

VJJ

5 November 2021

Dear Parents, Carers and students

### **Qualifications Update: Summer 2022**

We understand that this is an important year for students who are due to complete the qualifications they are working towards and that these qualifications will help them to access their next steps and fulfil their future ambitions.

After the disruption of the last two exam series, we also recognise that the current exam year groups may be feeling some uncertainty about the summer exam series. We therefore promise to keep them and you updated, sharing any information about the planned exam series; the adjustments that have been made and any contingency plans. We will do this by letter, as well as assemblies for students.

It is the government's intention that exams and assessments for all qualifications should go ahead in summer 2022. However, there is recognition that the 2022 cohorts have had their education disrupted and so some adjustments should be made to take this into account.

Following a period of consultation, Ofqual and JCQ have released updates on the following areas. These changes are summarised at the end of this letter, with full information available on the links below:

- Non-exam assessment and fieldwork requirements:
- <https://www.gov.uk/government/consultations/arrangements-for-non-exam-assessment-for-qualifications-in-2022/outcome/decisions-on-arrangements-for-non-exam-assessment-and-fieldwork-requirements-for-students-entering-qualifications-in-2022>
- Subject content and optionality  
<https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcse-as-and-a-levels-in-2022/outcome/decisions-proposed-changes-to-the-assessment-of-gcse-as-and-a-levels-in-2022>
- Advance information  
<https://www.jcq.org.uk/wp-content/uploads/2021/10/Advance-Information-for-General-Qualifications-2021-22.pdf>

Exam boards will update their guidance on how their individual specifications have been affected. If students have specific questions about their subjects, they should ask their subject teachers in the first instance.

Should there be any further updates around the summer 2022 exam series, we will write again to inform you and speak to students in school.

Many thanks for your ongoing support.

Yours faithfully

*V Jackson*

Vicki Jackson  
Headteacher

### Non-exam assessment and fieldwork requirements:

These changes have been made in response to the disruption to education caused by the COVID19 pandemic, but also because of the restrictions that could have an impact on the way the assessments in qualifications could be conducted. The table below summarises the changes by subject:

Subject	Summary of Changes
AS/A Level Design & Technology	Exam boards can accept mock-ups and/or clear and detailed intentions of prototypes. Exam boards will provide clarification about their specific requirements. Exam boards will allow the demonstration of using machinery, tools and/or processes.
AS Geography	There is no requirement for centres to provide a written statement to say that students have completed two days of fieldwork and the exam will not ask questions relating to students' own fieldwork. There will still be questions on unfamiliar fieldwork, but they will not be required to cover both human and physical geography.
A Level Geography	There is no requirement for centres to provide a written statement to say that students have completed four days of fieldwork. Exam boards will review their guidance about their expectations relating to primary data for the non-exam assessment.
A Level Music	<b>Performance assessments</b> will require students to perform one or more pieces of music with a combined duration of 2.5 minutes (25% weighting), at least 3 minutes (30% weighting), or at least 3.5 minutes (35% weighting). There is a requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance. <b>Composition assessments</b> will require students to compose one or more pieces of music with a combined duration of at least 2 minutes (25% weighting), at least 3 minutes (30% weighting), or at least 3.5 minutes (35% weighting). Compositions may be in response to an exam board set brief and/ or be freely composed. Score, lead sheet or written account of the composition, produced by the student should be submitted with the complete recording of each composition. Students do not have to perform their own compositions: they can be computer generated. <b>Both NEA components</b> Both will be marked by teachers and moderated by the exam board or will be marked directly by the exam board. Exam boards will provide clarification about their requirements, including the period of time in which the performance assessment can be undertaken.
AS and A Level PE	Evidence for all activities can be videoed to allow remote moderation. Exam boards may relax requirements for evidence e.g. the type and quantity of videoed evidence and the evidence of participation in competitive sport.

### Subject content and optionality:

In 2022, there will be optional topics and content in some subjects. This is summarised in the table below:

Subject	Changes
AS Level Biology, Chemistry, Physics	Practical work can be delivered by demonstration where necessary.

A Level Biology, Chemistry, Physics	Centres will be allowed to use the Common Practical Assessment Criteria (CPAC) across the minimum number of practical activities required to enable students to demonstrate their competence. This can be monitored remotely by exam boards.
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### Advance information:

Exam boards will provide advance information about the focus and content of the exams for all AS and A Level subjects. This is intended to support students' revision. Information will be released by Monday 7 February 2022, with a week's notice to be given if this is to be released earlier. Advance information materials cannot be taken into the actual exams.

