

GCSE



# Adaptations to GCSEs in summer 2021

## Subject Information Booklet

For assessment in Winter and Summer 2021 only.  
Version 2: 06.08.20

## Adaptations to GCSE Assessments 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 GCSE qualifications 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 GCSEs for 2021. Compliance with these requirements will be monitored by Qualifications Wales. Therefore, this document, which sets out the individual subject adaptations for all our GCSEs approved by Qualifications Wales for use by centres in Wales and other jurisdictions, should be read in conjunction with Qualifications Wales' document.

The adaptations for each subject have been carefully designed following 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:

- are appropriate to mitigate lost teaching and learning time
- help alleviate issues linked to social distancing for group work and practical work
- are likely to allow learners to progress to GCE AS in the subject
- maintain the integrity of the qualification.

We received over 5000 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, robust and commensurate with those taken by other cohorts. These adaptations should, therefore, be considered alongside other mitigating measures available to centres.

Each qualification has been considered individually in order to produce an adaptation which is appropriate for the subject. In doing so we have carefully considered the broad range of design features of GCSEs approved for delivery in Wales, including:

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

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 and employment. For this reason, it is essential that these qualifications maintain the rigour associated with the GCSE and therefore the adaptations to content and assessment are minimal. Nevertheless, the streamlining of assessment content will aid teachers and learners whilst retaining the credibility of the qualifications.

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

As core subjects are compulsory, all learners will receive equal benefits from the adaptations proposed for the GCSE Sciences. On 27th March 2020, Qualifications Wales stated that Year 11 learners entered for units in 2020, will not have to sit these in the summer 2021 series. In order to be awarded the qualification, learners will only be required to sit the units they would have planned to sit in 2021. The science suite of unitised qualifications exhibits a common entry pattern with almost all learners taking the same units in year 10. Further reductions in assessment, other than the removal of the practical unit for safety reasons, are not feasible without damaging the integrity of the GCSE qualifications.

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

These qualifications are unitised with many learners taking one or more units in the summer of year 10 or in January of year 11. However, unlike the science suite, there is no consistent unit entry pattern across centres, and not all learners intending to cash-in in summer 2021 were entered for units in summer 2020. Therefore, for learners cashing-in their qualification in 2021 there is an option to select one (English Literature, Welsh Literature and Welsh Second Language) or two (History) units, from a choice of units. Unit content and assessment will remain the same and this adaptation does **not** apply to those commencing their courses in 2020, intending to cash-in in 2022. This adaptation necessitates a change to the direction taken by Qualifications Wales on 27<sup>th</sup> March, in order to ensure a consistent approach for all learners cashing-in in 2021. Qualifications Wales has indicated its support for this approach in their [letter dated 15<sup>th</sup> July 2020](#).

**4. Streamlining 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, ICT, Media Studies, Music, Physical Education)

In these qualifications it has been possible to adapt the NEA assessments in 2021 as either the knowledge, understanding and skills tested in these units are also tested elsewhere in the qualification or it is possible to assess a prototype/model instead of the finished product. In each case the adaptation has been made to help centres facilitate practical courses in a safe environment while following guidance on social distancing. Some of these subjects with more minor changes to the NEA also have adaptations to assessments by examination.

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

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

As well as the subjects listed in category 3 above, there are three unitised qualifications in categories 4 and 5 which necessitate a change to the direction taken by Qualifications Wales on 27<sup>th</sup> March, where learners are not required to sit assessments for which they were entered in 2020, in order to ensure a consistent approach for all learners completing their qualifications in 2021. These are:

- GCSE ICT (Single Award and Short Course)
- GCSE Health and Social Care (Single and Double Award)
- GCSE Religious Studies (Full Course and Short Course).

Due to the different entry patterns across Wales, WJEC is not in a position to award a reliable and valid qualification by calculating a result for learners who were entered for one or more units in 2020 in addition to making adaptations for the remaining units the learners will sit in summer 2021. Therefore, rather than continue with the original proposal, in order to ensure all learners benefit equally from any mitigation, we have streamlined the content for assessment in 2021 and/or reduced the NEA assessment instead, to mitigate lost teaching and learning time. Many learners will not have progressed with their learning for the units they are due to sit in 2021, whereas most would have completed the majority of their learning for the units for which they were entered in summer 2020. Qualifications Wales has indicated its support for this approach in their [letter dated 15<sup>th</sup> July 2020](#).

**Subject index**

Art and Design

Business

Computer Science

Design and Technology

Drama

English Language

English Literature

Food and Nutrition

French/German/Spanish

Geography

Health and Social Care and Child Care (Single Award)

Health and Social Care and Child Care (Double Award)

History

ICT (including Short Course)  
Mathematics and Mathematics Numeracy  
Media Studies  
Music  
Physical Education (including Short Course)  
Religious Studies (including Short Course)  
Science Suite  
Welsh Language  
Welsh Literature  
Welsh Second Language

## **Art and Design**

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

There are no changes to this unit.

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

Unit 2 will not be subject to assessment in 2021.

### **Summary of survey outcomes**

There were 200 responses to the GCSE Art & Design survey, thank you to all who participated.

94% of respondents agreed that the proposals were appropriate to mitigate lost teaching and learning time. 75% of respondents agreed that the proposals alleviate issues linked to social distancing and practical work. 90% of respondents agreed that the proposals allowed learners to progress to GCE AS in this subject and 91% agreed that the proposals maintain the integrity of the qualification.

47% of respondents offered additional comments within Q7. The majority of respondents commented favourably on the removal of Unit 2, stating that this option would give learners time to consolidate the work that they had started in Year 10, enabling each to bring their project/s through to a full, resolved conclusion without the additional pressures of fitting another unit into their studies. Many commented that this would be the most beneficial option for all students at GCSE and would give teachers the time and flexibility necessary to manage work and facilities appropriately in order to assure equal, fair and safe access across all abilities, backgrounds and disciplines.

In general, comments reflected that this was a sensible compromise that would allow students to demonstrate the skills, understanding and knowledge appropriate to the assessment objectives; with all grades accessible, whilst providing necessary flexibility of approach, in view of the limitations currently imposed on teaching and learning opportunities. Some concerns were expressed regarding sustaining learners' engagement and focus over an extended period of work on the Portfolio; with some respondents suggesting this might be mitigated, if appropriate, via employment of internally determined mock exams and/or learner/teacher agreed focused assignment briefs.

Therefore, we have decided to progress with this proposal as the majority of respondents are in agreement with the removal of Unit 2.

### **Rationale**

Unit 1 (Portfolio) is generally completed throughout Year 10 (3 terms) and during the first term of Year 11 (4 terms in total). As a consequence, learners are highly likely to have already completed some work on the Portfolio. Given that learners will still be working on this well into 2021, we have decided not to release the Unit 2 assignment this year, to allow learners to prioritise work on their portfolio. This will mitigate against lost teaching and learning opportunities. This modification is also designed to allow centres to adapt their programmes of study in line with social distancing guidelines, as controls for Unit 1 are limited and the Portfolio can be delivered over a longer period. The same knowledge, understanding, skills and assessment objectives are covered in both units; hence the qualification will still target the full grade range and the adaptation will still enable learners to be able to progress to Level 3.

## Business

### Content:

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

Business Activity	Franchising The advantages and disadvantages of operating as a franchisor and franchisee
Influences on Business	The European Union and the European single market The impact of membership and non-membership of the European Union to businesses and their stakeholders
Business Operations	Supply chain The various stages of the movement of goods and services from their source to the end customer: The relationship between the functional areas of a business and its supply chain The impact of supply and logistical decisions on businesses and their stakeholders
Finance	What is meant by a cash-flow forecast, construct, calculate and interpret cash-flow forecasts The impact of cash-flow forecasts on a business and its stakeholders Recommend and justify what can be done to improve cash-flow problems
Marketing	The different pricing strategies used by businesses The use of different pricing strategies for different businesses in different contexts and scenarios
Human Resources	The importance of having an effective recruitment process to employ the right people with the right job skills The recruitment process and how this will differ for different businesses in different contexts The different methods of recruitment used by different businesses in different contexts The advantages and disadvantages of the different methods of recruitment The most appropriate recruitment process and methods for different businesses in different contexts and scenarios  The benefits of a motivated workforce The methods which businesses use to motivate its workforce The most appropriate method a business can use to motivate employees in different contexts and scenarios

## **Assessment:**

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

There are no changes to the assessment of this unit.

