



WJEC Adaptations to GCSE qualifications in summer 2022

Subject booklet

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Version 3



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SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Information has been added to page 5 to clarify that for qualifications which offer an assessment opportunity in November 2021 or January 2022, the adaptations outlined in this booklet for summer 2022 will also apply to the November 2021 and January 2022 series.	5
3	Insertion of Appendix A: Qualification Weightings in 2022	61-70

Adaptations to GCSE Assessments in summer 2022

Due to the extensive disruption to teaching and learning throughout 2020 and 2021, Qualifications Wales announced on 23rd March 2021, in order to mitigate lost teaching and learning time and facilitate current social distancing guidelines that GCSEs, AS and A levels will be adapted for learners sitting these qualifications in summer 2022.

In their regulatory document [Requirements for Adapting Assessments for GQ Qualifications in 2022](#), Qualifications Wales has set out clear principles (quoted below) which we have followed in making adaptations to GCSEs for 2022. Compliance with these requirements will be monitored by Qualifications Wales. Therefore, this document, which sets out the individual subject adaptations for all our GCSEs approved by Qualifications Wales for use by centres in Wales and other jurisdictions, should be read in conjunction with Qualifications Wales' document.

The adaptations for each subject have been carefully designed following Qualifications Wales' principles:

Principle 1 – WJEC must seek to ensure that Learners are not advantaged or disadvantaged relative to their peers in other jurisdictions.

Principle 2 – WJEC must seek to ensure that all qualifications are a reliable indication of the knowledge, skills and understanding specified in the qualification following any Adaptations to assessments.

Principle 3 – WJEC must seek to ensure that qualification content, in general, is not reduced; however, content can be restructured so it can reasonably be streamlined, such as in relation to optional units.

Principle 4 – WJEC must seek to ensure that the Manageability of assessment is maximised, where this will allow for an increase in teaching time in order to minimise the impact on outcomes.

Principle 5 – WJEC must seek to maintain standards, as far as possible, within the same qualification in line with previous years.

Principle 6 – WJEC must seek to maintain standards, as far as possible, across similar qualifications made available by WJEC and by other awarding bodies.

Principle 7 – WJEC must seek to ensure that flexibility in the delivery of assessments is maximised so as to reduce the impact of disruption, illness or quarantine, including lockdown at a local level.

All learners taking GCSE qualifications in summer 2022 will have experienced disruption to their education between March 2020 and the end of the 2020-2021 academic year. As well as considering the principles above, our starting point has been to review the adaptations which were developed for summer 2021 and consider whether changes to these are necessary for learners sitting our qualifications in summer 2022. We have worked to the following assumptions:

1. All learners will have missed out on some opportunities to develop vital skills and knowledge, particularly in practical work which cannot be undertaken while working remotely. Therefore, we cannot assume that learners, taking their assessments in summer 2022, will have the same breadth of skills and knowledge as would normally be expected.

2. Schools and colleges will be open for face-to-face teaching for all or most of 2021-2022.
3. Every GCSE subject will have some adaptations in place for January 2022 (where available) and summer 2022 assessments.
4. Exams are likely to take place as normal in 2022 using adapted content and also adapted assessments where relevant.
5. Exams are likely to take place as normal in 2023 with no adaptations to specification content or structures.

Although we have worked to the assumptions listed above, we are also discussing contingency plans with Qualifications Wales which will be implemented if necessary.

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

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

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

For qualifications including NEA (where it is appropriate to adapt the NEA without significantly impacting on the skills being assessed and therefore undermining the validity of the subject, or the reliability of the qualification, in line with Qualifications Wales' Principle 2) we have generally adapted tasks to take account of lost teaching and learning. In these instances, the adapted NEA is also intended to improve manageability and increase teaching time, in line with Qualifications Wales' Principle 4.

In knowledge-based qualifications we have provided advance notice either of what will be in the summer 2022 assessments or of what will not be included in the summer 2022 assessments. An adaptation which identifies a list of topics which **will not** be assessed in 2022 can appear greater than an adaptation which provides advance notice of topics that **will** be the focus of assessment in 2022. However, the impact of each approach for teaching and learning is broadly similar and each is in line with Qualifications Wales' Principle 3.

Taken in combination, the adaptations for each qualification are designed to reflect all seven of Qualifications Wales' Principles and provide, whilst not identical, broadly comparable mitigations across all GCSE qualifications.

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

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

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

2. Core subjects (Science Suite)

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

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

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

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

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

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

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

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

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

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

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

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

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

Due to the current uncertainty about potential future social distancing restrictions, we proposed that in 2022 only, all subjects that are normally assessed by a visiting examiner or moderator will be assessed remotely. As noted below, we have decided to undertake further engagement with centres on this in early September. We will communicate assessment arrangements for these qualifications by the end of September 2021.

