

# Appendix A – Subject Decisions Tables

## Summary of decisions for each GCSE subject

GCSE subject	Decision
<b>Ancient history</b>	Choice of topics on which students have to answer questions, giving centres choice over the content that must be taught.
<b>Art and design</b>	Assessment to be portfolio only. Permit <sup>3</sup> exam boards to carry out moderation by photographic and/or digital portfolio.
<b>Astronomy</b>	Allow the exam board to modify the requirements for the observational activities to allow students to observe rather than carry out the activities themselves.
<b>Biblical Hebrew</b>	No change to assessment arrangements.
<b>Biology</b>	Permit observation of demonstrations and/or simulations to cover required apparatus and techniques.
<b>Business</b>	No change to assessment arrangements.
<b>Chemistry</b>	Permit observation of demonstrations and/or simulations to cover required apparatus and techniques.
<b>Citizenship studies</b>	Require exam boards to provide guidance on citizenship action in context of public health restrictions.
<b>Classical civilisation</b>	No change to assessment arrangements.
<b>Classical Greek</b>	No change to assessment arrangements.
<b>Combined science</b>	Permit observation of demonstrations and/or simulations to cover required apparatus and techniques.
<b>Computer science</b>	Permit programming project to be undertaken in unsupervised time.
<b>Dance</b>	<b>Performance Assessment:</b> Require each student to perform 1 or more dances with a combined duration of at least 1.5 minutes (if all solo performance) or 2 minutes (if including performance as part of a group). No requirement for students to perform as part of a group. Solo only performances should be designed to assess the full range of content expectations, with the exception of 'sensitivity/physical relationship to other dancers'. Exam board to provide clarification about their requirements. Requirement to submit complete an unedited audio-visual recording of the performed dances from the perspective of the audience. <b>Choreography Assessment:</b> Require each student to choreograph either a complete solo dance of at least 1.5 minutes in duration or a complete group dance of at least 2 minutes in duration, in response to an exam board set brief. Permit exam board to accept alternative evidence <sup>4</sup> to illustrate the intended final piece, the choreographic intent and how that was developed. Alternative evidence may include audio-visual

<sup>3</sup> Wherever there is reference to 'permit', it does not mean that there is a requirement.

<sup>4</sup> This replaces 'portfolio of evidence' to provide additional clarity about permitting exam boards to accept other evidence if students are unable to produce and submit a complete and unedited recording of their final performance.

GCSE subject	Decision
	<p>recordings of complete performance/physical demonstration of key motifs with explanation of how they inform final piece/original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/written accounts/video diary. There is no requirement for the student to perform the choreographed dance or any physical demonstration of key motifs. Exam board to provide clarification about their requirements.</p> <p><b>Both NEA components:</b> Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam board to provide clarification about their requirements.</p>
<b>Design and technology</b>	<p>Permit exam boards to accept mock-ups and/or clear and detailed intentions of prototypes. Exam boards to provide clarification about their requirements.</p> <p>Permit demonstration of using machinery/tools/processes.</p>
<b>Drama</b>	<p>Permit live performance statement to be satisfied through streamed or recorded performances. Require exam boards to permit students to analyse and evaluate the work of others based on live theatre and/or streamed or recorded performances.</p> <p><b>Devised Performance:</b> Require each student to participate as either a performer or designer in a devised performance of at least 1.5 minutes (for monologue), and/or 2 minutes (for duologue or group). Permit exam boards to accept alternative evidence<sup>4</sup> to illustrate the intended final piece, the student's contribution to the creation and development of ideas, and their analysis and evaluation of their own work, as appropriate to the task. Alternative evidence may include audio-visual recordings of complete performance/physical demonstrations of key aspects with explanation of how they inform final piece/original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions for performance or design/scripts/written accounts/video diary. Exam boards to provide clarification about their requirements.</p> <p><b>Text Based Performance:</b> Require each student to participate as either a performer or designer in a text based performance of at least 1.5 minutes (for monologue), and/or 2 minutes (for duologue or group). Require students to evidence their application of theatrical skills to realise artistic intentions, contribution to the creation and development of ideas, and analysis and evaluation of their own work, as appropriate to the task. Permit evidence to include either a complete and unedited audio-visual recording of the text based performance and/or presentation of each discrete aspect/each student's individual contribution. For performance, permit audio-visual recording of acting performance alone without need for fully designed set/lighting/costumes. For designers, permit alternative</p>

