

CONSULTATION DECISIONS

# Decisions on arrangements for non-exam assessment and fieldwork requirements for students entering qualifications in 2022

Covering GCSE, AS and A level qualifications

**ofqual**

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# Introduction

Last year, following a [public consultation on the assessment arrangements for 2021](#), we implemented a range of changes to the way some of the GCSEs, AS and A levels that we regulate were to be assessed in the academic year 2020 to 2021. This was in response to disruption caused by the coronavirus (COVID-19) pandemic, and took account of public health restrictions that could have had an impact on the way the assessments in these qualifications could be conducted.

We consulted from 14 May to 28 May 2021 on proposals to carry forward these changes for some subjects for the academic year 2021 to 2022. We have published an analysis of the 2,663 responses we received. We set out in this document the decisions we have taken following the consultation.

## Summary of decisions

We have decided to implement all of the proposals we set out in the consultation document. In summary, these decisions mean that for summer 2022 we will regulate to put in place the changes set out below.

### *Non-exam assessment*

We will allow for a range of adjustments to the non-exam assessment (NEA) arrangements to accommodate public health restrictions in dance, design and technology, drama (and theatre), film studies, food preparation and nutrition, media studies, music, music technology, and physical education (PE).

### *Fieldwork in geography*

We will remove the requirement for centres to make a declaration to exam boards confirming they provided all students with the opportunity to undertake a mandated number of occasions or days of fieldwork activities outside of the school or college premises for GCSE, AS and A level geography.

For GCSE and AS geography, the exam boards will not ask questions in written examinations about fieldwork that students have undertaken themselves. For A level, the non-exam assessment will be retained but exam boards should consider how they can be flexible in their requirements for students to use primary data. Of course, schools and colleges can continue to provide fieldwork activities for their students if they are able to do so.

### *Fieldwork in geology and environmental science*

We will remove the requirement for centres to make a declaration to exam boards confirming they provided all students with the opportunity to undertake a mandated number of occasions or days of fieldwork activities outside of the school or college

premises for GCSE, AS and A level geology, and AS and A level environmental science. Schools and colleges can continue to provide fieldwork activities for their students if they are able to do so.

### *GCSE English language*

We will remove the requirement for teachers to submit an audio-visual recording of a sample of students undertaking their spoken language assessments in GCSE English language.

### *GCSE modern foreign languages*

Exam boards will not have to include vocabulary that is not on the vocabulary lists for assessments in GCSE modern foreign languages (MFL).

Teachers and students should prepare for spoken language in 2022 to be assessed in the normal way, through formal speaking tests.

We will publish contingency assessment arrangements for spoken language that include assessment criteria, which reflect the arrangements used in 2021. Teachers will be asked to have regard to the assessment criteria throughout the course. If, at any point before the speaking tests begin, it becomes clear they cannot or should not be taken, we will implement the contingency arrangements.

Appendix A summarises the decisions taken for each subject at each level (GCSE, AS and A level).

## Details

### Non-exam assessment

We proposed to carry forward the changes agreed for summer 2021 for some subjects to take account of any public health restrictions that might continue to affect how non-exam assessments can be conducted.

There was strong support for these proposals for the majority of subjects included in the consultation, particularly from respondents working in, or responding on behalf of, schools and colleges, as well as from students and their parents and carers. Overall, between 70% and 92% of respondents supported the proposals for GCSE subjects, and between 60% and 89% for GCE AS and A level subjects.

In the main, these changes give exam boards the option to put in place alternative assessment arrangements to allow teachers to decide how best to support their students, given their facilities and any public health restrictions in place at the time. Many respondents welcomed the flexibility offered by these arrangements,

commenting that they provide scope for students to engage in aspects of their courses that otherwise might not be possible.

Some respondents were concerned that permitting exam boards to accept alternative assessment evidence in some subjects, such as prototypes or shorter performances, or removing the requirement for group work or team sports, meant that the usual arrangements would no longer be allowed. This is not the case. Students may continue, for example, to completely develop products, perform for the usual amount of time, and take part in team sports, where it is possible for them to do so. However, we recognise that it might not be possible for all students in all schools to do this due to the impact of any public health restrictions. We believe it is appropriate, therefore, to allow exam boards to accept alternative evidence in 2022 so that students can demonstrate in different ways what they know and can do in their assessments. Exam boards will provide further information about their specific requirements, as they did for 2021.

Likewise, some respondents were concerned about changes to marking and moderation arrangements, particularly where these would usually be carried out by exam boards. As with the allowance for alternative assessment evidence, the changes we put in place for summer 2021 do not prevent the usual arrangements being followed, should public health restrictions mean this is possible. Instead, the changes give exam boards the flexibility to decide how non-exam assessments should be marked and moderated. We believe it is appropriate to extend this flexibility to qualifications that will be awarded in summer 2022 so that it remains possible for non-exam assessments to be marked and moderated, even if not in the usual way, should public health restrictions apply.