Consultation

WJEC consulted centres between 19 May and 23 June 2021 on proposed adaptations to our approved GCSEs for summer 2022. In relation to the proposed adaptations, we asked centres to what extent did they agree that:

- the proposal is appropriate to mitigate lost teaching and learning time?
- the proposal helps alleviate issues linked to social distancing for practical work?
- the adapted qualification remains a valid and reliable measure of learners' attainment in the subject?
- the proposed adaptations will allow learners to progress to AS/A level in the subject?

For qualifications that are normally assessed by a visiting examiner or moderator, we also asked centres to what extent did they agree that:

- remote moderation/examination would allow learners to be accurately and reliably assessed in the qualification in 2022?
- remote moderation/examination in the qualification will be manageable for centres in 2022?

Finally, we provided an opportunity for written comments on our proposals.

We received around 800 responses to the GCSE consultation, most of which came from subject teachers/subject leads. We are very grateful to colleagues in centres who responded to this consultation. We have analysed the extent to which you agreed or disagreed with the statements in each of the consultation questions and we have read all of the comments provided.

We have set out in this document the adaptations which will be implemented for each qualification, including any changes made to reflect responses to our survey. For qualifications which offer an assessment opportunity in November 2021 or January 2022, the adaptations outlined in this booklet for summer 2022 will also apply to the November 2021 and January 2022 series.

We have also included for each qualification a summary of outcomes to the survey, along with a rationale for the adaptations to be implemented in 2022. The summary of outcomes section includes tabulated percentages for each option on the '*strongly agree*' to '*strongly disagree*' scale. When interpreting these percentages, it is important to take account of the number of responses received because these are relatively small for many GCSE qualifications.

It has not been possible to address every concern raised by centres in relation to disrupted teaching and learning or assessment arrangements for 2022. Some of the comments suggested arrangements which are outside of the remit of WJEC and are dependent on government policy and/or regulatory decisions.

Primarily, WJEC must ensure the integrity of each qualification so that we are able to award qualifications in 2022 which are valid, robust and commensurate with those taken by other cohorts. These matters will be carefully considered by WJEC when setting grade boundaries during the awarding process for the summer 2022 series.

In qualifications where we asked questions about remote moderation/assessment, the survey results are reported back in the table of responses. However, this booklet does not include a final decision on the use of remote moderation/assessment in 2022 because we have decided to undertake further engagement with centres on this in early September. We will communicate assessment arrangements for these qualifications by the end of September.

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Art and Design

Unit 1: Portfolio (NEA) 60%

There are no changes to this unit.

Unit 2: Externally set assignment (NEA) 40%

Unit 2 will not be subject to assessment in 2022.

Summary of survey outcomes

There were 151 responses to the GCSE Art and Design survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	116	28%	30%	13%	8%	21%
*the proposal helps alleviate issues linked to social distancing for practical work?	113	23%	23%	19%	11%	20%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	111	38%	31%	9%	11%	12%
the proposed adaptations will allow learners to progress to GCE in this subject?	110	31%	38%	9%	9%	13%
remote moderation/examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	124	10%	15%	6%	13%	57%
remote moderation/examination in this qualification will be manageable for centres in 2022?	122	10%	20%	3%	10%	57%

*4% of respondents answered 'not applicable' to this question.

As shown in the table above, the majority of respondents agreed that the proposals were appropriate to mitigate lost teaching and learning time. There was general agreement that the proposals alleviate issues linked to social distancing and practical work, whilst a high proportion of respondents agreed that the proposals allow learners to progress to GCE in this subject. There was a high rate of agreement that the adapted qualification remains a valid and reliable measure of learners' attainment in this subject.

In general, comments reflected strong agreement that the removal of the ESA offered 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 imposed on teaching and learning opportunities.

Approximately two thirds of respondents did not agree with the proposals pertaining to remote moderation, in relation to the accuracy and reliability of the assessment or manageability for centres.

The majority of commentators expressed concerns about the manageability of recording and submitting digital portfolios. Others commented on issues of accuracy and reliability of the assessment/moderation and inequalities in resources across centres.

As noted below, taking account of responses to the questions related to remote moderation we have decided to undertake further engagement with centres in September.

Rationale

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

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

This adaptation is designed to enable centres to adapt their programmes of study in line with any required social distancing guidelines; to help mitigate further potential disruptions; and to alleviate any logistical and health and safety issues pertaining to the ESA 10-hour practical test, which must be taken under exam conditions.

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

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

In relation to the question on whether to introduce remote moderation via video/photographic evidence, we have decided to undertake further engagement with centres on this in early September and will communicate moderation arrangements by the end of September.

Business

Content:

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

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

Assessment:

Unit 1: Business World (written exam) 62.5%

There are no changes to the assessment of this unit.

Unit 2: Business Perceptions (written exam) 37.5%

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

Summary of survey outcomes

There were 16 responses to the GCSE Business survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	15	33%	40%	0%	13%	13%
*the proposal helps alleviate issues linked to social distancing for practical work?	15	20%	13%	7%	7%	13%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	15	53%	27%	13%	7%	0%
the proposed adaptations will allow learners to progress to GCE in this subject?	15	47%	27%	13%	13%	0%

*40% of respondents answered 'not applicable' to this question.