GCSE subject	Decision
	evidence <sup>4</sup> that may include prototype of product/original photographs, drawings or annotated sketches of designs /annotated scripts/video or written account/physical demonstrations. Exam boards to provide clarification about their requirements. <b>Both NEA components:</b> Permit participation in a monologue for both the Devised Performance and Text Based Performance. Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam boards to provide clarification about their requirements. Where permitted changes to non-exam assessments affect usual coverage, permit exam boards to assess 1 complete and substantial performance text and 1 key extract from a second contrasting performance text - no change to coverage in written exams.
<b>Economics</b>	No change to assessment arrangements.
<b>Electronics</b>	No change to assessment arrangements.
<b>Engineering</b>	Permit exam board to accept clear and detailed intentions of prototypes. Exam board to provide clarification about their requirements. Permit students to watch a demonstration of using machinery/tools/processes.
<b>English language</b>	No requirement for teachers to submit sample of audio-visual recordings of spoken language assessment for exam board monitoring. Spoken language assessment permitted to take place before a single teacher who can represent an 'audience'. Spoken language assessment may be conducted by the teacher at any time during the course and by virtual means.
<b>English literature</b>	Choice of topics on which students have to answer questions, giving centres choice over the content that must be taught. A minimum common core <sup>5</sup> (play by Shakespeare) that all students will be assessed on. Centre level content choices for students to answer questions on 2 of the 3 remaining content areas: poetry; 19th century novel; fiction/drama from British Isles from 1914.
<b>Film studies</b>	Permit exam boards to accept a prototype/mock-up, with supporting evidence as necessary, of an extract from a genre-based film or to produce an extract from a genre-based screenplay with shooting script, both in response to an exam board set brief, with evaluative analysis of own work. Supporting evidence may include original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/storyboards/screenplay/shooting script. Exam board to provide clarification about their requirements.

<sup>5</sup> Exam boards may add to this core if they wish.

GCSE subject	Decision
<b>Food preparation and nutrition</b>	Remove NEA1 and permit an earlier release of NEA2. To reduce the requirements for NEA2 to 2 dishes to be completed within 3 hours <sup>6</sup> to allow for students to use complex processes such as baking, lamination, making ice-cream and to accommodate public health restrictions.
<b>Geography</b>	Remove requirements for (i) written statement that centres have given students the opportunity to undertake 2 days of fieldwork and (ii) students to answer questions in the exam relating to their own fieldwork experience.
<b>Geology</b>	Remove requirement for written statement that centres have given students the opportunity to undertake 2 days of geological fieldwork.
<b>History</b>	Permit choice of content topics beyond a core identified for each specification that all students will be assessed on, giving centres a choice over the content that must be taught.
<b>Latin</b>	No change to assessment arrangements.
<b>Maths</b>	No change to assessment arrangements.
<b>Media studies</b>	Permit exam boards to accept a prototype or mock-up, with supporting evidence as necessary, of an individual media production (single product) in response to an exam board set brief. Supporting evidence may include original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/storyboards/television screenplay/shooting script/radio script and directions. Exam boards to provide clarification about their requirements.
<b>Modern foreign languages</b>	Remove requirement for assessments to use words outside of vocabulary lists and permit glossing where necessary whilst maintaining level of knowledge and accuracy needed for the highest grades. Make the spoken language assessment an endorsement <sup>7</sup> reported on a 3-point scale (pass, merit and distinction) against common assessment criteria. To be assessed by teachers during the course of study. Permit exam boards to include an additional optional question in the writing assessment which would enable students to focus on fewer themes in their writing.
<b>Music</b>	<b>Performance Assessment:</b> Require students to perform 1 or more pieces of music with a combined duration of at least 1.5 minutes (if all solo performance) or 2 minutes (if including

<sup>6</sup> This is different to the 2 hour proposal on which we consulted.

<sup>7</sup> Details of the arrangements for the endorsement are being worked on and will be published in due course but in time for teaching from September 2020. To be clear, the expectations are that the speaking skills should be assessed but in an integrated way that supports classroom practice, that is no formal assessment settings and arrangements other than where that is preferred and organised by the centre. The focus is on reducing the disruption within a centre and to the teaching time for MFL and other subjects that is caused by the formal speaking exam. There is no intention to replace one formal assessment with another that places burden on teachers and centres and takes students away from the classroom.