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

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

## **Summary of survey outcomes**

GCSE Business had 81 responses to the survey, thank you to all who participated.

67% of respondents agreed that the proposals were appropriate to mitigate lost teaching and learning time. 81% of respondents agreed that the proposals allowed learners to progress to GCE AS in this subject and 84% agreed that the proposals maintain the integrity of the qualification.

54% of respondents offered additional comments within Q7. Comments mentioned the selection of content to be removed, with some respondents fearing that they have already taught the suggested content. A number of alternative suggestions were made; however, this was not consistent, with different respondents suggesting different content from the linear specification. This reinforces the proposal not to assess a cross section of content in 2021 as centres have delivered the content in different ways. This approach mitigates the risk of any centre having already covered a significant amount of the identified content.

A few respondents commented on the proposal to reduce Unit 2 exam to one case study, most of these respondents supported this proposal, some wanted learners to have a choice and a small number wanted Unit 2 to be withdrawn completely.

Therefore, we have decided to progress with this proposal as the majority of respondents are in agreement with the streamlining of content for assessment and the removal of one case study in the Unit 2 exam.

## **Rationale**

The streamlining of content will be representative of the reduced learning time and a cross section has been selected to mitigate the different order of teaching in programmes of study for different centres. Not assessing distinct aspects of content, such as a specific business function, was considered and rejected on the grounds of disadvantaging some centres and compromising the integrity of the qualification.

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



## **Computer Science**

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

There are no changes to this unit.

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

There are no changes to this unit.

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

Unit 3 will not be subject to assessment in summer 2021.

### **Summary of survey outcomes**

GCSE Computer Science had 86 responses to the survey, thank you to all who participated.

75% agreed or strongly agreed that the proposal not to assess Unit 3 in summer 2021 was appropriate to mitigate lost teaching and learning time. With a further 78% agreeing that the proposal helped resolve issues around social distancing.

68% agreed that the proposal allowed learners to progress to AS Level and nearly 74% agreed that it maintained the integrity of the qualification.

The majority of comments supported the proposal as being the fairest option available. Concerns were raised about centres which had already completed the NEA as well as the limitations on the number of programming languages learned that the withdrawal would cause. However, as removal of an examination unit would not be possible without affecting the validity of the qualification, and programming is required for the Unit 2 on screen examination, and in view of the large amount of support for the proposal, it will be progressed.

### **Rationale**

In addition to the 20 hours learners spend completing their NEA, centres spend a significant amount of time teaching skills and content required for Unit 3. Unit 3 NEA assesses both AO2 and AO3. Both these assessment objectives are also assessed in Unit 2 in which learners perform practical programming. The remaining assessments are not adapted and therefore the validity and reliability of the assessments is not undermined. The focus group considered adapting the exam units instead of the NEA, but Units 1 and 2 have content essential for progression.

## Design and Technology

### Engineering Design, Fashion and Textiles and Product Design

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

There is no change to the assessment of this unit. However, the following amplification points currently in the Design and technology specifications will not be subject to assessment the 2021. There is no restriction on the learner using any amplification point removed as part of their NEA studies for Unit 2.

#### Engineering Design

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

## Fashion and Textiles

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

## Product Design

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

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

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

Remove the requirement to 'Evaluate a prototype's fitness for purpose' from the assessment in summer 2021.

### **Summary of survey outcomes**

There were 235 responses to the survey. Thank you to all who participated.

Just under half (47%) of the respondents agreed or strongly agreed that the proposals were sufficient to enable learners to progress to level 3 and that they retained the integrity of the specification (62%). However, only 10% of respondents felt that that the proposals would alleviate issues experienced around social distancing. The feedback indicated there were concerns with our proposal to only reduce the amount of in-depth content assessed in summer 2021. Respondents were concerned that this would not be an equitable adaptation across all centres.

Many respondents indicated a clear preference to look at the 'making of a prototype' within the NEA assessment criteria and to mitigate lost teaching time by modifying the expectation of the outcome.

In the light of respondents' comments, we have decided to amend the original proposal to include a modification to the NEA.

### **Rationale**

Reducing the expectation of the final made product/prototype will alleviate concerns indicated by many, address the social distancing issue and mitigate the loss of teaching and learning time.

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.

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

## Drama

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

Reduce group sizes to a minimum of 1 actor. Currently the minimum group size is 2 actors. One actor would need to perform for between 2-4 minutes.

Remove the requirement for learners to complete the evaluation under supervised conditions. Remove the time constraint of 1 hour 30 minutes for this task. Learners do not need to submit their bullet point notes. The word limit is 900 words.

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

Unit 2 will not be assessed in summer 2021.

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

There are no changes to this unit.

### Summary of survey outcomes

GCSE Drama had 164 responses to the survey, thank you to all who participated. 72% of respondents agreed that the proposals were appropriate to mitigate lost teaching and learning time. 80% of respondents agreed that the proposals alleviate issues linked to social distancing and practical work. 67% of respondents agreed that the proposals allowed learners to progress to GCE AS in this subject and also that the proposals maintain the integrity of the qualification.

43% of respondents offered additional comments within Q7. The main concern, as expected, was the impact of removing a practical unit within the subject. Comments mentioned the possible negative impact for learners that excel at, and enjoy the practical elements, but struggle with the written elements of the course. Respondents also expressed concern regarding learners' ability to complete the written elements within Unit 1 if their practical work is compromised. Concerns were also raised regarding the accessibility of the live theatre review within the written examination due to the likelihood of theatres being closed for an extended period.

### Rationale

Given the current social distancing guidelines it was thought best not to assess Unit 2 in 2021. Local lockdowns in certain areas in the future as well as the possibility of visiting examiners or learners needing to self-isolate may cause disruption to the assessment of the unit. Unit 1 covers AO1, AO2 and AO4, while Unit 2 covers only AO2. Therefore, the removal of Unit 2 will still allow full coverage of the assessment objectives across the qualification, thus ensuring that the qualification's validity and reliability is not undermined. It is also very likely that centres would have started Unit 1 prior to the school closures. Due to the practical nature of the unit, work that has been started already may have to be re-structured entirely due to necessary social distancing measures. Removing the Unit 2 would give centres time to plan and re-organise their devised work for Unit 1. Allowing learners to perform monologues would enable them to work individually in the classroom and at home. Centres would find it easier to enforce social distancing measures and learners could prepare work individually without depending on others. Removing the requirement for learners to complete the evaluation within Unit 1 under supervised conditions also further supports compliance with possible social distancing measures in the future.

Centres are reminded, for the purposes of the analysis and evaluation of live performance in the assessment (Unit 3, Section B), that live performance can include recordings or streams of live performance.

## English Language

### Unit 1: Oracy 20%

Removal of Task 2: Responding and Interacting (group discussion).  
The conditions of control for Task 1: Individual Researched Presentation will be more permissive to enable students not able to attend school or college to complete their presentations.

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

WJEC will prescribe which writing tasks will appear in Section B of Unit 2 at the beginning of September.

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

Change the requirement to answer both writing tasks in Section B. Learners will be offered a choice of responding to **either** the argumentation task **or** the persuasion task. This will reduce the timing of the examination by 30 minutes.

### Summary of survey outcomes

GCSE English Language had 410 responses to the survey; thank you to all who participated.

Over half (68%) the respondents agreed or strongly agreed that the proposals were appropriate to mitigate lost teaching and learning time. Most respondents agreed or strongly agreed that the proposals alleviated social distancing issues (85%), were sufficient to enable learners to progress to GCE AS (87%) and that they retained the integrity of the GCSE (92%). However, slightly under half of respondents (32%) disagreed or strongly disagreed that the proposals were appropriate to mitigate lost teaching and learning time. Some of these respondents stated that the content needs to be prescribed for both writing tasks on each examination paper.