As shown in the table, a high majority of respondents were supportive of the suggested changes and in agreement with the proposal.

A few of these responses offered alternative proposals. These proposals, however, did not fully meet Qualification Wales' principles as outlined on page 1, were mixed and gave no single strong steer, or were not valid adaptations for this specification. Therefore, we confirm the proposed adaptions for GCSE Business for 2022.

Rationale

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

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

Computer Science

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

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 2022.

Summary of survey outcomes

There were 17 responses to the GCSE Computer Science survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	13	46%	31%	8%	0%	15%
*the proposal helps alleviate issues linked to social distancing for practical work?	12	42%	25%	8%	0%	8%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	11	45%	27%	0%	9%	18%
the proposed adaptations will allow learners to progress to GCE in this subject?	11	27%	45%	9%	0%	18%

*17% of respondents answered 'not applicable' to this question.

The number of respondents was statistically low and whilst acknowledging the reservations of some respondents who disagreed, the majority agreed with the proposal. Although we saw no reason to change the adaptation as originally proposed on the basis of these responses, we decided to undertake further engagement with a number of computer science teachers across Wales before confirming the removal of NEA. We received a clear message that this is the most appropriate adaptation to the qualification for 2022.

Rationale

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

Design and Technology

Engineering Design Fashion and Textiles Product Design

Unit 1: Design and Technology in the 21st Century (written exam) 50%

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

Engineering Design

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

Fashion and Textiles

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

Product Design

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

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

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

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

These adaptations are the same as those for 2021.

Summary of survey outcomes

There were 26 responses to the GCSE Design and Technology survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	17	0%	24%	29%	18%	29%
*the proposal helps alleviate issues linked to social distancing for practical work?	17	0%	18%	29%	18%	29%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	16	0%	44%	6%	25%	25%
the proposed adaptations will allow learners to progress to GCE in this subject?	16	6%	38%	31%	13%	13%
remote moderation/examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	18	11%	28%	17%	17%	28%
remote moderation/examination in this qualification will be manageable for centres in 2022?	17	6%	29%	12%	29%	24%

*6% of respondents answered 'not applicable' to this question.

Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

Rationale

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

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

In relation to the question on whether to introduce remote moderation via video/photographic evidence, we have decided to undertake further engagement with centres on this in early September and will communicate moderation arrangements by the end of September.

Drama

Unit 1: Devising Theatre (NEA) 40%

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

Minimum group size: reduced to 1 actor.

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

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

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

Unit 2: Performing Theatre (NEA) 20%

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

Minimum group size: reduced to one actor.

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

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

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

Unit 3: Interpreting Theatre (Written examination) 40%

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

We will provide advance notice of the examination extract for Section A. Details of extended extracts for each of the five texts would be released to centres in September 2021, from which a smaller extract will be chosen as the specified extract within the examination. At the same time, advance notice will also be given regarding the topic of the wider knowledge question within Section A.

Summary of survey outcomes

There were 18 responses to the GCSE Drama survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	14	36%	43%	0%	14%	7%
the proposal helps alleviate issues linked to social distancing for practical work?	14	29%	71%	0%	0%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	14	50%	43%	0%	7%	0%
the proposed adaptations will allow learners to progress to GCE in this subject?	14	57%	43%	0%	0%	0%
remote moderation/examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	14	36%	36%	7%	14%	7%
remote moderation/examination in this qualification will be manageable for centres in 2022?	14	14%	43%	21%	14%	7%

As shown in the table, a high majority of respondents were supportive of the suggested changes and in agreement with the proposals.

Comments were varied and focussed mainly on Unit 2, with the majority welcoming the return of this practical unit. Only one respondent felt that this unit should not be reinstated.

Rationale

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

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

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

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

In relation to the question on whether to introduce remote assessment instead of a visiting examiner, we have decided to undertake further engagement with centres on this in early September and will communicate arrangements by the end of September.

English Language

Unit 1: Oracy 20%

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

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

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

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

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

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

Summary of survey outcomes

There were 48 responses to the GCSE English Language survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	42	33%	40%	5%	7%	14%
*the proposal helps alleviate issues linked to social distancing for practical work?	42	36%	38%	7%	2%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	40	40%	38%	10%	3%	10%
the proposed adaptations will allow learners to progress to GCE in this subject?	39	31%	38%	18%	3%	10%

*17% of respondents answered 'not applicable' to this question.

A high proportion of respondents agreed or strongly agreed with the proposed adaptations for summer 2022. Those that disagreed would like to have seen more streamlining of content e.g. removing one external assessment. In considering all feedback responses, the decision is to progress with the proposed adaptations thereby ensuring parity and credibility of the qualification with other jurisdictions and ensuring that learners are well prepared to progress to their next phase of learning or employment.

Rationale

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

English Literature

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

There are no changes to the assessment of this unit.

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

There are no changes to the assessment of this unit.

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

There are no changes to the assessment of this unit.