GCSE subject	Decision
	<p>performance as part of an ensemble). No requirement to perform as part of an ensemble. Requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance.</p> <p><b>Composition Assessment:</b> Require students to compose 1 or more pieces of music with a combined duration of at least 2 minutes. Compositions may be in response to an exam board set brief and/or be freely composed, with no requirement to do both. Exam boards to provide clarification about their requirements for students who compose more than 1 piece. Requirement to submit complete recording of each composition with a score, lead sheet or written account of the composition, produced by the student. NB: The student does not have to perform their own composition(s). The recording(s) may be computer generated.</p> <p><b>Both NEA components:</b> Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam boards to provide clarification about their requirements.</p>
<b>Physical education</b>	<p>Permit exam boards to reduce requirement to 2 activities and allow both to be individual.</p> <p>Permit remote moderation using videoed evidence for all activities.</p> <p>Permit exam boards to explore relaxation of the requirements for provision of evidence for example, type and quality of videoed evidence and the evidence of participation in competitive sport.</p>
<b>Physical education (short course)</b>	<p>Permit exam boards to reduce requirement to 1 individual activity.</p> <p>Permit remote moderation using videoed evidence for all activities.</p> <p>Permit exam boards to explore relaxation of the requirements for provision of evidence for example, type and quality of videoed evidence and the evidence of participation in competitive sport.</p>
<b>Physics</b>	Permit observation of demonstrations and/or simulations to cover required apparatus and techniques.
<b>Psychology</b>	No change to assessment arrangements.
<b>Religious studies</b>	No change to assessment arrangements.
<b>Religious studies (short course)</b>	No change to assessment arrangements.
<b>Sociology</b>	No change to assessment arrangements.
<b>Statistics</b>	No change to assessment arrangements.

## Summary of decisions for each GCE AS and A level subject

<b>GCE AS and A level subject</b>	<b>Decision</b>
<b>Accounting AS and A level</b>	No change to assessment arrangements.
<b>Ancient history AS and A level</b>	No change to assessment arrangements.
<b>Art and design AS and A level</b>	Assessment to be portfolio only. Permit exam boards to carry out moderation by photographic and/or digital portfolio.
<b>Biblical Hebrew A level</b>	No change to assessment arrangements.
<b>Biology AS</b>	Permit observation of demonstrations and/or simulations of practical activities to cover required apparatus and techniques.
<b>Biology A level</b>	Change the requirements for the Practical Endorsement to allow assessment of the Common Practical Assessment Criteria (CPAC) across the minimum number of practical activities required to demonstrate competence. Permit exam boards to monitor centres' application of CPAC by remote means.
<b>Business AS and A level</b>	No change to assessment arrangements.
<b>Chemistry AS</b>	Permit observation of demonstrations and/or simulations of practical activities to cover required apparatus and techniques.
<b>Chemistry A level</b>	Change the requirements for the Practical Endorsement to allow assessment of the Common Practical Assessment Criteria (CPAC) across the minimum number of practical activities required to demonstrate competence. Permit exam boards to monitor centres' application of CPAC by remote means.
<b>Classical civilisation AS and A level</b>	No change to assessment arrangements.
<b>Classical Greek AS and A level</b>	No change to assessment arrangements.
<b>Computer science AS</b>	No change to assessment arrangements.
<b>Computer science A level</b>	No change to assessment arrangements.
<b>Dance AS</b>	<b>Performance Assessment:</b> Require students to perform a solo dance that they have choreographed of between 1.5 to 3 minutes in duration, and a second dance either as a solo of between 1.5 to 3 minutes or as a group (up to 3 dancers) of between 2 to 3 minutes, in response to an exam board set task. Requirement to submit complete and unedited audio-visual recording of the performed dances from the perspective of the audience.

