



Joint Council for
Qualifications^{CIC}

Advance Information for Ofqual Regulated General Qualifications

Summer 2022

Produced on behalf of:



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Guidance for teachers on the use of advance information for 2022

Each awarding organisation will provide advance information on the focus of the content of summer 2022 exams in the majority of subjects at GCSE, AS and A level¹. The policy intention of providing advance information is that it will support students' revision. It will enable teachers to plan to adapt their teaching in the second half of the spring term if necessary, in the time before the examination, in the context of the coronavirus (Covid-19) pandemic which has disrupted the education of students sitting exams in summer 2022.

The advance information approach, and therefore precisely how it will be used by centres, will vary across subjects to best reflect the qualification structure.

The materials are intended to communicate, in advance, the focus of the content of the 2022 examination papers.

In line with the Department for Education's policy decision in England, awarding organisations will make advance information available on their public websites at the same time by 7 February 2022 at the latest. The Department for Education has also decided to retain the flexibility for advance information to be deployed at other points ahead of 7 February 2022 if circumstances require. At least a week's notice will be given if it is decided that advance information will be released earlier than 7 February 2022.

The materials may be used at any point from the date of release. The advance information cannot however be brought into the actual examinations.

¹ Advance information will also be provided for GCSE English Language and GCSE Mathematics exams scheduled for the Autumn term 2022.

1. What is advance information and what does it allow?

- Advance information is intended to communicate in advance some of the aspects of the specification that will be assessed in the examination papers.
- The breadth, depth and presentation of the advance information will vary between subjects to reflect their different characteristics.
- The information will detail the focus of particular aspects of the examination; for example, the content, contexts, texts, topics, sub-topics, themes and skills that will be assessed in the 2022 exams.
- This may be different, depending on the nature and design of the subject and each specification's assessment arrangements.
- It will support revision in the time before the examination.
- It will be available for the majority of GCSE, AS and A level subjects. There will be advance information for all subjects except GCSE English Literature, History, Ancient History, Geography and Art and Design, and A and AS level Art and Design. The exceptions are either because of the nature of assessments in those subjects (assessment is by NEA in art and design qualifications) or because, following consultation by DfE and Ofqual, it has been decided that advance information will not be provided in subjects where optionality is being introduced for 2022.
- Advance information does not require any changes to a question paper's usual structure², which means that the examination assessments will:
 - be familiar to teachers and students.
 - allow continued relevance of associated assessment and teaching resources, including past papers.
 - support student confidence in minimising the unexpected in the layout or structure of question papers.
- Different qualifications require different advance information solutions to maximise the value of the approach. This means that while there will be a common approach across specifications within each subject at a particular level, what that approach looks like for individual specifications might be different as the advance information is tailored to suit those individual assessment approaches. There will also be a variety of approaches across subjects. All awarding organisations are working to the same principles and following the same Ofqual process in creating advance information.
- The advance information will not always detail everything that is in the examination. In some cases this would risk good education, progression, or fair results; in others it would be unhelpful to teachers and students, for example by listing topics that could lead to excessive teaching or revision on areas that are worth few marks.

² In a small number of qualifications the structure of some question papers will be amended to reflect other changes being introduced for the 2022 assessments. Please refer to awarding organisation subject information for further details.

2. What are the key principles behind advance information?

Awarding organisations are working to the following key principles when developing advance information:

- We have avoided providing so much detail that answers to likely questions could be pre-prepared and memorised.
- We have made sure advance information does not:
 - undermine the value of the qualification in supporting student progression.
 - directly provide answers to other, potentially low tariff, questions.
 - compromise the capability of the examinations to sufficiently differentiate between students' performances.

3. How and when should advance information be used?

- Advance information can be used from the point of release.
- It can be used flexibly by centres to achieve its purpose of supporting revision. It should not, however, be used to narrow teaching and learning.
- It can be used by teachers in supporting their students' revision and referred to by students in their revision and final examination preparation.
- It cannot be brought into the examinations.
- It will not be at a level that allows questions to be predicted or answers prepared. Preparation should continue to focus on knowledge and understanding that can be applied appropriately in the context of unseen examination questions.

