

Qualification Assessment Framework for Summer 2022 Contingency Arrangements



A level Physics

1 Introduction

As outlined by Qualifications Wales in its *Guidance on contingency assessment arrangements for approved GCSEs, AS and A levels* ([here](#)), while the focus must be on preparing learners for examinations, centres should also prepare for the possible implementation of contingency assessment arrangements for summer 2022. Centres should begin to collect assessment evidence as soon as possible, which may be used to inform centre determined grades (CDGs) should these be required.

To make the process as manageable as possible, whilst preparing for the exam series in summer 2022, centres are advised to integrate assessments into usual teaching and learning and existing assessment plans. Centres must inform learners which summative assessments will be used to gather evidence to support contingency arrangements.

The guidance produced by Qualifications Wales covers the nature of the assessment evidence and plans for collecting this evidence, including:

- the assessment evidence collected must cover all assessment objectives and represent sufficient coverage of breadth of adapted specification content requirements
- centres should document their assessment plans for each subject and communicate their contingency assessment approach with learners and parents/carers
- these assessment plans:
 - may be high-level, concise and align with existing subject level assessment plans
 - will not be required by WJEC unless exams are cancelled and the contingency approach is implemented
- centres should not provide learners with specific details of assessment questions or past papers that will be used
- centres must consider reasonable adjustments that learners are entitled to and apply them for assessments which may be used to inform CDGs
- centres should carefully consider the fairness of using any particular form of evidence for grading (should CDGs be required).

Qualifications Wales is clear that overall grading decisions should only be made **if** a decision is made by Welsh Government to cancel the summer 2022 exams series, and only once the appropriate supporting information has been provided. The information in this qualification assessment framework is therefore not intended to support the determination of centre determined grades at this stage, nor to detract from the current policy position for exams to go ahead in summer 2022. It focuses on the nature of the evidence that centres should collect in case the contingency arrangements are invoked.

2 Adaptations for 2022

Adaptations to AS and A level qualifications in 2022 are outlined [here](#). Additionally, information about adaptations to NEA may be found on the relevant subject pages on the WJEC website.

3 Key requirements to ensure progression

Learners should have engaged with the specification content in:

- A2 Unit 3 – Oscillations and Nuclei
- A2 Unit 4 – Forces and Options
- A2 Unit 5 – Practical Examination.

Learners should also have demonstrated mathematical skills at the required standard (see Appendix C - specification) and practical skills at the required standard (see Appendix A part (a) - specification).

There must be sufficient coverage of the breadth of specification requirements with aspects, at the centre's discretion, covered in greater depth. In each A2 unit there must be coverage of all three assessment objectives.

4 Examples of learner evidence

Learners must demonstrate their knowledge, skills and understanding **in each of the assessment objectives.**

Questions/tasks from previous assessments provided by WJEC, along with the NEA where this features within a qualification, may be used to provide sufficient evidence of each learner's knowledge, skills and understanding. To ensure the collection of evidence is integrated into the centre's usual teaching, learning and assessment processes, it is anticipated that in most qualifications summative assessment evidence for a unit will be collected in two or three sections, of approximately 40 to 45 minutes each, to suit the programme of learning. Where the examination paper is usually of more than one hour's duration, it is suggested that centres do not use a whole past paper for this purpose.

Centres may source tasks and questions from a variety of WJEC assessment materials (see section 5 below). Centres may also choose to design their own summative assessments. In adapting WJEC assessments and designing their own assessments, centres should refer to WJEC's *Assessment Creation Guidance for 2022* on the [secure website](#) to help ensure the assessments provide fair access for learners; they sufficiently sample breadth and depth of knowledge, skills and understanding; and they can be marked accurately and consistently.

When assessing the areas studied, centres must consider how knowledge, skills and understanding are usually sampled by WJEC in each examination series and ensure that all assessment objectives are assessed.

The following model shows one approach to the generation of high-quality summative evidence which could be used to inform decisions related to CDGs, if exams were to be cancelled in 2022. The model is not intended to be prescriptive, and the order of units and/or the order of sections within the assessment might be different to suit the centre's programme of learning.

It is assumed that centres will provide learners with summative assessment opportunities over three or four half-terms this academic year, with the specific half-terms selected to fit in with the centre's schedule. Usual access arrangements and reasonable adjustments must be in place for learners entitled to such provision for each assessment opportunity (see section 7 below).