Changes to entry requirements/cash-in

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

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

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

Summary of survey outcomes

There were 30 responses to the GCSE English Literature survey. Thank you to all who participated.

Responses to questions are summarised in the table below. ‘N’ shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	28	29%	32%	4%	7%	29%
*the proposal helps alleviate issues linked to social distancing for practical work?	27	19%	26%	4%	4%	4%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	26	38%	19%	8%	12%	23%
the proposed adaptations will allow learners to progress to GCE in this subject?	26	23%	27%	23%	12%	15%

*44% of respondents answered ‘not applicable’ to this question.

Just over a quarter of respondents were concerned that the proposed adaptations did not allow learners to progress to GCE although the rest believed that the adaptations did not impact on progression. Comments were varied. Four of the comments expressed concern that the adaptations did not go far enough, three of the comments believed that the adaptations were realistic and fair, three comments expressed concern that they went too far and did not effectively prepare candidates for GCE.

Rationale

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

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

Food and Nutrition

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

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 2022. The total assessment time will be reduced from 25 hours to 15 hours.

Summary of survey outcomes

There were 14 responses to the GCSE Food and Nutrition survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	14	36%	36%	7%	14%	7%
the proposal helps alleviate issues linked to social distancing for practical work?	14	29%	36%	14%	7%	14%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	13	62%	8%	0%	15%	15%
the proposed adaptations will allow learners to progress to GCE in this subject?	13	38%	31%	8%	15%	8%

Statistical evidence from the survey supports the decision to progress with this proposal. Fewer than half of the respondents left additional comments and generally they were very supportive of the adaptations.

A small number of respondents suggested that the Unit 1 assessment needed to be adapted and content reviewed. However, to protect the rigour of this qualification, the rationale for keeping this assessment unchanged still stands.

Rationale

The adaptation is the same as that developed for 2021. Assessment 1 is usually completed first by learners, it is the smaller of the two NEAs and it assesses assessment objectives that are also assessed elsewhere in the qualification. Assessment 2 is retained as it is the only part of the qualification where AO3 – *Plan, prepare, cook and present dishes, combining appropriate techniques*, is assessed. Assessment 2 is one which many learners enjoy as they are able to demonstrate their practical abilities. The removal of Assessment 1 would mitigate lost teaching and learning time and allow more time to teach the content

required for the Unit 1 assessment. This adaptation is also designed to allow centres to adapt their programme of study in line with social distancing guidelines as, by removing Assessment 1, practical sessions for Assessment 2 can span a longer period. No skills and content required for progression to level 3 have been removed. This adaptation ensures that standards are maintained across the qualification and enhances manageability for centres.

French/German/Spanish

Unit 1: Speaking (oral exam) 25%

Task 2 (photo card discussion) has been removed from assessment in 2022 and the length of the examination is reduced by two minutes (currently 7-9 minutes) on the foundation tier and three minutes (currently 10-12 minutes) on the higher tier to take into account the removal of task 2.

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

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

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

Unit 2: Listening (written exam) 25%

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

Unit 3: Reading (written exam) 25%

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

Unit 4: Writing (written exam) 25%

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

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

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

Summary of survey outcomes

There were 39 responses to the GCSE French/German/Spanish survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	31	19%	42%	13%	13%	13%
*the proposal helps alleviate issues linked to social distancing for practical work?	30	13%	37%	17%	0%	13%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	30	27%	50%	7%	13%	3%
the proposed adaptations will allow learners to progress to GCE in this subject?	30	20%	43%	20%	13%	3%

*20% of respondents answered 'not applicable' to this question.

The statistical evidence generally supports the implementation of the proposals for French/German/Spanish.

Of the 14 additional comments provided, six respondents stated that the five sub-sub-themes removed from Unit 1 and Unit 4 should also be removed from Units 2 and 3. However, whilst this might benefit some learners, some centres might have covered these sub-sub-themes in their teaching and it would disadvantage learners at those centres. We have decided, therefore, to provide advance notice in September 2021 of the sub-sub-themes covered in the assessments for Unit 2 and Unit 3 in 2022. This will help centres to focus their teaching and learning.

Rationale

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

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

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

Geography

Content

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

Unit 1: Changing Physical and Human Landscapes

Theme 1: Landscapes and Physical Processes

- 1.1.2 How are physical landscapes in Wales affected by human activity?
The environmental challenges created by human activity in one distinctive landscape to include the positive and negative impacts of visitor pressure and changing rural economies and societies. The concepts of honey pot sites and carrying capacity.
- 1.1.3 How can landscapes in Wales be managed?
Strategies to manage the landscape, to include management of visitors, and to repair damage to landscapes or environments under pressure (*for example, footpath maintenance*).