In 2 subjects, food preparation and nutrition and music technology, the changes agreed for 2021 were not permissive. Instead, we proposed removing aspects of the assessment for which it was not possible to establish alternative evidence arrangements, as was the case for the current academic year. The majority of respondents supported our proposal to carry these changes forward for 2022, with 89% in agreement for GCSE food preparation and nutrition and 65% and 60% respectively for AS and A level music technology.

We recognise that practical work relating to food science and live capture (recording live sound) in music technology is integral to these qualifications. However, we cannot be certain that all students taking these qualifications in 2022 will be able to carry out the practical work that is usually required due to public health restrictions. We do not wish for some students to be disadvantaged because those activities were not possible in their school or college and, therefore, we do not believe it is appropriate to require students to be assessed on those specific activities in these circumstances.

Students and teachers might understandably be disappointed that these important parts of the qualifications will not be included in non-exam assessments for students being awarded their qualifications in summer 2022. However, we hope schools and colleges will do their best to engage with these activities where they can, particularly to support students in their preparation for their written exams and for progression to further study.

### *Decision*

We have decided to carry forward the arrangements agreed for 2021 in full for the following subjects: dance, design and technology, drama (and theatre), film studies, food preparation and nutrition, media studies, music, music technology, and physical education.

## Fieldwork activities

We proposed to carry forward the changes agreed for 2021 that removed the requirement for students to undertake fieldwork on a mandated number of occasions or days outside of school or college premises in GCSE, AS and A level geography and geology and AS and A level environmental science.

Although there was broad support for the proposals overall, there were mixed views in the consultation responses. The proposals were generally, if reluctantly, supported by those working in, and responding on behalf of, schools and colleges. Many teachers commented on the difficulties they faced in trying to arrange for their students to take part in fieldwork activities, despite their best endeavours, due to public health restrictions. Some were concerned that it would not be possible to carry out any fieldwork at all, while others suggested it might be possible to carry out some, although not necessarily as much as is usually required or outside of school or college premises.

The proposals were not supported by the majority of teacher or subject associations. These associations stressed the importance of fieldwork in these subjects and raised concerns about the loss of essential skills, including those needed for progression, if the mandatory requirements are not maintained. Some respondents mistakenly thought we were proposing that students should not be allowed to undertake fieldwork. This is not the case.

Fieldwork is an important feature of these qualifications, and we encourage centres to engage with fieldwork activities wherever possible. However, as illustrated through the consultation responses, undertaking these activities outside of school or college premises has been and could remain challenging for at least some centres due to public health restrictions. While some respondents offered suggestions on how some fieldwork activities might be possible, including activities carried out on school and

college premises and through virtual means, it was not clear that this would be possible for all students in all schools and colleges.

The usual arrangements require centres to make a declaration to the exam board confirming they have provided all students with the opportunity to undertake a mandated number of days of fieldwork in GCSE, AS and A level geography and geology, and in AS and A level environmental science. We wish to avoid centres either being forced to carry out activities against public health advice in order to satisfy a mandatory requirement of the qualification, or withdrawing their students from the qualifications. We do not wish students who are unable to complete fieldwork to be deprived of the opportunity to take qualifications in the affected subjects. We believe it is appropriate to remove this mandatory requirement for 2022 in the circumstances.

As a consequence of this, we also proposed that students undertaking GCSE and AS qualifications in geography should not have to answer exam questions on their own fieldwork experiences. While we hope that students will be able to engage in some fieldwork activities, asking exam questions about their own fieldwork is reliant on students having engaged in the right number and type of fieldwork activities, such as covering at least 2 contrasting environments. It is not possible to know what all students in all schools and colleges will have been able to do and, therefore, we do not believe it appropriate for exams in 2022 to include questions on students' own fieldwork experiences.

Some respondents suggested that we should go further and students should not have to answer exam questions on unfamiliar fieldwork, that is on fieldwork more generally, rather than fieldwork they have undertaken themselves. This goes beyond the arrangements that were agreed for 2021 and is not something on which we sought views in this consultation. Such a change would have an impact on the curriculum content requirements, identified by many respondents as being central to the study of geography, which are the remit of the Department for Education (DfE). It is not, therefore, our decision to make but is something DfE may wish to consider as part of the wider policy decisions for 2022 exams.

As in 2021, A level geography students will have to undertake the non-exam assessment but we will expect the exam boards to be flexible in their requirements for the use of primary data and, at all levels, to emphasise to centres that they should complete as much fieldwork as possible, including by remote or virtual means.