There was also some concern expressed by respondents working in FE centres about the issue of preparing, recording and assessing students for the individual researched presentation where remote teaching will replace face to face teaching. Therefore, we have decided to make two additional adaptations to the two already proposed. Firstly, WJEC will prescribe which writing tasks will appear in Section B of Unit 2 at the beginning of September. Secondly, the conditions of control for the Unit 1 NEA will be more permissive to enable students not being able to attend school or college to complete their presentations.

### Rationale

To reduce the administration burden associated with the NEA tasks for Unit 1: Oracy, and taking account of social distancing requirements, WJEC will not release the group discussion stimulus materials for entry in 2021 this September. Centres will be required to submit marks and a sample for moderation purposes based only on Task 1: Individual Researched Presentation. Where a student is unable to be physically present to deliver Task 1, WJEC will allow it to be recorded remotely with all notes sent electronically to the teacher/tutor.

AO3 skills are assessed via three extended writing tasks and a proofreading exercise across both external examination units. It is proposed to offer a choice of writing task in Section B of Unit 3 thereby reducing the number of extended writing pieces from three to two. WJEC will also inform centres which two writing types will appear in Section B of Unit 2. The streamlining of assessments will still allow learners to achieve their potential across the full grade range, ensuring that the qualification retains its credibility.

## English Literature

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

There are no changes to the assessment of this unit.

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

There are no changes to the assessment of this unit.

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

There are no changes to the assessment of this unit.

### Changes to entry requirements/cash-in

Every candidate is required to sit – rather than simply be entered for – **one** of the **two** examined units (Unit 1 **or** Unit 2). The choice of the unit would be for the individual centre and could vary within a centre. **This arrangement would be for cash-in in 2021 only.**

Please note, it is **not** possible for learners to choose to sit **both** Unit 1 **and** Unit 2. If a learner has previously sat Unit 1 in January 2020, received a unit grade and not cashed in they can resit that unit or use the unit grade towards cash-in. They cannot sit Unit 2.

The 40% terminal assessment rule will be suspended for the 2021 summer series cash-in only. Learners can sit the Unit 1 examination (if they opt to do so) in either January 2021, summer 2021 or both.

### Summary of survey outcomes

GCSE Literature had 350 responses to the survey. Thank you to all who participated.

Over half the respondents agreed that the original proposals were sufficient to mitigate lost teaching and learning time. Some of those that disagreed that the proposals mitigate lost teaching and learning time noted that their learners had already completed Unit 2. A number of those disagreeing also commented that the proposals did not go far enough to mitigate all the teaching and learning time lost. The new proposals are designed so that centres who have already studied Unit 2 will not be disadvantaged and the removal of an entire unit is designed to further alleviate the pressure on centres. Over half the respondents agreed that the proposals helped to alleviate issues linked to social distancing. Over 75% of respondents agreed that the proposals allowed learners to progress to GCE and over 80% agreed that the proposal maintained the integrity of the qualification.

### Rationale

The removal of an entire unit mitigates lost teaching and learning time and this approach allows centres to contextualise the qualification in the way that best suits their learners and their entry patterns. Candidates who were entered for Unit 1 in summer 2020 but did not cash in have the option of sitting either Unit 1 or Unit 2 in 2021.



Candidates sitting two out of the three units are still addressing all four Assessment Objectives and keeping the NEA unit means all learners are assessed by both examination and NEA and therefore does not undermine the validity and reliability of the qualification. There will be no changes to the question papers, the NEA tasks or the mark schemes for any of the units to ensure familiarity for teachers and learners. NEA entered in summer 2020, which had not been used as part of a previous cash-in, could be resubmitted for moderation in summer 2021.

## **Food and Nutrition**

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

There are no changes to this unit.

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

Assessment 1: The Food Investigation will not be assessed in 2021. The total assessment time is reduced from 25 hours to 15 hours.

### **Summary of survey outcomes**

There were 118 responses to the survey. Thank you to all who participated.

Over 95% of respondents agreed that the proposal is appropriate to mitigate lost teaching and learning time, and a similar number confirmed that the proposal maintains the integrity of the qualification. Over 70% agreed that the proposal alleviated social distancing issues for group work and practical work and again the majority agreed the proposal would not affect learners progressing to Level 3 Food Science and Nutrition if required.

Less than half of the respondents left additional comments and generally they were very supportive of the adaptations. Many referred to the release date for the tasks (these can now be released) and some expressed concern about conducting practical sessions with limited numbers. The government announcement on July 10<sup>th</sup> has since addressed these concerns.

A few respondents suggested that the Unit 1 assessment needs to be changed, however as many centres have continued to deliver unit 1 content during remote teaching and learning, and to protect the rigour of this qualification, the rationale for keeping this assessment unchanged still stands.

### **Rationale**

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

## **French/German/Spanish**

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

Remove task 2 (photo card discussion).

Reduce length of exam by two minutes (currently 7-9 minutes) on the foundation tier and three minutes (currently 10-12 minutes) on the higher tier to take into account the removal of task 2.

Allow learners to select their own sub-sub-theme for Part 1 of the Conversation in advance of the speaking assessment. The choice of sub-sub-theme must be agreed between the learner and the teacher no later than two weeks before the assessment takes place. An example of this element of the assessment will be produced for centres in the autumn term.

The following five sub-sub-themes will not be assessed in the Role Play task and Part 2 of the Conversation in 2021:

- Theme 1: i) Technology and social media; ii) Festivals and celebrations
- Theme 2: iii) Local and regional features and characteristics of France/Germany/Spain and French-/German-/Spanish-speaking countries; iv) Social issues
- Theme 3: v) Post-16 study.

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

There are no changes to this unit.

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

There are no changes to this unit.

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

Remove the requirement to translate from English/Welsh into French/German/Spanish.

The following five sub-sub-themes will not be assessed in this unit in 2021: i) Technology and social media (Theme 1); ii) Festivals and celebrations (Theme 1); iii) Local and regional features and characteristics of France/Germany/Spain and French-/German-/Spanish-speaking countries (Theme 2); iv) Social issues (Theme 2); v) Post-16 study (Theme 3)

### **Summary of survey outcomes**

GCSE MFL had 365 responses to the survey and 260 responses to Question 7 (additional comments). Thank you to all who responded.

Seventy-five per cent of the respondents disagreed or strongly disagreed that the original proposals were appropriate to mitigate lost teaching and learning time. Most of the comments from respondents focused on concerns regarding the ability to cover the content of the specification. In addition, many respondents suggested that learners should be offered a greater choice of sub-sub-themes for Speaking. Many comments from respondents stated that the removal of the translation from the assessed language into English/Welsh would not have a great impact on lost teaching and learning time, whereas the removal of the translation from English/Welsh into the assessed language would. Twenty-two per cent agreed or strongly agreed that the proposals helped alleviate issues linked to social distancing for group work, just over half (52%) disagreed or strongly disagreed and just over a quarter (26%) stated that they were not applicable in the subject. Many respondents were concerned over the health risks of using a shared dictionary for Unit 3 assessments, as well as the potential financial impact on the learner or centre. Sixty-five per cent of the respondents agreed or strongly agreed that the proposals maintained the integrity of the qualification, however, a third of respondents disagreed or strongly disagreed that the proposals were likely to enable learners to progress to GCE AS in the subject. Many respondents' comments focused on the likelihood of take-up of the subject post-GCSE rather than the impact of the proposals on the learner intending to progress to AS.

## **Rationale**

There was recognition by some respondents that the order of teaching of each sub-theme varies across centres which means that the removal of a sub-theme might help some centres, but not others. With this in mind, the amended proposals include the removal of five sub-sub-themes from the units assessing the productive skills, namely Speaking (Unit 1) and Writing (Unit 4), for French, German and Spanish, but these sub-sub-themes will be included in the units assessing the receptive skills, namely Listening (Unit 2) and Reading (Unit 3). This means that centres who had taught these sub-sub-themes up to the end of July would not be disadvantaged and those centres who had not yet taught it would need to prepare their learners for receptive knowledge only.

