



Penyrheol Comprehensive School

Ysgol Gyfun Penyrheol

GCSE Advanced Information
Summer 2023

WJEC Summary Guidance



SUMMER 2023

Summary guidance on advance information for WJEC GCSE, GCE and made-for-Wales vocational qualifications

This summary aims to give teachers and learners an indication of the approach that will be taken to advance information in each WJEC GCSE, GCE and made-for-Wales vocational qualifications in summer 2023. This summary is **not** the advance information itself which will be released online, for all subjects, on **06 February 2023**.

Note: Advance information will only be available from the WJEC website. It will not be available from any other source.

Why is this summary being published ahead of release of the advance information?

Advance information is intended to communicate, ahead of the examinations, the focus of the content of the exams or part of the exams that **will be assessed** in the examination papers. The purpose of advance information is to support revision.

The advance information for each qualification has been designed to be compliant with the principles prescribed by Qualifications Wales:

- the advance information should not be so detailed that Learners are able to memorise answers to write in the exam
- the advance information should not be so extensive or specific that it will damage a Learner's progression to higher level qualifications in the subject
- it should still be possible to differentiate between Learners on the basis of their performance.

A consequence of the principles for advance information is that it will not always be possible to detail everything that is in the examination. In some cases this would risk undermining good education, progression, or fair results; in others it would be unhelpful to teachers and learners, for example by listing all topics which could lead to excessive teaching or revision on areas that are worth few marks. This means that in some subjects, for instance, the advance information will not apply to certain papers or parts of papers.

We have produced this summary to help teachers and learners better understand some of the restrictions on advance information (for example what will be covered and so you know what to expect for the subjects you teach or study), to aid planning ahead of the release of advance information.

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Key points to remember for advance information, it:

- must be read alongside the specification so that the information provided is clearly understood and placed in the right context
- can be used flexibly by centres to achieve its purpose of supporting revision. Advance information should not, however, be used to narrow teaching and learning
- can be used by teachers in supporting their learners' revision and referred to by learners in their revision and final examination preparation
- cannot be brought into the examinations
- will not be at a level that allows questions to be predicted or answers prepared.

A good, broad understanding of all the content of the specification is always the best preparation for success in an examination. Teachers and learners should bear in mind that prior learning in a key idea or topic area might provide useful knowledge and understanding and be required for learners to be able to answer questions fully. This is particularly the case, for instance, for synoptic¹ questions and those questions marked using a levels of response mark scheme.

Learners' preparation for examinations should continue to focus on knowledge and understanding that can be applied appropriately in the context of unseen examination questions. The format and structure of the examination papers will remain unchanged, i.e. in 2023 the examinations will be as described in the relevant specification, with no adaptations or amendments.

If you have any queries on the information provided in this document please contact info@wjec.co.uk.

¹ Synoptic questions are those that give learners the opportunity to draw together knowledge, skills and understanding from across the full course of study.

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WJEC Advance Information Summaries for Summer 2023

| Subject | Level | Advance Information Summary |
|--------------------------------|--------------|--|
| Applied ICT | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of topics from the specification that will be assessed in the exam, in specification order, not in question order. <p>The advance information will be provided at 'focus' level (i.e. the left hand column) from the specification subject content for Unit 1.</p> <p>Content not included in the list may still be assessed in low tariff, multiple choice and synoptic questions.</p> |
| Applied Science (double award) | GCSE | <p>There is a consistent approach across WJEC GCSE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2 and 3 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper. <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |
| Applied Science (single award) | GCSE | <p>There is a consistent approach across WJEC GCSE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 2 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper. <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |
| Art and Design | AS & A level | <p>Advance information will not be provided for WJEC GCE Art and Design as assessment materials for the externally set assignment are to be released to learners from 01 February 2023.</p> |
| Art and Design | GCSE | <p>Advance information will not be provided for WJEC GCSE Art and Design because assessment materials for the externally set assignment are to be released to learners from 02 January 2023.</p> |

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| Subject | Level | Advance Information Summary |
|-------------------|--------------|--|
| Biology | AS & A level | <p>There is a consistent approach across WJEC GCE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3, 4 and 5 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper; topics not explicitly on the list may still appear in the paper but will not be allocated as many marks overall as those listed. <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |
| Biology | GCSE | <p>There is a consistent approach across all WJEC GCSE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 2 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |
| Built Environment | AS | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of topics from the specification that will be assessed in the exam, in specification order, not in question order. <p>The advance information will be provided at 'area of content' and 'content' level (i.e. the left hand column) from the specification subject content for Unit 1.</p> <p>Content not included in the list may still be assessed in low tariff, multiple choice and synoptic questions.</p> |
| Built Environment | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of topics from the specification that will be assessed in the exam, in specification order, not in question order. <p>The advance information will be provided at 'area of content' and 'content' level (i.e. the left hand column) from the specification subject content for Unit 1.</p> <p>Content not included in the list may still be assessed in low tariff, multiple choice and synoptic questions.</p> |

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| Subject | Level | Advance Information Summary |
|-----------|--------------|--|
| Business | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3 and 4 • provide a list of content from the specification that will be assessed in each paper, in specification order not in question order. <p>Content not specifically included in the list may still be assessed in synoptic questions.</p> |
| Business | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 2 • provide a list of content from the specification that will be assessed in each paper, in specification order not in question order. <p>Content not specifically included in the list may still be assessed in synoptic questions.</p> |
| Chemistry | AS & A level | <p>There is a consistent approach across WJEC GCE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3, 4 and 5 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper; topics not explicitly on the list may still appear in the paper but will not be allocated as many marks overall as those listed. <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |
| Chemistry | GCSE | <p>There is a consistent approach across WJEC GCSE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 2 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper. <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |

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|--|--------------|--|
| Children's Care, Play, Learning and Development: Practice and Theory | Level 3 | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 330 • provide a list of subject content (i.e. content and relevant amplification) from the specification that will be assessed in this unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff or synoptic questions.</p> |
| Children's Care, Play, Learning and Development: Practice and Theory | Level 2 | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 216 • provide a list of subject content (i.e. content and relevant amplification) from the specification that will be assessed in this unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff or synoptic questions.</p> |
| Computer Science | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 3 and 4 • provide a list of content from the specification by specification area and topic (i.e. sub-headings and the left hand column in the specification content for each unit) that will be assessed in each paper, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff, multiple choice and synoptic questions.</p> |
| Computer Science | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of content from the specification by specification area and topic (i.e. sub-headings and the left hand column in the specification content for Unit 1) that will be assessed in the paper, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff, multiple choice and synoptic questions.</p> |
| Design and Technology | AS & A level | <p>There is a consistent approach across all WJEC Design and Technology papers.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 3 exams in engineering design, fashion and textiles, and product design • provide a list of topics (i.e. 'content' from the left hand column in the specification content for each unit) that will be assessed in each paper, in specification order, not in question order. <p>Content not included in the list may still be assessed in low tariff and synoptic questions.</p> |

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|-----------------------|--------------|---|
| Design and Technology | GCSE | <p>There is a consistent approach across all WJEC Design and Technology papers.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to the Unit 1 exam in engineering design, fashion and textiles, and product design • provide a list of topics (i.e. 'content' from the left hand column in the specification content for each unit) that will be assessed in each paper, in specification order, not in question order. <p>Content not included in the list may still be assessed in low tariff and synoptic questions.</p> |
| Digital Technology | AS | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of content from the specification by specification area and topic (i.e. sub-headings and the left hand column in the specification content for Unit 1) that will be assessed in the exam, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff, multiple choice and synoptic questions.</p> |
| Digital Technology | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of content from the specification by specification area and topic (i.e. sub-headings and the left hand column in the specification content for Unit 1) that will be assessed in the exam, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff, multiple choice and synoptic questions.</p> |
| Drama and Theatre | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 2 and Unit 4 • for Unit 2, identify extended extracts from which the examination extracts will be taken*, and identify the topic area for the wider knowledge question for each text • for Unit 4, Section A, identify extended extracts from which the examination extracts will be taken* • for Unit 4, Section B, identify the focus of questions for all texts. <p>* The start and end points of a section of each set text will be set out; the specific extract for each text that will be assessed in the examination will be taken from this section.</p> |