GCE AS and A level subject	Decision
	<p><b>Choreography Assessment:</b> Require students to choreograph a solo dance of between 1.5 to 3 minutes in duration, in response to an exam board set task. Permit exam boards to accept a programme note or alternative evidence<sup>4</sup> for the choreographed dance to illustrate the choreographic intent and how that was developed. Alternative evidence may include audio-visual recordings of physical demonstration of key motifs with explanation of how they inform final piece/original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/written accounts/video diary. Exam board to provide clarification on their requirements.</p> <p><b>Both NEA components:</b> Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam board to provide clarification about their requirements.</p>
<p><b>Dance A level</b></p>	<p><b>Performance Assessment:</b> Require students to perform a solo dance of between 1.5 to 3 minutes in duration, and a second dance either as a solo of between 1.5 to 4 minutes or as a group (up to 4 dancers) of between 2 to 4 minutes, in response to an exam board set task. Requirement to submit complete and unedited audio-visual recording of the performed dances from the perspective of the audience.</p> <p><b>Choreography Assessment:</b> Require students to choreograph a dance for 1 to 5 dancers of between 2 to 4 minutes in duration, in response to an exam board set task<sup>8</sup>. Permit exam boards to accept alternative evidence<sup>4</sup> to illustrate the intended final piece, the choreographic intent and how that was developed. Alternative evidence may include audio-visual recordings of complete performance/physical demonstration of key motifs with explanation of how they inform final piece/original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/written accounts/video diary. No requirement for the student to perform the choreographed dance or physical demonstration of key motifs. Exam board to provide clarification about their requirements.</p> <p><b>Both NEA components:</b> Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam board to provide clarification about their requirements.</p>
<p><b>Design and technology AS</b></p>	<p>Permit mock-ups and/or clear and detailed intentions of prototypes. Exam boards to provide clarification about their requirements. Permit demonstration of using machinery/tools/processes.</p>
<p><b>Design and technology A level</b></p>	<p>Permit mock-ups and/or clear and detailed intentions of prototypes. Exam boards to provide clarification about their requirements. Permit demonstration of using machinery/tools/processes.</p>

<sup>8</sup>This is different to the proposal to reduce the number of dancers required to 2 to 5 on which we consulted.

GCE AS and A level subject	Decision
<b>Drama and theatre AS</b>	<p>Permit live performance statement to be satisfied through streamed or recorded performances. Require exam boards to permit students to analyse and evaluate the work of others based on live theatre and/or streamed or recorded performances.</p> <p><b>Text Based Performance:</b> Require students to participate as either a performer, director or designer in a text based performance of at least 1.5 minutes (for monologue), and/or 3 minutes (for duologue or group). Requirement for student to evidence their application of theatrical skills to realise artistic intentions, contribution to the creation and development of ideas, and analysis and evaluation of their own work, as appropriate to the task. Permit evidence to include a complete and unedited audio-visual recording of the text based performance and/or presentation of each discrete aspect/each student's individual contribution. For performance, permit audio-visual recording of acting performance alone without need for fully designed set/lighting/costumes. For directors and designers, permit alternative evidence<sup>42</sup> that may include prototype of product(s)/original photographs, drawings or annotated sketches of designs /annotated scripts/video or written account/physical demonstrations. Exam boards to provide clarification on their requirements.</p> <p><b>Both NEA components:</b> Permit the NEA component to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam boards to provide clarification about their requirements. Where permitted changes to non-exam assessments affect usual coverage, permit exam boards to assess 1 complete and substantial performance text and 1 or more key extracts from (a) different text(s) – no change to written exams.</p>
<b>Drama and theatre A level</b>	<p>Permit live performance statement to be satisfied through streamed or recorded performances. Require exam boards to permit students to analyse and evaluate the work of others based on live theatre and/or streamed or recorded performances.</p> <p><b>Devised Performance:</b> Require each student to participate as either a performer, director or designer in a devised performance of at least 1.5 minutes (for monologue), and/or 3 minutes (for duologue or group). Permit exam boards to accept alternative evidence<sup>4</sup> to illustrate the intended final piece, the student's contribution to the creation and development of ideas, and their analysis and evaluation of their own work, as appropriate to the task. Alternative evidence may include audio-visual recordings of complete performance/physical demonstrations of key aspects with explanation of how they inform final piece/original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions for performance or design/scripts/written accounts/video diary. Exam boards to provide clarification about their requirements.</p> <p><b>Text Based Performance:</b> Require each student to participate as either a performer, director or designer in a text based performance</p>