Many respondents commented that learners should be allowed either a greater choice of sub-sub-themes, or that the sub-sub-themes should be limited for Speaking and Writing. We have proposed that learners choose and prepare a sub-sub-theme from any of the possible eighteen for Part 1 of the Conversation element of the Speaking (Unit 1) assessment, in discussion with their teacher. Part 2 of the Conversation will be managed in the usual way.

The proposal to allow learners to use a dictionary for Unit 3 has been removed following concerns from centres. The time spent preparing learners to translate from English/Welsh into the assessed language was considered to be greater than from French/German/Spanish into English/Welsh.

These adaptations ensure that all essential language skills are retained and therefore ensures that the outcomes will be reliable and a fair assessment of learners' abilities.

## Geography

### Content

The content of the specification will be streamlined so that the following content will **not** be subject to assessment in 2021.

#### Theme 1: Changing Physical and Human Landscapes

1.1.2 How are physical landscapes in Wales affected by human activity?

The environmental challenges created by human activity in one distinctive landscape to include the positive and negative impacts of visitor pressure and changing rural economies and societies. The concepts of honey pot sites and carrying capacity.

1.1.3 How can landscapes in Wales be managed?

Strategies to manage the landscape, to include management of visitors, and to repair damage to landscapes or environments under pressure (*for example, footpath maintenance*).

#### Theme 2: Rural-Urban Links

2.3.2 What are the consequences of urbanisation in two global cities?

Ways of life in **two** global cities. One city must be located in either a low-income country (LIC) or newly industrialised country (NIC). The other city must be located in a high-income country (HIC). For each city, learners must set their studies within the regional, national and global context of that city.

For each city:

- (a) The reasons for its growth to include natural population change and migration. How each city is connected to its wider city-region and to other parts of the world by migration. Push and pull factors for rural to urban migration at the regional/national scale and reasons for historic or recent international migration.
- (b) Ways of life to include social and cultural patterns within each city. The contribution of the informal economy in the LIC/NIC city.
- (c) Current urban challenges to include reducing poverty/ deprivation and providing housing.

#### Theme 5: Environmental and Development Issues

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

An overview of global circulation of the atmosphere. How global circulation creates areas of low **and** high pressure. How these different pressure systems each lead to weather hazards.

**Low pressure:** The global distribution of areas affected by hurricanes/cyclones. Their changing patterns over time to include annual seasonality and longer-term changes to frequency and magnitude. Detailed study of a least **one** located low-pressure hazard to include its causes and consequences for people, environment and economy.

**High pressure:** The global distribution of areas affected by heatwaves and drought. Their changing patterns over time to include longer term changes to frequency and magnitude (*for example, changing patterns of drought in Australia or Sahel countries over the last 50-100 years*). Detailed study of a least **one** located high-pressure hazard to include its causes and consequences for people, environment and economy.

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

6.3.2 Are water resources being managed sustainably?

How and why people manage water supply through the construction of reservoirs for water supply/irrigation and HEP projects, water transfer schemes and the abstraction of groundwater.

The social, economic and environmental consequences of water management in each of the following situations:

1. The management of water resources at an international scale, where rivers cross national boundaries
2. Small scale water management project where appropriate levels of technology are used (*for example, rainwater harvesting*).
3. **One** location where over-abstraction of groundwater is an issue and where alternate geographical futures are considered.

### **Assessment**

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

There are no changes to the assessment of this unit.

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

There are no changes to the assessment of this unit.

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

Unit 3 will **not** be subject to assessment in 2021.

### **Summary of survey outcomes**

There were 241 responses to the survey, though some did not answer every question. Thank you to everyone that participated.

For Question 3, which asked about the extent to which you 'agree that the proposal is appropriate to mitigate the loss of teaching time', there were 201 responses. Of those who responded, 59% agreed or strongly agreed with the proposal.

For Question 4, which asked about how the proposal 'helps alleviate issues linked to social distancing', there were 193 responses. From these responses, 88% agreed or strongly agreed with the proposal.

There were 192 responses to Question 5 which asked how the 'proposal is likely to allow learners to progress to GCE AS'. 57% agreed or strongly agreed with the proposal.

Question 6 asked if the 'proposal maintains the integrity of the qualification'. 71% agreed or strongly agreed that the integrity of GCSE Geography would be maintained.

There were 136 responses that left comments and alternative proposals in response to Question 7. Of those comments, 92 asked whether some removal of content could also be addressed in the adaptations. In addition, there were comments about the importance of fieldwork in the qualification for the development of enquiry and geographical skills and for progression to GCE.

## **Rationale**

The removal of the fieldwork enquiry and the subsequent NEA mitigate concerns about timetabling and arranging fieldwork visits and also address ongoing health and safety issues. It also removes the need to assess the NEA in highly controlled conditions which takes additional time in November/December. This will alleviate some of the demands on teaching and learning in not having to revise and prepare for the NEA on return to school in the autumn term.

It was clear in the comments that there are some concerns about progression to GCE in terms of fieldwork skills and experience. Although fieldwork will not be formally assessed in the 2021 series, fieldwork skills can continue to be integrated into classroom-based teaching of the specification.

The amount of content to be assessed has been streamlined across the four core themes. This has been done to mitigate for the different order of teaching in centres. Consideration was given to streamlining the optional themes but the small amount of content in these themes may have made the assessment predictable. Removing the optional themes was also considered but this was rejected as this would have altered the marks across the assessment by examination and the validity and comparability of the qualification to previous and future series would have been questioned.

This streamlining of content and skills does not impact progression to level 3 as the content and skills being assessed allow access to the full grade range and ensure that the qualification can provide reliable outcomes.

These adaptations will ensure that standards are maintained across the qualification and enhance manageability for centres.

## Health and Social Care, and Childcare

### SINGLE AWARD

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

There are no changes to this unit.

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

Removal of Task 2. The total assessment time will be shortened to 10 hours.

#### Summary of survey outcomes

There were 88 responses to the survey. Thank you to all who participated.

Over 55% of respondents agreed that the proposal is appropriate to mitigate for lost teaching and learning time, and a similar number confirmed that the proposal alleviated social distancing issues for group work and practical work. Over 70% agreed that the proposals do not affect learners progressing to GCE AS if required. Over 75% agreed the proposal maintained the integrity of the qualification.

60% of the respondents left additional comments which have been considered.

Many were positive and supported the adaptations, although some had concerns about the resourcing of the task due to the need for engagement with others if social distancing remained an issue. Others expressed concerns about the examination unit, however this unit cannot be adapted as many centres have continued to deliver the subject content via remote learning so it would not be appropriate to remove assessed content at this stage, and we need to maintain the rigour of the qualification, the rationale for keeping this external assessment unchanged still stands.

The majority were concerned that NEA Task 1 is the one that many have already started, needs less engagement with outside agencies and is the one that there was the greatest focus on in CPD. They were very concerned that having to forego any work already completed would make year 10 appear worthless and would demotivate the learners. Hence there was a strong opinion that Task 1 should be retained for assessment in 2021.

#### Rationale

Both Task 1 and Task 2 cover AO1, AO2 and AO3, therefore it can be changed around as the respondents suggest. Task 2 is also longer, so would give more time back to concentrate on the examination, which must be sat by **all** learners in summer 2021, regardless of whether they entered in 2020. Assessment objective coverage is still balanced and therefore we can ensure reliable outcomes and retain the validity of the assessment.

In light of the adaptation to the NEA and to maintain the rigour of this qualification **all learners** cashing in in summer 2021 will need to sit both units in order to be awarded the qualification.



## Health and Social Care, and Childcare

### DOUBLE AWARD

#### **Unit 1: Human growth, development (Written examination) 40% Single/20% Double**

There are no changes to this unit.

