Our qualification has been updated for first teach 2020 with first assessment in Summer 2022.

Before making any changes we actively sought teacher feedback. We listened to this feedback and are confident that our updates make our qualification the best option for teachers and students.

What is **staying the same**?

You told us that...	This is how the feedback informed our decisions
In general	
1. You've already experienced significant change in this qualification and would like stability.	✓ We've **kept our assessment model the same** and made **minimal changes** to our specification content.
Assessment	
2. Our assessment model is well suited to your GCSE students – any longer, or any more papers would put greater pressure on your students.	✓ We've kept our assessment model of **2 papers**. ✓ Each paper is **still worth 80 marks** with a timing of 1 hour 30 minutes.
3. Our component titles clearly define the themes of the specification content that they cover.	✓ Our component titles **continue to be**: Component 1: Computer systems Component 2: Computational thinking, algorithms and programming.
4. You have concerns around the practical delivery of a timetabled CBT (e.g. having a room large enough to accommodate large cohorts all at the same adhering to exam spacing and conditions). Other risks that are associated with this format of testing, such as network failures, were also a concern.	✓ **We are keeping a paper-based assessment**. ✓ We are committed to exploring the introduction of CBT in GCSE Computer Science for future developments and will continue to talk with teachers.
5. Being able to choose which programming language to use in the classroom is important to you.	✓ We **continue to offer a choice** of which programming language to use.
Resources	
6. Our support resources are really useful.	✓ We **continue to offer a range of support resources** ✓ We will be providing access to **new resources** to help you deliver practical programming in the classroom.
Specification	
7. You enjoy teaching our specification content.	✓ We've made **minimal changes** to our specification content.

What has **changed**?

Administration	
1. The CCS161 form will change. The need to submit a sample of work to OCR **will no longer be required** from 2022 onwards.	✓ You are required to submit a Practical Programming Statement confirming you have given your students the opportunity to engage in practical programming using a high-level programming language. (This is an Ofqual requirement).
Specification	
2. You asked for a guidance column.	✓ **We have inserted a guidance column** within our specification content table so the level of depth and breadth required is clearer. Following teacher testing, we have also divided the specification content into sub-sections.
3. The majority of our specification content **remains unchanged**, but we have made some updates.	For example, we have: ✓ updated some content to make it current e.g. The Data Protection Act 1998 has been updated to 2018 ✓ added content that will enable us to assess programming skills in the external assessment, for example we know that trace tables were already being taught by many teachers ✓ after review and feedback from teachers we have removed some additional content ✓ OCR pseudocode has been updated to OCR Exam Reference Language.
4. To clearly distinguish our specification for first teach 2020, there is an incremental increase in the specification code.	✓ We have changed the specification code to **J277**.
Assessment	
5. Assessing programming skills in their own defined section of the question paper would help focus students and make it clear what skills they were required to draw upon.	✓ We have introduced sections to our Component 2 paper **so it is clear questions assessing the programming skills** design, write, test, and refine will be in Section B.
6. Ofqual sets the Assessment Objective weightings for all GCSE Computer Science assessments. From 2022, these are: AO1 = 30%, AO2 = 40% and AO3 = 30%.	✓ Our Component 1 is now only assessing AO1 and AO2. Component 2 has some AO1 and AO2 and a greater emphasis on AO3 skills.