



Produced on behalf of AQA, OCR, Pearson and WJEC

**Important information for subject teachers, senior leaders and heads of centre –
GCSE, GCE AS and A-level non-examination assessment (NEA) components
June 2021**

Introduction

This document is intended to help centres who have candidates completing GCSE, GCE AS and A-level qualifications with NEA components this summer. It provides information on how candidates may complete work at home.

As NEA may contribute to the evidence teachers use to determine grades, candidates should continue with the completion of NEA components where it is safe and possible to do so. Please note that the usual deadlines for NEA are not applicable this year. Teachers should balance candidates' performance in NEA components, even where they are not complete, with other sources of assessment evidence.

The awarding bodies have previously made adaptations to some of their specifications as permitted by Ofqual to mitigate lost teaching and learning time. For example:

- In GCSE Design & Technology, candidates are permitted to make mock-ups and/or clear and detailed intentions of prototypes instead of making the final prototype.
- In GCSE Drama, the requirement for visiting examiners has been removed and centres have been allowed flexibility in other modes of presentation.
- In GCSE English Language, there is not a requirement to submit a sample of audio-visual recordings of Spoken Language assessment for monitoring.

Where relevant, these still apply in the context of the alternative arrangements now in place for grades to be awarded based on teacher assessment.

Candidates completing written, practical and performance work at home

In many subjects, essays, reports or other written work are either part of or the whole NEA submission. In other subjects, practical work towards a product or a performance is undertaken.

Teachers may allow candidates to undertake their written, practical and performance work at home where:

- the centre has moved to remote online learning;
- he/she is self-isolating and is not able to attend the centre;
- he/she is not able to access specialist equipment within the centre but is able to do so at home;
- the candidate has missed the opportunity to produce work within the centre;
- time constraints mean that the teacher judges that insufficient teaching time remains to complete written NEA work in class.

Access to the internet is permissible for research, but teachers must remind candidates that the work must be their own. Where a candidate has received assistance, this must be acknowledged.

If teachers are suspicious of any work-in-progress being completed at home, they should feed back to the candidate their concerns and give them another opportunity to complete the work.

Advice to teachers where candidates are completing written or practical work at home

Although there will be no formal authentication procedures this summer, it is important for teachers to be confident that NEA work used as part of the evidence to determine a candidate's grade is the candidate's own. This applies equally where candidates are undertaking written or practical work at home.

To maintain an authentication process, we advise that regular checks are undertaken. These could be achieved by:

- conducting a Question & Answer session with the candidate;
- online video conferencing to observe working and discuss progress with the candidate;
- comparing candidate performance at home with work completed within the classroom;
- setting specific timescales for the work to be started and finished, and keeping records of when the work was produced;
- reminding candidates of the risks of getting help at home from family members which could constitute over assistance.

Advice to teachers where candidates are completing performance tasks at home

The principle remains that the teacher must be able to assess the performance as accurately as they would usually and be able to authenticate it as the candidate's own. The ideal way to achieve this with remote supervision would be to view a live stream of the performance. However, this is not always possible and other evidence may be sufficient to permit teacher assessment and authentication.

Depending on the subject, this could include one or more of the following as appropriate to the subject:

- video recording of all or part of a performance;
- audio recording of a performance;
- photographic and written evidence;
- a discussion with the candidate.

Safety and risk assessments

The awarding bodies are unable to provide health and safety advice.

Centres should follow their own risk assessment and safeguarding policy when allowing candidates to complete practical work at home. This is particularly important in any subject where specialist equipment and facilities are normally used.

For example, consideration should be given to:

- whether candidates have safe access to resources;
- where practical work is involved whether this can be recorded safely, and the candidate will be able to produce the work to a sufficient quality;
- whether the task involves the use of equipment which would usually require supervision within the centre;
- whether there is a specific part of a task which could be safely completed at home;
- whether a suitable quiet area or home environment is available to enable the work to be completed.