Theme 2: Rural-Urban Links

- 2.3.1 What are the global patterns of urbanisation?
An overview of global patterns of urbanisation to include distribution of global cities over space and how this pattern has changed over time.
- 2.3.2 What are the consequences of urbanisation in two global cities?
Ways of life in **two** global cities. One city must be located in either a low-income country (LIC) or newly industrialised country (NIC). The other city must be located in a high-income country (HIC). For each city, learners must set their studies within the regional, national and global context of that city.
- For each city:
- (a) The reasons for its growth to include natural population change and migration. How each city is connected to its wider city-region and to other parts of the world by migration. Push and pull factors for rural to urban migration at the regional/national scale and reasons for historic or recent international migration.
 - (b) Ways of life to include social and cultural patterns within each city. The contribution of the informal economy in the LIC/NIC city.
 - (c) Current urban challenges to include reducing poverty/deprivation and providing housing.
- 2.3.3 How are global cities connected?
The concepts of global cities and globalisation. How global cities are connected through transport (for example, transport hubs, ports and airports) trade/tourism and media/communications. How each of the cities (studied in 2.3.2) is connected to the rest of the world.

Unit 2: Environmental and Development Issues

Theme 5: Weather, Climate and Ecosystems

- 5.2.1 What are the causes and consequences of two weather hazards?
An overview of global circulation of the atmosphere. How global circulation creates areas of low **and** high pressure. How these different pressure systems each lead to weather hazards.
Low pressure: The global distribution of areas affected by hurricanes/cyclones. Their changing patterns over time to include annual seasonality and longer-term changes to frequency and magnitude. Detailed study of a least **one** located low-pressure hazard to include its causes and consequences for people, environment and economy.

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

Theme 6: Development and Resource Issues

6.3.1

How and why is the demand for water changing?

An overview of past (for example, over the last 50-100 years) and present global trends in water consumption. The concepts of water footprints and water security. The links between population growth, agricultural change, the growth of consumerism and increasing demands for water.

6.3.2

Are water resources being managed sustainably?

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

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

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

The requirements for Unit 3 would also be streamlined.

Unit 3: Fieldwork Enquiry

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

Assessment

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

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

Unit 2: Environmental and Development Issues (40%)

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

Unit 3: Fieldwork enquiry – NEA (20%)

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

Summary of survey outcomes

There were 56 responses to the GCSE Geography survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	51	10%	22%	10%	39%	20%
the proposal helps alleviate issues linked to social distancing for practical work?	50	6%	14%	10%	34%	36%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	50	10%	56%	8%	16%	10%
the proposed adaptations will allow learners to progress to GCE in this subject?	50	12%	60%	16%	8%	4%

We proposed in the consultation that we would carry forward the 2021 adaptation, but that Unit 3 would be reintroduced, with the content halved. However, around 60% of responses disagreed with the proposal for mitigation with many comments referencing the time taken to undertake fieldwork as the main factor, while others commented on the amount of content still left to cover.

We are aware that many stakeholders believe fieldwork is an important part of the GCSE Geography qualification and we were encouraged that two thirds of respondents felt the adapted qualification would remain valid and reliable. We therefore decided to undertake further engagement with a number of subject leaders across Wales. We received a clear message that including fieldwork was important to Geography teachers and learners, and we should try to facilitate this by considering further adaptations to the subject content.

We have therefore decided to implement the proposal noted above, of having an amended fieldwork enquiry, and we have balanced this by identifying further aspects of subject content which will not be assessed in Unit 1 and Unit 2.

Rationale

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

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

Health and Social Care, and Childcare

SINGLE AWARD

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

There are no changes to this unit.

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

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

Summary of survey outcomes

There were 19 responses to the GCSE Health and Social Care, and Childcare (Single Award) survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	19	68%	11%	11%	11%	0%
*the proposal helps alleviate issues linked to social distancing for practical work?	19	47%	11%	0%	11%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	18	67%	22%	6%	6%	0%
the proposed adaptations will allow learners to progress to GCE in this subject?	18	61%	33%	0%	6%	0%

*32% of respondents answered 'not applicable' to this question.

The statistics show that, overall, the proposal to continue with the removal of Task 2, from Unit 2, was very positively received by centres, and it is proposed that this will continue into Summer 2022.

Rationale

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

Health and Social Care, and Childcare

DOUBLE AWARD

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

This unit is not subject to assessment in 2022.

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

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

Unit 3: Health and social care, and childcare in the 21st 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 no responses to the GCSE Health and Social Care, and Childcare (Double Award) survey.

Rationale

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

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

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

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

History

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

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

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

There are no changes to this unit.

Changes to entry requirements/cash-in

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

Summary of survey outcomes

There were 37 responses to the GCSE History survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	32	72%	16%	3%	6%	3%
*the proposal helps alleviate issues linked to social distancing for practical work?	32	38%	25%	3%	3%	3%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	31	74%	19%	0%	0%	6%
the proposed adaptations will allow learners to progress to GCE in this subject?	29	66%	24%	7%	0%	3%

*28% of respondents answered 'not applicable' to this question.

Statistical evidence from the survey overwhelmingly supports the decision to progress with this proposal. There were 7 comments in total, all supportive of the proposed adaptation. One of the comments called for slightly greater reduction in content and one comment asked for greater flexibility and review of NEA should schools face further disruption.

