

YNN

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 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 will be summarised in 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-gcses-as-and-a-levels-in-2022/outcome/decisions-proposed-changes-to-the-assessment-of-gcses-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>

These adjustments have been approved for all exam boards accrediting a subject e.g. it is possible to do Maths with AQA, EdExcel, Eduqas and OCR. The specific 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 sincerely

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Miss Yvonne Nordon
Assistant 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
GCSE Design & Technology	<p>Exam boards can accept mock-ups and/or clear and detailed intentions of prototypes. Exam boards will provide clarification about their specific requirements.</p> <p>Exam boards will allow the demonstration of using machinery, tools and/or processes.</p>
GCSE Drama	<p>Exam boards will allow the requirement to see live performances to be satisfied through streamed or recorded performances. Students will be allowed to analyse and evaluate the work of others based on live theatre and/ or streamed or recorded performances.</p> <p>To fulfil the devised performance component, students will participate as a performer or designer in a devised performance of at least 1.5 minutes (for monologue), and/ or 2 minutes (for duologue or group.) Exam boards can accept alternative evidence to illustrate the intended final piece, the student's contribution and their analysis and evaluation of their own work. This evidence could include: recordings of complete performance; recordings of demonstrations with explanations of how they inform the final piece; photographs, images, drawings and sketches, with annotations to illustrate intentions; scripts; written accounts; a video diary.</p> <p>For the text based performance, students will participate as a performer or designer in a devised performance of at least 1.5 minutes (for monologue), and/ or 2 minutes (for duologue or group.) Students will need to provide evidence of theatrical skills to realise their artistic intentions, contribute to the creation and development of ideas, and analysis and evaluation of their own work, as appropriate to task. Evidence can be a recording of each student's individual contribution, including performing alone, without the need for fully designed set, lighting or costumes. For designers, alternative evidence can be used, which includes: prototypes of relevant products; original photographs, drawings or annotated sketches of designs; annotated scripts; videos or written accounts; physical demonstrations. Exam boards will clarify their requirements.</p> <p>Both NEA components can be monologues (devised and text based performance). Both will be marked by teachers and moderated by the exam board or will be marked directly by the exam board. Exam boards can assess one complete and substantial performance text and one key extract from a second contrasting text, with no change to the coverage in written exams. Exam boards will provide clarification.</p>
GCSE English Language	<p>Spoken language assessments do not have to be recorded for submission to the exam board. Individual teachers can represent an 'audience' and can be conducted by virtual means.</p>
GCSE Food Preparation & Nutrition	<p>NEA1 has been removed and NEA2 will be released earlier. NEA2 will be reduced to two dishes in three hours, allowing students to use complex processes such as baking, lamination, making ice-cream and to accommodate public health restrictions.</p>

GCSE Geography	Students are not required to complete two occasions of fieldwork so students will not be required to answer questions in the exam relating to their own fieldwork experience.
GCSE Media Studies	Exam boards can accept prototypes or mock-ups of media products, with supporting evidence, in response to an exam board set brief. Evidence can include: photographs, images, drawings or sketches with annotations to illustrate intentions; storyboards; television screenplay; shooting script; a radio script and directions. Exam boards will provide clarification.
GCSE MFL	Students will no longer be required to use words outside vocabulary lists and permit glossing where necessary whilst maintaining the level of knowledge and accuracy needed for the highest grades. Exam boards can include an additional optional question in the writing assessment which would allow students to focus on fewer themes in their writing. Spoken language assessments are expected to go ahead as normal, though formal speaking tests. Contingency arrangements are in place which would allow spoken language to be assessed by teacher endorsement, should it become apparent that the speaking tests cannot go ahead as planned.
GCSE Music	Performance assessments will require students to perform one or more pieces of music with a combined duration of 1.5 minutes (if solo) or 2 minutes (if part of an ensemble). There is no requirement to perform as an ensemble. 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. Composition assessments will require students to compose one or more pieces of music with a combined duration of at least 2 minutes. Compositions may be in response to an exam board set brief and/ or be freely composed, with no requirement to do both. Exam boards will clarify their requirements for students who compose more than one piece. 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. Both NEA components 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.
GCSE PE	Exam boards can reduce the requirement to two activities and both are allowed to be individual. 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
GCSE English Literature	There will be optional topics and content in these subjects.
GCSE History	
GCSE Geography	
GCSE Biology, Chemistry, Physics, Combined Science.	Practical work can be delivered by demonstration where necessary.
GCSE Art & Design	Students will be assessed on their portfolio only.

Advance information:

Exam boards will provide advance information about the focus and content of the exams for all GCSE subjects (except GCSE English Literature, History and Geography - as they have optional content, as explained above, and Art & Design).

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

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.

Subject	Advance Information
GCSE Maths	Students will be given a formulae sheet for summer 2022. Exam boards will provide copies of this for use in teaching and to ensure that students are familiar with it prior to the exams. Clean copies of the formulae sheet will be provided in the exams.
GCSE Physics & Combined Science	Students will be given an equation sheet for summer 2022. Exam boards will provide copies of this for use in teaching and to ensure that students are familiar with it prior to the exams. Clean copies of the equation sheet will be provided in the exams.

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>