### *Decision*

We have decided to remove the requirement for students to undertake fieldwork on a mandated number of occasions or days outside of school or college premises for GCSE, AS and A level geography and geology, and AS and A level environmental

science. We have also decided to remove the requirement for GCSE and AS geography students to have to answer exam questions on their own fieldwork experience.

## GCSE English language

We proposed to carry forward the arrangements for GCSE English language spoken language assessments, where in 2021 we removed the requirement for teachers to audio-visually record a sample of their students taking their spoken language assessments. There was strong support for these proposals (88% overall), particularly from respondents working in or responding on behalf of schools and colleges, as well as from students and their parents and carers. These respondents said the proposal offers teachers greater flexibility over how and when the assessments are carried out, allowing them to take account of public health restrictions. In the circumstances, we believe it is appropriate to offer this flexibility to ensure that the spoken language assessments are able to take place.

### *Decision*

We have decided to remove the requirement for teachers to submit an audio-visual recording of a sample of students undertaking their spoken language assessments in GCSE English language.

## GCSE modern foreign languages

### *Use of vocabulary in assessments*

We proposed to remove the requirement for assessments in GCSE MFL to use vocabulary that is not on the vocabulary lists. The majority of respondents (90%) supported this proposal, while 5% did not.

### *The assessment of spoken language*

We also proposed to return to formal speaking tests in 2022, as long as it remains practicable for these tests to go ahead. Just over half (51%) of respondents agreed or strongly agreed, while 42% disagreed or strongly disagreed. Those who agreed commented on the importance of oral skills and their wish for marks for speaking skills to contribute to the overall qualification grade. Those who disagreed commented on the impact of public health restrictions on speaking practice and confidence, and argued in favour of retaining the endorsement approach agreed and in place for 2021.

We believe it is preferable for assessment arrangements to return to normal as soon as possible. We currently anticipate that it will be possible to conduct formal speaking tests in the normal way in April and May 2022. We also expect that there



will be sufficient scope during the next academic year for students to regain their confidence as they prepare for their speaking tests.

In the consultation, we also sought views on a fall-back position should public health restrictions mean that it will not necessarily be practicable to proceed with formal speaking tests in April and May 2022. The majority of respondents (80%) supported our proposal that, if it is not practicable to assess spoken language in the normal way in 2022, spoken language should be assessed by teachers using the endorsement approach agreed for 2021. Sixty per cent of respondents agreed that Ofqual should make the final decision about this, and 68% agreed that the decision should be made no later than 31 January 2022.

Despite there being majority support for the proposals, there were mixed views about the date we proposed to confirm a final decision. Many respondents said this would be too late and would not provide the certainty needed in schools and colleges about which assessment approach would be used.

We understand the wish for certainty. Teachers and students should prepare on the basis that students entering for GCSE MFL qualifications in 2022 will undertake formal speaking tests in April or May 2022 as normal.

However, if the public health situation deteriorates so that formal speaking tests cannot, or should not, take place in spring 2022, the endorsement approach being used in the current academic year will apply. For this reason, teachers should continue to have regard to the assessment criteria first published in autumn 2021 in the [GCSE MFL Subject Level Conditions \(2021\)](#), which were designed to be used throughout the course. The purpose of the criteria was to allow teachers to determine a grade (pass, merit or distinction) for spoken language, based on students' performance throughout the year, which would be awarded alongside the 9 to 1 grade in the absence of formal speaking tests.

We do not think it will be unduly burdensome for teachers to have regard to the spoken language assessment criteria through the course to make sure they are prepared to implement the contingency arrangements if formal speaking tests cannot go ahead as planned in spring 2022. It will also allow for the contingency arrangements to be introduced at any time before the spoken language assessments are due to take place. A decision to invoke the contingency arrangements could therefore be made before, on or after 31 January 2022.

### *Decision*

We have decided to remove the requirement for assessments in GCSE MFL in 2022 to use vocabulary that is not on the vocabulary lists. We have also decided that:

- teachers and students should prepare for spoken language in 2022 to be assessed in the normal way, through formal speaking tests

- we will publish contingency assessment arrangements for spoken language that include assessment criteria, and which reflect the arrangements set out in the 2021 Subject Level Conditions for GCSE MFL qualifications
- teachers will be asked to have regard to the assessment criteria throughout the course
- if, at any point before the formal speaking tests begin, it becomes clear they cannot or should not be taken, we will implement the contingency arrangements

## Equality impact assessment

The majority of respondents (90%) said they could not identify any impacts of our proposals that would negatively affect students because of their protected characteristics that we had not already recognised.