Rationale

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

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

ICT

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

The following content is not subject to assessment in 2022:

- Information Handling Software

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

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

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

There are no changes to the structure of this unit.

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

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

Entry requirements

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

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

Summary of survey outcomes

There were 16 responses to the GCSE ICT survey. Thank you to all who participated.

Responses to questions are summarised in the table below. ‘N’ shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	13	54%	15%	0%	0%	31%
*the proposal helps alleviate issues linked to social distancing for practical work?	13	62%	0%	8%	0%	8%
the adapted qualification remains a valid and reliable measure of learners’ attainment in this subject?	13	54%	15%	0%	8%	23%
the proposed adaptations will allow learners to progress to GCE in this subject?	13	46%	31%	23%	0%	0%

*23% of respondents answered ‘not applicable’ to this question.

Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales’ seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

Rationale

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

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

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

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

Mathematics/Mathematics-Numeracy

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

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

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

Foundation tier topics are in standard text.

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

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

	Topics that will not be assessed in the Summer 2022 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> Understanding and using SSS, SAS, ASA and RHS conditions to prove the congruence of triangles using formal arguments. Reasons may be required in the solution of problems involving congruent triangles.	Mathematics only	
13	<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> Using the alternate segment theorem. <u>Understanding and using the fact that tangents from an external point are equal in length.</u> Understanding and constructing geometrical proofs using circle theorems.	Mathematics only	

	Topics that will not be assessed in the Summer 2022 examinations.	Mathematics-Numeracy and Mathematics <i>OR</i> Mathematics only	Additional Comments
14	Location determined by distance from a given point and angle made with a given line.	Mathematics only	
15	Solving problems in the context of tiling patterns and tessellation.	Mathematics-Numeracy and Mathematics	
16	<u>Constructing the locus of a point which moves such that it satisfies certain conditions, for example,</u> (i) <u>a given distance from a fixed point or line,</u> (ii) <u>equidistant from two fixed points or lines.</u> <u>Solving problems involving intersecting loci in two dimensions.</u> <u>Questions on loci may involve inequalities.</u>	Mathematics-Numeracy and Mathematics	
17	<u>Distinguishing between formulae for length, area and volume by considering dimensions.</u>	Mathematics-Numeracy and Mathematics	
18	<u>Using the compound measures: density and population density.</u> <u>Using compound measures that relate to density, such as kg/m³, g/cm³, population per km²</u>	Mathematics-Numeracy and Mathematics	All compound measures that are not density-related, e.g. speed, could be assessed.
Statistics			
19	<u>Specifying the data needed and considering potential sampling methods.</u> <u>Sampling systematically.</u> Working with stratified sampling techniques and defining a random sample.	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: <u>Calculating theoretical probabilities based on equally likely outcomes.</u>
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 80 responses to the GCSE Mathematics and Mathematics-Numeracy survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	73	30%	37%	4%	11%	18%
*the proposal helps alleviate issues linked to social distancing for practical work?	71	13%	23%	17%	6%	6%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	71	32%	32%	8%	17%	10%
the proposed adaptations will allow learners to progress to GCE in this subject?	70	23%	39%	20%	11%	7%

*37% of respondents answered 'not applicable' to this question.

Whilst the percentage of respondents who disagreed that the proposal is appropriate to mitigate lost teaching and learning time is significant (29%), the majority of respondents accepted that it is appropriate. Adding to the list of topics that will not be assessed in summer 2022 would either cause problems with the hierarchy of knowledge needed to be confident in the subjects or would have an unacceptable negative impact on progression to further study in mathematics.

Overall, respondents agreed that the adapted qualifications remain a valid and reliable measure of learners' attainment in GCSE Mathematics and GCSE Mathematics-Numeracy and that the proposed adaptations will allow learners to progress to AS and/or A level Mathematics.

Rationale

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

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

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

Media Studies

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

There are no changes to this unit.

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

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

Unit 3: Creating Media (NEA) 40%

1. Planning:

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

2. Production:

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

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

3. Reflective Analysis:

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

Summary of survey outcomes

There were 15 responses to the GCSE Media Studies survey. Thank you to all who participated.

Responses to questions are summarised in the table below. ‘N’ shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	13	31%	23%	8%	31%	8%
the proposal helps alleviate issues linked to social distancing for practical work?	12	0%	33%	50%	8%	8%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	12	17%	58%	0%	17%	8%
the proposed adaptations will allow learners to progress to GCE in this subject?	12	17%	50%	17%	8%	8%

Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

Rationale

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

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

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

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

Music

Unit 1: Performance (NEA) 35%

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

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

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

Unit 2: Composing (NEA) 35%

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

Learners are not required to submit an evaluation in 2022.

Unit 3: Appraising (Examination) 30%

There are no changes to this unit.

Summary of survey outcomes

There were 27 responses to the GCSE Music survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	23	43%	39%	0%	17%	0%
*the proposal helps alleviate issues linked to social distancing for practical work?	23	61%	30%	0%	4%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	23	61%	35%	4%	0%	0%
the proposed adaptations will allow learners to progress to GCE in this subject?	23	48%	48%	4%	0%	0%

*4% of respondents answered 'not applicable' to this question.