GCE AS and A level subject	Decision
	<p>of at least 1.5 minutes (for monologue), and/or 3 minutes (for duologue or group). Requirement for student to evidence their application of theatrical skills to realise artistic intentions, contribution to the creation and development of ideas, and analysis and evaluation of their own work, as appropriate to the task. Permit evidence to include a complete and unedited audio-visual recording of the text based performance and/or presentation of each discrete aspect/each student's individual contribution. For performance, permit audio-visual recording of acting performance alone without need for fully designed set/lighting/costumes. For directors and designers, permit alternative evidence<sup>4</sup> that may include prototype of product(s)/original photographs, drawings or annotated sketches of designs /annotated scripts/video or written account/physical demonstrations. Exam boards to provide clarification about their requirements.</p> <p><b>Both NEA components:</b> Permit participation in a monologue for both the Devised Performance and Text Based Performance. Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam boards to provide clarification about their requirements. Where permitted changes to the non-exam assessments affect usual coverage, permit exam boards to assess 2 complete and substantial performance texts and 1 or more key extracts from (a) different text(s) – no changes to coverage in written exams.</p>
<b>Economics AS and A level</b>	No change to assessment arrangements.
<b>Electronics AS and A level</b>	No change to assessment arrangements.
<b>English language AS</b>	No change to assessment arrangements.
<b>English language A level</b>	No change to assessment arrangements.
<b>English language and literature AS</b>	No change to assessment arrangements.
<b>English language and literature A level</b>	No change to assessment arrangements.
<b>English literature AS</b>	No change to assessment arrangements.
<b>English literature A level</b>	No change to assessment arrangements.
<b>Environmental science AS and A level</b>	<p>Permit observation of demonstrations and simulations of practical activities to cover required skills and techniques.</p> <p>Remove requirement for written statement that centres have given students the opportunity to undertake 2 days of fieldwork (AS) or 4 days (A level).</p>

<b>GCE AS and A level subject</b>	<b>Decision</b>
<b>Film studies AS</b>	Permit exam boards to accept a prototype/mock-up, with supporting evidence as necessary, of an extract from a film or to produce an extract from a screenplay accompanied by a prototype/mock-up, with supporting evidence as necessary, of a digitally photographed storyboard, both in response to an exam board set brief, with evaluative analysis of own work. Supporting evidence may include original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/storyboards/screenplay/shooting script. Exam boards to provide clarification about their requirements.
<b>Film studies A level</b>	Permit exam boards to accept a prototype/mock-up, with supporting evidence as necessary, of a short film or to produce a screenplay for a short film accompanied by a prototype/mock-up, with supporting evidence as necessary, of a digitally photographed storyboard, both in response to an exam board set brief, with evaluative analysis of own work. Supporting evidence may include original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/storyboards/screenplay/shooting script. Exam boards to provide clarification about their requirements.
<b>Further maths AS and A level</b>	No change to assessment arrangements.
<b>Geography AS</b>	Remove requirements for (i) written statement that centres have given students the opportunity to undertake 2 days of fieldwork and (ii) to answer questions in the exam relating to their own fieldwork experience. Retain unfamiliar fieldwork questions in the exams but not require them to cover both human and physical geography.
<b>Geography A level</b>	Remove requirement for written statement that centres have given students the opportunity to undertake 4 days of fieldwork. Exam boards to review their guidance about their expectations relating to primary data for the non-exam assessment.
<b>Geology AS</b>	Permit observation of demonstrations and/or simulations of fieldwork and practical activities to cover required apparatus and techniques. Remove the requirement for written statement that centres have given students the opportunity to undertake 2 mandatory days of fieldwork.
<b>Geology A level</b>	Change the requirements for the Practical Endorsement to allow assessment of the Common Practical Assessment Criteria (CPAC) across the minimum number of practical activities required to demonstrate competence. Permit exam boards to monitor centres' application of CPAC by remote means. Remove the requirement for written statement that centres have given students the opportunity to undertake 4 mandatory days of fieldwork.
<b>History AS</b>	No change to assessment arrangements.
<b>History</b>	No change to assessment arrangements.

GCE AS and A level subject	Decision
<b>A level</b>	
<b>History of art AS and A level</b>	No change to assessment arrangements.
<b>Latin AS and A level</b>	No change to assessment arrangements.
<b>Law AS and A level</b>	No change to assessment arrangements.
<b>Maths AS and A level</b>	No change to assessment arrangements.
<b>Media studies AS</b>	Permit exam boards to accept a prototype/mock-up, with supporting evidence as necessary, of an individual media production (single product) in response to an exam board set brief. Supporting evidence may include original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/storyboards/television screenplay/shooting script/radio script and directions. Exam boards to provide clarification about their requirements.
<b>Media studies A level</b>	Permit exam boards to accept prototypes/mock-ups, with supporting evidence as necessary, of an individual cross-media production in response to an exam board set brief. Supporting evidence may include original and non-original photographs, images, drawings or sketches with annotations to illustrate intentions/storyboards/television screenplay/shooting script/radio script and directions. Exam boards to provide clarification about their requirements.
<b>Modern foreign languages AS and A level</b>	No change to assessment arrangements.
<b>Modern foreign languages (listening, reading, writing) A level</b>	No change to assessment arrangements.
<b>Music AS</b>	<p><b>Performance Assessment:</b> Require students to perform 1 or more pieces of music with a combined minimum duration of at least 2.5 minutes. Requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance.</p> <p><b>Composition Assessment:</b> Require students to compose 1 or more pieces of music with a combined duration of at least 2.5 minutes. Compositions may be in response to an exam board set brief and/or freely composed. Requirement to submit complete recording of each composition with a score, lead sheet or written account of the composition, produced by the student. NB: The student does not have to perform their own composition(s). The recording(s) may be computer generated.</p> <p><b>Both NEA components:</b> Permit both NEA components to be marked by the teacher and moderated by the exam board or to be</p>