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|------------------|--------------|--|
| Drama | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 3 only • identify extended extracts from which the examination extracts will be taken*, and identify the topic area for the wider knowledge question for each text. <p>* The start and end points of a section of each set text will be set out; the specific extract for each text that will be assessed in the examination will be taken from this section.</p> |
| Economics | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3 and 4 • provide a list of content from the specification that will be assessed in each unit, in specification order not in question order. <p>Content not included in the list may still be assessed in other questions including low tariff, multiple choice and synoptic questions.</p> |
| English Language | AS & A level | <p>The advance information will apply to units 1, 2, 3 and 4 as follows and identify:</p> <ul style="list-style-type: none"> • the genre/purpose of the texts in Section A and Section B of Unit 1 • the genres of writing in Unit 2 • the genre/purpose of the texts in Unit 3 • the genre/purpose of transcripts in Section A of Unit 4 • the genre/purpose of the creative writing task in Section B of Unit 4. |
| English Language | GCSE | <p>The approach for summer 2023 is consistent with that used for the November 2022 exams.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 2 and Unit 3 • identify whether the comparison or synthesis reading question will appear in Section A of the Unit 2 examination • identify what writing formats will appear in Section B of the Unit 3 examination. |

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| English Language and Literature | AS & A level | <p>The advance information will apply to units 1, 2, 3 and 4 as follows and identify:</p> <ul style="list-style-type: none"> • a reduced range of poems, from the <i>pre-1914 Anthology</i>, from which candidates will be assessed in Unit 1, Section A • the start and end points of a section of the set texts from which the specific extracts will be taken within Unit 2, Section A (Post-1900 drama) • the Act from which the extract will be taken for the chosen Shakespeare text in Unit 3, Section A. <p>In addition, on 05 May 2023, we will pre-release one of the three unseen extracts in Unit 4, Section A.</p> |
| English Literature | AS & A level | <p>The advance information will apply to units 1, 2, 3 and 4 as follows and identify:</p> <ul style="list-style-type: none"> • the start and end points of a section of the text from which the extract in Unit 1, Section A part (i) will be taken • a prescribed list of poems for each collection, from which the named poem in Unit 2, Section A part (i) will be taken • a reduced list of poems/number of lines on which the assessment of Unit 3, Section A Part (i) will be based • the Act from which the extract will be taken in Unit 4, Section A. |
| English Literature | GCSE | <p>The advance information will apply to Unit 1, Unit 2a and Unit 2b as follows and identify page ranges of:</p> <ul style="list-style-type: none"> • the different cultures prose texts from which the specific extracts will be taken within the Unit 1, Section A extract question • the literary heritage drama texts from which the specific extracts will be taken within the Unit 2a, Section A extract question • the contemporary prose texts from which the specific extracts will be taken within the Unit 2a, Section B extract question • the contemporary drama texts from which the specific extracts will be taken within the Unit 2b, Section A extract question • the literary heritage prose texts from which the specific extracts will be taken within the Unit 2b, Section B extract question. |

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| Food and Nutrition | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of content from the specification that will be assessed in the paper, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff questions.</p> |
| French | AS & A level | <p>There is a consistent approach across WJEC GCE MFL qualifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to sections B and C in Unit 2 and sections B and C in Unit 4 • identify the areas of interest, themes and sub-themes from the specification which will be the focus of the assessment, in specification order, not in question order. |
| French | GCSE | <p>There is a consistent approach across WJEC GCSE MFL qualifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 2, Unit 3 and Unit 4 • identify the themes, sub-themes and sub sub-themes from the specification which will be the focus of the assessment, in specification order, not in question order • be provided for both Foundation tier and Higher tier papers. |
| Further Mathematics | AS & A level | <p>There is a consistent approach across WJEC GCE Mathematics and Further Mathematics specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3, 4, 5 and 6 • provide a list of content from the specification that will be assessed in each unit, in specification order not in question order. |
| Geography | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3 and 4 • provide a list of 'focus' content (i.e. the left hand column) from the specification content that will be assessed in each unit, in specification order not in question order. <p>Unit 2 Section B (Physical and Human Fieldwork Investigation) will not be covered in the advance information.</p> |

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| Subject | Level | Advance Information Summary |
|---------------------------------------|--------------|---|
| Geography | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Section A of Unit 1 and Section A of Unit 2 • provide a list of 'key questions' content (i.e. the left hand column) from the specification content that will be assessed in Section A of each unit, in specification order not in question order. |
| German | AS & A level | <p>There is a consistent approach across WJEC GCE MFL qualifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to sections B and C in Unit 2 and sections B and C in Unit 4 • identify the areas of interest, themes and sub-themes from the specification which will be the focus of the assessment, in specification order, not in question order. |
| German | GCSE | <p>There is a consistent approach across WJEC GCSE MFL qualifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 2, Unit 3 and Unit 4 • identify the themes, sub-themes and sub sub-themes from the specification which will be the focus of the assessment, in specification order, not in question order • be provided for both Foundation tier and Higher tier papers. |
| Government and Politics | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 (sections B and C), Unit 2 (sections B and C), Unit 3 (sections A and B) and Unit 4 (sections A and B) • provide a list of subject content (key concepts or themes) from the specification that will be assessed in the identified sections in each unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff or synoptic questions.</p> |
| Health and Social Care, and Childcare | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 3 and 5 • provide a list of subject content (i.e. content and relevant amplification) from the specification that will be assessed in each unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff questions.</p> |

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| Subject | Level | Advance Information Summary |
|---|---------|---|
| Health and Social Care, and Childcare (single award) | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of subject content (i.e. content and relevant amplification) from the specification that will be assessed in Unit 1, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff questions.</p> |
| Health and Social Care, and Childcare (double award) | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 3 • provide a list of subject content (i.e. content and relevant amplification) from the specification that will be assessed in each unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff questions.</p> |
| Health and Social Care: Principles and Contexts (Certificate) | Level 3 | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 2 • provide a list of subject content (i.e. content and relevant amplification) from the specification that will be assessed in this unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff or synoptic questions.</p> |
| Health and Social Care: Principles and Contexts (Diploma) | Level 3 | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 2 and Unit 5 • provide a list of subject content (i.e. content and relevant amplification) from the specification that will be assessed in each unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff or synoptic questions.</p> |
| Health and Social Care: Principles and Contexts | Level 2 | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 • provide a list of subject content (i.e. content and relevant amplification) from the specification that will be assessed in this unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff or synoptic questions.</p> |

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| Subject | Level | Advance Information Summary |
|--|--------------|--|
| History | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 3 only • identify the concepts and perspectives that may be addressed in the Unit 1 assessment • identify the concepts and perspectives that are likely to be referred to by candidates in the Unit 3 assessment • apply consistently to all optional papers, i.e. all eight Unit 1 options and all ten Unit 3 options. |
| History | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2 and 3 • identify the five key questions and areas of required content that will be assessed in each Unit 1 and Unit 2 paper • identify the six key questions and areas of required content that will be assessed in each Unit 3 paper. <p>The key questions will be presented in specification order, not in question order.</p> |
| Information and Communication Technology | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 3 • provide a list of content from the specification that will be assessed in each unit, in specification order not in question order. <p>Content not included in the list may still be assessed in low tariff or synoptic questions.</p> |
| Law | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3 and 4 • provide a list of content from the specification that will be assessed in each unit, in specification order not in question order. |
| Mathematics | AS & A level | <p>There is a consistent approach across WJEC GCE Mathematics and Further Mathematics specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3 and 4 • provide a list of content from the specification that will be assessed in each unit, in specification order not in question order. |

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| Subject | Level | Advance Information Summary |
|------------------------|--------------|--|
| Mathematics | GCSE | <p>There is a consistent approach across WJEC GCSE Mathematics and GCSE Mathematics – Numeracy specifications. The approach for summer 2023 is consistent with that used for the November 2022 exams.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to all tiers in Unit 1 and Unit 2 • be presented in two parts <ul style="list-style-type: none"> • the first part comprises a series of statements to clarify the knowledge, understanding and skills which are assumed for the Summer 2023 exams, as they are in all examination series. • the second part shows, in tabular form, the topics which will be assessed in the Summer 2023 exams, in specification order not in question order. |
| Mathematics - Numeracy | GCSE | <p>There is a consistent approach across WJEC GCSE Mathematics and GCSE Mathematics – Numeracy specifications. The approach for summer 2023 is consistent with that used for the November 2022 exams.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to all tiers in Unit 1 and Unit 2 • be presented in two parts <ul style="list-style-type: none"> • the first part comprises a series of statements to clarify the knowledge, understanding and skills which are assumed for the Summer 2023 exams, as they are in all examination series. • the second part shows, in tabular form, the topics which will be assessed in the Summer 2023 exams, in specification order not in question order. |
| Media Studies | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 (sections A and C only) and Unit 3 (sections A, B and C) • identify the nature of the unseen resource (print or audio-visual) in Unit 1, Section A • identify the key concept that will be assessed in the higher tariff question in Unit 1, Section C • identify which set of media products will feature in all sections of Unit 3. |