Some respondents expanded on possible impacts we had identified in the consultation document. For example, responses relating to NEA in food preparation and nutrition, dance, drama and music tended to focus on socio-economic issues and access to resources impacted by the pandemic that might affect students' ability to fully engage with practical elements of these qualifications. Some respondents suggested socio-economic inequalities might be mitigated, to some extent, through the provision of additional resources. Others said that the proposals would benefit all students rather than providing support for those that might need it most. Suggestions about additional resources are beyond our control, but we hope the flexibility we have introduced in the majority of subjects with NEA will enable teachers to take account of students' individual circumstances. Where it has not been possible to introduce that flexibility, we have removed mandatory requirements that might exacerbate inequalities, such as the changes made to AS and A level music technology and relating to fieldwork in subjects such as geography.

Many of the comments focused on wider impacts that went beyond those covered by protected characteristics, or that related to the impact of the pandemic more generally. For example, some respondents commented on differential lost learning and mental health issues, rather than any impacts associated with the consultation proposals. Some of the suggested mitigations concerned factors beyond our control, such as access to general health and mental health support, or extended beyond the scope of the consultation, such as changes to written exams in other GCSE and GCE qualifications.

We had regard to the issues raised as we made our decisions.

## Regulatory impact assessment

The majority of respondents (91%) said they could not identify additional activities associated with changing these specific exam and assessment requirements for students taking qualifications in 2022 that we had not already recognised.

Some responses identified that additional time and/or resources would be required to enable students to complete their NEA, particularly if public health restrictions remain in place. The costs of additional resources such as subscriptions to streamed drama performances, the purchase of additional equipment, and the hire of additional venues to accommodate small student groups were all referenced in responses. Some respondents made suggestions that are outside of our control, such as recommending additional funding to enable schools and colleges to acquire the additional equipment and resources. These comments frequently related to the impact of public health restrictions rather than the consultation proposals. As in the equality impact assessment above, we hope the flexibility we have introduced in the majority of subjects will enable schools and colleges to decide which options work best for them in their individual circumstances.

Some respondents said the changes might reduce costs if they no longer had to fund fieldwork trips or purchase resources for multiple, or longer, NEA tasks. Others noted they might lose money from deposits for cancelled trips.

Some respondents emphasised that the major costs lay with additional demands on teachers' time and the additional workload placed on them, often as a result of the pandemic more generally rather than the consultation proposals. Some respondents suggested exam boards should take more of the burden. These views appeared to be heavily influenced by respondents' perceptions or experiences of arrangements for the awarding of grades in 2021.

As noted in the consultation document, where the changes we have introduced have impacted on the design of exam papers and the nature of non-exam assessment, as is the case in GCSE and AS geography, GCSE MFL, and AS and A level music technology, exam boards will need to produce new assessment material for 2022. This will impose costs on them. However, in the majority of cases, the changes exam boards made for 2021, including information provided to help teachers and students understand the changed arrangements, should still be relevant. Therefore, there should not be as great a burden on exam boards as when the changes were first introduced last year.

We have taken these costs and activities into account when taking our decisions.

## Appendix A – Subject decisions

### Summary of decisions for GCSE subjects

#### *GCSE dance*

#### ***GCSE dance: decision for 2022***

##### *Performance assessment*

Require each student to perform 1 or more dances with a combined duration of at least 1.5 minutes (if all solo performance) or 2 minutes (if including performance as part of a group).

No requirement for students to perform as part of a group.

Solo only performances should be designed to assess the full range of content expectations, with the exception of ‘sensitivity to other dancers’ and ‘physical relationship to other dancers’.

Exam board to provide clarification about their requirements.

Requirement to submit complete and unedited audio-visual recording of the performed dances from the perspective of the audience.

##### *Choreography assessment*

Require each student to choreograph either a complete solo dance of at least 1.5 minutes in duration or a complete group dance of at least 2 minutes in duration, in response to an exam board set brief.

Permit exam board to accept alternative evidence to illustrate the intended final piece, the choreographic intent and how that was developed.

Alternative evidence may include:

- audio-visual recordings of complete performance
- audio-visual recordings of physical demonstration of key motifs with explanation of how they inform final piece
- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions
- written accounts
- a video diary

There is no requirement for the student to perform the choreographed dance or any physical demonstration of key motifs.

Exam board to provide clarification about their requirements.

### *Both NEA components*

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Exam board to provide clarification about their requirements.

## ***GCSE design and technology***

### ***GCSE design and technology: decision for 2022***

Permit exam boards to accept mock-ups and/or clear and detailed intentions of prototypes. Exam boards to provide clarification about their requirements.

Permit demonstration of using machinery, tools and/or processes.

## ***GCSE drama***

### ***GCSE drama: decision for 2022***

Permit live performance statement to be satisfied through streamed or recorded performances.

Require exam boards to permit students to analyse and evaluate the work of others based on live theatre and/or streamed or recorded performances.

### ***Devised performance***

Require each student to participate as either a performer or designer in a devised performance of at least 1.5 minutes (for monologue), and/or 2 minutes (for duologue or group).

