

**Thomas Becket
Catholic School**

Exams Policy

faith

justice

compassion

truth

respect

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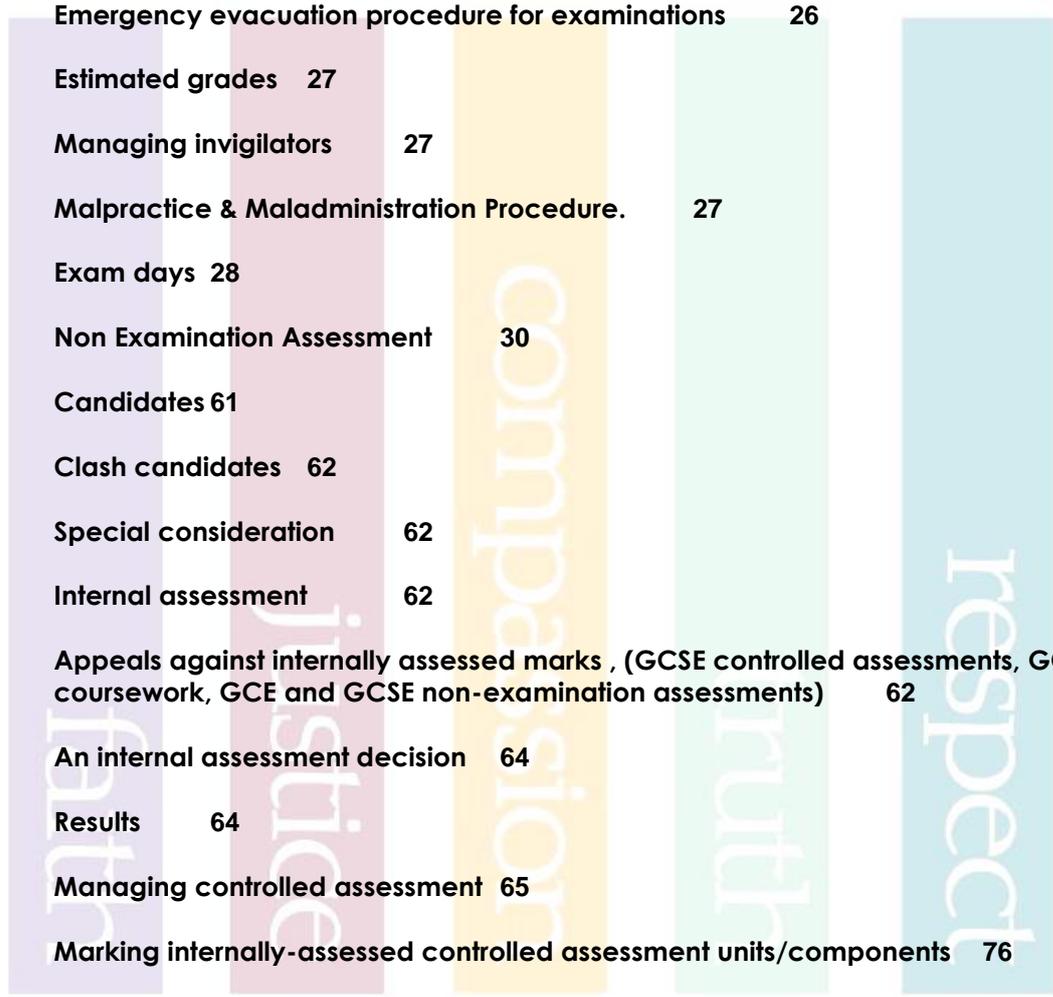
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The purpose of this exams policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The exams policy will be reviewed every two years.

The exams policy will be reviewed by the SLT Line Manager for Exams

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam responsibilities

The Head of Centre:

- has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams Manager¹¹:

- manages the administration of internal exams and external exams
- advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- line manages the senior exams invigilator in organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.

- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

Directors of Learning with Subject leads are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.

Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams manager.

The **special educational needs coordinator (SENCo)** is responsible for:

- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- process any necessary applications in order to gain approval (if required).
- working with the exams officer to provide the access arrangements required by candidates in exams rooms.

Lead invigilator/invigilators are responsible for:

- assisting the exams manager in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exams office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

- confirmation and signing of entries.
- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

Qualifications offered

The qualifications offered at this centre are decided by the SLT member in charge of curriculum.

The types of qualifications offered are GCSE,GCE, BTEC, VCERT, CACHE, ECDL

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the exams office must be informed by the end of July 2017.

Informing the exams office of changes to a specification is the responsibility of the Director of Learning / Subject Lead.

Decisions on whether a candidate should be entered for a particular subject will be taken by SLT in consultation with the Directors of Learning.

Exam series

Internal exams (mock or trial exams) and assessments are scheduled in November/December (yr 11), January (post 16) , March (yr 11)and June (yr 10)

External exams and assessments are scheduled in November for students resitting Maths & English & Summer series for all remaining subjects and first entries.

Internal exams are always held under external exam conditions.

SLT *in consultation with the Directors of Learning* decide which exam series are used in the centre.

The centre does offer some assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Subject Lead and the Examination Office.

Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for external exams before each series begins. The Key stage Managers will circulate the timetables for the internal exams.

Entries, entry details and late entries

Candidates or parents/carers cannot request a subject entry, change of level or withdrawal without written confirmation from the Subject Lead.

The centre does not accept entries from private candidates.

The centre does not act as an exams centre for other organisations.

Entry deadlines are circulated to heads of department/curriculum via email, briefing meetings, internal post/pigeon hole,

Heads of department/curriculum will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of Subject Lead.

GCSE retakes are allowed.

AS retakes are allowed.

A level retakes are allowed.

Functional skills retakes are allowed.

Re-sit decisions will be made by the subject teacher in consultation with the student.

Exam Agreements

Each candidate will sign and return an Exam Agreement for each exam season.

Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams manager will publish the deadline for actions well in advance for each exams series.

GCSE entry exam fees are paid by the centre.

AS entry exam fees are paid by the centre.

A level entry exam fees are paid by the centre.

Functional skills entry exam fees are paid by the centre.

Fee reimbursements are sought from candidates:

- if they fail to sit an exam.

- if they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the centre in the case of GCSE Maths & English.

AS & A2 resits are paid by the candidate.

Quality Assurance Rationale

Thomas Becket Catholic School is committed to Quality Assurance and believes it is an integral part of an Examination Centre's processes.

The focus of Thomas Becket Catholic School is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

Purpose

- To ensure high quality examination standards at Thomas Becket Catholic School. .
- To ensure a high quality examination system is in place with clear guidelines for all relevant staff.
- To ensure examination provision is regularly monitored and reviewed by an in-house quality assurance representative.

Personnel

It is the responsibility of everyone involved in the Centre's examination processes to read, understand and implement this policy

Staff

- All staff involved in the administration and/or assessment of qualifications will have undergone relevant training to their role.
- Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications.

Invigilators

- All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.
- Existing invigilators will be observed conducting an assessment at least once a year.

Manual Testing and Evidence Based Assessment Procedure

- An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained by cross-marking.

- Internal Verification is carried out on an on-going basis.

Quality Assurance Procedure

The minimum requirement for a Centre's Quality Assurance procedure is detailed below:

- The procedure must set out:

- o the purpose of the procedure

- o who it's intended for

- o who owns it

- o when it will be reviewed

- The Centre is committed to Quality Assurance and believes it is an integral part of the Centre's processes.

- The focus of the Centre is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

- The provision is regularly monitored and reviewed by your named quality assurance representative.

- All staff involved in the administration and/or assessment of qualifications will have undergone relevant training to their role

- All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.

- Existing invigilators will be observed conducting an assessment at least once a year.

- Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications.

- The organisation's policy for Equal Opportunities is followed and monitored.

- For manual testing and evidence based assessment:

- o An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained by cross-marking.

- o Internal Verification is carried out on an on-going basis.

- o All cases of borderline achievement are Internally Verified.

- o At least 10% of other assessments are checked across all markers and modules.
- o Where a new marker is assessing, all work is double marked until the Centre Manager is satisfied with the standard.
- o Internal Verification is recorded on Learner work and records and on central recording systems

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and Jcq. This is the responsibility of The Exams Manager.

Recognition of Prior Learning

Rationale or Purpose

The policy for recognition of prior learning has been written to reflect the requirements of the Ofqual General Conditions of Recognition: Condition E10. It aims to be open, transparent and clear in its purpose, scope and implementation.

Any centre applying this policy with their learners may approach us to discuss their own requirements or challenge any decisions made by the Awarding Organisation.

Policy Statement

The policy will ensure that centres are clear on what does and does not constitute acceptable prior learning for recognition.

Scope

The policy will apply to all centres who offer our qualifications.

Roles/Responsibilities

Compliance with this policy lies with each of the centres and any interpretations or clarifications required will be supplied by the Subject Specialist Team. In the event of a dispute the Senior Subject Specialist will give the final resolution.