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| Subject | Level | Advance Information Summary |
|--------------------|--------------|---|
| Media Studies | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 (section A only) and Unit 2 (section A and section B) • identify the nature of the unseen resource (print or audio-visual) in Unit 1, Section A • provide a list of content from the specification that will be assessed in Unit 2, in specification order not in question order. |
| Music | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 3 and Unit 6 • identify the set work movements from Area of Study A which will feature in Unit 3, Section 2 • identify the subsidiary works from Area of Study F, Strands 1 and 2 which feature in Unit 6, Section 1 • identify the composers/artists which are the focus of assessment in Area of Study F, Strands 3, 4 and 5 in Unit 6, Section 2. |
| Music | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 3 only • identify the section of the prepared extracts which will be the focus of assessment • identify the genres of the unprepared extracts • identify the focus of the assessment in the extended response • identify the clef and the focus of assessment (i.e., pitch or rhythm) in the dictation question. |
| Physical Education | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 3 • provide a list of topics from the specification that will be assessed in each paper, in specification order not in question order. <p>Topics not included in the list may still be assessed in low tariff, multiple choice, short answer and synoptic questions.</p> |
| Physical Education | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of topics from the specification that will be assessed in the paper, in specification order not in question order. <p>Topics not included in the list may still be assessed in low tariff, multiple choice, short answer and synoptic questions.</p> |

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| Subject | Level | Advance Information Summary |
|--------------------|-------------------|--|
| Physical Education | GCSE short course | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • provide a list of topics from the specification that will be assessed in the paper, in specification order not in question order. <p>Topics not included in the list may still be assessed in low tariff, multiple choice, short answer and synoptic questions.</p> |
| Physics | AS & A level | <p>There is a consistent approach across WJEC GCE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3, 4 and 5 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper; topics not explicitly on the list may still appear in the paper but will not be allocated as many marks overall as those listed. <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |
| Physics | GCSE | <p>There is a consistent approach across WJEC GCSE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 2 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper. <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |
| Psychology | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1, Unit 2 (Section A) and Unit 3 (both sections) • provide a list of subject content from the specification from which the assessments will be drawn in the identified units, (i.e. <i>approaches</i> for Unit 1, <i>contemporary debates</i> for Unit 2 and <i>behaviours</i> and <i>controversies</i> for Unit 3) in specification order not in question order. <p>Content not included in the list may still be assessed in synoptic questions.</p> |

WJEC Summary Guidance

| Subject | Level | Advance Information Summary |
|---|-------------------|---|
| Religious Studies | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3, 4, 5 and 6 • identify the themes/sub-themes which will form the focus of the assessment in each paper • apply consistently to all optional papers. <p>Responses should draw upon other areas of specification content and make synoptic links where relevant.</p> |
| Religious Studies | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 2 • identify the general topic areas from the specification which will be the focus of AO2 questions across the units • apply consistently to all optional papers. |
| Religious Studies (Catholic Theology and Judaism) | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 3 • identify the general topic areas from the specification which will be the focus of AO2 questions across the units • apply consistently to all optional papers. |
| Religious Studies | GCSE short course | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 only • identify the general topic areas from the specification which will be the focus of AO2 questions across Unit 1 • apply consistently to all optional papers. |
| Science (double award) | GCSE | <p>There is a consistent approach across WJEC GCSE Science specifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to units 1, 2, 3, 4, 5 and 6 • provide a list of topics from the specification that will be assessed in each paper • list topics in rank order with the topic with the most marks listed first for each paper. <p>Topics where the assessment of practical work is included will also be identified in the advance information.</p> |
| Sociology | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 (both sections), Unit 2 (Section B) and Unit 3 • provide a list of topics (i.e. content and amplification) from the specification that will be assessed in the exam papers, in specification order not in question order. <p>Topics not included in the list may still be assessed in low tariff questions.</p> |

WJEC Summary Guidance

| Subject | Level | Advance Information Summary |
|------------------|--------------|--|
| Spanish | AS & A level | <p>There is a consistent approach across WJEC GCE MFL qualifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to sections B and C in Unit 2 and sections B and C in Unit 4 • identify the areas of interest, themes and sub-themes from the specification which will be the focus of the assessment, in specification order, not in question order. |
| Spanish | GCSE | <p>There is a consistent approach across WJEC GCSE MFL qualifications.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 2, Unit 3 and Unit 4 • identify the themes, sub-themes and sub sub-themes from the specification which will be the focus of the assessment, in specification order, not in question order • be provided for both Foundation tier and Higher tier papers. |
| Welsh Language | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 3, Unit 5 and Unit 6 • identify a reduced range of set poems from which candidates will be assessed in Unit 3 • identify the focus of the assessment in the analysing question in Section A of the Unit 5 examination • provide a list of writing forms which will be the focus of the assessment in Unit 6. <p>Topics not included in the list may still be assessed in low tariff, multiple choice or synoptic questions.</p> |
| Welsh Language | GCSE | <p>The approach for summer 2023 is consistent with that used for the November 2022 exams.</p> <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 2 and Unit 3 • identify whether the comparison or synthesis reading question will appear in Section A of the Unit 2 examination • identify what writing formats will appear in Section B of the Unit 3 examination. |
| Welsh Literature | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none"> • apply to Unit 1 and Unit 2 • identify a reduced range of set poems from which candidates will be assessed in Unit 1 • identify the characters from the set novels from which candidates will be assessed in Unit 2. |

WJEC Summary Guidance

| Subject | Level | Advance Information Summary |
|-----------------------|--------------|---|
| Welsh Second Language | AS & A level | <p>The advance information will:</p> <ul style="list-style-type: none">• apply to Unit 3 (section A), Unit 5 (section B) and Unit 6 (section B)• identify the type of linguistic exercise in Unit 3, section A• identify the writing form in Unit 5, section B. <p>In addition, on 15 May 2023, we will pre-release the title of the short story which will form the focus of the assessment in Unit 6, section B.</p> |
| Welsh Second Language | GCSE | <p>The advance information will:</p> <ul style="list-style-type: none">• apply to Unit 3 (section C) and Unit 4 (section C)• identify broad themes and written forms which will be the focus of the extended writing question in section C of both Unit 3 and Unit 4. |

GCSE English Language

Advance Information Overview

| | |
|----------------|-------------------------|
| Unit 2 Reading | Comparison question |
| Unit 2 Writing | |
| Unit 3 Reading | |
| Unit 3 Writing | An article and a speech |

Whilst pupils MUST revise all types of reading questions for both exams, the information above would suggest that for each exam, the top five revision focuses should be:

Unit 2 - Monday 5th June

1. Comparison
2. Descriptive and narrative writing
3. How does the writer..?
4. Explain and impressions questions
5. Summarise

Unit 3 - Monday 12th June

1. Article and speech writing (including techniques to persuade and argue)
2. Synthesise
3. How does the writer..?
4. Summarise
5. Explain and impressions

GCSE Maths Intermediate Summer 2023

Unit 2 Revision Topic

| | Topic | Mathswatch Revision Video |
|-----------------------|--|---------------------------|
| Number | Rounding Whole Numbers, decimals and significant figures | 22 , 39 , 126 |
| | Using and calculating with negative numbers | 19 , 58a , 58b |
| | Know how to find and use LCM and HCF | 125 , 124 |
| | Indices | 38 , 67 |
| | Find percentage of an amount with calculator | 70 |
| | Find fraction of an amount with a calculator | 60 |
| | Calculate fractional and percentage increase/ decrease using multipliers | 130 |
| | Compound interest and depreciation | 166 |
| | Recurring decimals | 129 |
| | Find original amounts given results of proportional change | 167 |
| | Using and interpreting calculator displays with rounding of answer | 64 |
| Venn diagrams | 120a | |
| Algebra | Number patterns, sequences - nth term | 87,88 |
| | Substitution - substitute number is to a formula/ expression | 84 |
| | Expand single brackets | 83, 138a |
| | Expand double brackets | 138b |
| | Collecting like terms | 45, 82 , 83 |
| | Solve linear equations - x one side, x both sides, include brackets | 139b |
| | Changing subject of formula | 141 |
| | Simultaneous equations | 171 |
| Trial and improvement | 174 | |