Permit exam boards to accept alternative evidence to illustrate the intended final piece, the student's contribution to the creation and development of ideas, and their analysis and evaluation of their own work, as appropriate to the task.

Alternative evidence may include:

- audio-visual recordings of complete performance
- audio-visual recordings of physical demonstrations of key aspects with explanation of how they inform final piece
- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions for performance or design

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- scripts
- written accounts
- a video diary

Exam boards to provide clarification about their requirements.

***Text based performance***

Require each student to participate as either a performer or designer in a text based performance of at least 1.5 minutes (for monologue), and/or 2 minutes (for duologue or group).

Require students to evidence their application of theatrical skills to realise artistic intentions, contribution to the creation and development of ideas, and analysis and evaluation of their own work, as appropriate to the task.

Permit evidence to include either a complete and unedited audio-visual recording of the text based performance and/or presentation of each discrete aspect/each student's individual contribution.

For performance, permit audio-visual recording of acting performance alone without need for fully designed set, lighting, or costumes.

For designers, permit alternative evidence that may include:

- prototype of relevant products
- original photographs, drawings or annotated sketches of designs
- annotated scripts
- videos or written accounts
- physical demonstrations

Exam boards to provide clarification about their requirements.

***Both NEA components***

Permit participation in a monologue for both the devised performance and text based performance.

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Exam boards to provide clarification about their requirements.

Where permitted changes to non-exam assessments affect usual coverage, permit exam boards to assess 1 complete and substantial performance text and 1 key extract from a second contrasting performance text - no change to coverage in written exams.

## ***GCSE engineering***

### ***GCSE engineering: decision for 2022***

Permit exam board to accept clear and detailed intentions of prototypes. Exam board to provide clarification about their requirements.

Permit students to watch a demonstration of using machinery, tools and/or processes.

## ***GCSE English language***

### ***GCSE English language: decision for 2022***

No requirement for teachers to submit sample of audio-visual recordings of spoken language assessment for exam board monitoring.

Spoken language assessment permitted to take place before a single teacher who can represent an 'audience'. Spoken language assessment may be conducted by the teacher at any time during the course and by virtual means. These 2 points do not require a change to our Conditions and Requirements but have been included here for clarity.

## ***GCSE film studies***

### ***GCSE film studies: decision for 2022***

Permit exam boards to accept a prototype or mock-up, with supporting evidence as necessary, of an extract from a genre-based film or to produce an extract from a genre-based screenplay with shooting script, both in response to an exam board set brief, with evaluative analysis of own work.

Supporting evidence for a prototype or mock-up of an extract from a genre-based film may include:

- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions
- storyboards
- a screenplay
- a shooting script

Exam board to provide clarification about their requirements.

## ***GCSE food preparation and nutrition***

### ***GCSE food preparation and nutrition: decision for 2022***

Remove NEA1 and permit an earlier release of NEA2. As a consequence, students might not be able to demonstrate all of the skills and techniques listed in the subject content.

To reduce the requirements for NEA2 to 2 dishes to be completed within 3 hours to allow for students to use complex processes such as baking, lamination, making ice-cream and to accommodate public health restrictions.

## ***GCSE geography***

### ***GCSE geography: decision for 2022***

Remove requirements for:

- written statement that centres have given students the opportunity to undertake 2 occasions of fieldwork
- students to answer questions in the exam relating to their own fieldwork experience

## ***GCSE geology***

### ***GCSE geology: decision for 2022***

Remove requirement for written statement that centres have given students the opportunity to undertake 2 days of geological fieldwork.

## ***GCSE media studies***

### ***GCSE media studies: decision for 2022***

Permit exam boards to accept a prototype or mock-up, with supporting evidence as necessary, of an individual media production (single product) in response to an exam board set brief.

Supporting evidence may include:

- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions
- storyboards
- a television screenplay



- a shooting script
- a radio script and directions

Exam boards to provide clarification about their requirements.

## ***GCSE modern foreign languages (MFL)***

### ***GCSE MFL: decision for 2022***

Remove requirement for assessments to use words outside of vocabulary lists and permit glossing where necessary whilst maintaining level of knowledge and accuracy needed for the highest grades.

Permit exam boards to include an additional optional question in the writing assessment which would enable students to focus on fewer themes in their writing.

Teachers and students should prepare for spoken language in 2022 to be assessed in the normal way, through formal speaking tests.

We will publish contingency assessment arrangements for spoken language that include assessment criteria, which reflect the arrangements set out in the 2021 Subject Level Conditions for GCSE MFL qualifications. Teachers will be asked to have regard to the assessment criteria throughout the course. If, at any point before the speaking tests begin, it becomes clear they cannot or should not be taken, we will implement the contingency arrangements.