This is intended to support students' revision, but not narrow the teaching and learning of the subject.

The breadth, depth and presentation of the advance information will vary between subjects and reflect their different characteristics. The information will detail the focus of particular aspects of the examination; for example, the content, contexts, texts, topics, sub-topics, themes and skills that will be assessed in the 2022 exams. This may be different, depending on the nature and design of the subject and each specification's assessment arrangements.

Advance information does not require any changes to a question paper's usual structure, which means that the examination assessments will: be familiar to teachers and students; allow continued relevance of associated assessment and teaching resources, including past papers; support student confidence in minimising the unexpected in the layout or structure of question papers.

The advance information will not always detail everything that is in the examination. In some cases, this would risk good education, progression, or fair results; in others, it would be unhelpful to teachers and students, for example by listing topics that could lead to excessive teaching or revision on areas that are worth few marks.

The exam boards will be working to the principles that:

- They will avoid providing so much information and detail that answers to likely questions could be pre-prepared and memorised
- Advance information should not undermine the value of the qualification in supporting student progression; directly provide answers to low tariff questions; compromise the capability of the exams to differentiate between the standards of students' performances.

JCQ has provided some examples to illustrate what the advance information will look like. **However, this information is just for illustration purposes and is not based on the 2022 assessments.**

### Example A: Mirroring specification layout in a table

#### Example based on GCE Geography

The following table summarises the subject content targeted in the June 2019 examination papers.

##### 1. How important are water and carbon to life on earth?

Key Ideas	Content
1.b. The carbon and water cycles are systems with inputs, outputs and stores.	The distribution and size of the major stores in the carbon and water systems, including the atmosphere, oceans, water bodies, ice (cryosphere, soil, vegetation and groundwater.
1.c. The carbon and water cycles have distinctive processes and pathways that operate within them.	The processes of water cycle, including evaporation, transpiration, condensation (including formation of clouds), precipitation (including causes of precipitation), interception, ablation, runoff (including overland flow and saturated overland flow) catchment hydrology (including infiltration, percolation, throughflow, groundwater flow and cryospheric processes.

### Example B: Bullet point list indicating the focus of high tariff extended response questions

#### Example based on GCSE Sociology

For each a paper, the list shows the major focus of the higher tariff extended response questions. Students are expected to be familiar with explanations of this content.

Topics **not** included on the list below **may** appear in questions with a lower tariff.

##### Paper 1

##### 3.3 Families

##### 3.3.1 Functions of families

- Differing views of the functions of families.

##### 3.3.4 Changing relationships within families

- Changing relationships within families.

##### 3.4 Education

##### 3.4.2 The relationship between education and capitalism

- Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

##### 3.4.3 Factors affecting educational achievement

- Factors affecting educational achievement.

Etc.

**Example C: Lists of subject content separated from skills**

**Example based on GCE Economics**

The specification will be assessed in the June 2019 question papers as indicated below.

**Paper 1**

**Subject content**

- 4.1.2.3 Aspects of behavioural economic theory
- 4.1.2.4 Behavioural economics and economic policy
- 4.1.3.1 The determinants of the demand for goods and services
- 4.1.3.2 Price income and cross elasticities of demand
- 4.1.4.5 Economies and diseconomies of scale
- Etc

**Quantitative skills**

- Calculate, use and understand percentages and percentage changes.
- Construct and interpret a range of standard graphical form.
- Calculate and interpret index numbers.

**Example D: Content and form of sources outlined**

**Example based on GCSE Media Studies**

The focus of the June 2019 assessment will be as follows:

Paper 1	Area/s of the theoretical framework/content	Media Form/s and/or set products
Section A	Media language Representation Media Contexts	Advertising – <i>Unseen</i> Magazines – <i>Reveal</i>
Section B	Media industries Audiences	Video games – <i>Pokemon Go</i> Film – not notified
Paper 2	Area/s of the theoretical framework/content	Media Form/s and/or set products
Section A	Media language Representation Media Contexts	Television – Unseen extract from set product: <i>Cuffs</i>
Section B	Media industries Audiences	Newspapers – <i>The Times and Daily Mirror</i>