GCSE Maths Intermediate Summer 2023

| | | |
|-----------------------------|---|------------------------|
| Geometry and Measure | Accurate use of protractor | 49a, 49b, 50 |
| | Using angle facts to find missing angles - line/ around point/opposite | 90 |
| | Using angle facts to find missing angles - triangle/ quadrilateral/parallel lines | 91, 92 |
| | Regular/irregular polygons - internal and external angle rules | 94, |
| | Trigonometry | 180 |
| | Bearings | 114 |
| | Calculations involving time - days/hours/ minutes/seconds | 12a |
| | Calculations involving speed - $S=D/T$ | 106 |
| | Perimeter of shapes | 51 |
| | Surface area of 3D shapes | 107, 147a, 147b |
| | Area of cross section/shapes | 52, 102, 103, 104, 109 |
| | Volume of shapes | 108, 148 |
| Statistics | Pie Charts - drawing AND interpreting | 121 |
| | Bar charts | 10 |
| | Probability vocabulary - fair, evens, certain, likely, unlikely, impossible | |
| | The probability scale | 9 |
| | Calculating probabilities | 55 |
| | Probability - tree diagrams or venn | 158, 182 |
| | Probability - venn | 183 |
| | Total of all probabilities = 1 | 116 |
| | Probability - mutually exclusive/independent events | 116 |

GCSE DA Applied Science

Unit 3

Foundation Tier

Unit 3 - (Food, Materials and Processes) - Foundation Tier (3445U30-1)

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|--------------------------------|--------------------------|
| 1 | 3.1 | Materials for a purpose | |
| 2 | 3.4.1 | Controlling chemical reactions | ✓ |
| 3 | 3.4.2 | Controlling nuclear reactions | |
| 4 | 3.3 | Scientific detection | ✓ |
| =5 | 3.2.1 | Producing food | ✓ |
| | 3.2.2 | Food processing and spoilage | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is materials.

Materials and Controlling Reactions are the two most important topics to focus on- these are being studied at the moment.

Higher Tier

Unit 3 - (Food, Materials and Processes) - Foundation Tier (3445UC0-1)

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|--------------------------------|--------------------------|
| 1 | 3.1 | Materials for a purpose | |
| =2 | 3.3 | Scientific detection | ✓ |
| | 3.4.2 | Controlling nuclear reactions | |
| 4 | 3.2.2 | Food processing and spoilage | |
| 5 | 3.2.1 | Producing food | ✓ |
| 6 | 3.4.1 | Controlling chemical reactions | ✓ |

This means that Higher Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is materials.

Materials, Scientific Detection and Controlling Nuclear Reactions are the most important topics to focus on.

GCSE DA Science Biology

Foundation Tier

| Rank | Topic Area | | Including Practical Work |
|------|------------|---------------------------------|--------------------------|
| 1 | 4.5 | Response and regulation | ✓ |
| 2 | 4.1 | Classification and biodiversity | ✓ |
| 3 | 4.4 | Variation and evolution | ✓ |
| 4 | 4.3 | DNA and inheritance | |
| 5 | 4.6 | Disease, defence and treatment | |
| 6 | 4.2 | Cell division and cell stems | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Response to regulation, classification and biodiversity and variation and evolution are the most important topics to focus on.

Higher Tier

| Rank | Topic Area | | Including Practical Work |
|------|------------|---------------------------------|--------------------------|
| 1 | 4.5 | Response and regulation | ✓ |
| 2 | 4.3 | DNA and inheritance | |
| 3 | 4.1 | Classification and biodiversity | ✓ |
| 4 | 4.6 | Disease, defence and treatment | |
| 5 | 4.2 | Cell division and cell stems | |

This means that Higher Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Response and regulation, DNA and inheritance and classification and biodiversity are the most important topics to focus on. Note that variation and evolution is not being examined on this paper.

GCSE DA Science Chemistry

Foundation Tier

| Rank | Topic Area | | Including Practical Work |
|------|------------|--|--------------------------|
| =1 | 5.1 | Bonding, structure and properties | |
| | 5.2 | Acids, bases and salts | ✓ |
| =3 | 5.3 | Metals and their extraction | |
| | 5.5 | Crude oils, fuels and carbon compounds | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Bonding, structure and properties and acids and bases and salts are the most important topics to focus on.

Higher Tier

| Rank | Topic Area | | Including Practical Work |
|------|------------|--|--------------------------|
| 1 | 5.3 | Metals and their extraction | ✓ |
| 2 | 5.5 | Crude oils, fuels and carbon compounds | ✓ |
| 3 | 5.1 | Bonding, structure and properties | |
| 4 | 5.4 | Chemical reactions and energy | |
| 5 | 5.2 | Acids, bases and salts | ✓ |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Metals and their extraction, crude oil, fuels and carbon compounds and bonding, structure and properties are the most important topics to focus on.

GCSE DA Science Physics

Foundation Tier

| Rank | Topic Area | | Including Practical Work |
|------|------------|----------------------------------|--------------------------|
| 1 | 6.1 | Distance, speed and acceleration | |
| 2 | 6.6 | Half-life | ✓ |
| 3 | 6.2 | Newton's laws | ✓ |
| 4 | 6.3 | Work and energy | ✓ |
| 5 | 6.5 | Types of radiation | |
| 6 | 6.4 | Stars and planets | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Distance, speed and acceleration, half-life and Newton's laws are the most important topics to focus on.

Higher Tier

| Rank | Topic Area | | Including Practical Work |
|------|------------|----------------------------------|--------------------------|
| 1 | 6.3 | Work and energy | |
| 2 | 6.2 | Newton's laws | |
| =3 | 6.5 | Types of radiation | |
| | 6.6 | Half-life | ✓ |
| 5 | 6.1 | Distance, speed and acceleration | |
| 6 | 6.4 | Stars and planets | |

This means that Higher Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Work and energy, Newton's Laws and type of radiation and half life are the most important topics to focus on.

GCSE DA Applied Science

Year 10 RESITS

Unit 1

Foundation Tier

| Rank | | Topic Areas | Including Practical Work |
|------|-------|--|--------------------------|
| 1 | 1.2.2 | Generating Electricity | |
| 2 | 1.1.1 | The cell and respiration | ✓ |
| 3 | 1.3.3 | Producing useful compounds in the laboratory | ✓ |
| 4 | 1.2.4 | Building electrical circuits | ✓ |
| 5 | 1.3.1 | Obtaining clean water | |
| 6 | 1.2.1 | Underpinning energy concepts | |
| 7 | 1.3.2 | Our planet | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Generating electricity, the cell and respiration and producing useful compounds in the laboratory the most important topics to focus on.

Unit 2

Foundation Tier

| Rank | | Topic Areas | Including Practical Work |
|------|-------|-------------------------------------|--------------------------|
| 1 | 2.3.2 | Diagnosis and treatment | ✓ |
| 2 | 2.1.3 | Transfer and recycling of nutrients | |
| 3 | 2.3.4 | Exercise and fitness in humans | ✓ |
| 4 | 2.1.1 | Our place in the universe | |
| 5 | 2.1.2 | World of life | ✓ |
| 6 | 2.3.3 | Fighting diseases | |
| 7 | 2.3.1 | Factors affecting human health | |
| 8 | 2.2 | Protecting our environment | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Diagnosis and treatment, transfer and recycling of nutrients and exercise and fitness in humans the most important topics to focus on.

GCSE DA Science Biology

Year 10 RESITS

Foundation Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|---|--------------------------|
| 1 | 1.3 | Digestion and the digestive system in humans | ✓ |
| 2 | 1.2 | Respiration and the respiratory systems in humans | ✓ |
| 3 | 1.6 | Ecosystems and human impact on the environment | |
| 4 | 15. | Plants and photosynthesis | |
| 5 | 1.1 | Cells and movement across cell membranes | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Digestion and the digestive system in humans, respiration and the respiratory system in humans and ecosystem and human impact on the environment are the most important topics to focus on. Note that the circulatory system is not being examined in this paper.

Higher Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|---|--------------------------|
| 1 | 1.6 | Ecosystems and human impact on the environment | |
| 2 | 1.1 | Cells and movement across cell membranes | ✓ |
| 3 | 1.4 | Circulatory systems in humans | |
| 4 | 1.5 | Plants and photosynthesis | ✓ |
| 5 | 1.2 | Respiration and the respiratory systems in humans | |
| 6 | 1.3 | Digestion and the digestive system in humans | |

This means that Higher Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Ecosystems and human impact on the environment, cells and movement across cell membranes and circulatory system in humans are the most important topics to focus on.

GCSE DA Science Chemistry

Year 10 RESITS

Foundation Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|---|--------------------------|
| 1 | 2.1 | The nature of substances and chemical reactions | |
| 2 | 2.2 | Atomic structure and the periodic table | ✓ |
| 3 | 2.4 | The ever changing earth | |
| 4 | 2.3 | Water | ✓ |
| 5 | 2.5 | Rate of chemical change | ✓ |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

The nature of substance and chemical reactions, atomic structure and the periodic table and the ever-changing earth are the most important topics to focus on.