Criteria

*acceptable evidence of recognised prior learning (RPL):

- Learners have successfully completed the assessment criteria for a whole or part of a unit within a qualifications
- Learners have evidence of recent prior study which meets assessment criteria of the current programme of study being undertaken in full
- RPL must be included on the appropriate sampling plan as an assessment method as appropriate and subject to internal quality assurance

Circumstances when prior learning will not be recognised:

- Learning that is similar to assessment criteria but which has been met at a level lower than the current programme of study being undertaken by the learner
- Prior learning that is more than two (2) years old
- Prior learning that has been referred by an assessor
- Prior learning that has not been assessed by an assessor

*All prior learning that is submitted as evidence by a learner must be completed by a professional discussion to make sure the learner's knowledge or the application of this knowledge meets the requirements of the assessment criteria

The assessor receiving the learner's prior learning must be satisfied that the evidence provided meets the assessment criteria for which it has been submitted and where evidence from prior learning is weak, the receiving assessor must plan further work with the learner as appropriate.

References

Ofqual General Conditions of Recognition E10:10.0 and 10.02

Document of History				
Version	Details of Amendments	Date	Owner	Approved
0.1	New Policy Development	12.01.16	Senior Subject Specialist	
1	New Document Approved	23.02.16	Senior Subject Specialist	Exec Director (B/Development)

Access arrangements

The SENCo will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SENCo.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENCo.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of The Exams Manager.

Rooming for access arrangement candidates will be arranged by the Exams Manager

Rationale

The Examination Access Arrangements Policy explains the actions taken at Thomas Becket Catholic School to ensure inclusion for all learners with Special Educational Needs and Disabilities (SEND). The policy forms an integral part of our teaching and learning philosophy, which seeks to create a learning environment whereby every individual student may fulfil his or her full potential.

Definitions

Disability

Section 6 of the Equality Act 2010 defines **disability** as a '*physical or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities*'.

Special Educational Needs

A candidate has "special educational needs" as defined in the SEND code of practice: 0 to 25 years. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Equality Act 2010 definition of disability includes substantial and long-term sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

What are Access Arrangements?

Access arrangements are agreed before an assessment. They allow students to demonstrate their skills, knowledge and understanding without changing the demands of the assessment. The intention behind access

arrangements is to meet the particular needs of a candidate without affecting the integrity of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments.'

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Access Arrangements at Thomas Becket Catholic School

Thomas Becket Catholic School aim to ensure that all students have equal access to examinations and are neither advantaged nor disadvantaged over their peers by any long term, substantial SEND which fall into the following four categories: -

1. *Communication and interaction.*
2. *Cognition and learning.*
3. *Social, emotional and mental health*
4. *Sensory and/ or physical needs.*

We will do this by applying the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ guidelines 1/09/2016). We believe it is important to abide by the JCQ regulations, so that there is parity in how access arrangements are awarded throughout a student's secondary schooling.

We will use every opportunity to identify students' needs from their first contact with the school. Professional reports are requested where necessary that demonstrate a SEND and a recommendation for a reasonable adjustment to be made to meet the student's needs and the type of access arrangements that are appropriate. Access arrangements reflect the support that is usually given to the student in the classroom, internal exams and mock examinations. This is commonly referred to as 'normal way of working.'

When might students need to be given Exam Access Arrangements?

An Exam Access Arrangement (EAA) is a provision or type of support given to a student (subject to exam board approval) in an exam, where a particular need has been identified and is provided so that the student has appropriate access to the exam.

Access	<u>What is it?</u>	<u>Criteria</u>
Scribe	A trained adult writes for the student. The student would dictate their answers. The scribe would write <u>exactly</u> what they say.	A student has a physical disability; where her/his writing:- <ul style="list-style-type: none"> • <i>is illegible and may hamper their ability to be understood.</i> • <i>speed is too slow to be able to complete the exam in the allotted time.</i> In MFL, the student must dictate <u>every word in the target language</u> and must do so letter by letter.
Reader	A trained adult who would read the question and any relevant text (with the exception of Section A of an English GCSE Exam) for the student. The student would then write the answer/s themselves.	A student has a standardised score of <u>84 or below</u> in a test delivered by Specialist Teacher or the SENCo (100 is the average).
A reader can read instructions and questions to the student, read the whole paper if necessary or the student may prefer to just ask for some specific words to be read to them.		

Prompter	A trained adult can prompt them with a few permitted phrases to refocus, move the student on to the next question or indicate how much time is left.	A student who <u>persistently</u> loses concentration/focus, and is not aware of time and this can also be put in place for students who are affected by OCD (Obsessive Compulsive Disorder). Students with OCD often focus on one question in particular rather than moving onto look at other questions in the exam paper.
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Read Aloud	Where a candidate is reading difficult text he/she may work more effectively if they can hear themselves read.	A candidate who <u>persistently</u> struggles to understand what they have read, but who does not qualify for a reader, to read aloud.
	<p><i>The arrangement must reflect the candidate's normal way of working in internal school tests and mock examinations.</i></p> <p><i>A candidate who reads aloud to himself/herself must be accommodated separately within the centre.</i></p>	
Separate Room	<p>A student with a medical condition such as epilepsy/diabetes where it isn't appropriate for them to sit an exam in the main exam hall. Students who are agoraphobic/have a psychological condition may also need to sit an exam in a separate room.</p> <p><u>Medical evidence must be provided in advance to support this arrangement and then be approved by the SENCo.</u></p>	
Modified papers	<p>Individually prepared papers for candidates.</p> <p>The modification of papers involves additional resources. Therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper.</p>	Students for whom other access arrangements are unsuitable.
	<p><i>Modified papers must be ordered in advance of a specific examination series. Centres must not order papers for candidates unless they intend to enter them for the relevant examination series.</i></p> <p>Access arrangements online allows centres to place orders for GCSE and GCE modified papers.</p>	

Laptop	Access to a laptop for an exam (if appropriate – not for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled and a special exam account would be used with no internet access.	The provision to use a laptop is put in place to address an underlying difficulty such as: speed of handwriting; medical condition; physical disability; sensory impairment; planning and organisational difficulties or poor legibility.
<p><i>The use of a laptop in exams reflects the student's normal way of working at the school and has been agreed as appropriate to the student's needs. The use of a laptop cannot be granted to a student simply because this is their preferred way of working.</i></p> <p><i>Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs.</i></p> <p><i>For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation</i></p>		

Rest Breaks	Students are permitted to stop for short break/s during the exam and the time stopped is added to the finish time, with the effect of elongating the exam but not actually using any extra time. Students are not permitted to have exam materials with them during rest breaks.	A student has a physical disability which prevents them from concentrating for <u>long periods of time.</u>
<p><i>This is now the recommended option from the exam boards before considering extra time.</i></p> <p>Rest breaks are not included in any Extra Time allowance that the student may have.</p> <p>The amount of time awarded is granted at the discretion of the SENCo.</p>		
Extra Time	Students may be entitled to an allowance of 25% depending on the history of evidence of need and the recommendation of the Designated Specialist Teacher, SENCo or Teaching Assistant. Extra time between 26 and 50% can be granted in extraordinary circumstances.	Students will have an assessment to determine their speed of processing. A standardised score of <u>84 or below</u> (100 being average) can qualify for extra time. In exceptional circumstances, a candidate may require more than 50% extra time in order to manage a very substantial impairment
<p><i>There are cases where students get a score of more than 84. In these cases more evidence is needed to prove that a student should receive extra time. This could be in the form of an extensive history of need, formal diagnosis of a significant learning difficulty, or evidence of a substantial long term adverse effect on the performance of a child's speed of a working.</i></p> <p>The amount of time that students should receive is decided by the Specialist Tester and based upon their processing speeds.</p>		

Live Speaker	<p>A live speaker for pre-recorded examination components, e.g. MFL listening examinations, to a candidate where it is their normal way of working within the centre.</p> <p>The live speaker will speak or read aloud the contents of the CD or tape in a Listening examination.</p>	Students who have <u>persistent and significant</u> difficulties in following speech at normal speed.
Oral Language Modifier	<p>A responsible adult who may clarify the carrier language used in the examination paper when requested to do so by a candidate.</p> <p>The Oral Language Modifier must not explain technical terms or subject-specific terms. The ability to understand these terms is part of the assessment. If such terms are explained to the candidate then the demands of the question will have been compromised and may constitute malpractice.</p>	Students whose disability has a very <u>substantial and long term</u> adverse effect resulting in very persistent and significant difficulties in accessing and processing information.
<p><i>An Oral Language Modifier <u>must be seen as a rare and exceptional arrangement.</u></i></p> <p><i>An Oral Language Modifier is an adjustment of last resort so an application must only be made once all other relevant access arrangements have been considered and found to be unsuitable or unworkable. There must be a very strong justification as to why an Oral Language Modifier is required.</i></p> <p><i>An Oral Language Modifier <u>may also act as a reader.</u></i></p> <p><i>An Oral Language Modifier will not be allowed to read questions or text in a paper (or a section of a paper) testing reading.</i></p> <p><i>A candidate who would normally be eligible for an Oral Language Modifier, but is not permitted this arrangement in a paper (or a section of a paper) testing reading may be granted up to a maximum of 50% extra time.</i></p> <p><i>An approved application for an Oral Language Modifier will allow the centre to grant the candidate up to a maximum of 50% extra time in a paper (or a section of a paper) testing reading.</i></p>		
Bilingual translation dictionaries (with up to a maximum of 25% extra time)	<p>Only to be used by student's whose first language is not English, Irish or Welsh.</p> <p>The bilingual dictionary must be held in the centre to ensure no unauthorised information e.g. notes/revision is enclosed or written inside.</p>	Should reflect the student's normal way of working.
<p><i>Such dictionaries must not be used in English Language, Irish Language or Welsh Language examinations or Modern Foreign Language examinations testing one of the languages of the dictionary or a similar language, for example, a Portuguese dictionary in a Spanish examination. The use of a bilingual translation dictionary.</i></p> <p><i><u>Exceptions to these rules are:</u></i></p> <p><i>The Writing Test in GCSE Arabic, GCSE Bengali, GCSE Dutch, GCSE Greek, GCSE Gujarati, GCSE Japanese, GCSE Modern Hebrew, GCSE Panjabi,</i></p>		