## ***GCSE music***

### ***GCSE music: decision for 2022***

#### ***Performance assessment***

Require students to perform 1 or more pieces of music with a combined duration of at least 1.5 minutes (if all solo performance) or 2 minutes (if including performance as part of an ensemble).

No requirement to perform as part of an ensemble.

Requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance.

#### ***Composition assessment***

Require students to compose 1 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 to provide clarification about their requirements for students who compose more than 1 piece.

Requirement to submit complete recording of each composition with a score, lead sheet or written account of the composition, produced by the student.

NB: Students do not have to perform their own compositions. The recordings may be computer generated.

### *Both NEA components*

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Exam boards to provide clarification about their requirements.

## *GCSE physical education*

### ***GCSE physical education: decision for 2022***

Permit exam boards to reduce requirement to 2 activities and allow both to be individual.

Permit remote moderation using videoed evidence for all activities.

Permit exam boards to explore relaxation of the requirements for provision of evidence for example, type and quality of videoed evidence and the evidence of participation in competitive sport.

### *GCSE physical education (short course)*

### ***GCSE physical education (short course): decision for 2022***

Permit exam boards to reduce requirement to 1 individual activity.

Permit remote moderation using videoed evidence for all activities.

Permit exam boards to explore relaxation of the requirements for provision of evidence for example, type and quality of videoed evidence and the evidence of participation in competitive sport.

## Summary of decisions for GCE AS and A level subjects

### *GCE AS dance*

#### ***GCE AS dance: decision for 2022***

##### *Performance assessment*

Require students to perform a solo dance that they have choreographed of between 1.5 to 3 minutes in duration, and a second dance either as a solo of between 1.5 to 3 minutes or as a group (up to 3 dancers) of between 2 to 3 minutes, in response to an exam board set task.

As a consequence, students might not be able to demonstrate the expected features relating to other dancers and performance as part of an ensemble where not performing as part of a group.

Requirement to submit complete and unedited audio-visual recording of the performed dances from the perspective of the audience.

##### *Choreography assessment*

Require students to choreograph a solo dance of between 1.5 to 3 minutes in duration, in response to an exam board set task.

Permit exam boards to accept a programme note or alternative evidence for the choreographed dance to illustrate the choreographic intent and how that was developed.

Alternative evidence may include:

- audio-visual recordings of complete performance
- audio-visual recordings of physical demonstration of key motifs with explanation of how they inform final piece
- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions
- written accounts
- a video diary

Exam board to provide clarification on their requirements.

### ***Both NEA components***

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam board to provide clarification about their requirements.

## ***GCE A level dance***

### ***GCE A level dance: decision for 2022***

#### ***Performance assessment***

Require students to perform a solo dance of between 1.5 to 3 minutes in duration, and a second dance either as a solo of between 1.5 to 4 minutes or as a group (up to 4 dancers) of between 2 to 4 minutes, in response to an exam board set task.

As a consequence, students might not be able to demonstrate the expected features in the subject content relating to other dancers and performance as part of an ensemble where not performing as part of a group.

Requirement to submit complete and unedited audio-visual recording of the performed dances from the perspective of the audience.

#### ***Choreography assessment***

Require students to choreograph a dance for 1 to 5 dancers of between 2 to 4 minutes in duration, in response to an exam board set task.

As a consequence, students might not be able to demonstrate the subject content expectations to choreograph a dance for more than 1 dancer, or to develop ideas in communication with other dancers as part of the choreography assessment.

Permit exam boards to accept alternative evidence to illustrate the intended final piece, the choreographic intent and how that was developed.

Alternative evidence may include:

- audio-visual recordings of complete performance
- audio-visual recordings of physical demonstration of key motifs with explanation of how they inform final piece
- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions
- written accounts
- a video diary

No requirement for the student to perform the choreographed dance or physical demonstration of key motifs.

Exam board to provide clarification about their requirements.

### ***Both NEA components***

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Exam board to provide clarification about their requirements.

### ***GCE AS and A level design and technology***

#### ***GCE AS and A level design and technology: decision for 2022***

Permit mock-ups and/or clear and detailed intentions of prototypes.

Exam boards to provide clarification about their requirements.

Permit demonstration of using machinery, tools and/or processes.

### ***GCE AS drama and theatre***

#### ***GCE AS drama and theatre: decision for 2022***

Permit live performance statement to be satisfied through streamed or recorded performances.

Require exam boards to permit students to analyse and evaluate the work of others based on live theatre and/or streamed or recorded performances.

#### ***Text based performance***

Require students to participate as either a performer, director or designer in a text based performance of at least 1.5 minutes (for monologue), and/or 3 minutes (for duologue or group).

Requirement for student to evidence their application of theatrical skills to realise artistic intentions, contribution to the creation and development of ideas, and analysis and evaluation of their own work, as appropriate to the task.