4. What will advance information look like?

- The varying nature of subjects, including the characteristics of the assessment, means that the information will focus on different aspects for different subjects and be presented in different ways depending on the individual specification's assessment design.
- The advance information could focus on areas of knowledge, skills, contexts, sources, texts and/or themes.
- Presentation will take the most appropriate form for clear communication of the information.
- The advance information will be designed to be as accessible as possible. However, centres will be allowed to make reasonable adjustments as appropriate to ensure the information is accessible to all, including students with particular needs. Awarding organisations will continue to provide their usual support to teachers with advice and guidance on how to modify these notices.
- In some subjects advance information will focus on all or the majority of the examined content in 2022 but in other subjects it will focus on one paper or section due to the nature of the subject or the assessment.
- Examples of how the information will look in practice are shown below. It is important to note that the following are examples only and are provided solely to illustrate what the advance information will look like in practice. These examples are not based on the 2022 assessments so they do not provide any information about the focus of those assessments.

Example A: Mirroring specification layout in a table

Example based on GCE Geography

The following table summarises the subject content targeted in the June 2019 examination papers.

1. How important are water and carbon to life on earth?

Key Ideas	Content
1.b. The carbon and water cycles are systems with inputs, outputs and stores.	The distribution and size of the major stores in the carbon and water systems, including the atmosphere, oceans, water bodies, ice (cryosphere), soil, vegetation and groundwater.
1.c. The carbon and water cycles have distinctive processes and pathways that operate within them.	The processes of water cycle, including evaporation, transpiration, condensation (including formation of clouds), precipitation (including causes of precipitation), interception, ablation, runoff (including overland flow and saturated overland flow) catchment hydrology (including infiltration, percolation, throughflow, groundwater flow and cryospheric processes).

Example B: Bullet point list indicating the focus of high tariff extended response questions

Example based on GCSE Sociology

For each a paper, the list shows the major focus of the higher tariff extended response questions. Students are expected to be familiar with explanations of this content.

Topics **not** included on the list below **may** appear in questions with a lower tariff.

Paper 1

3.3 Families

3.3.1 Functions of families

- Differing views of the functions of families.

3.3.4 Changing relationships within families

- Changing relationships within families.

3.4 Education

3.4.2 The relationship between education and capitalism

- Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.

3.4.3 Factors affecting educational achievement

- Factors affecting educational achievement.

Etc.

Example C: Lists of subject content separated from skills

Example based on GCE Economics

The specification will be assessed in the June 2019 question papers as indicated below.

Paper 1

Subject content

- 4.1.2.3 Aspects of behavioural economic theory
- 4.1.2.4 Behavioural economics and economic policy
- 4.1.3.1 The determinants of the demand for goods and services
- 4.1.3.2 Price income and cross elasticities of demand
- 4.1.4.5 Economies and diseconomies of scale

Etc

Quantitative skills

- Calculate, use and understand percentages and percentage changes.
- Construct and interpret a range of standard graphical form.
- Calculate and interpret index numbers.

Example D: Content and form of sources outlined

Example based on GCSE Media Studies

The focus of the June 2019 assessment will be as follows:

Paper 1	Area/s of the theoretical framework/content	Media Form/s and/or set products
Section A	Media language Representation Media Contexts	Advertising – <i>Unseen</i> Magazines – <i>Reveal</i>
Section B	Media industries Audiences	Video games – <i>Pokemon Go</i> Film – not notified
Paper 2	Area/s of the theoretical framework/content	Media Form/s and/or set products
Section A	Media language Representation Media Contexts	Television – <i>Unseen</i> extract from set product: <i>Cuffs</i>
Section B	Media industries Audiences	Newspapers – <i>The Times and Daily Mirror</i>

5. Further advice and support

We have worked hard to ensure the advance information is as clear as possible. However, if you are unsure or have any questions about the advance information when it is released, please contact the relevant awarding organisation as follows:

AQA

<https://www.aqa.org.uk/contact-us>

OCR

<https://www.ocr.org.uk/>

Pearson

<https://qualifications.pearson.com/en/contact-us.html>

WJEC Eduqas

info@eduqas.co.uk

Advance information is not applicable to CCEA
Please refer to <https://ccea.org.uk/> for CCEA arrangements.