To help ensure the authenticity of evidence, it is expected that each summative assessment is taken under controlled conditions, probably in the classroom, unless the usual or adapted arrangements for NEA permit a lower level of control.

Example contingency summative assessment model

This exemplar model outlines what a suitable assessment plan might look like. Centres may have similar approaches but schedule assessments in different orders and in different half terms, for example beginning in the autumn term. As a guide, time spent on summative assessments to potentially inform a CDG should not exceed the total assessment time learners would take in a standard exam series for this qualification.

| Timeline | Unit 3 | Unit 4 | Unit 5 |
|-----------------|---|---|--|
| Spring 1 | Past paper questions which assess approximately half of the subject content under controlled conditions | | Experimental task past paper (can be done in one session or a number of lessons) under controlled conditions |
| Spring 2 | Past paper questions which assess the remaining subject content under controlled conditions | | Practical analysis task past paper under controlled conditions |
| Summer 1 | | Past paper questions which assess approximately half of the subject content | |
| Summer 2 | | Past paper questions which assess the remaining subject content | |

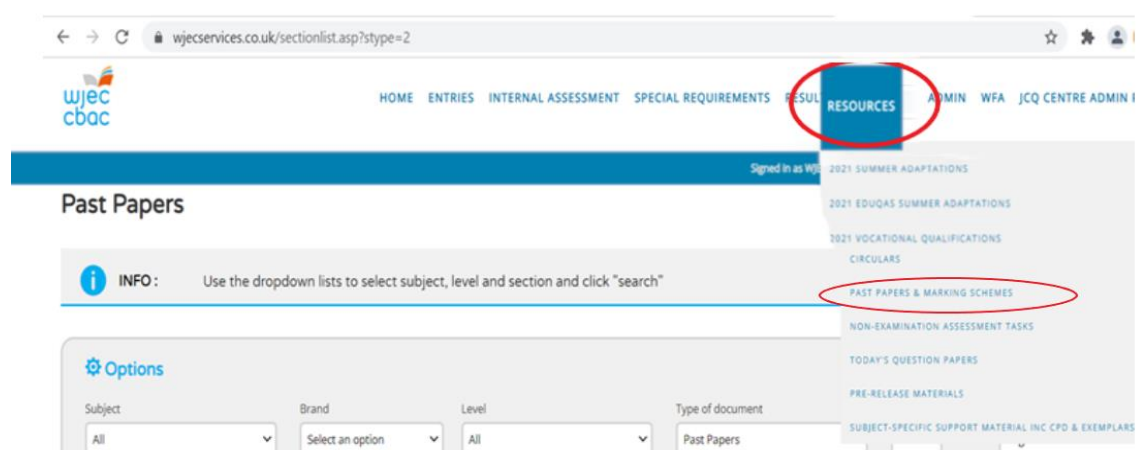
Subject/Curriculum Leaders, in conjunction with their senior leadership team, must document their summative assessment plan and communicate this to their learners. Centres may use the optional template provided by WJEC on the [secure website](#).

5 Sources of assessment material

The main sources of questions or tasks for GCSE, AS and A level qualifications are WJEC past papers, mark schemes and sample assessment materials (SAMs) for the relevant specification. These are available on the WJEC website. Whilst these materials are in the public domain, combining questions from a number of past papers/SAMs and, where appropriate, amending the context or data in a question is likely to mitigate the risk of learners having pre-prepared answers for the assessment.

Another potential source of evidence is the catalogue of past papers and mark schemes from legacy qualifications (i.e. the specifications taught up to around 2015) available on WJEC's secure website. Some aspects of subject content did not change significantly when GCSE, AS and A level qualifications were reformed in Wales (for teaching from 2015, 2016 and 2017) so these past papers offer a useful resource to help ensure learners are presented with assessments which are unknown to them.

The logon page to the secure website is [here](#). The screenshot below shows where these legacy materials can be found.



Teachers of most WJEC GCSE, AS and A level qualifications which are approved by Qualifications Wales may also wish to consider past papers and SAMs on our [Eduqas website](#). Whilst there are structural differences between our WJEC qualifications approved by Qualifications Wales and those under our Eduqas brand accredited by Ofqual, there is, in most cases, significant overlap in terms of subject content.

For WJEC A level Biology / Chemistry / Physics, teachers may choose to select relevant questions from the previous specification papers, and/or our current Eduqas A level component 1, 2 and 3 papers.