Statistical evidence from the survey overwhelmingly supports the decision to progress with the proposed adaptations.

Rationale

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

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

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

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

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

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%

The NEA is adapted to:

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

Summary of survey outcomes

There were 30 responses to the GCSE Physical Education survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	26	8%	50%	15%	19%	8%
*the proposal helps alleviate issues linked to social distancing for practical work?	26	4%	42%	19%	23%	8%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	26	19%	65%	4%	12%	0%
the proposed adaptations will allow learners to progress to GCE in this subject?	26	27%	42%	15%	15%	0%
remote moderation/examination would allow learners to be accurately and reliably assessed in this qualification in 2022?	26	12%	35%	12%	27%	15%
remote moderation/examination in this qualification will be manageable for centres in 2022?	26	4%	31%	8%	42%	15%

*4% of respondents answered 'not applicable' to this question.

The statistical evidence supports the proposed adaptations and therefore we have decided to progress with these.

Rationale

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

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

In relation to the question on whether to introduce remote moderation via video/photographic evidence, we have decided to undertake further engagement with centres on this in early September and will communicate moderation arrangements by the end of September.

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%

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

Summary of survey outcomes

There was only one response to the GCSE Physical Education (Short Course) survey; we are grateful to that person for replying. The adaptation will therefore be implemented as proposed in the consultation document. This is proportionate to the adaption to the full course qualification, for which there was clear support.

Rationale

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

In relation to the question on whether to introduce remote moderation via video/photographic evidence, we have decided to undertake further engagement with centres on this in early September and will communicate moderation arrangements by the end of September.

Religious Studies

Unit 1: Religious Responses to Philosophical Themes 50%

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

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

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

All Units

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

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

Units 1 and 2

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

Changes to entry requirements/cash-in

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

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

Summary of survey outcomes

There were 24 responses to the GCSE Religious Studies survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	22	27%	23%	9%	18%	23%
*the proposal helps alleviate issues linked to social distancing for practical work?	21	10%	5%	10%	14%	5%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	20	35%	20%	0%	30%	15%
the proposed adaptations will allow learners to progress to GCE in this subject?	19	32%	32%	16%	11%	11%

*57% of respondents answered 'not applicable' to this question.

Although there were only a small number of responses to the survey, we have considered each one, and all comments provided, in the context of Qualifications Wales' seven Principles listed on page 1 of this document. Taking all relevant factors into account, we have decided to implement the adaptations as proposed in the consultation.

The original proposal maintains the validity and reliability of the GCSE and, as most respondents agreed, also allow learners to progress to Advanced Level studies in this subject.

Rationale:

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

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

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

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

SCIENCE SUITE

Biology/Chemistry/Physics

Units 1 + 2:

Written exams (90%)

There are no changes to the assessment of these units.

Unit 3: Practical Assessment (10%)

Unit 3 will not be assessed in 2022.

Entry requirements

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

Science (Double Award)

Units 1 - 6:

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

Written exams (90%)

There are no changes to the assessment of these units.

Unit 7: Practical Assessment (10%)

Unit 7 will not be assessed in 2022.

Entry requirements

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

Applied Science (Double Award)

Units 1 - 3:

Written exams (70%)

There are no changes to the assessment of these units.

Unit 4: Task Based Assessment (20%)

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

Unit 5: Practical Assessment (10%)

Unit 5 will not be assessed in 2022.

Entry requirements

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

Applied Science (Single Award)

Units 1 - 2: Written exams (70%)

There are no changes to the assessment of these units.

Unit 3: Task Based Assessment (20%)

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

Unit 4: Practical Assessment (10%)

Unit 4 will not be assessed in 2022.

Entry requirements

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

Summary of survey outcomes

There were 81 responses to the GCSE Science suite survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages					
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Not applicable
To what extent do you agree that:							
the proposal is appropriate to mitigate lost teaching and learning time?	81	25%	26%	4%	17%	28%	0%
the proposal helps alleviate issues linked to social distancing for practical work?	78	12%	14%	18%	21%	33%	2%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	78	28%	27%	8%	15%	22%	0%
the proposed adaptations will allow learners to progress to GCE in this subject?	78	19%	31%	19%	13%	18%	0%

Due to the low number of responses to the consultation and to investigate the findings further, a number of science department leads from across Wales were also consulted prior to making any final decisions on adaptations for summer 2022.

Following the initial consultation and further discussion it has been decided the practical assessment unit will be removed from the assessment of the GCSE Science suite for learners cashing in GCSE Science qualifications in summer 2022.

Rationale

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

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

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

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

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

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

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

Welsh Language

Unit 1: NEA – Oracy (30%)

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

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

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

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

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

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

Summary of survey outcomes

There were 13 responses to the GCSE Welsh Language survey. Thank you to all who participated.