Higher Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|---|--------------------------|
| 1 | 2.1 | The nature of substances and chemical reactions | ✓ |
| 2 | 2.2 | Atomic structure and the periodic table | ✓ |
| =3 | 2.3 | Water | ✓ |
| | 2.4 | The ever changing earth | |
| 5 | 2.5 | Rate of chemical change | ✓ |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

The nature of substances and chemical reactions, atomic structure and the periodic table, water and the ever-changing earth are the most important topics to focus on.

GCSE DA Science Physics

Year 10 RESITS

Foundation Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|------------------------|--------------------------|
| 1 | 3.3 | Making use of energy | ✓ |
| 2 | 3.1 | Electric circuits | ✓ |
| 3 | 3.5 | Features of waves | ✓ |
| =4 | 3.2 | Generating electricity | |
| | 3.4 | Domestic electricity | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Making use of energy, electric circuits and features of waves are the most important topics to focus on.

Higher Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|------------------------|--------------------------|
| 1 | 3.3 | Making use of energy | ✓ |
| =2 | 3.1 | Electric circuits | ✓ |
| | 3.5 | Features of waves | ✓ |
| 4 | 3.2 | Generating electricity | |
| 5 | 3.4 | Domestic electricity | |

This means that Higher Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Making use of energy, electrical circuits and features of waves life are the most important topics to focus on.

GCSE Triple Biology

Year 10 RESITS

Foundation Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|---|--------------------------|
| 1 | 1.6 | Ecosystems, nutrient cycles and human impact on the environment | |
| 2 | 1.1 | Cells and movements across cell membranes | ✓ |
| =3 | 1.3 | Digestion and the digestive system in humans | ✓ |
| | 1.5 | Plants and photosynthesis | ✓ |
| 5 | 1.2 | Respiration and the respiratory system in humans | |
| 6 | 1.4 | Circulatory systems in humans | ✓ |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Ecosystem, nutrient cycles and human impact on the environment, cells and movement across cell membranes and Digestion and the digestive system and plans and photosynthesis are the most important topics to focus on.

Higher Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|---|--------------------------|
| 1 | 1.6 | Ecosystems, nutrient cycles and human impact on the environment | |
| 2 | 1.1 | Cells and movements across cell membranes | ✓ |
| 3 | 1.2 | Respiration and the respiratory system in humans | ✓ |
| 4 | 1.5 | Plants and photosynthesis | ✓ |
| 5 | 1.4 | Circulatory systems in humans | |
| 6 | 1.3 | Digestion and the digestive system in humans | ✓ |

This means that Higher Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Ecosystem, nutrient cycles and human impact on the environment, cells and movement across cell membranes and respiration and the respiratory system are the most important topics to focus on.

GCSE Triple Chemistry

Year 10 RESITS

Foundation Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|---|--------------------------|
| 1 | 1.2 | Atomic structure and the periodic table | |
| 2 | 1.1 | The nature of substances and chemical reactions | ✓ |
| =3 | 1.3 | Water | ✓ |
| | 1.6 | Limestone | ✓ |
| 5 | 1.5 | Rate of chemical change | ✓ |
| 6 | 1.4 | The ever changing earth | |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Atomic structure and the periodic table, The nature of substance and chemical reactions, water and limestone are the most important topics to focus on.

Higher Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|---|--------------------------|
| 1 | 1.2 | Atomic structure and the periodic table | ✓ |
| 2 | 1.1 | The nature of substances and chemical reactions | |
| 3 | 1.3 | Water | ✓ |
| 4 | 1.5 | Rate of chemical change | ✓ |
| 5 | 1.4 | The ever changing earth | |
| 6 | 1.6 | Limestone | ✓ |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Atomic structure and the periodic table, the nature of substances and chemical reactions and water are the most important topics to focus on.

GCSE Triple Physics

Year 10 RESITS

Foundation Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|--|--------------------------|
| 1 | 1.5 | Features of waves | ✓ |
| =2 | 1.1 | Electric circuits | ✓ |
| | 1.8 | Kinetic theory | ✓ |
| 4 | 1.4 | Domestic electricity | |
| 5 | 1.3 | Making use of energy | ✓ |
| 6 | 1.2 | Generating electricity | |
| 7 | 1.7 | Seismic waves | |
| =8 | 1.6 | The total internal reflection of waves | ✓ |
| | 1.9 | Electromagnetism | ✓ |

This means that Foundation Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Features of waves, electric circuits and kinetic theory are the most important topics to focus on.

Higher Tier

| Rank | Topic Areas | | Including Practical Work |
|------|-------------|--|--------------------------|
| 1 | 1.5 | Features of waves | ✓ |
| 2 | 1.1 | Electric circuits | ✓ |
| 3 | 1.3 | Making use of energy | |
| =4 | 1.2 | Generating electricity | |
| | 1.8 | Kinetic theory | ✓ |
| 6 | 1.9 | Electromagnetism | ✓ |
| =7 | 1.4 | Domestic electricity | |
| | 1.6 | The total internal reflection of waves | |
| 9 | 1.7 | Seismic waves | |

This means that Higher Tier pupils should focus their revision in this order, from rank 1 to rank 5. Most of the marks in the exam are given to the rank 1 topic- which is Materials.

Features of waves, electric circuits and making use of energy are the most important topics to focus on.

GCSE Drama

Unit 3 Interpreting Theatre - Monday, 15th May 2023

Written examination: 1 hour 30 minutes, 40% of qualification, 60 marks

This unit requires learners to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of a performance text and through responding to live theatre.

Section A 45 marks

- Learners will study one complete performance text. Our text is '100' by Imaginary Body. A clean copy of this text must be taken into the examination
- Learners will be asked a series of questions assessing knowledge and understanding of an extract from this text
- Learners will answer one question assessing knowledge and understanding of the wider text

Section B 15 marks

- Learners are required to analyse and evaluate a given aspect of one piece of live theatre viewed during the course. This will be the production of 'Newsies'

Advance Information applies to Unit 3 Section A only. It identifies the extended extract of '100' from which specific pages will be chosen in the examination and the topic area for the wider knowledge question:

- Extract Based Questions (Section A). '100' Imaginary Body. From page 32: (Alex and Nia's memory) to page 41: (Void)
- Wider Knowledge Question (Section A). The topic area is acting

Learners must consider how the text is constructed and how performances create meaning. This means that areas of revision will therefore include:

- The characteristics of the performance text, including genre, structure, character (including interpretation and function within an extract), form and style, language/dialogue, stage directions
- The social, historical and cultural context including the theatrical conventions of the period in which the performance text was created
- How meaning is interpreted and communicated through performance conventions, use of performance space and spatial relationships on stage, including the impact of different stages (proscenium arch, theatre in round, traverse and thrust) in at least one scene, relationships between performer and audience, the design of lighting, sound, set (including props) and costume, hair and make-up and the actor's vocal and physical interpretation of character

GCSE Food and Nutrition

Summer 2023 examinations

Unit 1- Principles of Food and Nutrition, Tuesday 20 June 2023 (3560QS)

General information for students and teachers

- This advance information provides the focus of the content of the Summer 2023 examination papers.
- It does not apply to any other examination series. It is intended to support revision.
- It may be used at any time from the date of release. It must not be taken into the examination.

Subject information for students and teachers

It is important that this advance information is read with reference to the detailed subject content in the specification, which is available at: WJEC GCSE Food and Nutrition.

This advance information covers Unit 1(3560P1/3560P2) only. There is no advance information for Unit 2 NEA.

The format and structure of the examination paper remains unchanged.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2023 examination. Please note, while advance information is intended to help guide and prioritise revision, to support exam performance and progression, revision plans should still take account of everything that has been taught.

The information is presented in the order it appears in the specification, not in question order in the examination.

The following topic areas will be largely, although not exclusively, tested through the Section B high tariff questions (4 marks and above).

Topics not included in this advance information may be assessed in low tariff questions. The aim should still be to cover all specification content in teaching and learning.

