law overall.

Mathematics/Further Mathematics

For GCE Mathematics/Further Mathematics, we are providing a list of topics that will not be assessed in Summer 2021.

The content detailed below will not be subject to assessment in the GCE Mathematics and GCE Further Mathematics examinations in Summer 2021. In Further Mathematics, learners study Unit 4 and either Unit 5 or Unit 6.

GCE MATHEMATICS

Content that will NOT be assessed in the Summer 2021 examinations.
A2 Unit 3 – Pure Mathematics B
2.3.1 Proof
Proof by contradiction (including proof of the irrationality of $\sqrt{2}$ and the infinity of primes, and application to unfamiliar proofs).
2.3.8 Numerical Methods
Locate roots of $f(x) = 0$ by considering changes in sign of $f(x)$ in an interval of x in which $f(x)$ is sufficiently well-behaved. Understand how change of sign methods can fail.
Solve equations approximately using simple iterative methods; be able to draw associated cobweb and staircase diagrams.
Solve equations using the Newton-Raphson method and other recurrence relations of the form $x_{n+1} = g(x_n)$.
Understand how such methods can fail.
Understand and use numerical integration of functions, including the use of the trapezium rule and estimating the approximate area under a curve and limits that it must lie between.
Use numerical methods to solve problems in context.

GCE FURTHER MATHEMATICS

Content that will NOT be assessed in the Summer 2021 examinations.	Additional Comments
A2 Unit 4 – Further Pure Mathematics B	
2.4.4 Further Algebra and Functions	
Find the Maclaurin series of a function (including the general term). Recognise and use the Maclaurin series for e^x , $\ln(1+x)$, $\sin x$, $\cos x$ and $(1+x)^n$, and be aware of the range of values of x for which they are valid.	ONLY the Maclaurin series in section 2.4.4 will not be assessed. The following, from section 2.4.4, could be assessed : Understand and use partial fractions with denominators of the form $(ax+b)(cx^2+d)$.

Content that will NOT be assessed in the Summer 2021 examinations.	Additional Comments
A2 Unit 5 – Further Statistics B (optional unit)	
2.5.3 Hypothesis Testing	
ONLY Understand and use tests for (b) difference of two means for two independent normal distributions with known variances.	None
2.5.4 Estimation	
ONLY Understand and use confidence limits for (a) the mean of a normal distribution with (ii) unknown variance.	None
A2 Unit 6 – Further Mechanics B (optional unit)	
2.6.3 Moments and Centre of Mass	
Understand and use the centre of mass of uniform rigid bodies and composite bodies .	None

Rationale

The content of GCE Mathematics is inextricably entwined with the content of GCE Further Mathematics, and, therefore, careful consideration has been given when selecting the specific content that will not be assessed in the A2 Mathematics units in Summer 2021, to ensure that this does not have a negative impact on the teaching and learning of GCE Further Mathematics.

For GCE Mathematics, we considered whether it was possible to identify content that would not be assessed in Summer 2021 in both A2 Unit 3 and A2 Unit 4, but we found that, had content in Unit 4 not been assessed, this would have affected the assessment of the applied mathematics units in GCE Further Mathematics. Therefore, the content that will not be assessed in Summer 2021 will be from Unit 3 only.

For GCE Further Mathematics, we were able to identify content from all three A2 units (Units 4, 5 and 6) that will not be assessed in Summer 2021.

The content in both qualifications has been carefully selected to ensure that the adaptations retain the level of demand and maintain the integrity of the assessment, but reduce the content required for assessment.

Media Studies

AS

Unit 1 (exam: 24%)

There are no changes to this unit.

Unit 2 (NEA:16%)

1. There are no changes to the research, planning or reflective analysis requirements.
2. Reduce length/amount requirements for all production options:
 - print: **two** pages (usually four)
 - AV: **one minute thirty seconds – two minutes thirty seconds** (usually three – five minutes)
 - Online – **one homepage plus one audio or video report** (usually homepage plus two other pages plus audio or video report)

A2

Unit 3 (exam: 36%)

There are no changes to this unit.

Unit 4 (NEA: 24%)

1. There are no changes to the investigative research, development outline or critical analysis requirements.
2. Remove the requirement to complete the second part of the cross-media production, so learners create **one** media product, rather than the usual two.
3. Reduce length required for Brief 1, Options 1 and 2 by half: **one minute thirty seconds – two minutes** (individual), **two minutes - two minutes thirty seconds** (pair).
4. Reduce number of pages and original images required for Brief 2, Options 1 and 2: **total three pages**, including **front cover** and **double page spread**; minimum of **five different original images in total** (usually total four pages and eight original images.)