#### **Unit 2: Promoting and maintaining health and well-being (NEA) 60% Single/30% Double**

Removal of Task 2. The total assessment time would be shortened to 10 hours.

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

There are no changes to this unit.

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

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

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

#### **Summary of survey outcomes**

There were 8 responses to the survey. Thank you to all who participated. Over 65% of respondents disagreed that the proposal is appropriate to mitigate for lost teaching and learning time, and a third of respondents confirmed that the proposal alleviated social distancing issues for group work and practical work. There were mixed feelings whether the proposals would affect learners progressing to GCE AS if required, and very similar results for whether the proposal maintained the integrity of the qualification.

Over half of the respondents left additional comments which have been considered.

Most were concerned that the Unit 1 NEA task is the one that many have already started or completed, needs less engagement with outside agencies and is the one that there was the greatest focus on in CPD. They were very concerned that having to forego any work already completed would make year 10 appear worthless and would demotivate the learners.

#### **Rationale**

Both Task 1 and Task 2 cover AO1, AO2 and AO3, therefore it can be changed around as the respondents suggest. Task 2 is also longer, so would give more time back to concentrate on the examination, which must be sat by **all** learners in summer 2021, regardless of whether they entered in 2020. Assessment objective coverage is still balanced and therefore we can ensure reliable outcomes and retain the validity of the assessment.

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

Assessment objective coverage is still balanced and therefore we can ensure reliable outcomes and retain the validity of the assessment.

In light of the adaptation to the NEA for Unit 2 and Unit 4 and to maintain the rigour of this qualification **all** learners completing the qualification in summer 2021 will need to sit all units in order to be awarded the qualification.

## History

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

Sit any two of the three examined units (1-3) in summer 2021\*.

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

There are no changes to this unit.

### Changes to entry requirements/cash-in

Every candidate is required to sit – rather than simply be entered for – **two** of the **three** examined units (1-3). The choice of the units would be for the individual centre and could vary within a centre. **This arrangement would be for cash-in in 2021 only.** Please note that it is **not** possible to choose to sit all three examined units and cash-in in 2021. Learners must sit only two of the three.

### Summary of survey outcomes

GCSE History had 249 responses to the survey in total. Thank you to all who participated.

86% of respondents agreed or strongly agreed that the proposal is appropriate to mitigate lost teaching and learning time. 58% of respondents agreed or strongly agreed that the proposal alleviates issues linked to social distancing and practical work, although 32% of respondents said that this was not applicable to History. 91% of respondents agreed or strongly agreed that the proposals allowed learners to progress to GCE AS in this subject and 90% agreed or strongly agreed that the proposals maintain the integrity of the qualification. Statistical evidence from the survey overwhelmingly supports the decision, therefore, to progress with this proposal.

46% of respondents offered additional comments (Q7). The main concern expressed was the potential problem of not being able to complete NEA in the time allowed under strictly controlled conditions.

### Rationale

The removal of NEA would not gain back sufficient time and some centres are likely to have part completed or completed NEA.

This adaptation allows entry for those units already taught in each centre and reduces the amount of content remaining. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces content for assessment considerably. However, all assessment objectives will be covered and progression to AS/A2 is unaffected. There is, however, a requirement to sit two examined units and the NEA, and no less, in summer 2021, regardless of whether entries were made for that unit in summer 2020. This mitigation, although different to information provided by Qualifications Wales when schools closed earlier this year, has been approved by Qualifications Wales as the most appropriate mitigation for GCSE History.

## ICT

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

There are no changes to the structure of this unit.

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

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

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

There are no changes to the structure of this unit.

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

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

Short course candidates will sit Unit 1 **and** Unit 2 in 2021.

Single Award candidates will sit only Unit 2, Unit 3 and Unit 4 in 2021. This will apply only to candidates cashing-in for the full course in 2021.

### **Summary of survey outcomes**

GCSE ICT had 109 respondents to the survey, thank you to all who participated.

69% agreed or strongly agreed that the proposal is appropriate to mitigate lost teaching and learning time, with a further 64.5% agreeing that the proposal helps resolve issues around social distancing.

64.5% agreed that the proposal allows learners to progress to AS and nearly 70% agreed that it maintained the integrity of the qualification.

Comments were broadly supportive of the original proposal however a number of respondents were concerned that they would be at a disadvantage as their learners were not entered for the Unit 1 examination in 2020 and would therefore have to do additional work and be graded differently from other centres who had entered learners. Other respondents pointed out the practical nature of the subject would be changed by having to enter learners for two theory papers. In order to maintain the integrity of the qualification it would not be possible to allow learners not to sit either of the examined units but to mitigate issues of fairness and to redress the balance of the qualification we have decided not to require learners to sit Unit 1.

### **Rationale**

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

It is likely that learners were entered for Unit 2 in the summer and will have at least partially completed this work. Retaining both NEA units and requiring one examination reflects the practical nature of this qualification whilst reducing the burden on teachers and learners alike. By lifting the requirement to complete NEA work in the classroom we are helping mitigate the potential for reduced access to classroom-based ICT resources.

This adaptation retains the level of demand and maintains the integrity of the assessment but reduces content for assessment considerably. This mitigation, although different to information provided by Qualifications Wales when schools closed earlier this year, has been approved by Qualifications Wales as the most appropriate mitigation for GCSE ICT.

## Mathematics/Mathematics-Numeracy

For GCSE Mathematics/Mathematics-Numeracy, we are providing a list of topics that will not be assessed in any of the units examined in Summer 2021.

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

Below is a list of the topics that will not be subject to assessment in the GCSE Mathematics or GCSE Mathematics-Numeracy examinations in Summer 2021.

Foundation tier topics are in standard text.

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

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

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

	Topics that will <b>not</b> be assessed in the Summer 2021 examinations.	Mathematics-Numeracy and Mathematics <i>OR</i> Mathematics only	Additional Comments
	<i>Geometry and Measure</i>		
7	Interpretation and drawing of nets.	Mathematics-Numeracy and Mathematics	
8	<i>Drawing</i> 2-D representations of 3-D shapes, including the use of isometric paper.	Mathematics-Numeracy and Mathematics	The following could be assessed: <i>Using</i> 2-D representations of 3-D shapes (but not ones drawn on isometric paper).
9	Bisecting a given line, bisecting a given angle. <u>Constructing the perpendicular from a point to a line.</u>	Mathematics-Numeracy and Mathematics	The following could be assessed (but not in questions assessing constructions): Accurate use of ruler, pair of compasses and protractor.
10	Constructing 2-D shapes from given information <u>and drawing plans and elevations of any 3-D solid.</u>	Mathematics-Numeracy and Mathematics	
11	Use of ruler and pair of compasses to do constructions.  Construction of triangles, quadrilaterals and circles.  <u>Constructing angles of 60°, 30°, 90° and 45°.</u>	Mathematics only	
12	<u>The identification of congruent shapes.</u>  <b>Understanding and using SSS, SAS, ASA and RHS conditions to prove the congruence of triangles using formal arguments.</b> <b>Reasons may be required in the solution of problems involving congruent triangles.</b>	Mathematics only	
13	<u>Using angle and tangent properties of circles.</u> <u>Understanding that the tangent at any point on a circle is perpendicular to the radius at that point.</u>  <u>Using the facts that the angle subtended by an arc at the centre of a circle is twice the angle subtended at any point on the circumference, that the angle subtended at the circumference by a semicircle is a right angle, that angles in the same segment are equal, and that opposite angles of a cyclic quadrilateral sum to 180°.</u>  <b>Using the alternate segment theorem.</b>  <u>Understanding and using the fact that tangents from an external point are equal in length.</u>  <b>Understanding and constructing geometrical proofs using circle theorems.</b>	Mathematics only	