	<p>GCSE Persian, GCSE Polish, GCSE Portuguese, GCSE Russian and GCSE Turkish where the specification states that all candidates must have access to a bilingual dictionary.</p> <p>Candidates who are permitted to use bilingual translation dictionaries may also be allowed up to a maximum of 25% extra time, depending on need, if they have been resident in the UK for less than two years at the time of the examination, the candidate still has a very limited knowledge of the English language, extra time reflects the candidates normal way of working.</p> <p>For aural tests, clear amplification may be necessary to improve the candidate's ability to hear, or a transcript of a listening test may be read to enable the candidate to also lip/speech-read.</p> <p>The centre must consult a specialist teacher, i.e. a qualified Teacher of the Deaf, to identify the most appropriate arrangement for a candidate with hearing loss.</p> <p>The live speaker will speak or read aloud the contents of the CD or tape in a Listening examination.</p> <p>Extra time of 25% should always be considered on account of the additional repetition which may be required. Additionally, 25% extra time may also be required in light of the candidate's persistent and significant difficulties in following speech at normal speed. In very rare and exceptional circumstances the candidate may require up to 50% extra time.</p>	
Sign Language Interpreter	<p>A trained adult who presents the questions in a different language without:</p> <ul style="list-style-type: none"> • changing the meaning; • providing any additional information; <p>or</p> <p>providing an explanation as to what the question requires of the candidate.</p>	Students whose 'normal way of working' requires sign language interpretation.
	<p>A Sign Language Interpreter is not a reader. However, the same person may act as a reader and a Sign Language Interpreter. Permission must have been given for the use of a reader and a Sign Language Interpreter.</p> <p>The Sign Language Interpreter can sign the instructions and questions to candidates taking written papers except in Modern Foreign Languages or English, Irish or Welsh Language examinations.</p> <p>The Sign Language Interpreter may repeat the translation if requested to do so by the candidate. An alternative translation of the carrier language may be provided. However, under no circumstances may an explanation of the question or clarification of the carrier language be given. These actions would be deemed as giving the candidate an unfair advantage and may constitute malpractice.</p> <p>Candidates may only sign their answers in question papers or in controlled assessment/coursework where it is possible to finger spell the answers or where the answers involve single words.</p> <p>Sign Language interpretation is done 'live' in the presence of the candidate during the examination in order to allow for the candidate's regional variations in BSL/ISL signs.</p> <p>Consequently, sign language interpretation cannot be checked by the</p>	

	<p><i>awarding body for accuracy. Great care must be taken not to disadvantage or advantage the candidate.</i></p> <p>Candidates requiring the use of a Sign Language Interpreter may need to be accommodated separately in which case a separate invigilator will be required.</p>	
Alternative Site	<p>The candidate will be sitting his/her examination(s) at a residential address or at a hospital which is a non-registered centre due to, for example:</p> <ul style="list-style-type: none"> • a medical condition which prevents the candidate from taking examinations in the centre; or • Social, Mental and Emotional Needs. 	<p>The candidate has:</p> <ul style="list-style-type: none"> • an impairment which has a substantial and long term adverse effect giving rise to • persistent and significant difficulties; or • a temporary illness or injury at the time of the examination(s).
	<p><i>The centre must be satisfied that the candidate is able to take examinations.</i></p> <p>The SENCo, or a senior member of staff with pastoral responsibilities, must produce written evidence confirming the need for an alternative site arrangement to a JCQ Centre Inspector upon request.</p>	
Practical assistant	<p>Is not a reader or a scribe. The same person may act as a practical assistant, a reader and/or a scribe as long as permission has been given for these arrangements.</p> <p>The regulations for the use of each arrangement must be strictly adhered to.</p>	<p>Students with: poor motor co-ordination or/and <u>severe</u> vision impairment.</p>
	<p><i>A practical assistant must not be allowed to carry out physical tasks or demonstrate physical abilities where they form part of the assessment objectives. A practical assistant will not normally be permitted in subjects such as Art & Design, Design & Technology and Music.</i></p> <p><i>Candidates using a practical assistant in externally set practical or written examinations may need to be accommodated separately, in which case a separate invigilator will be required.</i></p> <p><i>The invigilator must be made aware, prior to the examination, of the particular task(s) the practical assistant will be performing.</i></p>	
Other arrangements	<ul style="list-style-type: none"> • Amplification equipment • Brailers • Closed circuit television (CCTV) • Colour naming by the invigilator for candidates who are Colour Blind • Coloured Overlays (this would also include reading rulers, virtual overlays and virtual reading rulers) • Low vision aid/magnifier • Optical Character Reader (OCR) scanners • Separate invigilation within the centre 	<p>Centres must note that candidates are <u>only entitled to the above arrangements if they are disabled within the meaning of the Equality Act.</u></p> <p>The candidate is at a substantial disadvantage when compared with other non-disabled candidates undertaking the assessment and it would be reasonable in all the circumstances to provide the arrangement.</p>
	<p><i>In the case of separate invigilation, the candidate's difficulties are established within the centre and known to a Form Tutor, a Head of Year,</i></p>	

	<p><i>the SENCo or a senior member of staff with pastoral responsibilities.</i></p> <p><i>Separate invigilation reflects the candidate's normal way of working in internal school tests and mock examinations as a consequence of a long term medical condition or long term social, mental or emotional needs.</i></p>
Exemption	<p>An exemption is an agreement reached by an awarding body, before the examination, for a disabled candidate to miss a component or components.</p> <p>An indication will be placed on the candidate's certificate to show that not all of the assessment objectives were accessible.</p> <p>An exemption will not be granted if an alternative and accessible route through a qualification is available to the candidate.</p> <p><i>The centre in the first instance should select 'Other'. This will result in an automatic rejection. The centre must then make a referral to the relevant awarding body.</i></p> <p><i>The centre <u>must</u> indicate the candidate's disability in order that an awarding body has the necessary information to hand when considering an application for an exemption. The awarding body must be assured that the exemption is an arrangement of the last resort.</i></p> <p><i>In Functional Skills English where barriers to access remain, candidates can be exempted from up to two of the three assessed components. Such an arrangement does not apply to Functional Skills ICT and Mathematics qualifications, as these qualifications consist of only one component.</i></p>

What evidence is needed to apply for EAA?

There are a number of pieces of evidence that can be used to apply for EAA to Joint Council for Qualifications (JCQ):

- *Form 8 report from Specialist Teacher or Specialist Teaching Assistant*
- *Previous EAA from Primary Schools/ other Education Providers*
- *Subject teachers – examples of work as appropriate*
- *Results of baseline tests e.g. reading/comprehension age, writing tests*

Private Educational Psychologists Reports

A growing number of parents are having their children assessed by private educational psychologists and submitting the reports to the SENCo as evidence that their child should be awarded extra time, or EAA.

Private educational psychologist's reports cost a significant amount of money. This therefore means that parents who are unable to obtain a private report through their financial circumstances are put at a disadvantage. As an exam centre we must be consistent in our decisions and ensure that no student is 'either given an unfair advantage or be disadvantaged by any arrangements put in place. Often private educational psychologists, recommend that children should receive EAA which can be in conflict with what the centre tester (Specialist Teacher) recommends. We will also look for evidence of a history of need.

Procedures

How students would be identified for Exam Access Arrangements:

- They would have had EAA at KS2 for their SAT's
- From baseline testing completed on the Cognitive Ability Tests (CAT) Day's in Year 7
- Parental Referral
- Subject Teacher Referral
- Information from Primary Schools

KS2 SAT EAA

Students who have EAA at KS2 are screened for EAA at KS3 and KS4. Although they may have received EAA at KS2, it doesn't necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a student who had a Reader for KS2 may not qualify for a Reader at KS4 because their reading has improved to the extent it does not meet the exam board criteria.

Baseline Testing in Year 7

All students in Year 7 are tested on the CAT's Days in September. We use the Cognitive Ability Tests (CATs), Reading and Comprehension, and a spelling test. These tests can help identify learning difficulties such as dyslexia. The SENCo will contact parents where this is the case, do further testing, and if necessary put an appropriate intervention into place.