GCSE Food and Nutrition

Unit 1: Principles of food and nutrition

| 1. Food commodities | | 2. |
|--|---|---------|
| For: | | |
| • Bread | | 185-191 |
| • Cereals | | 176 |
| • Flour | | 180-183 |
| • Oats | | 202 |
| • Rice | | 196 |
| • Potatoes | | 227 |
| • Pasta | | 193 |
| • Fruit and vegetables (fresh, frozen, dried, canned and juiced) | | 221 |
| Learners need to know and understand: | | |
| • The value of the commodity within the diet | | |
| • Features and characteristics of each commodity with reference to their correct storage to avoid food contamination | | 108 |
| • The working characteristics of each commodity, with reference to the skill group and techniques table listed in Appendix A | | |
| • The origins of each commodity to include an awareness of Welsh produce | | |
| 2. Principles of nutrition | | Page |
| | • The definitions of macro-nutrients and micro-nutrients in relation to human nutrition | 8 |
| | • The role of macro-nutrients and micro-nutrients in human nutrition | 9-25 |
| | Micro-nutrients, to include: | |
| | (i) fat soluble vitamins: vitamin A, and vitamin D water soluble vitamins: vitamin B1 thiamine, vitamin B2 riboflavin, vitamin B3 niacin, vitamin B12 cobalamin and vitamin B9 folic acid (folate) and vitamin C | 27-28 |
| | (ii) minerals: calcium, iron, potassium and magnesium | 33 |
| | (iii) trace elements, to include: iodine, fluoride | 37 |
| | Plus: | |
| | The dietary value of: | |
| | (i) dietary fibre (NSP) | 16 |
| | (ii) water | 38 |
| 3. Diet and good health | | |
| Plan balanced diets | <ul style="list-style-type: none"> • Recommend guidelines for a healthy diet based on current/up-to-date strategies in Wales • Identify how nutritional needs change due to age, lifestyle choices and state of health • Plan a balanced diet for: <ul style="list-style-type: none"> (i) a range of life stages: babies, toddlers, teenagers, early, middle and late adulthood (to include pregnancy and lactation) | 53-57 |

GCSE Food and Nutrition

| | | |
|---|--|--|
| Calculate energy and nutritional values of recipes, meals and diets | <ul style="list-style-type: none"> Calculate the energy and main macro-nutrients and micro-nutrients in: <ul style="list-style-type: none"> (iii) an individual's existing diet over a period of time Use nutritional information/data to determine why, when and how to make changes to: <ul style="list-style-type: none"> (iii) a diet Show how an understanding of energy balance can be used to maintain a healthy body weight throughout life | 66 |
| 4. The science of food | | |
| The effect of cooking on food | <p>How preparation and cooking affect the sensory and nutritional properties of food:</p> <ul style="list-style-type: none"> Why food is cooked, to include: digestion, taste, texture, appearance and to avoid food contamination How selection of appropriate cooking methods can: <ul style="list-style-type: none"> (i) conserve or modify nutritive value, e.g., steaming of green vegetables (ii) improve palatability, e.g., physical desaturation of protein | 68 70-74 |
| Food spoilage | <p>Microbiological food safety principles when buying, storing, preparing and cooking food, how to store foods correctly: refrigeration/freezing, dry/cold storage, appropriate packaging/covering of foods</p> <ul style="list-style-type: none"> The importance of date-marks, labelling of food products to identify storage and preparation The growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production The signs of food spoilage, including enzymatic action, mould growth, yeast production and bacteria The role of temperature, pH, moisture and time in the control of bacteria The types of bacterial cross-contamination and their prevention Preservation/keeping foods for longer, e.g. jam making, pickling, freezing, bottling, vacuum packing <p>The signs, symptoms, risks and consequences of inadequate or unacceptable food hygiene practices:</p> <ul style="list-style-type: none"> Signs, symptoms of food poisoning to include poisoning caused by salmonella, campylobacter, e-coli, staphylococcus <p>The consequences of mishandling of food on:</p> <ul style="list-style-type: none"> Food wastage: including the effect on the environment and the financial implications of waste | 84 85, 92,94 85 87 86-89 91 87 90 |

GCSE Food and Nutrition

| | | |
|---------------------------------|--|---------|
| 5. Where food comes from | | |
| Food provenance | <ul style="list-style-type: none">The impact of packaging on the environment versus the value of packaging | 100 |
| 6. Cooking and food preparation | | |
| Factors affecting food choice | <ul style="list-style-type: none">The range of factors that influence food choices, including enjoyment, preferences, seasonality, costs, availability, time of day, activity, celebration or occasion and cultureThe most up-to-date Food and Nutrition strategy for Wales | 134-143 |

GCSE Geography

Please read the full WJEC Advanced information statement for geography.

The information contained below is the advanced information key Questions from the syllabus (in bold. e.g. 1.2.1)

A user-friendly version has been created for the purposes of revision to include examples used in Penyrheol. The full syllabus is available at wjec.co.uk

Pupils also need to be aware of the parts of the syllabus which are not included below to avoid spending time on these areas. Information to be provided in lessons and via google classroom.

Questions 3 and 4 in Unit 1 and 7 and 8 in Unit 2 have no advanced information.

Unit 1: Changing Physical and Human Landscapes

Exam Date: Monday 22nd May

| Question 1. Landscapes and Physical Processes | |
|---|--|
| 1.1.1 | <p>What makes landscapes distinctive in Wales?</p> <p>An overview of the distribution of major types of landscape in Wales (for example, upland and lowland regions) and the location of significant landscape features. Factors that make Welsh landscapes distinctive (for example, land use, culture, geology and vegetation). A study of one located, distinctive Welsh landscape (Brecon Beacons/ Snowdonia) and its smaller scale human and physical features.</p> <p>GCSE Pods – Distinctive Landscapes in Wales Workbook – pages 26-27</p> |
| 1.2.1 | <p>How do processes work together to create landform features at different scales in river and coastal landscapes in Wales?</p> <p>How/why river landforms change over time. Processes of erosion (abrasion, attrition, hydraulic action and solution), transportation and deposition- landforms v-shaped valleys, waterfalls, gorges, floodplains and meanders slip-off slopes in meanders and plunge pools in waterfalls.</p> <p>How/why coastal landforms change over time. Slope/coastal processes resulting in cliff retreat e.g. weathering, rock falls, slumping and landslides. Transportation of sediment (<i>longshore drift</i>) and deposition have created landforms in one location in Wales (<i>Gower</i>). Include headlands/ bays, cliffs, wave-cut platforms, arches, stacks, beaches, and spits wave-cut notches and bedding planes.</p> <p>Workbook – pages 29 and 30</p> |
| 1.2.2 | <p>What factors affect the rates of landform change in river and coastal landscapes in the UK?</p> <p>How factors affect rates of landform change in river and coastal landscapes.</p> <ul style="list-style-type: none">• Geology- nature of rocks- concordant and discordant coast diagrams.• Climate to include its effect on the seasonal variation in rivers and the impact of extreme weather events on rates of landform change (winter storm= more erosion).• Human activity intervention (for example, increased erosion resulting from changing patterns of longshore drift as a result of sea defences) <p>Workbook – pages 31,32 and 33</p> |

GCSE Geography

| | |
|--|--|
| 1.3.3 | <p>What are the current and future management approaches to the problem of flooding in the UK?</p> <p>Strategies for river + drainage basin management in the UK. Including 'hard' and 'soft' engineering and land use zoning. Conflicting views over river/floodplain management and floodplain development (for example, the building of new homes). Case study - Tewkesbury – River Severn</p> |
| Question 2. Rural and Urban Links | |
| 2.1.2 | <p>How are rural areas in Wales changing?</p> <p>Impacts of urban spheres of influence on services in rural areas e.g. closure of village post offices and banks). Causes /effects of rural poverty and deprivation and depopulation of remote rural areas (<i>Village of Howey/ Gower</i>) Strategies for creating sustainable rural communities (mobile banks, mobile post offices, dial-a-bus) Patterns of urbanisation and counter-urbanisation in the UK. Workbook – pages 36 and 37</p> |
| 2.2.1 | <p>What are the causes and consequences of population change in the UK?</p> <p>Economic, political and social factors (better healthcare, vaccinations) that affect population change in Wales/UK including changing BR/DR the ageing population, and migration. The economic, health and social challenges created by the ageing UK population. The need for new housing. Workbook – pages 38 -39</p> |
| 2.2.2 | <p>What are some of the contemporary challenges facing UK towns and cities?</p> <p>Challenges of creating urban sustainable communities in UK towns/cities. The concept of Egan's wheel. Case study – regeneration of Swansea Docklands (SA1 arena, LC2 etc) and one greenfield context (new housing in Mumbles).</p> |
| 2.3.2 | <p>What are the consequences of urbanisation in two global cities?</p> <p>Ways of life in two global cities. One city must be located in an MIC (Mumbai). The other city must be located in HIC (London) Workbook pages 43, 44 and 45</p> |
| 2.3.3 | <p>How are global cities connected?</p> <p>The concepts of global cities and globalisation. How global cities are connected through transport (for example, transport hubs, ports and airports) trade/tourism and media/communications. How each of the cities (London and Mumbai) are connected to the rest of the world.</p> |