	Topics that will <b>not</b> be assessed in the Summer 2021 examinations.	Mathematics-Numeracy and Mathematics <i>OR</i> Mathematics only	Additional Comments
14	Location determined by distance from a given point and angle made with a given line.	Mathematics only	
15	Solving problems in the context of tiling patterns and tessellation.	Mathematics-Numeracy and Mathematics	
16	<u>Constructing the locus of a point which moves such that it satisfies certain conditions, for example,</u> (i) <u>a given distance from a fixed point or line,</u> (ii) <u>equidistant from two fixed points or lines.</u>  <u>Solving problems involving intersecting loci in two dimensions.</u> <u>Questions on loci may involve inequalities.</u>	Mathematics-Numeracy and Mathematics	
17	<u>Distinguishing between formulae for length, area and volume by considering dimensions.</u>	Mathematics-Numeracy and Mathematics	
18	<u>Using the compound measures: density and population density.</u> <u>Using compound measures that relate to density, such as kg/m<sup>3</sup>, g/cm<sup>3</sup>, population per km<sup>2</sup></u>	Mathematics-Numeracy and Mathematics	All compound measures that are not density-related, e.g. speed, could be assessed.
<i>Statistics</i>			
19	<u>Specifying the data needed and considering potential sampling methods.</u> <u>Sampling systematically.</u> <b>Working with stratified sampling techniques and defining a random sample.</b>	Mathematics-Numeracy and Mathematics	The following could be assessed: <u>Considering the effect of sample size and other factors that affect the reliability of conclusions drawn.</u>
20	Designing and criticising questions for a questionnaire, including notions of fairness and bias.	Mathematics-Numeracy and Mathematics	Learners will need to understand the notion of fairness and bias, but not in the context of questionnaires.
21	Estimating the probability of an event as the proportion of times it has occurred.  Relative frequency.  Understanding the long-term stability of relative frequency.  <u>Graphical representation of relative frequency against the number of trials.</u>  Estimating probabilities based on experimental evidence.  Comparing an estimated probability from experimental results with a theoretical probability.	Mathematics only	The following could be assessed: Calculating theoretical probabilities based on equally likely outcomes.
22	Identifying all the outcomes of a combination of two experiments using Venn diagrams.	Mathematics only	Identifying outcomes using all other methods could be assessed.



## **Summary of survey outcomes**

There were over 400 responses to the survey. Thank you to all who participated.

From those that responded to the specific questions, approximately 80% agreed that the proposal is appropriate to mitigate lost teaching and learning time and approximately 60% agreed that the proposal is likely to allow learners to progress to GCE AS level in the subject.

Over 70% of those who responded agreed that the proposed adaptations would maintain the integrity of the qualifications.

Roughly 50% of respondents included extra comments.

The comment made most often was that the list of topics should be provided as soon as possible. This has now been provided.

Another comment received often was the suggestion that should a topic not be assessed in one of the two GCSEs then it shouldn't be assessed in the other either. This is indeed the case.

A suggestion from a relatively small proportion of respondents was to include optional questions in the assessments rather than provide a list of topics that would not be assessed. This was considered but we decided that the risks of changing the assessment in this way outweighed the potential advantages.

A number of comments suggested reducing the amount of problem solving in the examinations. However, this would reduce the proportion of AO2 and/or AO3 marks on the examination papers and compromise the integrity of the qualifications.

A relatively small number of respondents expressed concern that the amount of content identified as not assessed at foundation tier was less than at intermediate tier and higher tier. However, the overall content across both GCSEs at foundation tier is considerably less than at intermediate tier and higher tier, with a lot of overlap between the two qualifications.

## **Rationale**

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

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

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

## Media Studies

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

There are no changes to this unit.

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

Learners complete either Section A or Section B of the Unit 2 exam.

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

- Reduction of Unit 3 NEA: Learners to carry out the research, planning and reflective analysis aspects of this unit as outlined in the Specification
- **Learners complete a reduced Production element - one Page per print or webpage production from three pages; one minute of a moving image production from one minute thirty seconds, one advert instead of two.**

### Summary of survey outcomes

There were 53 responses to the survey. Thank you to all who participated.

30 out of 53 responses disagreed or strongly disagreed with the original proposals. 4 out of 53 respondents strongly agreed with the proposals.

33 respondents provided additional comments. Respondents commented that the proposals did not reduce the amount of teaching time for centres which have already completed the NEA. Some comments reflect on the vastness of the specification and the difficulty in covering the number of media forms and subject content assessed in Units 1 and 2 given the lost teaching and learning time.

Therefore, we have made an additional amendment to the Unit 2 exam.

### Rationale

The reduction of NEA will allow the prioritisation of the examined assessment. Learners' ability to complete the practical production element of the NEA for 2021 has been affected by the requirements of working remotely for significant amounts of time. This could continue into the foreseeable future. Learners may not have access to specialist equipment and resources (e.g. editing software, DTP etc.). There have also been access issues within centres, e.g. schools working in 'bubbles', meaning lack of access to IT rooms/facilities, sharing of keyboards etc.

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

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

The reduction of subject content in Unit 2 means a reduction in the breadth of subject content (one media industry from a choice of two), not the depth. This reduction allows learners to demonstrate knowledge and understanding of the key concepts of media studies (AO1) and apply knowledge and understanding of the key concepts of media studies to analyse media products and evaluate their own practical work (A02), enabling learners to develop the skills needed to progress onto further education.

## Music

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

Reduce the minimum time requirement for performance from 4 minutes to 3 minutes. A modified penalty calculation table will be released for use in 2021.

Ensemble performance is optional as part of the three minutes to allow centres to comply with social distancing measures. Learners who can record an ensemble are still able to do so if they prefer.

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

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

Reduce the requirement to only one composition. The briefs will still be released as normal but using them will be optional. As a guide, the composition should be 1½ - 3 minutes long.

Learners will not be required to submit the evaluation.

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

There are no changes to this unit.

### **Summary of survey outcomes**

There were 148 responses to the survey. Thank you to all who participated.

Just over half (55%) of respondents agreed that the proposal was appropriate to mitigate lost teaching and learning time. The majority felt that the proposal addresses social distancing issues in group work (81%); the proposal was likely to allow learners to progress to AS Music (72%); and that the proposal maintained the integrity of the qualification (80%). 64% of respondents made an additional comment or suggestion all of which have been reviewed. Most of those who made additional comments were broadly in support but raised the following issues:

In Unit 1 they felt that still expecting learners to do 2 or more performances would not significantly reduce workload, despite the reduction in the total time.

There were many comments relating to the written NEA work – the programme note and the composition evaluation. The feeling was that these take up a lot of time and the evaluation in particular, cannot even be started until the composition has been finished. Access to computers, instruments and other equipment could mean that this will not happen until shortly before the submission deadline.

Some respondents felt that there should be adaptations to the Unit 3 exam, but many also understood that schools will have planned their teaching differently, so it would be difficult to find an approach which was fair to all and which still maintained the integrity of the GCSE with regard to progression. Some commented that by reducing the practical elements of the GCSE we reduce the parts which learners enjoy the most, which could impact on numbers of learners opting for AS.

## **Rationale**

All assessment objectives are still covered throughout the qualification. The reductions in the performing and composing requirements are to mitigate lost teaching and learning time. The change to the ensemble requirement is to allow the assessment to be conducted while following social distancing guidelines. The adaptation has been modified to reflect the feedback, and the Unit 1 Performing submission can be made up of one or more pieces.

The adaptation has been modified to clarify that the briefs will be released as normal but are optional if learners wish to use them. Following feedback we decided that learners would not need to submit their evaluation as teachers felt that learners may be delayed in completing the composition due to restrictions on the use of equipment, so would not have sufficient time to evaluate their work thoughtfully.

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

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

## **PE (Full Course)**

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

There are no changes to this unit.

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

1. Remove the requirement to participate in a team activity. Team activities will, however, remain as an option for assessment in 2021.
2. Reduce the requirement to participate in three activities to any two activities
3. Learners will not be required to submit a personal fitness programme.

### **Summary of survey outcomes**

There were 258 responses to the survey. Thank you to all who participated.