Parent Referral

Parents can contact the school to ask for advice about testing if they have concerns with the progress and learning of their child. Once contact has been made with the parent, the SENCo will investigate their concerns by sending a "round robin" to the child's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

Teacher Referral

As with Parent Referrals, teachers can refer a student to the SENCo where they have concerns about the learning and progress of a student in their class. All of the students current teachers will be asked to give feedback to gain information, and following this a decision will be made as to whether to test a student for EAA. Where a teacher thinks that a student requires extra time, they are asked to get the student to change the colour of the pen that they are using once the allotted time is up, and continue writing until they are finished. This is then used as proof to JCQ and the exam boards of a history of need. Teachers are asked to refer students to the SENCo initially if they feel that a child may be dyslexic rather than contacting parents about their concerns. The SENCo will then contact the parents if the concerns are founded.

How do staff and parents know whether a student has Exam Access Arrangements?

- Teaching and support staff can access the list on Staff Shared Area. It

is updated on a monthly basis or whenever students become entitled to it. The information about results of assessments for EAA are kept confidentially in line with school policy, are shared on a need to know basis.

- Staff will be informed of any changes to the EAA list via email.
- EAA will be noted on 'Pupil Passport' documents once in place.
- Parents will be informed of any tests results via a letter home which states what they are entitled to, why and when.

How are Exam Access Arrangements applied for?

Students need to be tested at each Key Stage for EAA. Just because they were entitled to EAA at KS2 does not automatically entitle them to it at KS3 or KS4. Therefore the Specialist Teacher or the SENCo tests students who are referred to us, or who have had EAA in earlier Key Stages.

The Specialist Teacher or the SENCo will assess students using a variety of nationally recognised tests such as:

- *Access Reading Comprehension test*
- *WRAT4*
- *Detailed Assessment of Speed of Handwriting (DASH)*
- *British Picture Vocabulary Scales (2&3)*
- *Comprehensive Test of Phonological Processing 2 (CTOPP)*
- *Phonological Assessment Battery*

The tests used are replaced/upgraded periodically in line with current practice and depend very much upon the type of barrier to learning that the student may have. Should the student need further testing to assess for other learning issues or further EAA, the Specialist Tester will arrange this. Following a report produced by the Specialist Tester an application is made to the Exam Boards for permission to implement the specified arrangement/s.

Students are tested formally in April/May of Year 9 in order to comply with the 26 month rule; so that any permitted exam access arrangements are in place for the full GCSE period of both Year 10 and 11.

What support is given to students with EAA?

Students with EAA take part in small group sessions to show them how to effectively use EAA. In addition, students with EAA are encouraged to use their EAA during internal assessments and exams so that they gain practice at using it effectively.

Students who have access to a reader or scribe are shown how to use them appropriately in exam situations, and it is explained to them what they can and can't do with the reader/scribe during the exam, and how much support the adult is allowed to give. Students with extra time are given sessions with a teaching assistant on how to use the additional time allowance effectively. They then need to apply the techniques and

strategies given to them in internal exams and assessments.

All teachers are given access to the list of students with EAA, and they are asked to give the SENCo at least two weeks' notice before they assess students so that support can be provided for students who require it during the tests/exams. Students who have a reader can be supported by the teaching Assistant supervising the test. The SENCO/Exams Officer can provide a separate room, access to ICT and a scribe with the required amount of notice. The SENCo requires two weeks' notice so that teaching assistants can be redeployed if necessary to other students.

Students with EAA are monitored regularly through the use of 'The Watch List' and review of the 'Pupil Passport' process and documents.

In the event that a student does not wish to make use of their EAA in any given exam, they will be required to sign a form to indicate that they were aware that EAA was available to them, but it was their choice not to use them. However, where a student is deemed under the Mental Health Act (Code of Practice 2014) to be unable to make this decision the use of EAA will actively be encouraged.

What are the procedures for processing an application?

Once the tests have been conducted and there is a recommendation from the tester for EAA, the SENCo, Specialist Teaching Assistant or Exams officer then applies to the exam boards. The feedback is instant and at this point the EAA is added to the list of students and the parents are informed of the EAA by letter.

The application will require evidence of need, and the centre needs to hold evidence in its files that can be inspected at short notice. This can include:

- *Recommendations by teachers*
- *Educational psychologist reports*
- *Letters from outside agencies such as CAMHS (Children and Adolescent Mental Health Services), hospitals or doctors*
- *Information from SALT (Speech and Language Team)*
- *Statement of Educational Need or Education, health & Care Plans (EHCP)*

Permission from the exam boards for the arrangement/s

- *A signed copy of the Form 8 report by the designated tester*
- *A data protection form signed by the student*
- *For Extra Time – history of evidence of need in the form of copies of work where a student has regularly used more than the allotted time.*

Deadlines for submitting applications for access arrangements and modified papers on-line for GCSE and GCE qualifications

Access arrangements may cover the entire course and for GCSE and GCE qualifications **must** be processed using access arrangements online **as early as possible**.

Arrangements must be processed and approved before an examination or controlled assessment/coursework as per the deadlines below.

Month of Examination	Access Arrangement	Deadline for testing JCQ	Deadline for testing (_wk)
November 2016 Modified papers 20 September 2016	November 2016 Modified papers 20 September 2016	November 2016 Modified papers 20 September 2016	
November 2016 All other access arrangements	November 2016 All other access arrangements	November 2016 All other access arrangements	
4 October 2016	4 October 2016	4 October 2016	
January 2017† Modified papers 4 October 2016	January 2017† Modified papers 4 October 2016	January 2017† Modified papers 4 October 2016	
January 2017† All other Access	January 2017† All other Access	January 2017† All other Access	

The following dates are set by the JCQ and we will endeavour to test students after the dates above but they will not receive dispensation for that period. This is due to allocation of time to test late entries.

From referral to point of access arrangements being awarded take up to 4 weeks with Edexcel.

The deadline set by the JCQ is final, late entries will incur further inspections by the JCQ.

The decision to apply for access arrangements is based on evidence of a history of need, history of provision and a specialist teacher access arrangements report.

Contingency planning

Contingency planning for exams administration is the responsibility of the SLT.

Contingency plans are available via email, *and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.*

Emergency evacuation procedure for examinations

The invigilator **must** take the following action an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register **(in order to ensure all candidates are present)**.
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the exam.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

Estimated grades

Directors of Learning are responsible for submitting estimated grades to the exams officer when requested by the exams officer.

Managing invigilators

External staff will be used to invigilate examinations.

These invigilators will be used for internal exams and/or external exams.

Recruitment of invigilators is the responsibility of the HR Manager.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the HR Manager.

DBS fees for securing such clearance are paid by the centre.

Invigilators' rates of pay are set by The Head Teacher.

Invigilators are recruited, timetabled, trained, and briefed by the Exams Manager.

Malpractice & Maladministration Procedure.

1. Where malpractice and/or maladministration are discovered in external examinations, then the appropriate procedure as set out by the awarding body or JCQ (Joint Council for Qualifications) will be followed by the school.

a) Malpractice by candidates: The procedure outlined in the "Instructions for conducting examinations" will be carried out. The Examinations manager will deal with the procedure after consultation with the Head of Centre. The Awarding Body will be informed using the appropriate form. Details of candidate malpractice are listed in the JCQ booklet "Malpractice in Examinations and Assessments: Policies and Procedures 2016-2017. –This can be found on the 'JCQ' website.

b) Malpractice and/or maladministration by centre staff: Any suspected malpractice by centre staff will be immediately reported to the Head of Centre who will report the details to the Awarding Body and cooperate fully in any investigation that may be needed. Details of centre staff malpractice are listed in the JCQ booklet "Malpractice in Examinations and Assessments: Policies and Procedures 2016-2017.

2. Where malpractice and/or maladministration are discovered in coursework/controlled assessments, then the appropriate Head of Department will discuss the matter with the Headteacher and the Exams Manager. The action taken will depend on the severity of the malpractice that has taken place.

- I. In some circumstances, candidates will be required to re-submit the work.
- II. In some circumstances, the work will be destroyed and not entered for assessment. This will reduce the grade available to the candidate.
- III. In extreme circumstances, the incident will be reported to the relevant awarding body.

3. Where malpractice and/or maladministration in coursework/controlled assessment is discovered by the awarding body, then the awarding body will follow their own malpractice procedures.

4. All candidates must be aware that the awarding body has the right to invalidate any qualifications awarded by them to the candidate if malpractice is discovered.

- I. In addition, awarding bodies will report malpractice and/or maladministration to the JCQ who may invalidate all qualifications awarded by all awarding Bodies.
- II. Candidates must therefore ensure that malpractice and/or maladministration does not take place at any stage during the assessment process.

Exam days

The exams manager will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management staff is responsible for setting up the allocated rooms, and will be advised of requirements at least 3 weeks in advance.

The Exams Manager/ Invigilator will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations and no later than 24 hours after candidates have completed them.

After an exam, the exams manager will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with Parcelforce.

faith

justice

compassion

truth

respect

Non Examination Assessment

The principles for non-examination assessment as determined by the qualification regulators for England and Wales are:

- non-examination assessment should only be used where it is the only valid means of assessing essential knowledge and skills;
- non-examination assessment must strike a balance between valid assessment of essential knowledge and skills, sound assessment practice and manageability;
- any non-examination assessment should be designed to fit the requirements of the particular subject including the relative weighting of written examinations.