Rationale (AS and A2)

Changes to the NEA tasks are essential to address social distancing requirements, issues of access to specialist equipment and, at A2 in particular, lost teaching time. The focus group suggested that completion of the NEA is of most concern to teachers and this is supported by the results of the survey. Changing the briefs now for assessment in 2021 is not a viable option as many learners have started work on the A2 NEA already and changing the AS briefs at this late stage is likely to cause confusion and uncertainty amongst teachers. Reducing the lengths/amounts of production work required makes the completion of the NEA more manageable, whilst still enabling learners to undertake and be assessed on this work, which is a key part of a Media Studies qualification and important for progression. At both AS and A2, individual production options are available to support social distancing requirements. Whilst learners will still need to use actors, models etc., there are ways in which this can be achieved whilst maintaining social distancing and the reduction in the number of images and amount of footage now required will make this more achievable. This approach of reducing the NEA requirements, rather than removing them, ensures that learners can still be credited for the work they have already completed. For A2, learners would not start the cross-media part of the production until after they had completed the other parts of the unit, so the removal of this element should not have a negative impact.

The reduction in the NEA requirements (particularly at A2 where the change is quite significant, as more teaching time has been lost) frees up more time for teachers and learners to prepare for the exams and therefore no changes are currently proposed to Units 1 or 3. Reducing NEA requirements and leaving the exams unchanged aims to ensure parity between learners in Wales and other jurisdictions. It also maintains the standard and level of demand of the qualification, as the changes to the NEA do not impact on the content or assessment of the qualification, the Assessment Objective coverage, the marks or weightings.

Music

AS

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

Reduce performing time from 6 - 8 minutes to 5 - 7 minutes. The timing penalty chart will be adapted for 2021. Remove the requirement for one of the pieces to link to an area of study. Learners who are planning a longer recital (in keeping with the usual timings) may still present this. There is no penalty for exceeding the required time. At present we plan to assess this Unit as normal by a visiting examiner, but this is subject to review depending on changing public health advice.

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

There are no changes to this unit.

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

There are no changes to this unit.

A level

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

Reduce performing time from 10-12 minutes to 8 ½ - 10 minutes (option A) and from 6-8 minutes to 5-7 minutes (option B). The timing penalty chart will be adapted for 2021. Remove the requirement for one of the pieces to link to an area of study. Learners who are planning a longer recital (in keeping with the usual timings) may still present this. There is no penalty for exceeding the required time. At present we plan to assess this Unit as normal by a visiting examiner, but this is subject to review depending on changing public health advice.

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

No change to the requirements to submit one composition to a brief and one (option A) or two (option B) free composition(s.) However, learners may improve and submit compositions that they started on the AS course and compositions in response to either the **2020 AS briefs** (released September 2019) or the **2021 A Level briefs** (released September 2020) will be acceptable. All compositions will be assessed using the A Level criteria as published in the specification.

Unit 6: Appraising – 24%

There are no changes to this unit.

Rationale

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

Permitting submission of composition work started during the AS course will maintain the assessment of the Western Classical Tradition, as well as free composition, which was felt to be vital to learners continuing in musical education.

PE

AS

Unit 1: Exploring physical education (Written exam) 24%

There are no changes to this unit.

Unit 2: Improving personal performance in physical education (NEA) 16%

There are no changes to the tasks or assessment criteria*.

A level

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

There are no changes to this unit.

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

There are no changes to the task or assessment criteria*.

There are no changes to the requirements to submit the Investigative Research Project. However, learners may improve and submit the Personal Performance Profile that they started but didn't submit for the AS qualification in 2020. This will then be assessed using the A Level criteria as published in the specification. Therefore, learners must ensure that they consider all aspects of this criteria when improving their work.

***NEA Unit 2 and Unit 4**

We are considering the feasibility of adaptations to the moderation process that may include:

- remote moderation
- evidence for performance/coaching/officiating which could be skills/drills/modified activities and any other additional supporting evidence that helps justify the marks awarded.

Rationale

The adaptation to Unit 4, allowing work from AS to be submitted for A2, will mitigate for lost teaching and learning time. This approach should alleviate issues linked to social distancing and access to facilities. Further mitigation is not possible without compromising the integrity of the GCE qualification. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the assessment burden considerably.

Psychology

AS

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

There are no changes to this unit.

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

There are no changes to this unit.

A level

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

Section B: Controversies - learners will still have a choice of answering either question 7 or question 8. However, these questions will be drawn from four controversies, rather than the usual five controversies.

Cultural bias

- cross cultural studies
- difference or bias
- ethnocentrism
- historical and social context

will **not** be subject to assessment in 2021.

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

Section A: Personal Investigations - learners will answer questions (totalling 30 marks) about just **one** of the personal investigations, specifically '*A questionnaire study of perceived wellbeing after exercise*'. Learners will not be asked questions about the personal investigation '*A correlational study of time spent revising and scores on a test*'.

The specification for Unit 4 notes that the content from Unit 2, Section B is also included. The following Unit 2 Section B content in the Unit 4 examination will not be subject to assessment in 2021:

- Milgram, S. (1963). Behavioral study of Obedience. *Journal of Abnormal and Social Psychology*, 67, 371-8
- Kohlberg, L. (1968). The child as a moral philosopher. *Psychology Today*, 2, 25-30

Rationale

Various adaptations across the A level were considered, and these were determined to be the most appropriate by the focus group in that they offer minimal change to learners' overall experience and the examination formats, whilst allowing teachers a little more flexibility (approximately 10-15 guided learning hours saved) regarding delivery.