GCSE Geography

Section B Environmental and Development issues

Exam Date: Friday June 9th

| | |
|------------|---|
| Question 5 | Climate Change Weather + Ecosystems |
| 5.1.1 | <p>What is the evidence for Climate Change?</p> <p>Overview of climate change to include the cyclical nature of glacial and inter-glacial periods. Validity of a range of evidence for climate change, tree rings, photographs, temperature records) which must include ice cores and CO2 levels. Keeling curve graph</p> |
| 5.2.2 | <p>What factors create variations in weather and climate at different scales within the UK</p> <p>Difference between weather and climate. Impact of <i>latitude, altitude and ocean currents</i> on temperatures and rainfall in the UK. Weather associated with patterns of <i>low and high</i> pressure. Concepts of maritime and continental climates and air masses as they affect the UK. Factors that influence <i>microclimates</i>.</p> |
| 5.4.3 | <p>How can Ecosystems be managed Sustainably</p> <p>Sustainable environmental strategies to manage habitat and biodiversity in tropical Rainforests and Savannah. Coverage to include zoning within National Parks and creation of wildlife corridors. Revision booklet Page 66.</p> |
| Question 6 | Development and Resources |
| 6.2.1 | <p>What are the causes and consequences of Uneven Development at the Global Scale</p> <p>Pupils should use information from LIC- <i>Malawi /Vietnam/ or MIC- India</i>. How global trade patterns have led to uneven patterns of development. Role of imports, exports/ trade blocs in international trade. Consequences of protectionist policies e.g. tariffs, subsidies/ quotas on development in one LIC <i>Malawi/India</i>. Changing nature of global industry. Reasons why multinational companies (MNCs) locate plants in LIC countries. e.g. <i>Nike</i> Consequences of globalisation on uneven development advantages/ disadvantages of MNCs and their impacts on patterns of work and development in Wales/ UK and in one <i>Malawi/Vietnam or India</i>. Detailed study of positive negative effects of tourism in the <i>Gambia</i>. <i>Enclave</i> tourism/ informal economy and their consequences for development. Work booklet page 70/71.</p> |
| 6.3.1 | <p>How and Why is the demand for water changing?</p> <p>Overview of global trends in water consumption. Water footprints/water security. Links between population growth, agricultural change, the growth of consumerism and increasing demands for water.</p> |
| 6.4.2 | <p>What are the causes and consequences of regional patterns of Economic development in the UK</p> <p>North-south divide in the UK. Causes of patterns of wealth/poverty/employment within the U.K. and Wales to include economic, political, social factors. Consequences of regional inequalities. Deprivation data in Swansea.gov.uk/census.</p> |
| 6.4.3 | <p>How can Regional inequalities in the UK be reduced?</p> <p>How investment creates growth in deprived regions. Positive and Negative multipliers. How national policies may be used to reduce regional inequality in the UK and Wales Enterprise Zones to include major infrastructure investment (for example, HS2). Northern Powerhouse Work booklet p75.</p> |

GCSE History

Unit 1 – The Elizabethan Age, 1558-1603

As you should be aware, there are seven topic areas in the specification, of which five will be examined on the paper.

This year, the topics will be:

- Lifestyles of the rich and poor
- Popular entertainment
- The problem of religion
- The Catholic threat
- The Puritan threat

The above list is not the order in which they will appear on the paper.

The topics not being examined are:

- Elizabethan government
- The Spanish Armada

Unit 3 – Changes in crime and punishment, c.1500 to the present day

There are seven topic areas in the specification of which six are examined. The topics to be examined this year are:

- Causes of crime
- Nature of crimes
- Methods of combating crime
- Attitudes to punishment
- Methods of punishment
- A study of an historic site connected with crime and punishment – ‘China’: the growth of crime in industrial Merthyr in the nineteenth century

Once again, the above list is not the order in which they will appear on the paper.

The topic not being examined is:

- Enforcing law and order

Candidates should therefore focus their revision on the chosen topics and refer to the specification they have been provided with for further guidance.

GCSE Physical Education

Unit 1: Written Exam (50%)

The format and structure of the examination paper remains unchanged.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2023 examinations.

Topics not included in this advance information may be assessed in the remaining low tariff, questions. The aim should still be to cover all specification content in your revision.

1. Health, training and exercise

- Diet and nutrition
- Measuring health and fitness
- Methods of training
- Warm up and cool down

2. Exercise physiology

- Muscular-skeletal system
- Short and long term effects of exercise

3. Movement analysis

- Muscle contractions
- Lever system
- Planes of and axes of movement
- Sports technology

4. Psychology of sport and physical activity

- Information processing
- Mental preparation
- Motivation
- Characteristics of a skilled performance

5. Socio-cultural issues in sport and physical activity

- Participation
- Performance

GCSE Design and Technology - Product Design

Unit 1

| Specification reference | Content | Where the information can be found |
|-------------------------|---|---|
| 2.1.1 (e) | The ecological and social footprint of materials and components. | Booklet A-B: Impact and critical evaluation of new and emerging technologies. |
| 2.1.2 (f) | Investigate and analyse the work of past and present professionals and companies in the area of design and technology in order to help inform their own ideas. | Experience within class. |
| 2.2.1 (f) | The sources, origins, physical and working properties of materials, components and systems. | Booklet D- Smart materials. |
| 2.1.1 (f) | Use different design strategies, such as collaboration, user-centered design and systems thinking, to generate initial ideas and avoid design fixation. | Experience within class and design process. |
| 2.2.1 (h) | Design and develop at least one prototype that responds to needs and/or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation. | Experience within class and design process. |
| (2.2.2 (c) | Use specialist techniques and processes to shape, fabricate construct and assemble a high-quality prototype, as appropriate to the materials and/or components being used. | Experience within class and design process. |

Product design pupils should focus their revision on the above points using the booklets from Year 10 which are labelled accordingly.

GCSE Religious Education

This advance information applies to the 15 mark essay questions. It provides the focus for your revision. You still need to revise all other areas for the 2 mark, 5 mark and 8 mark questions.

Unit 2

| Christianity and Judaism | |
|---|------------------------------|
| Religion and Ethical Themes | |
| Part A | Areas of study |
| Christianity - core beliefs, teachings and practices | Beliefs - the afterlife |
| Judaism - core beliefs, teachings and practices | Practices - Jewish identity |
| Part A | Areas of study |
| Religious responses to ethical themes - issues of relationships | Relationships |
| Religious responses to ethical themes - issues of human rights | Prejudice and discrimination |

For those resitting the Unit 1 (Year 10) exam:

| Christianity and Judaism | |
|--|---|
| Religion and Philosophical Themes | |
| Part A | Areas of study |
| Christianity - core beliefs, teachings and practices | Practices - morality |
| Judaism - core beliefs, teachings and practices | Practices - worship in the home and synagogue |
| Part A | Areas of study |
| Religious responses to philosophical themes - issues of life and death | The world |
| Religious responses to philosophical themes - issues of good and evil | Crime and punishment |

GCSE Welsh Second Language

This advance information covers Unit 3 Section C and Unit 4, Section C only.

The following areas of content are suggested as key areas of focus for revision and final preparation, in relation to the Summer 2023 examinations.

| Unit | Option (question) | Broad theme | Writing form |
|---------------|-----------------------|-------------|--------------|
| 3 (3020U30-1) | Section C Option A | Youth | Article |
| 3 (3020U30-1) | Section C Option B | Youth | Letter |

| Unit | Option (question) | Broad theme | Writing form |
|---------------|-----------------------|---------------------|--------------|
| 4 (3020U40-1) | Section C Option A | Wales and the world | Blog |
| 4 (3020U40-1) | Section C Option B | Youth | Story |

GCSE Art

Advance information will not be provided for WJEC GCSE Art and Design because assessment materials for the externally set assignment are to be released to learners from 02 January 2023.

GCSE Media Studies

Unit 1

Section A: Representations – advertising, video games and newspapers
This section will assess understanding of an unseen PRINT resource.

Section B: Music - There is no advance information for this section.

There seems to be a big emphasis this year on the TV industry. Visit the BBC license Fee page, look at funding models. How does TV advertise itself?

No change here- still could be any unseen text. So revise your examples

- This Girl Can, PEP Vitamins, Maxi Milk, Joop (new)
- GTA V and The Last of Us poster
- Covid House arrest (padlock) newspaper cover. Taught in start of year 11 Sept.