Non-examination assessments: the basic principles

What are non-examination assessments?

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking;
- task marking.

How does JCQ monitor the management of non-examination assessments in centres?

The JCQ requires each centre to have a non-examination assessment policy in place:

- to cover procedures for planning and managing non-examination assessments;
- to define staff roles and responsibilities with respect to non-examination assessments;
- to manage risks associated with non-examination assessments.

A JCQ Centre Inspector will ask the examinations officer to confirm that such a policy is in place. The guidance provided in this document will help the head of centre to ensure that the centre's policy is fit for purpose. The policy will need to cover all types of non-examination assessment.

Which GCE and GCSE specifications are affected?

These instructions apply to all GCE and GCSE specifications with one or more non-examination assessment components, as defined within the awarding body's specification and which contribute to the main qualification grade.

See Appendices 1 and 2 for instructions for the endorsements – Practical Skills (GCE A-level Biology, Chemistry and Physics) and Spoken Language (GCSE English Language – England only).

See the JCQ publication Instructions for conducting examinations for the conduct of externally set GCE and GCSE Art & Design components - <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

Managing non-examination assessments: task setting

Who is involved in task setting?

Where the awarding body is responsible for task setting, centres make their selection(s) from a number of comparable tasks provided by the awarding body.

Where the centre is responsible for task setting, centres may:

- select from a number of comparable tasks provided by the awarding body; or
- design their own task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

Where centres are responsible for task setting they must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. Centres must refer to the awarding body's specification.

In A level Geography the Ofqual Subject-Level Conditions and Requirements stipulate that each candidate undertakes a single independent investigation based on a question or issue defined and developed by the candidate. Centres may give general guidance but they must not provide candidates with a choice of titles or tasks from which candidates then choose.

Is it permissible to give candidates a copy of the marking criteria?

Yes. Candidates should be aware of the criteria used to assess their work. They can then understand what they need to do to gain credit. Specifications describe the marking criteria in detail. It is perfectly acceptable for teachers to produce a simplified candidate-friendly version, provided that it is not specific to the work of an individual candidate or group of candidates.

Managing non-examination assessments: issuing of tasks

When are awarding body set tasks issued to centres?

You must consult the relevant awarding body's specification to obtain the date for the issuing of tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in centres.

Teachers must take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications.

What action should be taken if the wrong task is given to candidates?

The centre must make arrangements for candidates to undertake the correct task. Awarding bodies will do all they can to protect candidates' interests but in some cases it may not be possible to accept work based on the wrong task. Centres should therefore, take great care to ensure that they issue the correct task to candidates.

Managing non-examination assessments : task taking

Supervision

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

Invigilators and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are not required.

Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres must always check the subject-specific requirements issued by the awarding body.

The centre must ensure that:

- there is sufficient supervision of every candidate to enable work to be authenticated;
- the work that an individual candidate submits for assessment is his/her own.

Work may be completed outside of the centre without direct supervision, provided that the centre is confident that the work produced is the candidate's own. Candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

Where candidates work in groups, the teacher should keep a record of each candidate's contribution.

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Centres must ensure that candidates understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates – non-examination assessments - <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

In particular, centres must ensure that candidates:

- understand that information from published sources must be referenced;
- receive guidance on setting out references;
- are aware that they must not plagiarise other material.

4.2 Advice and feedback

As appropriate to the subject and component, centres should advise candidates on aspects such as those listed below before work begins:

- sources of information;
- relevance of materials/concepts;
- structure of the response (for example, chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations, including the use of equipment;
- potential ethical considerations;
- security of their work.

Centres must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings).

What advice and feedback can I give to candidates during the task-taking stage?

Unless specifically prohibited by the awarding body's specification you may:

- review candidates' work and provide oral and written advice at a general level;
- having provided advice at a general level, allow candidates to revise and re-draft work.

General advice of this nature does not need to be recorded or taken into account when the work is marked.

If you give any assistance which goes beyond general advice, for example:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria;
- give detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;
- intervene personally to improve the presentation or content of work;

then you must record this assistance and either take it into account when marking the work or submit it to the external examiner.

Annotation should be used to explain how marks were applied in the context of the additional assistance given. (See section 6.1, page 15).

You must not provisionally assess work and then allow the candidate to revise it.

In all subjects you must not provide any type of assistance which is explicitly prohibited in the specification. Assistance must not be given if there is no means to record it and to take account of it in the marking.

Failure to follow this procedure constitutes malpractice.

4.3 Resources

What resources are allowed?

In many subjects candidates will need to gather information from published sources when researching and planning their tasks.

Candidates normally have unrestricted access to resources. Centres must refer to the awarding body's specification and/or associated documentation.

For all formally supervised sessions:

- the use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes;
- access to the internet is not permitted;
- candidates are not allowed to bring their own computers or other electronic devices, e.g. mobile phones.

Are candidates allowed to introduce new resources between formally supervised sessions?

No. Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session (and not accessible to candidates):

- the work to be assessed;
- preparatory work.

Additional precautions need to be taken if the centre permits candidates to use computers to store work. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to a specific area of the centre's IT network.

How should sources be acknowledged?

The work submitted for assessment must include references where appropriate. To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc.

The record should include all the sources used, including books, websites and audio/visual resources.

Guidance is given in the JCQ document Information for candidates – non examination assessments – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

4.4 Word and time limits

Word limits as detailed in specifications and subject-specific documentation are for guidance only.

Centres should refer to awarding bodies' specifications as to whether time limits are mandatory.

Where limits are for guidance only centres should discourage candidates from exceeding them.

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4.5 Collaboration and group work

When is group work permitted?

Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work.

Where the specification permits, some assignments may be undertaken as part of a group.

The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

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Where an assignment requires written work to be produced, each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

Should all members of a group get the same mark?

No. Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed.

How is credit apportioned to individual candidates?

The centre is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

Authentication procedures

How is candidates' work authenticated?

Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

Where required by the awarding body's specification, the following procedures apply.

Candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers must sign a declaration of authentication after the work has been completed confirming that:

- the work is solely that of the candidate concerned;
- the work was completed under the required conditions;
- signed candidate declarations are kept on file.

Signed candidate declarations must be kept on file until the deadline for an enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. They may be subject to inspection by a JCQ Centre Inspector.

What if the teacher has doubts about the authenticity of the work?

If you are unable to confirm that the work presented by a candidate is his/her own and has been completed under the required conditions:

- do not accept the candidate's work for assessment;
- record a mark of zero for internally assessed work.

If you are concerned that malpractice may have occurred, or if you are unable to authenticate the work for any other reason, you must inform your examinations officer.

Presentation of work

- Allow candidates to word process written work. The regulations detailed in section 8 of the JCQ document Instructions for conducting examinations do not apply to non-examination assessments.
- Instruct candidates to insert the following details on each page as a header or footer: 5 digit centre number; candidate number; component code.
- Allow candidates to use the spell/grammar check when they are word processing.
- Encourage candidates submitting handwritten work to use black ink and write legibly.
- Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.
- Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.
- Consider insuring valuable or fragile materials against loss or damage. Awarding bodies are not liable for the loss of work or damage that occurs during moderation or in transit.
- Do not include items of real or sentimental value such as photographs or certificates.
- Obtain informed consent at the beginning of the course from parents/carers/guardians if videos or photographs/images of candidates will be included as evidence of participation or contribution.
- Remove bulky covers and folders before work is sent for moderation or external marking.
- Ensure that each candidate's work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.

Keeping materials secure

When is secure storage of candidates' work required?

Where candidates are producing work over a period of time under formal supervision their work must be stored securely.

Once any work is handed in by the candidate for formal assessment it must be stored securely.

What constitutes secure storage?

Where work is stored in hard copy format, secure storage is defined as a securely locked cabinet or cupboard.

Where candidates are producing artefacts (e.g. Art and Design) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

What constitutes secure storage of digital content?

It is the Centre's responsibility to keep the work that candidates have submitted securely.

Where work is stored electronically centres are required to restrict access to this material and to utilise appropriate security safeguards such as firewall protection and virus scanning software. An effective back-up strategy must be employed so that an up to date archive of candidates' evidence is maintained.

Are teachers allowed to take work home to mark?

Yes, provided that they take sensible precautions regarding its security.

When can marked work be removed from secure storage?

Internally assessed work that is not required for moderation purposes and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed work may be returned once the enquiry about results and any subsequent appeal has been completed.

Centres must remind candidates to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means. The JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet should be brought to the attention of candidates -

<http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-candidates---social-media>

Non-examination assessments: task marking – externally assessed components

Conduct of externally assessed work

The format of external assessment will vary according to the specification and the component.

Some components, for example, may have a Visiting Examiner. Other components will require candidates' work to be despatched to an examiner. Details of the subject-specific arrangements will be found in the awarding body's specification.

Externally assessed components will be conducted within a window as specified by the awarding body.

Submission of work

Centres must pay close attention to the completion of the attendance register, clearly indicating those candidates who are either present or absent. Failure to do so will impact upon an awarding body's ability to deliver an accurate set of results. The attendance register is a key part of the process of identifying candidates present for the assessment.