Over half (58%) the respondents agreed or strongly agreed that the proposals were sufficient to enable learners to progress to level 3, 57% that they alleviated social distancing issues and 60% that they retained the integrity of the GCSE. However, just under half (44%) of respondents agreed or strongly agreed that the proposals mitigate lost teaching and learning time. Some of those that disagreed that the proposals mitigate lost teaching and learning time noted that their learners had already completed the personal fitness programme. A number of those disagreeing also commented that the proposals were fine but that they didn't go far enough to mitigate all the teaching and learning time lost. There were a significant number of responses that identified moderation and evidence as a cause for concern. We will look at the feasibility of any change or adaptation to this process outside of this consultation.

Therefore, we have decided to progress with this proposal as it would not be possible to remove content from the examination as well as the requirement to complete a personal fitness programme without impacting on the validity of the qualification. It is not possible to completely mitigate for the different order in which centres have taught the course.

There were a number of comments relating to the need to complete an individual activity. For example, there were concerns such as some individual activities are now unavailable as the athletics season is over. Therefore, we have decided to also relax the requirement to complete an individual activity to allow learners to complete any combination of team and individual activities. This is to allow more flexibility to learners and centres.

### **Rationale**

The removal of the requirement to participate in a team activity will allow learners to comply with social distancing guidelines. The number of activities has been reduced from three to two to mitigate the lost teaching and learning time and in recognition of the fact that participation in many sports, both team and individual is still limited, thus limiting the choices for learners. The removal of the personal fitness programme will also mitigate lost teaching and learning time. Although, this removes part of AO4 – Analyse and evaluate performance, aspects of this are covered in AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport. Further mitigation is not possible without compromising the integrity of the GCSE. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces content for assessment considerably.

## **PE (Short Course)**

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

There are no changes to this unit.

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

1. Learners are not required to participate in a team activity. Team activities will, however, remain as an option for assessment in 2021.
2. Reduce the requirement to participate in two activities to one activity.

### **Summary of survey outcomes**

There were no specific comments related to the short course and therefore we have decided to progress with the proposal, as the comments indicated that there was general agreement with the reduction of activities with GCSE PE.

### **Rationale**

The removal of the requirement to participate in two activities will allow learners to comply with social distancing guidelines, and offer time back in terms of participation, assessment and moderation. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the burden of assessment.

## Religious Studies

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

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

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

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

### All Units

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

The requirement to assess non-religious beliefs will be suspended in the Unit 1 paper.

### Changes to entry requirements/cash-in

This adaptation, which goes further than our original proposal, means that every learner is required to sit both units, even if they entered for one unit in summer 2020. There is further information concerning this on page 3 of this document.

### Summary of survey outcomes

There were 188 responses to the survey, thank you to all who participated.

52% of the 146 respondents to Question 3 strongly agreed or agreed that the proposals were appropriate to mitigate lost teaching time.

62% of the 137 respondents to Question 5 strongly agreed or agreed that the proposals allowed learners to progress to further study.

70% of the 136 respondents to Question 6 strongly agreed or agreed that the proposals maintained the integrity of the qualification.

Of those responding to Question 3 who also provided a comment, a majority expressed a desire to see the current proposal for Unit 2/3 also extend to Unit 1. A variety of reasons were given, for example, that teaching time had been lost with Unit 1 in the Summer term, particularly following the exam period and a very small number who had completed Unit 2 before Unit 1 and would, therefore, see no benefit.

There is an added complexity of having Unit 1 as the Short Course; for many this Unit is half of the qualification, but for others it is a stand-alone qualification. Many respondents did not make the distinction between these two different types of learners and stated the general view that the adaptation should apply to both Units.

**Rationale:** A decision has been made to adapt all Units for the following reasons:

The reduction of content to be assessed in 2021, 25% of content across the qualification, maintains the integrity, rigour and reputation of this GCSE.



Short Course learners sitting in year 11 will also benefit from this adaptation.

It is impossible to mitigate for the different order in which centres have taught the course so centres are at liberty to make an entirely autonomous decision as to which topic (out of the four) will not be assessed.

This will mitigate lost teaching time, whilst maintaining the requirement to assess both assessment objectives across the remaining three questions. This means that the qualification will be valid and have integrity as a GCSE.

## SCIENCE SUITE

### Summary of survey outcomes for the GCSE Science Suite

There were 714 responses to the survey. Thank you to all who participated.

Nearly all respondents agreed or strongly agreed that the proposals were appropriate to alleviate issues linked to social distancing for group work and practical work.

Over half (60%) of respondents agreed that the proposals maintain the integrity of the qualifications. Half of all respondents agreed that the proposals are likely to allow learners to progress to GCE AS / Level 3 sciences.

Less than half (40%) of the respondents agreed or strongly agreed that the proposals were appropriate to mitigate lost teaching and learning time.

The majority of respondents requested for content to be removed from the written exams in all qualifications. However, this will not be possible. The GCSE Science qualifications are all unitised specifications. The [entry information for summer 2021](#) announced by Qualification Wales on 27 March 2020, states that Year 11 learners do not need to sit the units they entered in summer 2020 in summer 2021. They will only need to sit the units they would have planned to sit in 2021 to be awarded the whole GCSE qualification. Further reductions in assessment, other than the removal of the practical unit for safety reasons, are not feasible without damaging the integrity of the GCSE qualifications. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the burden of practical work.

The teaching time gained from the removal of both the practical assessment unit and the requirement to complete specified practical work hands-on should mitigate any lost teaching and learning time of the Year 11 subject content.

### Biology/Chemistry/Physics

#### Units 1 + 2:

#### Written exams (90%)

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 should be used instead.

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

Unit 3 will not be assessed in 2021.

#### Rationale

Social distancing measures make it difficult for learners to carry out the group practical work required for completion of specified practical work (and various other practical tasks) and for the Unit 3 practical assessment. Removing the requirement for any hands-on practical work reduces teaching time considerably across biology, chemistry and physics units. Teacher demonstrations, video clips, simulations and other appropriate resources should be used to provide basic experience of relevant practical methods. Time saved preparing and conducting the Unit 3 assessment in the January-February practical exam window will also mitigate lost teaching and learning time across the qualification. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the burden of practical work.

## **Science (Double Award)**

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

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

**Written exams (90%)**

There are no changes to the assessment of these units.

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

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

Unit 7 will not be assessed in summer 2021.

### **Rationale**

Social distancing measures make it difficult for learners to carry out the group practical work required for completion of specified practical work (and various other practical tasks) and for the Unit 7 practical assessment. Removing the requirement for any hands-on practical work reduces teaching time considerably across biology, chemistry and physics units. Teacher demonstrations, video clips, simulations and other appropriate resources should be used to provide basic experience of relevant practical methods. Time saved preparing and conducting the Unit 7 assessment in the January-February practical exam window will also mitigate lost teaching and learning time across the qualification. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the burden of practical work.

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

### **Units 1 - 3: Written exams (70%)**

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 should be used instead.

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

Learners will not be required to complete the collecting and recording, analysis and evaluation tasks from Activity 1.

All other parts of the unit remain. Move the assessment window from Monday 2 November – Friday 18 December 2020 to Monday 22 February – Friday 26 March.

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

Unit 5 will not be assessed in summer 2021.

### **Rationale**

Social distancing measures make it difficult for learners to carry out the group practical work required for completion of specified practical work (and various other practical tasks) and for the Unit 5 practical assessment. Removing the requirement for any hands-on practical work reduces teaching time considerably. Teacher demonstrations, video clips, simulations and other appropriate resources should be used to provide basic experience of relevant practical methods. The Unit 4 task based assessment is an essential part of the assessment of the qualification and it is what makes the qualification unique. Removing the part of Activity 1 that requires hands-on practical work allows the rest of the unit to remain. Moving the assessment window for the unit to later in the academic year gives centres more time to prepare. Time saved preparing and conducting assessments for both the November-December and the January-February exam windows is also available for teaching. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the burden of practical work.

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

### **Units 1 - 2: Written exams (70%)**

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 should be used instead.

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

Learners will not be required to complete the collecting and recording, analysis and evaluation tasks from Activity 1.