Unit 2

A. Wales on TV- Gavin and Stacey

- Representations of place and cultural identity. How is Wales represented to help the humour, narrative? Think of examples
- Camera work (distance, angle, movement)- do you know good examples of when the camera work helps create effect, relationship between the audience and text?
- Mise-en-scène (settings, locations, costume, props)
- Editing (continuity editing) and sound (diegetic, non-diegetic and post-production sound). Can you think of examples? (Paulo Nutini non-diegetic at the fair)
- How a Welsh producer may help convey Wales differently to a different producer
- Understanding of how stereotypes enable audiences to interpret media quickly
- How representations convey particular viewpoints, messages, values and beliefs
- How representations reflect the social, cultural and industry contexts in which they were produced
- Ownership – Who produced it? BBC License fee. Different models of funding. Subscription, public service broadcasting and who regulates TV

Learn about EON-how Hollywood films are produced and marketed?

Audience/narrative theory

B. Hollywood Film: No Time to Die

- Genre codes and conventions: How typical is Bond of an action film? What iconography? Generic conventions of the action genre
- Sound – power of a theme tune, examples of non-diegetic music for effect
- How Hollywood operates as a commercial industry on a global scale – How did this reach a huge audience? What did they do? How successful is Eon and the Bond franchise?
- How was the film marketed? Think all avenues- social media and online media used to promote the film?- trailers, Bond website – Visit all social media channels. Research!
- ‘No Time To Die’: \$150M Promo Campaign Includes Aston Martin, Jaguar Land Rover and more – deadline
- Conventional marketing- billboard, trailers, press interviews
- Below the line- synergy, hybrid car promotions, perfume collab etc
- How does it appeal to a mainstream audience? Hero/villain Propp- generic conventions, Spfx, narrative complications etc. Learn audience essay

GCSE Spanish

Unit 1: Speaking Exam

Exam window 17th April – 12th May

| Foundation and Higher Tiers | |
|-----------------------------|--|
| Photocard | No advance information for any of these components |
| Unseen Role Play | |
| Conversation and Discussion | |

Unit 2: Listening Exam

Wednesday 7th June

Foundation Tier

| Theme | Sub Theme | Sub sub-theme |
|---|--|-----------------------------|
| Identity and culture | Youth culture | Technology and social media |
| | Lifestyle | Health and fitness |
| | Customs and traditions | Festivals and celebrations |
| Wales and the world - areas of interest | Home and locality | Local areas of interest |
| | The wider world | Holidays and tourism |
| | Global sustainability | Environment |
| Current and future study and employment | Current study | School/college life |
| | | School/college studies |
| | Enterprise, employability and future plans | Employment |

Higher Tier: as for above, plus Skills and Personal Qualities, Post 16 Study.

Unit 3: Reading Exam

Wednesday 7th June

Foundation Tier

| Theme | Sub theme | Sub sub-theme |
|---|--|---|
| Identity and culture | Youth culture | Self and relationships |
| | Lifestyle | Health and fitness |
| | Customs and traditions | Festivals and celebrations |
| Wales and the world - areas of interest | Home and locality | Travel and transport |
| | The wider world | Local and regional features and characteristics of Spain and Spanish speaking countries |
| | | Holidays and tourism |
| | Global sustainability | Social issues |
| Current and future study and employment | Current study | School/college life |
| | Enterprise, employability and future plans | Skills and personal qualities |
| | | |

GCSE Spanish

Higher Tier: As above, plus Entertainment and Leisure, Local Areas of Interest.

Unit 4: Writing Exam

Tuesday 13th June

Foundation Tier

| Theme | Sub theme | Sub sub-theme |
|---|--|-----------------------------|
| Identity and culture | Youth culture | Technology and social media |
| Wales and the world - areas of interest | The wider world | Holidays and tourism |
| Current and future study and employment | Current study | School/college studies |
| | Enterprise, employability and future plans | Employment |

Higher Tier

| Theme | Sub theme | Sub sub-theme |
|---|--|-----------------------------|
| Identity and culture | Youth culture | Technology and social media |
| | Lifestyle | Entertainment and leisure |
| Wales and the world - areas of interest | The wider world | Holidays and tourism |
| Current and future study and employment | Enterprise, employability and future plans | Employment |

GCSE Music

The advance information will:

apply to **UNIT 3** only

- Identify the section of the prepared extracts which will be the focus of assessment
- Identify the genres of the unprepared extracts
- Identify the focus of the assessment in the extended response
- Identify the clef and the focus of assessment (i.e. pitch or rhythm) in the dictation question

The format and structure of the examination paper remains **unchanged**.

This means that there will still be 8 questions.

Question 1 will be on the Anitra's Dance, Question 8 will be on Everything Must Go.

The other 6 questions are on unprepared extracts. There will be a dictation question (where you write in the notes that you hear) and one that requires a longer answer.

The prepared extract questions will focus on:

- Section A1 of Anitra's Dance
- The final chorus and outro of Everything Must Go.

Centres are advised to focus revision of given sections within the context of the whole piece.

This means that you will still need to know the key information- dates it was written/ released etc. And what sections might come before/after the section that you hear.

Unprepared extracts will be in the following genres:

- Classical music
- Welsh folk songs/ melodies
- Jazz and Blues
- Film music
- Pop music

The extended responses will be area of study 3, Film Music.

The dictation question will require candidates to notate pitch only, in the treble clef.

This means that you will need to know your treble clef notes and working out your key signature using the treble clef.

GCSE Computer Science

The WJEC have released a list of topics that pupils should focus on for the Unit 1 exam for Computer Science. This exam is 50% of the GCSE Computer Science grade. There is no advanced information for Unit 2 (the online programming exam) or Unit 3 (the Python programming NEA).

Pupils have been given a WJEC theory booklet to assist them with their preparations for the Unit 1 exam. The table below outlines the topics given in the advanced information and the pages they can be found in the pupils' theory booklets.

| Specification area | Topic | Booklet pages |
|--|--|---|
| 1. Hardware | Architecture Input / output Primary storage Embedded systems | pages 3-7 page 8 pages 8 – 9 pages 13-15 |
| 2. Logical operations | Logical operators Boolean logic | pages 16-17 pages 17-19 |
| 3. Communication | Networks Internet | pages 20-24 pages 25-31 |
| 4. Organisation and structure of data | Representation of numbers File design Data validation and verification | pages 32-39 pages 44-48 pages 49-50 |
| 5. System software | Utility software | pages 55-56 page 69 |
| 6. Principles of programming | Levels of computer language | separate resource |
| 7. Software engineering | Software tools | pages 57-58 |
| 8. Program construction | Compilers, interpreters and assemblers | pages 59-60 |
| 9. Security and data management | Data security Data management Cybersecurity | pages 62-62 pages 64-68 pages 68-74 |
| 10. Ethical, legal and environmental impacts of digital technology on wider society. | Legislation | pages 80-81 |

GCSE Digital Technology

The WJEC have released a list of topics that pupils should focus on for the Unit 1 exam for Digital Technology. This exam is 60% of the GCSE Digital Technology grade. There is no advanced information for Unit 2 (NEA) or Unit 3 (NEA).

Pupils have been given a WJEC theory booklet to assist them with their preparations for the Unit 1 exam. The table below outlines the topics given in the advanced information and the pages they can be found in the pupils' theory booklets.

| Specification area | Topic | Booklet pages |
|--|--|--|
| 1.1.1 Data | 1.1.1.1 Analogue and digital data 1.1.1.2 Measuring and storing data | pages 6-11 pages 11-19 |
| 1.1.2 Digital technology systems | 1.1.2.3 Software types and functions 1.1.2.4 Data backup 1.1.2.6 The systems development lifecycle | pages 45-52 pages 52-58 pages 63-68 |
| 1.1.3 Digital communications | 1.1.3.2 Reliability of online sources | pages 77-78 |
| 1.1.4 Impact of digital systems on organisations and individuals | 1.1.4.2 Implementation of digital systems 1.1.4.5 Rise of services and monetising content | pages 85-86 pages 93-94 |
| 1.1.5 Securing data and systems | 1.1.5.1 The range of threats to data 1.1.5.3 Digital footprints | pages 96-101 page 105 |
| 1.1.6 Changing digital technologies | 1.1.6.1 Key milestones, including the contributions of individuals, in the development of communications, computing systems and digital devices 1.1.6.2 The evolution of (Development): <ul style="list-style-type: none">• industrial and autonomous robotics• autonomous vehicles• virtual and augmented reality• artificial intelligence and machine learning• internet-enabled hardware 1.1.6.3 Noteworthy research on new and emerging trends, future developments and drivers | pages 112-119 pages 120-133 page 133 |