A copy of the attendance register must be kept until the deadline for enquiries about results has passed.

Where candidates' work needs to be despatched to an examiner it must be sent by the date specified by the awarding body.

Non-examination assessments: task marking – internally assessed components

Marking and annotation

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre, and to enable the moderator to check that marking is in line with the assessment criteria.

Annotate the work

- Follow guidance in the relevant specification and associated subject-specific documents.

- Provide evidence to support your marks. Identify the assessment criteria that have been met.
- Be clear and unambiguous.
- Use key phrases from the criteria. For example, awareness of values, uses a variety of techniques, selects appropriate data.
- Insert annotations at the appropriate point in the work - in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.

Award marks

- If some work was done in groups, award marks that reflect the contribution of each individual candidate.
- If the candidate has received feedback and guidance over and above that allowed by the specification, take this into account. Apply the principle of best fit and use annotation to explain how marks have been applied in the context of the additional assistance given and document the details.

Complete documentation

- Record the feedback and guidance that you have given.
- Enter marks on the appropriate forms provided by the relevant awarding body.

What is the correct procedure if a candidate submits little or no work?

Candidate submits no work whatsoever

When marks are submitted to the awarding body the candidate must be recorded as absent (and not awarded a mark of zero).

Candidate submits very little work

If some work has been produced, it should be assessed against the assessment criteria. The appropriate mark should be awarded. If none of the work submitted is worthy of credit, a mark of zero should be given.

Is the centre allowed to tell candidates what marks they have been awarded?

The centre should inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body.

What is the correct procedure where a teacher teaches his/her own child?

The centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

Internal standardisation

Teachers should indicate on candidates' work, or on the cover sheet, the date when the work was marked.

It is important that all teachers involved in the assessment of a component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. The following sequence is an example of good practice.

Obtain reference materials at an early stage in the course

- In the first year of a new specification, participate in awarding body training.
- In subsequent years, obtain exemplar material provided by the awarding body and use your centre's own archive material.

Hold a preliminary trial marking session prior to marking

- Include all the teachers involved in assessment.
- Compare standards through cross-marking a small sample of work.
- Agree a common understanding of the assessment criteria.

Carry out further trial marking at appropriate points during the marking period

- Repeat the trial marking/cross-marking exercise.
- Ensure that any discrepancies in marking are resolved.

After most marking has been completed

- Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation.

Make final adjustments to marks prior to submission

- If there are inconsistencies ensure that the teacher(s) concerned make(s) adjustments to their marks.
- The teacher responsible for internal standardisation checks the new marks.

Retain work and evidence of standardisation

- Retain evidence that internal standardisation has been carried out.
- Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned. (See section 4.8, page 13).

Submission of marks and work for moderation

- Set internal deadlines that will allow your centre to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline.
- Follow the awarding body's instructions regarding the submission of marks. This can normally be done electronically. It is the responsibility of centres to carefully check the marks they are submitting to an awarding body in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.
- Submit supporting documentation required by the awarding body: authentication of candidates' work; confirmation that internal standardisation has been undertaken; any subject-specific information.

Is it possible to obtain an extension to the deadline for submission of marks?

Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of the awarding body.

The centre must contact the awarding body as soon as possible to request an extension.

The timely release of examination results will be put at risk if the deadlines for submission of marks and samples are not adhered to.

Storage and retention of work after submission of marks

Moderation sample

- Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if an enquiry about results is made.
- Where work has been subject to postal moderation, moderators normally return it direct to centres but work submitted electronically is not returned.

Marked work

- Retain marked work under secure conditions until after the deadline for enquiries about results. This applies to all work – whether or not it was part of the moderation sample.
- Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place.

- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings.

Extracts and exemplar work

- Awarding bodies will retain the work of some candidates for archive and standardisation purposes.
- For information on copyright please see paragraphs 6.11 to 6.19 of the JCQ publication General Regulations for Approved Centres
<http://www.jcq.org.uk/exams-office/general-regulations>

External moderation – the process

The purpose of moderation is to ensure that the standard of marking is consistent across all centres.

Sample selection

- The awarding body (or moderator acting on its behalf) specifies the sample which will include work from across the range of attainment at the centre.

It is the responsibility of centres to ensure that moderators receive the correct samples of work to review.

Sample submission

- For most components, the centre submits a sample of work either to the moderator or directly to the awarding body, according to instructions.
- For some components the moderator visits the centre to mark the sample of work.

Sample assessment

- The moderator assesses work in the sample using the published marking criteria.

Mark comparison and adjustment

- Moderator marks are compared with the centre marks for the sample of work.
- The moderator may request some or all of the remaining work if he/she needs further evidence of the centre's marking.
- If the differences between the moderator's marks and the centre's marks exceed the allowed tolerance, but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks.
- If the moderator significantly disagrees with the centre's rank order (perhaps because internal standardisation has not been carried out effectively) the

awarding body may ask the centre to re-consider its marks. Alternatively, the moderator's marks may be applied to all candidates in the centre and, in some circumstances, a charge may be made.

Feedback to centres

- The final moderated marks are issued to centres electronically when results are published.
- Feedback forms are also issued to centres.

External moderation - feedback

What sort of feedback can we expect?

Feedback is intended to enable the centre to take remedial action, if necessary, before the next examination series. The feedback given is intended to be constructive, objective, supported by fact or judgement, and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard for the component.

Feedback will cover the following aspects:

Centre set tasks

- Were they appropriate?
- Was there adequate coverage of the assessment objective(s)?

Centre assessments

- Were they accurate against the criteria and in relation to the agreed standard for the component?

Centre administration

- Was this satisfactory?

Access arrangements

The JCQ document Access Arrangements and Reasonable Adjustments,

1 September 2016 to 31 August 2017 provides detailed information -

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Awarding bodies have developed their specifications to be compliant with equality legislation.

Access arrangements will be granted provided that these do not undermine the integrity of the qualification.

In principle, if a candidate has an access arrangement as part of his/her normal way of working within the centre, a similar arrangement will normally be permitted for written examinations and non-examination assessments. Centres must apply for access arrangements in advance of timetabled written examinations and non-examination assessments.

How can centres prepare themselves to cater for candidates with access arrangements?

The SENCo must ensure that all relevant staff are aware of any access arrangements which need to be applied for non-examination assessments.

Special consideration

The JCQ document A guide to the special consideration process provides detailed information –

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Absence

If candidates are absent will they be eligible for special consideration?

Short-term occasional absence

- The candidate was unexpectedly absent for one or more formally supervised sessions.

Not eligible for special consideration.

The candidate should be given an opportunity to make up the missed time.

Absence on the day of an external examiner visit

- The candidate was absent for an acceptable reason on the day of an external examiner visiting.

May be eligible for special consideration.

Advice must be sought from the awarding body at the time of the candidate's absence as to possible alternative assessment arrangements.

Joined the course at a late stage

(See section 11 for candidates who move centres)

- The candidate was absent for some formally supervised sessions because he/she joined the course at a late stage.

Not eligible for special consideration.

The candidate should be given an opportunity to make up the missed time, if feasible.

Longer-term absence when work is being submitted in a series prior to certification

(Not applicable to linear specifications)

- The candidate was absent for an acceptable reason when his/her peers undertook the assessment.
- There will be another assessment opportunity prior to the series in which the candidate certifies.

Not eligible for special consideration.

The candidate should submit the assessment in a subsequent examination series.

Longer-term absence when work is to be submitted in the certification series

- The candidate was absent for acceptable reasons when his/her peers undertook the assessment and was unable to complete the work at a later date.
- As this is the candidate's certification series there will be no further assessment opportunity to complete the work.

May be eligible for special consideration provided the published criteria are met.

What are the criteria for a candidate who has been absent to be eligible for special consideration?

- The candidate has covered the whole course and has been fully prepared for the relevant assessment.
- The candidate was unable to complete the relevant assessment during the certification series at the same time as his/her peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition (where the assessment was scheduled for a restricted period of time.)
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the assessment, including the consideration of a short extension.
- The centre can clearly set out why the assessment could not be completed in the certification series by means of an agreed extension.
- The candidate meets the published criteria for enhanced grading.
- The centre supports the application for special consideration.

Are there any circumstances in which the awarding body will accept a reduced quantity of work?

Yes, provided that all the following criteria are met.

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and each required assessment objective has been covered at least once.

8.2 Loss of work

What are the criteria for a candidate, whose work has been lost, to be eligible for special consideration?

Candidate responsible for loss

- The loss is a consequence of negligence on the part of the candidate.

Not eligible for special consideration.

Centre responsible for loss

- The loss is not a consequence of negligence on the part of the candidate.
- The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress.

Eligible for special consideration.

What is the procedure for requesting special consideration for a candidate whose work has been lost?

Obtain guidance

Refer to the JCQ document A guide to the special consideration process – <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Report the loss

Submit Form 15 – JCQ/LCW to the relevant awarding body - <http://www.jcq.org.uk/exams-office/forms>

AQA and OCR centres must not submit Form 15 – JCQ/LCW.

Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

If the work had been marked before it was lost or damaged

Submit the mark in the usual way.