All other parts of the unit remain. Move the assessment window from Monday 2 November – Friday 18 December 2020 to Monday 22 February – Friday 26 March.

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

Unit 4 will not be assessed in summer 2021.

### **Rationale**

Social distancing measures make it difficult for learners to carry out the group practical work required for completion of specified practical work (and various other practical tasks) and for the Unit 4 practical assessment. Removing the requirement for any hands-on practical work reduces teaching time considerably. Teacher demonstrations, video clips, simulations and other appropriate resources should be used to provide basic experience of relevant practical methods. The Unit 3 task based assessment is an essential part of the assessment of the qualification and it is what makes the qualification unique. Removing the part of Activity 1 that requires hands-on practical work allows the rest of the unit to remain. Moving the assessment window for the unit to later in the academic year gives centres more time to prepare. Time saved preparing and conducting assessments for both the November-December and the January-February exam windows is also available for teaching. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the burden of practical work.

## Welsh Language

### Unit 1: NEA – Oracy (30%)

Task 2 Response and Interaction (group discussion – c. 10 minutes) will not be assessed in 2021.

The conditions of control for Task 1: Individual Researched Presentation will be more permissive to enable students not able to attend school or college to complete their presentations.

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

WJEC will prescribe which two writing types – Description, Narration or Exposition will appear in Section B of Unit 2 at the beginning of September.

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

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

### Summary of survey outcomes

GCSE Welsh Language had 93 responses to the survey. Thank you to all who responded. 91% agreed or strongly agreed that the proposal maintains the integrity of the qualification and 90% agree or strongly agree that the proposal is likely to allow learners to progress to GCE AS in this subject. 81% agreed or strongly agreed that the proposal is appropriate to mitigate lost teaching and learning time. 90% agreed or strongly agreed that the proposal helps to alleviate issues to social distancing for group work. This was supported by many comments agreeing with the removal of the responding and interacting task (group work). Many comments supported limiting the number of writing formats. However, this has now been revised to limiting the number of writing types to two in Unit 2 and offering a choice of writing types in Unit 3. This has streamlined the writing assessment but at the same time has retained the necessary challenge for the learners. Other comments were for further reductions in reading skills and in the number of written examinations as well as concentrating on specific grammar rules that the learners should learn for editing and proof-reading tasks. Developing grammar and accuracy of language is not confined to the editing and proof-reading questions but is of paramount importance to their language skills in all assessment objectives. In order to maintain the integrity of the qualifications, further reductions to reading skills and the removal of one examination paper would not be possible.

### Rationale

Unit 1 The release of the stimuli which usually occurs at the beginning of September will not happen in September 2020 for the 2021 summer series. This is a group task and removing this task will reduce the administrative burden and facilitate the keeping of social distancing guidelines by learners. Task 1, the research-based Individual Presentation will continue, and centres will be expected to assess the learners' oral skills before submitting marks and a moderation sample based on this task. For Unit 1 NEA – individual task, the conditions of control will be more flexible for students not being able to attend school or college to complete presentations. WJEC will allow it to be recorded remotely with all notes sent electronically to the teacher/tutor. Limiting the writing types to two in Unit 2 and offering a choice of writing tasks in Unit 3 will help to alleviate the preparation time needed for these two units. These adaptations retain the level of demand and maintains the integrity of the assessment but reduces the burden of assessment.

## Welsh Literature

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

There are no changes to this unit.

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

There are no changes to this unit.

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

1. Film study only – removal of the printed text from the assessment
2. Reduce the length of the examination – 15 minutes instead of 20 minutes

### Unit 4: NEA – Written Tasks (25%)

There are no changes to this unit.

### Changes to entry requirements/cash-in

Unit 4 NEA remains in its entirety and is compulsory.

Every candidate is required to sit – rather than simply be entered for – **one** of the **two** written examination units (Unit 1 **or** Unit 2). The choice of the unit is for the individual centre and could vary within a centre. **This arrangement would be for cash-in in 2021 only.** Please note, it is **not** possible for learners to choose to sit both Unit 1 and Unit 2. If a learner has previously sat Unit 1 in January 2020, received a unit grade and not cashed in then they can resit that unit or use the unit grade towards cash in. They cannot sit Unit 2.

Learners can sit the Unit 1 examination (if they opt to do so) in either January 2021, summer 2021 or both.

### Summary of survey outcomes

GCSE Welsh Literature had 103 responses to the survey. Thank you to all who responded. 74% agreed or strongly agreed that the proposal maintains the integrity of the qualification. 82% agreed that the proposal is likely to allow learners to progress to GCE AS in this subject. Approximately the same percentage agreed and disagreed that the proposal helps to alleviate issues linked to social distancing for group work. 39% agreed or strongly agreed that the proposal is appropriate to mitigate lost teaching and learning time and a number of comments indicated strongly that further reductions were required.

### Rationale

The removal of an entire unit will mitigate lost teaching and learning time and this will help centres to decide on the approach that suits their learners and entry patterns. Candidates who were entered for Unit 1 in winter 2020 or summer 2020 but did not cash-in have the option of sitting Unit 1 or Unit 2 in 2021. Candidates sitting three out of four units still address all three Assessment Objectives.

Keeping the oral examination (assessed by teachers) and the NEA means that all learners will be assessed through written examination(s) and teacher assessment moderated by WJEC. There will be no changes to the written question papers or Unit 4 tasks or the mark schemes. Unit 3 papers and mark schemes will be revised to reflect that no comparison or reference is needed to the written text. Learners will still be required to compare in Unit 4 and also in Unit 1 (if centres decide to opt for Unit 1 as a written examination). Unit 4 work entered in summer 2020, which has not been used as part of a previous cash-in, could be resubmitted for moderation in summer 2021. This adaptation retains the level of demand and maintains the integrity of the assessment but reduces the burden of assessment.



## Welsh Second Language

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

Reduce the requirement to sit two oral assessments giving centres the option to enter candidates for either Unit 1 **or** Unit 2.

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

Reduce the requirement to sit two oral assessments giving centres the option to enter candidates for either Unit 1 **or** Unit 2.

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

There are no changes to this unit.

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

There are no changes to this unit.

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

Every candidate is required to sit – rather than simply be entered for – **one** of the **two** oral units (Unit 1 **or** Unit 2). The choice of the unit would be for the individual centre and could vary within a centre. **This arrangement would be for cash-in in 2021 only.** Please note that it is **not** possible to choose to sit both Unit 1 and Unit 2 for cash-in in 2021. Learners must sit only one of the two.

### **Summary of survey outcomes**

GCSE Welsh Second Language had 210 respondents to the survey (178 in English and 32 in Welsh), thank you to all who participated.

55% of respondents agreed or strongly agreed that the proposals were appropriate to mitigate lost teaching and learning time (Q3). 39% of respondents agreed or strongly agreed that the proposals alleviate issues linked to social distancing and practical work (Q4). 58% of respondents agreed or strongly agreed that the proposals allowed learners to progress to GCE AS in this subject (Q5). 72% agreed or strongly agreed that the proposals maintain the integrity of the qualification (Q6). 60% of respondents offered additional comments within Q7. The main concern as expected was the impact of removing one speaking and listening NEA assessment whilst giving centres the choice of entering for Unit 1 **or** Unit 2. Many noted that learners performed better in speaking and listening assessments whilst others raised concerns regarding how they would be able to facilitate these assessments. Respondents also expressed concern regarding the delivery of Unit 3 and Unit 4 (written examinations) due to lost teaching and learning time and suggested reducing content/themes and combining papers.

### **Rationale**

The number of oral exams has been reduced from two to one to mitigate the lost teaching and learning time. Both units cover AO1 (Speaking) and AO2 (Listening) therefore this allows the learners to develop both skills and progress to AS/A level.

Centres who entered Year 10 learners for Unit 1 or Unit 2 in 2020 are still able to enter those learners to sit the same unit in 2021, without having to prepare them to sit the remaining unit.

Taking lost teaching and learning time into consideration the timings of the speaking and listening NEA assessments will be reduced as follows:

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

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