Permit evidence to include a complete and unedited audio-visual recording of the text based performance and/or presentation of each discrete aspect or each student's individual contribution.

For performance, permit audio-visual recording of acting performance alone without need for fully designed set, lighting, or costumes.

For directors and designers, permit alternative evidence that may include:

- prototype of relevant products
- original photographs, drawings or annotated sketches of designs

- annotated scripts
- video or written accounts
- physical demonstrations

Permit the NEA component to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Exam boards to provide clarification about their requirements.

Where permitted changes to non-exam assessments affect usual coverage, permit exam boards to assess 1 complete and substantial performance text and 1 or more key extracts from different texts – no change to written exams.

## ***GCE A level drama and theatre***

### ***GCE A level drama and theatre: decision for 2022***

Permit live performance statement to be satisfied through streamed or recorded performances.

Require exam boards to permit students to analyse and evaluate the work of others based on live theatre and/or streamed or recorded performances.

#### ***Devised performance***

Require each student to participate as either a performer, director or designer in a devised performance of at least 1.5 minutes (for monologue), and/or 3 minutes (for duologue or group).

Permit exam boards to accept alternative evidence to illustrate the intended final piece, the student's contribution to the creation and development of ideas, and their analysis and evaluation of their own work, as appropriate to the task.

Alternative evidence may include:

- audio-visual recordings of complete performance
- audio-visual recordings of physical demonstrations of key aspects with explanation of how they inform final piece
- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions for performance or design
- scripts
- written accounts
- video diary

Exam boards to provide clarification about their requirements.

### ***Text based performance***

Require each student to participate as either a performer, director or designer in a text based performance of at least 1.5 minutes (for monologue), and/or 3 minutes (for duologue or group).

Requirement for student to evidence their application of theatrical skills to realise artistic intentions, contribution to the creation and development of ideas, and analysis and evaluation of their own work, as appropriate to the task.

Permit evidence to include a complete and unedited audio-visual recording of the text based performance and/or presentation of each discrete aspect or each student's individual contribution.

For performance, permit audio-visual recording of acting performance alone without need for fully designed set, lighting, or costumes.

For directors and designers, permit alternative evidence that may include:

- prototype of relevant products
- original photographs, drawings or annotated sketches of designs
- annotated scripts
- video or written accounts
- physical demonstrations

Exam boards to provide clarification about their requirements.

### ***Both NEA components***

Permit participation in a monologue for both the devised performance and text based performance.

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Exam boards to provide clarification about their requirements.

Where permitted changes to the non-exam assessments affect usual coverage, permit exam boards to assess 2 complete and substantial performance texts and 1 or more key extracts from different texts – no changes to coverage in written exams.

## ***GCE AS and A level environmental science***

### ***GCE AS and A level environmental science: decision for 2022***

Remove requirement for written statement that centres have given students the opportunity to undertake 2 days of fieldwork (AS) or 4 days (A level).

## ***GCE AS film studies***

### ***GCE AS film studies: decision for 2022***

Permit exam boards to accept a prototype or mock-up, with supporting evidence as necessary, of an extract from a film or to produce an extract from a screenplay accompanied by a prototype or mock-up, with supporting evidence as necessary, of a digitally photographed storyboard, both in response to an exam board set brief, with evaluative analysis of own work.

Supporting evidence may include original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions.

Additional supporting evidence for a prototype or mock-up of an extract from a film may include:

- storyboards
- screenplay
- a shooting script

Exam boards to provide clarification about their requirements.

## ***GCE A level film studies***

### ***GCE A level film studies: decision for 2022***

Permit exam boards to accept a prototype or mock-up, with supporting evidence as necessary, of a short film or to produce a screenplay for a short film accompanied by a prototype or mock-up, with supporting evidence as necessary, of a digitally photographed storyboard, both in response to an exam board set brief, with evaluative analysis of own work.

Supporting evidence may include original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions.

Additional supporting evidence for a prototype or mock-up of a short film may include:

- storyboards
- screenplay
- a shooting script

Exam boards to provide clarification about their requirements.



## *GCE AS geography*

### ***GCE AS geography: decision for 2022***

Remove requirements:

- for written statement that centres have given students the opportunity to undertake 2 days of fieldwork
- to answer questions in the exam relating to their own fieldwork experience

Retain unfamiliar fieldwork questions in the exams but not require them to cover both human and physical geography.

## *GCE A level geography*

### ***GCE A level geography: decision for 2022***

Remove requirement for written statement that centres have given students the opportunity to undertake 4 days of fieldwork.

Exam boards to review their guidance about their expectations relating to primary data for the non-exam assessment.

## *GCE AS geology*

### ***GCE AS geology: decision for 2022***

Remove the requirement for written statement that centres have given students the opportunity to undertake 2 mandatory days of fieldwork.