Submit Form 15 – JCQ/LCW to the moderator and the awarding body by the deadline for submission of marks.

AQA and OCR centres must not submit Form 15 – JCQ/LCW.

Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

If the work had not been marked before it was lost or damaged

Submit an estimated mark on Form 15 – JCQ/LCW.

Base the estimate on the teacher's assessment of the work actually seen.

Do not attempt to estimate marks for work not seen.

AQA and OCR centres must not submit Form 15 – JCQ/LCW.

Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

If only part of the work is lost

Seek further guidance from the awarding body.

9 Malpractice

Teachers must familiarise themselves with the JCQ document Notice to Centres - Teachers sharing assessment material and candidates' work - <http://www.jcq.org.uk/exams-office/non-examination-assessments>

This may help to mitigate against candidate and centre malpractice.

For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document Suspected Malpractice in Examinations and Assessments: Policies and Procedures - <http://www.jcq.org.uk/exams-office/malpractice>

Candidates must not:

- submit work which is not their own;
- make available their work to other candidates through any medium;
- allow other candidates to have access to their own independently sourced material;
- assist other candidates to produce work;

- use books, the internet or other sources without acknowledgement or attribution;
- submit work that has been word processed by a third party without acknowledgement;
- include inappropriate, offensive or obscene material.

Candidates are not prohibited from lending books or other resources to one another provided these are not used as part of their own independently sourced material.

Candidates must not post their work on social media. They should be made aware of the JCQ document Information for candidates – Guidelines when referring to examinations/assessments through the Internet - <http://www.jcq.org.uk/exams-office/information-for-candidates-documents/information-for-candidates---social-media>

What should a centre do if it suspects malpractice?

Irregularities identified by the centre prior to the candidate signing the authentication statement (where required)

- The centre should deal with the irregularity under its own internal procedures.
- There is no requirement to report the irregularity to the awarding body.
- Details of any work which is not the candidate's own must be recorded on the record form.

Irregularities identified by the centre subsequent to the candidate signing the authentication statement (where required)

- The head of centre must notify the relevant awarding body at the earliest opportunity using Form JCQ/M1.
- If malpractice is found the awarding body will apply a penalty.

Irregularities identified by an examiner or moderator subsequent to the candidate

signing the authentication statement (where required)

- The awarding body will ask the head of centre to conduct a full investigation and report his/her findings.

What penalty is applied when candidate malpractice has occurred?

If a breach of the regulations on the part of the candidate is discovered after a candidate has signed the authentication statement, the awarding body will apply one of the following penalties:

- the piece of work will be awarded zero marks;
- the candidate will be disqualified from that component for that examination series;
- the candidate will be disqualified from the whole subject for that examination series;
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

10 Enquiries about results services

For detailed information on enquiries about results services you should refer to the JCQ document Post Results Services, Information and guidance for centres <http://www.jcq.org.uk/exams-office/post-results-services>

The following post-results services may be requested.

Externally-assessed components

Review of marking (Service 2)

Priority Review of marking (Priority Service 2)

Internally-assessed components

Review of moderation (Service 3)

This service is not available if no adjustment was made to the centre's marks as a result of the original moderation.

A review of moderation is not available for an individual candidate.

What is the procedure for obtaining a review of moderation?

Initiate an enquiry about results

- Submit a request for Service 3 – Review of moderation.
- The awarding body will provide details of where to send the sample where applicable.

Despatch moderation sample

- The original moderation sample must be sent for review.
- Where requested, the sample must be despatched within three working days of receiving confirmation from the awarding body that the request has been accepted.

Receive outcome of review

- You will be notified of the outcome.
- Feedback will normally be provided.

Why is the original moderation sample required?

The process requires the second moderator to review the work of the first moderator.

The second moderator considers the marks awarded and any annotations made by the first moderator to establish whether he/she applied the assessment criteria correctly.

The sample of work submitted for review must have been stored securely.

If there is evidence that work has been returned to candidates the enquiry will be cancelled.

What will happen if the centre fails to despatch the sample within three working days?

The outcome of the enquiry may be delayed or the enquiry may be cancelled.

11 Other issues

What happens if, after submission, it is discovered that the wrong task was given to candidates?

The centre should submit an application for special consideration. Awarding bodies do all they can to protect candidates' interests but in some cases it may not be possible to accept work based on the wrong task. Centres should therefore, take great care to ensure that they give candidates the correct task for the year of submission. See section 3, page 6 for further information.

Can excluded pupils, private candidates and those who do not attend a centre for whatever reason do non-examination assessments?

You should refer to the relevant specification and/or subject-specific guidance in the first instance. Where the specification is available to those outside of mainstream education, the centre which makes the entry/entries must arrange for supervision, authentication and marking as required.

What happens if a candidate moves to a different centre during the course?

It may be possible to help candidates who move centres during the course.

Possible solutions depend on the stage at which the move takes place.

The relevant awarding body should be contacted at the earliest opportunity for advice about individual cases.

Practical Skills Endorsement for the A Level Sciences designed for use in England

Introduction

For first teaching in September 2015, the assessment of practical skills is a compulsory requirement of the new A level qualifications in Biology, Chemistry and Physics. Each of these qualifications will have an endorsed component covering those skills.

The endorsement has a number of features which distinguish it from most general qualifications assessments, in particular:

- it will not contribute to the A level grade;
- no marks will be assigned – it will be assessed holistically and reported as Pass or Not Classified;
- it will be assessed on a ‘competency’ basis using agreed Common Practical Assessment Criteria (CPAC). Candidates must consistently and routinely meet all of the criteria to be awarded a Pass at the end of the course;
- there will be a monitoring visit to each centre which will focus on checking that teachers are implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly.

There is no separate assessment of practical skills for AS Biology, Chemistry and Physics qualifications.

Registration and training

In Autumn 2016 JCQ will ask each centre to indicate which awarding body it intends to use¹ for its entries in A level Biology, Chemistry and Physics (June 2018 examination series) and to provide the name of the lead teacher. JCQ will allocate centres to awarding bodies for the purpose of the monitoring visits. Centres will receive communications concerning the visits from awarding bodies, not from JCQ.

Lead teachers are required to undertake training provided by the awarding body on the implementation of the practical endorsement. Further details will be supplied by the awarding body.

Lead teachers must then disseminate this information to all other teachers of that science within the centre so that each teacher can apply the standards appropriately.

¹ Any centre which makes entries for one of the A level sciences and has not previously submitted its intention to teach that subject will receive an automatic monitoring visit after the entries have been processed.

Entries and centre declaration

A level entries for Biology, Chemistry and Physics automatically include the respective practical skills endorsement.

As part of the National Centre Number Register Annual Update, the head of centre is required to provide a signed declaration that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities.

Practical activities

The arrangements for the assessment of practical skills are common to all awarding bodies and include the following.

- The required practical activities (that will enable candidates to demonstrate the five practical competencies) are set out by each awarding body in the subject specification and must be carried out by each candidate.
- Centres assess candidates using Common Practical Assessment Criteria (CPAC) issued jointly by the awarding bodies. The CPAC are based on the requirements of Appendices 5b (Practical skills identified for direct assessment and developed through teaching and learning) and 5c (Use of apparatus and techniques) from the prescribed subject content, published by the Department for Education. They define the minimum standard required for the achievement of a Pass grade.
- Candidates who consistently and routinely demonstrate the required standard across all of the CPAC, incorporating all of the skills, apparatus and techniques (as defined in Appendices 5b and 5c of the DfE subject content), will receive a Pass at the end of the course.

Candidates may work in groups, but teachers should be confident of each individual's competence when awarding a Pass.

In each specification at least twelve activities are prescribed. These activities provide opportunities for demonstrating competence in all the required skills and in the use of all apparatus and techniques detailed for each subject. Some awarding bodies' specifications require candidates to carry out all of the specified activities. In all specifications candidates may also demonstrate the competencies in any additional practical activities undertaken during the course of study which cover the requirements of the CPAC.

Centre record-keeping

Each centre must keep a written record of the following:

- plans to carry out sufficient practical activities which meet the requirements of CPAC, incorporating skills and techniques detailed in Appendix 5 of the subject content published by the Department for Education, over the course of the A level;

- each practical activity undertaken and the date when it was completed;
- the criteria being assessed in that practical activity;
- candidate attendance;
- details of which candidates met the criteria and which did not;
- candidate work showing evidence required for the particular task with date(s), together with any associated materials provided for the practical activity e.g. written instructions given.

Candidate record keeping

Candidates must keep a record of their practical work, including their assessed practical activities and the dates. The format is not prescribed, as it is important that candidates record their practical experiences in their own ways. It could include:

- lab books (allowing all records to be kept in one place);
- candidates' folders;
- computer-based systems;
- pre-printed workbooks.

Monitoring

Quality assurance of the practical endorsement is supported by visiting monitors from the awarding bodies. As the practical activities for the endorsement take place throughout the two years of the A level course, visits could be in either the first or second year.

Each centre will be visited at least once, in at least one of the sciences, during the period January 2017 to May 2018 (excluding the period of the June 2017 exam series). The monitor who visits will be appointed by the awarding body with which the centre has indicated (through the JCQ request) that it intends to enter candidates. Large centres will receive a visit for every science.

