

GCSE Health and Social Care, and Childcare (Double Award)

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 assessments 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 GCSE 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

Unit 1 requires learners to develop their knowledge and understanding of the four areas of content as set out on pages 11-17 of the specification.

Unit 2 requires learners to develop their knowledge and understanding of the three areas of content as set out on pages 20-24 of the specification.

Unit 3 requires learners to develop their knowledge and understanding of the four areas of content as set out on pages 26-32 of the specification.

Unit 4 requires learners to develop their knowledge and understanding of the four areas of content as set out on pages 35-39 of the specification.

The adaptation made for 2022 allows double award learners to be assessed in Unit 2, Unit 3 and Unit 4 only.

To ensure progression there must be sufficient coverage of the breadth of adapted specification requirements with aspects, at the centre's discretion, covered in greater depth. Between the units taken, there must be coverage of all three assessment objectives.

4 Summative assessment task taking

Centres **must not** inform learners of the specific assessment questions and/or the details of specific 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 5 below).

5 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.

6 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.

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.

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](#).

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.

7 Retention of evidence

Records will be needed to document grading decisions, should this become necessary, but are not required unless exams are cancelled.

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.

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:

- the centre's determination of learners' qualification grades
- the internal and external quality assurance processes
- the appeals process.

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

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