GCE AS and A level subject	Decision
	marked directly by the exam board. Permit the exam board to review the period in which the Performance Assessment can be undertaken, within the year of certification. Exam boards to provide clarification about their requirements.
<b>Music A level</b>	<p><b>Performance Assessment:</b> Require students to perform 1 or more pieces of music with a combined minimum duration of at least 2.5 minutes (25% weighting), at least 3 minutes (30% weighting), or at least 3.5 minutes (35% weighting). Requirement to submit complete and unedited recording of the live performance and, where available, the score or lead sheet for that performance.</p> <p><b>Composition Assessment:</b> Require students to compose 1 or more pieces of music with a combined duration of at least 2 minutes (25% weighing), 1 or more pieces of music with a combined duration of at least 3 minutes (30% weighting), or 2 or more pieces with a combined duration of at least 4 minutes (35% weighting). Compositions may be in response to an exam board set brief and/or freely composed. Requirement to submit complete recording of each composition with a score, lead sheet or written account of the composition, produced by the student. NB: The student does not have to perform their own composition(s). The recording(s) may be computer generated.</p> <p><b>Both NEA components:</b> Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Permit the exam board to review the period in which the Performance Assessment can be undertaken, within the year of certification. Exam boards to provide clarification about their requirements.</p>
<b>Music technology AS</b>	<p><b>Recording Assessment:</b> Require students to edit and produce an audio recording with a duration of at least 1.5 minutes, in response to an exam board set task. Require exam board to provide sample recordings or to approve centre-selected sample recordings that are suitable for students to demonstrate their ability to edit and produce audio recordings. Exam board to provide clarification about their requirements.</p> <p><b>Composition Assessment:</b> Require students to produce a technology-based composition with a duration of at least 1.5 minutes, in response to an exam board set task. Require exam board to ensure that where composition briefs have scope for live capture, students will not be disadvantaged if they complete the task using synthesised sounds only.</p> <p><b>Both NEA components:</b> Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam board to provide clarification about their requirements.</p>
<b>Music technology A level</b>	<b>Recording Assessment:</b> Require students to edit and produce an audio recording with a duration of at least 2 minutes, in response to an exam board set task. Require exam board to provide sample recordings or to approve centre-selected sample recordings that are

<b>GCE AS and A level subject</b>	<b>Decision</b>
	<p>suitable for students to demonstrate their ability to edit and produce audio recordings. Exam board to provide clarification about their requirements.</p> <p><b>Composition Assessment:</b> Require students to produce a technology-based composition with a duration of at least 2 minutes, in response to an exam board set task. Require exam board to ensure that where composition briefs have scope for live capture, students will not be disadvantaged if they complete the task using synthesised sounds only.</p> <p><b>Both NEA components:</b> Permit both NEA components to be marked by the teacher and moderated by the exam board or to be marked directly by the exam board. Exam board to provide clarification about their requirements.</p>
<b>Philosophy AS and A level</b>	No change to assessment arrangements.
<b>Physical education AS and A level</b>	Permit remote moderation using videoed evidence for all activities. Permit exam boards to explore relaxation of the requirements for provision of evidence e.g. type and quality of videoed evidence and the evidence of participation in competitive sport.
<b>Physics AS</b>	Permit observation of demonstrations and/or simulations of practical activities to cover required apparatus and techniques.
<b>Physics A level</b>	<p>Change the requirements for the Practical Endorsement to allow assessment of the Common Practical Assessment Criteria (CPAC) across the minimum number of practical activities required to demonstrate competence.</p> <p>Permit exam boards to monitor centres' application of CPAC by remote means.</p>
<b>Politics AS and A level</b>	No change to assessment arrangements.
<b>Psychology AS and A level</b>	No change to assessment arrangements.
<b>Religious studies AS and A level</b>	No change to assessment arrangements.
<b>Sociology AS and A level</b>	No change to assessment arrangements.
<b>Statistics AS and A level</b>	No change to assessment arrangements.