Responses to questions are summarised in the table below. 'N' shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	13	31%	46%	8%	15%	0%
the proposal helps alleviate issues linked to social distancing for practical work?	12	50%	33%	8%	8%	0%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	12	42%	42%	8%	8%	0%
the proposed adaptations will allow learners to progress to GCE in this subject?	12	33%	25%	17%	25%	0%

Whilst the number of respondents is low, the majority agreed with the proposals. No comments were made in the survey regarding GCSE Welsh Language so on the basis of these outcomes the adaptation will be implemented as originally proposed.

Rationale

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

Welsh Literature

Unit 1: Poetry Written Examination (25%)

There are no changes to this unit.

Unit 2: Novel Written Examination (25%)

There are no changes to this unit.

Unit 3: Visual Literature Oral Examination (25%)

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

Unit 4: NEA – Written Tasks (25%)

There are no changes to this unit.

Changes to entry requirements/cash-in

Unit 4 NEA remains in its entirety and is compulsory.

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

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

Summary of survey outcomes

There were 12 responses to the GCSE Welsh Literature survey. Thank you to all who participated.

Responses to questions are summarised in the table below. ‘N’ shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	11	45%	18%	0%	36%	0%
*the proposal helps alleviate issues linked to social distancing for practical work?	11	55%	18%	0%	9%	9%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	11	55%	36%	0%	9%	0%
the proposed adaptations will allow learners to progress to GCE in this subject?	11	45%	27%	9%	18%	0%

*9% of respondents answered ‘not applicable’ to this question.

Whilst the number of respondents is low, the majority agreed with the proposals. Three respondents provided additional comments. On the basis of these outcomes the adaptation will be implemented as originally proposed.

Rationale

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

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

Welsh Second Language

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

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

or

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

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

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

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

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

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

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

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

Changes to entry requirements/cash-in

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

Summary of survey outcomes

There were 16 responses to the GCSE Welsh Second Language survey. Thank you to all who participated.

Responses to questions are summarised in the table below. ‘N’ shows the number of respondents to each question and percentages are rounded to whole numbers.

Question	N	Percentages				
		Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree
To what extent do you agree that:						
the proposal is appropriate to mitigate lost teaching and learning time?	9	0%	56%	0%	11%	33%
the proposal helps alleviate issues linked to social distancing for practical work?	9	0%	44%	22%	11%	22%
the adapted qualification remains a valid and reliable measure of learners' attainment in this subject?	9	11%	56%	11%	0%	22%
the proposed adaptations will allow learners to progress to GCE in this subject?	8	25%	25%	25%	13%	13%

Whilst the number of respondents is low, the majority agreed with the proposals. Four respondents provided additional comments. All of the additional comments were regarding the speaking and listening assessments. The majority agreed that the proposal is appropriate to mitigate lost teaching and learning time and that the adapted qualification remains a valid and reliable measure of learners' attainment in this subject. Most respondents confirmed that the adaptations will alleviate any social distancing issues in relation to group work and agreed that the adaptations will allow learners to progress to GCE in this subject.

Rationale

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

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

Appendix A

WJEC GCSE Weightings in 2022

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

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

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

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

Unitised GCSEs

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

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

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

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

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

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

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

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

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

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

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

Title	Code	Total Mark	UMS Total	Weighting (%)
Health and Social Care, and Childcare (Double Award)	3570QS		400	100
Human Growth, Development and Well-being - Onscreen	Not Assessed in 2022			
Human Growth, Development and Well-being - Paper	Not Assessed in 2022			
Promoting and Maintaining Health and Well-being	3570U2	48	150	37.5
Health and Social Care, and Childcare in the 21st Century - Onscreen	3570UC	80	100	25
Health and Social Care, and Childcare in the 21st Century - Paper	3570UD	80	100	25
Promoting and Supporting Health and Well-being to achieve positive outcomes	3570U4	120	150	37.5
Title	Code	Total Mark	UMS Total	Weighting (%)
History Route A	3101PA		210	100
The Elizabethan Age, 1558-1603	3100UA	53	75	35.7
Radicalism and Protest, 1810-1848	3100UB	53	75	35.7
Depression, War and Recovery, 1930-1951	3100UC	53	75	35.7
Austerity, Affluence and Discontent: Britain, 1951-1979	3100UD	53	75	35.7
Russia in transition, 1905-1924	3100UE	53	75	35.7
The USA: A Nation of Contrasts, 1910-1929	3100UF	53	75	35.7
Germany in Transition, 1919-1939	3100UG	53	75	35.7
Changes in South Africa, 1948-1994	3100UH	53	75	35.7
Working as an historian	3100UN	40	60	28.6

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

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

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

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

*weighting of short course

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Linear GCSEs

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

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

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

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

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

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

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

Title	Code	Total Mark	AAF	Weighting (%)
English Language	3700QS			100
Oracy	3700U10-1	40	1.5	20
Description, Narration and Exposition	3700U20-1	80	1.5	40
Argumentation, Persuasion and Instructional	3700U30-1	60	1.0	40

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

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

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

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

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

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

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

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

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