Retaining one personal investigation allows teachers to retain what they consider to be a valuable part of the course and retaining the questionnaire study rather than the correlational study is considered appropriate as the data could more easily be collected by individual learners.

Further reductions to assessed content in Unit 3 Section A were considered, e.g. reducing the number of behaviours studied from three to two. However, this would have led to a substantial reduction of marks available on this paper. Streamlining 'cultural bias' from the pool of possible controversies, whilst maintaining the '*Answer one of the questions*' option means that centres could deliver the four remaining controversies guaranteeing a choice to learners. Centres could also opt to just deliver three of the remaining controversies, but this means their learners may not have a choice if the option they have not studied is the basis of either question 7 or 8. Although the controversy of cultural bias will not be subject to assessment in 2021, learners can of course continue to use it as a potential evaluative criticism.

These adaptations still allow the specification to meet the regulatory requirements for Psychology, maintain the demand of the qualification and allow learners to progress onto higher education.

Religious Studies

AS

Unit 1: An Introduction to the Study of Religion (15% weighting)

Option A - An Introduction to the Study of Christianity

Option B - An Introduction to the Study of Islam

Option C - An Introduction to the Study of Judaism

Option D - An Introduction to the Study of Buddhism

Option E - An Introduction to the Study of Hinduism

Option F - An Introduction to the Study of Sikhism

There are no changes to this unit.

Unit 2 (25% weighting)

Section A: An Introduction to Religion and Ethics

Section B: An Introduction to Philosophy and Religion

There are no changes to this unit.

A level

Units 3: A Study of Religion (20% weighting)

Option A – A Study of Christianity

Option B - A Study of Islam

Option C - A Study of Judaism

Option D - A Study of Buddhism

Option E - A Study of Hinduism

Option F - A Study of Sikhism

There are no changes to this unit.

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

There are no changes to this unit.

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

Streamline the content - Theme 4 in its entirety will be not be subject to assessment in 2021.

Theme 4 consists of:

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

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

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

and their accompanying AO2 issues for evaluation:

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

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

There are no changes to this unit.

Rationale

The proposed amended adaptation takes into account the loss of teaching and learning time whilst ensuring that all assessments remain valid.

Unit 5 Philosophy of Religion – not assessing the whole of Theme 4 in 2021 would not have a major impact on the remaining three Themes. The core content required for progression is not affected. The adaptation ensures that:

- the AO1 and AO2 skills required at this AS and A level are retained
- the assessment format and weightings for all AS and A level Units are retained.

The adaptation ensures that outcomes will be reliable and a fair assessment of learners' abilities. It also retains the level of demand and maintains the integrity of the assessment, whilst slightly reducing the amount of content studied for assessment.

No further adaptations are possible without compromising the integrity of the qualification.

Sociology

AS

Unit 1 Acquiring Culture 15% of qualification

There are no changes to this unit.

Unit 2 Understanding Society and Methods of Sociological Enquiry 25% of qualification

There are no changes to this unit.

A2

Unit 3 Power and Control 25% of qualification

Questions 1b and c; 2b and c; 3b and c; 4b and c would only cover the following:

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

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

Politics - theories and explanations of power and politics: functionalist, Marxist, neo-Marxist, postmodernist, Weberian, pluralist, elite theories.

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

Rationale

The proposed adaptations take into account the disruption to teaching and learning time while ensuring that all assessments remain intact. The proposals help to reduce the quantity of essay types that would normally be required to prepare learners appropriately for the examinations. By focussing essays on analysis and evaluation of theoretical views, the requirement to assess the application of these theories to a range of sociological scenarios is reduced.

For essay-based questions, Unit 3 will still involve a choice. However, the suggestion is for all essay questions to be based on theory only. These recommendations should not affect assessment or content but should mitigate the problems associated with disrupted teaching by narrowing the focus of the essay-based questions.

These questions will focus on analysis and evaluation of theories only and should reduce teaching and learning time related to wider debates. Weighting and skills across the qualification remain the same. Teachers can therefore focus on theoretical perspectives and explanations outlined in the amplification of each topic across the specification.

Welsh First Language

AS

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

There are no changes to this unit.

Unit 2: Non-examination Assessment (10%)

There are no changes to this unit.

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

There are no changes to this unit.

A2

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

There are no changes to this unit.

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

Section B – Early and Medieval Poetry

Reduce the number of set poems by one of the poets - Dafydd ap Gwilym from 3 to 2. Total number of poems will be reduced from 7 to 6.

The set poem which will NOT be subject to assessment in 2021 is 'Yr Wylan'.

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

Section B – Welsh Language in Context

Reduce the number of writing forms to be studied from 7 to 5.

The writing forms which will NOT be subject to assessment in 2021 are:

- Minutes of a meeting
- Address/Speech.

Rationale

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

Welsh Second Language

AS

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

There are no changes to this unit.

Unit 2: Non-examination Assessment (10%)

There are no changes to this unit.

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

Section B – Poetry

There are no changes to this unit.

A2

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

There are no changes to this unit.

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

Section A – The Language in Society

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

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

Section B – The Short Story

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

Rationale

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