6 Summative assessment task taking

Centres **must not** inform learners of the specific assessment questions and/or the details of past paper assessments they will be using to gather evidence to support the contingency arrangements. However, learners may be informed of the topics/themes upon which they will be assessed.

To ensure that no learner is advantaged or disadvantaged when producing summative assessment evidence in the classroom, centres must put the following controls in place:

- learners must be directly supervised by staff
- no additional resources, other than those provided in the usual (or adapted) timetabled examination, or permitted for NEA task taking, are allowed
- learners must not communicate with each other as assessment evidence must be produced independently, unless the NEA task permits group work
- learners must not be provided with assistance (other than that agreed as in section 7 below).

7 Access Arrangements and Reasonable Adjustments

It is important that Subject/Curriculum Leaders liaise with their ALNCO/SENCO to ensure the following [JCQ guidance](#) is appropriately considered:

- Access Arrangements and Reasonable Adjustments book 1 September 2021 to 31 August 2022
- Notice to Centres – SENCOs and assessors – June 2021
- Important supplementary information for SENCOs and assessors 2021/22.

Where candidates have agreed access arrangements or reasonable adjustments (for example a reader or scribe), the centre must make every effort to ensure that these arrangements are in place when summative assessments that may contribute to the contingency arrangements are being taken.

The Public Sector Equality Duty (PSED) requires and enables schools and colleges to make decisions in a fair, transparent, and accountable way, considering the needs and rights of different learners.

Centres must continue to test for, submit applications to WJEC, and apply relevant access arrangements (and paper modifications) for these summative assessments, as in a standard exam series.

8 Special Consideration

If, at the time of taking a contingency summative assessment, or immediately before, a learner is eligible for special consideration due to eligible events outside their control, centres should take this into account when marking the learner's work. Eligible events include:

- temporary illness or accident/injury
- bereavement
- domestic crisis
- the centre not implementing previously approved access arrangements.

Special consideration should be implemented by the centre through applying an allowance of additional marks to each assessment affected. The size of the allowance depends on the timing, nature and extent of the illness or other circumstance. The maximum allowance which can be given is 5% of the total raw marks available in the assessment.

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| | <p>The severity of the circumstances and the date of the assessment in relation to the circumstances should be considered. Centres must be satisfied that the issue or event has had, or is reasonably likely to have had, a material effect on a learner's ability to demonstrate their normal level of attainment in an assessment.</p> <p>Special consideration cannot be applied in a cumulative fashion. For example, because of a recent trauma at the time of the assessment and the learner suffering from a viral illness. Special consideration should only be applied for the most serious indisposition. Examples of circumstances and the percentage adjustment are available on pages 6 and 7 of JCQ's Guide to the special consideration process- General and Vocational Qualifications.</p> <p>The centre should keep a record of the event and the marking adjustment, in a form that would be available for WJEC to review, if needed. Centres should make sure learners know they need to tell their teachers before or immediately after the assessment of any events outside their control that might have affected their performance in the specific summative assessment.</p> |
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| 9 | Retention of evidence |
| | <p>Records will be needed to document grading decisions, should this become necessary, but are not required unless exams are cancelled.</p> <p>It is not essential for summative assessment evidence to support these contingency arrangements to be marked by the teacher whilst the policy position remains that examinations will go ahead in 2022. However, it is often standard practice for teachers to mark half-termly summative assessments, and to provide feedback to learners to support preparation for an exams series, prior to entering outcomes on their progress tracking systems.</p> <p>It is vitally important for centres to retain the summative assessment evidence that will be used to determine a learner's grade if a decision is made by Welsh Government to cancel the summer 2022 exams. If the contingency arrangements are invoked, the summative assessment evidence will be needed to support:</p> <ul style="list-style-type: none"> • the centre's determination of learners' qualification grades • the internal and external quality assurance processes • the appeals process. <p>Evidence can be retained as original or scanned copies of handwritten evidence or other digital documentation. Centres must also retain any information relating to a learner's access arrangements, or personal circumstances affecting performance, which would normally be eligible for special consideration as defined in the JCQ A guide to the special consideration process, and which might have to be considered at a later stage if centres need to determine learners' grades</p> |

WJEC's Assessment Creation Guide and an optional assessment plan template are now available on the [secure website](#). More detailed information and guidance on grading, quality assurance, and other CDG processes will be available on our secure website if the decision is taken to cancel exams.