## *GCE A level geology*

### ***GCE A level geology: decisions for 2022***

Remove the requirement for written statement that centres have given students the opportunity to undertake 4 mandatory days of fieldwork

## *GCE AS media studies*

### ***GCE AS media studies: decision for 2022***

Permit exam boards to accept a prototype or mock-up, with supporting evidence as necessary, of an individual media production (single product) in response to an exam board set brief.

Supporting evidence may include:

- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions
- storyboards
- a television screenplay
- a shooting script
- a radio script and directions

Exam boards to provide clarification about their requirements.

## *GCE A level media studies*

### ***GCE A level media studies: decision for 2022***

Permit exam boards to accept prototypes or mock-ups, with supporting evidence as necessary, of an individual cross-media production in response to an exam board set brief.

Supporting evidence may include:

- original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions
- storyboards
- a television screenplay
- a shooting script
- a radio script and directions

Exam boards to provide clarification about their requirements.

## *GCE AS music*

### ***GCE AS music: decisions for 2022***

#### *Performance assessment*

Require students to perform 1 or more pieces of music with a combined minimum duration of at least 2.5 minutes.

Requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance.

#### *Composition assessment*

Require students to compose 1 or more pieces of music with a combined duration of at least 2.5 minutes.

Compositions may be in response to an exam board set brief and/or freely composed.

Requirement to submit complete recording of each composition with a score, lead sheet or written account of the composition, produced by the student.

NB: Students do not have to perform their own compositions. The recordings may be computer generated.

### *Both NEA components*

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Permit the exam board to review the period in which the performance assessment can be undertaken, within the year of certification.

Exam boards to provide clarification about their requirements.

## *GCE A level music*

### ***GCE A level music: decision for 2022***

#### *Performance assessment*

Require students to perform 1 or more pieces of music with a combined minimum duration of at least 2.5 minutes (25% weighting), at least 3 minutes (30% weighting), or at least 3.5 minutes (35% weighting).

Requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance.

#### *Composition assessment*

Require students to compose 1 or more pieces of music with a combined duration of at least 2 minutes (25% weighing), 1 or more pieces of music with a combined duration of at least 3 minutes (30% weighting), or 2 or more pieces with a combined duration of at least 4 minutes (35% weighting).

Compositions may be in response to an exam board set brief and/or freely composed.

Requirement to submit complete recording of each composition with a score, lead sheet or written account of the composition, produced by the student.

NB: Students do not have to perform their own compositions. The recordings may be computer generated.

### ***Both NEA components***

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Permit the exam board to review the period in which the performance assessment can be undertaken, within the year of certification.

Exam boards to provide clarification about their requirements.

## ***GCE AS music technology***

### ***GCE AS music technology: decision for 2022***

#### ***Recording assessment***

Require students to edit and produce an audio recording with a duration of at least 1.5 minutes, in response to an exam board set task.

Require exam board to provide sample recordings or to approve centre-selected sample recordings that are suitable for students to demonstrate their ability to edit and produce audio recordings.

Exam board to provide clarification about their requirements.

#### ***Composition assessment***

Require students to produce a technology-based composition with a duration of at least 1.5 minutes, in response to an exam board set task.

Require exam board to ensure that where composition briefs have scope for live capture, students will not be disadvantaged if they complete the task using synthesised sounds only.

### ***Both NEA components***

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Exam board to provide clarification about their requirements.

## ***GCE A level music technology***

### ***GCE A level music technology: decision for 2022***

#### ***Recording assessment***

Require students to edit and produce an audio recording with a duration of at least 2 minutes, in response to an exam board set task.

*Decisions on arrangements for non-exam assessment and fieldwork requirements  
for students entering qualifications in 2022*

Require exam board to provide sample recordings or to approve centre-selected sample recordings that are suitable for students to demonstrate their ability to edit and produce audio recordings.

Exam board to provide clarification about their requirements.

*Composition assessment*

Require students to produce a technology-based composition with a duration of at least 2 minutes, in response to an exam board set task.

Require exam board to ensure that where composition briefs have scope for live capture, students will not be disadvantaged if they complete the task using synthesised sounds only.

*Both NEA components*

Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board.

Exam board to provide clarification about their requirements.

*GCE AS and A level physical education*

***GCE AS and A level physical education: decision for 2022***

Permit remote moderation using videoed evidence for all activities.

Permit exam boards to explore relaxation of the requirements for provision of evidence e.g. type and quality of videoed evidence and the evidence of participation in competitive sport.



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Published by:



Earlsdon Park  
53-55 Butts Road  
Coventry  
CV1 3BH

0300 303 3344

[public.enquiries@ofqual.gov.uk](mailto:public.enquiries@ofqual.gov.uk)

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