The purpose of the visit is to ensure that the centre is implementing the requirements of the practical endorsement appropriately and applying the assessment criteria (CPAC) correctly. The monitoring process is not intended to moderate or adjust the results of individual candidates.

The centre visit

The monitor will contact the centre and liaise with the lead teacher for a visit with at least two weeks' notice.

On the day of the centre visit the monitor will:

- observe a practical activity taking place;
- review the records kept by the centre and by a sample of candidates;
- talk with staff and candidates.

The visit is intended to determine the ability of the centre to assess candidates in the practical endorsement, not to decide on candidate achievement. It is therefore, unnecessary and it would be counter-productive, to rehearse the practical activity which the monitor is to observe.

The monitor will prepare a written record of the visit and a copy will be sent to the centre. The record will state whether or not the monitor agrees with the centre's implementation of the requirements of the endorsement and application of the assessment criteria (CPAC).

If the monitor does not agree with the centre's judgements, he/she will provide guidance as to the measures which the centre needs to put in place. Such an outcome could result in the other sciences receiving a visit from the respective awarding body/bodies as well as a repeat visit for the science which was monitored. If additional visits are necessary, there may be a supplementary charge.

It is possible that the monitor may agree with the centre's application of CPAC, yet still include guidance on improvements which could be made.

What if a centre disagrees with the monitor?

If a centre disagrees with the outcome of a monitoring visit, it may request a repeat visit by an alternative monitor. There may be a charge for this service.

Alternative centre arrangements

- Where a centre does not have laboratory facilities and undertakes the practical endorsement at an alternative site or venue, or in a foreshortened timescale, a specific visit will be made on a defined date when practical activities are taking place.
- Where practical work is undertaken jointly with another centre, the centre being monitored must inform the awarding body's monitor of such arrangements when contacted.

Candidate absence

Where a candidate misses a prescribed practical activity through absence, the centre must organise an alternative session for him/her or provide other opportunities for him/her to demonstrate the required skills and techniques.

It is a regulatory requirement that each candidate must demonstrate the specified skills and techniques through carrying out a minimum of twelve activities. Candidates who are unable to do this because of absence will not

qualify for special consideration and will receive a Not Classified result for the practical skills endorsement. At the time of publication Ofqual is currently consulting on the use of exemptions for disabled candidates.

Centres which switch to another awarding body

Where a centre informs JCQ that it is switching to a different awarding body (having previously submitted its entry intentions to JCQ), then:

- if no visit has yet taken place, the updated details will be used when arranging the visit;
- if a visit has already taken place in the science where the centre has switched, the decisions made as a consequence of that visit will stand.

Candidates who move to a new centre during the course

In order to award a Pass grade, the new centre must take all reasonable steps to ensure that it is satisfied that all of the five competencies and all of the skills and techniques have been successfully covered in at least twelve practical activities (at one or both centres).

Re-use (carry forward) of practical skills grades

A candidate who is re-taking an A level Biology, Chemistry or Physics qualification may request to carry forward (i.e. transfer into a new entry) a previous grade for the practical skills endorsement, even if it was awarded by a different awarding body.

Sanctions

- If a monitoring visit shows that a centre is not implementing the requirements of the practical endorsement appropriately, the awarding body will provide guidance on the improvements which need to be put in place.
- If a monitoring visit shows that a centre is not assessing to the correct national standard, the lead teacher may be required to undertake further training.
- Failure by the centre to take action in response to the above, or to provide a declaration to confirm that all candidates have had the opportunity to undertake the prescribed practical activities, may cause results for the endorsement to be awarded as Not Classified.

Malpractice

- If it comes to light that a teacher has awarded a Pass grade to a candidate who has not satisfactorily completed the necessary practical activities, the head of centre will be asked to carry out an investigation of the circumstances and report to the awarding body. Results from some or all candidates at the centre may be withheld.

- Failure on the part of the head of centre to give all candidates the opportunity to undertake the practical activities is a breach of specification requirements. The awarding body will inform other awarding bodies and the regulator, and the centre's arrangements for the next cohort will be closely monitored.
- Because of the nature of the work required, opportunities for candidate malpractice are lessened, but in circumstances where it occurs the standard published malpractice procedures apply.

Appendix 2

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Introduction

For first teaching in September 2015, GCSE English Language will have an endorsed component covering Spoken Language. This endorsement has a number of features which distinguish it from most general qualifications components, in particular:

- it will be reported as a separate grade (Pass, Merit, Distinction or Not Classified) and will not contribute to the result of the GCSE English Language qualification;
- no marks will be assigned – it will be assessed holistically as a grade;
- it will be assessed on a 'competency' basis using agreed common criteria – to be awarded a grade candidates must achieve all of the criteria for that grade.

The endorsement will be assessed by centres. There will be monitoring arrangements through which awarding bodies will check that:

- centres have used appropriate tasks;
- centres have applied the assessment criteria correctly and consistently – no adjustments will be made to centres' assessments.

For monitoring purposes, each centre is required to provide audio-visual recordings of the presentations of a sample of candidates.

Entries and centre declaration

Entries for GCSE English Language automatically include the Spoken Language endorsement.

As part of the National Centre Number Register Annual Update, the head of centre is required to provide a signed declaration that all reasonable steps have been or will be taken to ensure that all candidates at the centre have

had, or will have, the opportunity to undertake the Spoken Language endorsement².

² A certificate will be issued for GCSE English Language where the candidate has been awarded a grade (9-1). All possible results for the endorsement (including Not Classified) will be reported on that certificate. At the time of publication Ofqual is reviewing its approach to the reporting of grades for candidates with exemptions.

Task setting and task taking

Candidates must undertake a prepared spoken presentation on a specific topic. As a guide, the duration should be no more than ten minutes. The requirements are as follows:

- Presentations may take a wide variety of forms, including talks, debates, speeches and dialogues.
- The appropriate format should be determined by the teacher, in discussion with the candidate. The format chosen should allow the candidate to demonstrate his/her Spoken Language abilities to the fullest extent.
- Candidates must identify the subject for their presentations in advance and agree it with their teacher.
- Presentations must be planned and organised. Candidates should be advised that lack of preparation is likely to prevent access to the criteria for the higher grades.
- Candidates may use pre-prepared notes to assist them during their presentations but this is not a requirement.
- There are no word limits, page restrictions or other limitations regarding notes.
- Teachers should advise candidates that reading entirely from pre-prepared notes is unlikely to enable them to access the criteria for the higher grades which require engagement with the audience.

As part of or following the presentation, candidates must listen to and respond appropriately to questions and feedback. Task taking therefore also includes the following requirements:

- Candidates must give their presentations to an audience, which must always include the teacher.
- The size and composition of the audience should be determined by the teacher, in discussion with the candidate.
- Where the audience is the teacher only, the presentation and dialogue should be designed in such a way that it could have a potentially wider audience than just one person (e.g. it replicates a television interview).

The format of the task-taking is flexible. There is no requirement to present to other candidates. Further advice is provided in each awarding body's specification and/or guidance.

Assessment and internal standardisation

Candidates should be assessed either live or from recordings, using the common assessment criteria which have been developed collaboratively by the awarding bodies and teachers.

Teachers award grades (Pass, Merit or Distinction) - there are no marks. Candidates who do not reach the Pass standard must be recorded as Not Classified. In order to achieve a particular grade, a candidate must meet all of the criteria for that grade. The 'best fit' and compensatory approach normally used in GCSE assessments does not apply. Further details are available in the guidance and support provided by the awarding bodies.

Centres must make arrangements for internal standardisation of assessments. This should take place as far as possible before assessment begins in earnest. Internal standardisation should include a preliminary trial assessment session (including all teachers involved in assessment) using exemplar material provided by the awarding body, in order to ensure that there is a common understanding of the assessment criteria. It could also include observation by teachers before starting their own assessments. Teachers could observe live sessions where the lead teacher assesses candidates and equally the lead teacher could observe some of the live sessions where each teacher assesses candidates.

Monitoring

Common monitoring arrangements are in place, as agreed by the awarding bodies, to ensure that centres are using appropriate tasks and are applying the assessment criteria correctly.

The centre must provide recordings of the presentations of a sample of candidates. The recording of each candidate's presentation, including questions and feedback from the audience, must be complete and unedited. Any proceedings at the beginning or end which are not part of the assessment should not be recorded or should be edited out. Using their knowledge of candidates' likely performance, centres should select the sample following the guidance shown in Table 1 and its footnotes. Centres are recommended to aim to record slightly more than the minimum number at each grade to allow for candidates whose performance is awarded a higher or lower grade than the centre had anticipated. However, a centre whose sample at a particular grade is ultimately slightly smaller than the minimum specified in the table is not required to take further action (i.e. record further candidates) to rectify the sample. Awarding bodies will provide details regarding the storage and submission of recordings.

Table 1 – Sample sizes

+ All candidates at a grade if the centre has fewer than the stated minimum. Candidates assessed as Not Classified should not be included.

++ For example, if a centre has 15 D candidates, 11 M candidates and 3 P candidates, all of these candidates will be in the sample.

+++ For example:

(a) if a centre has 21 D candidates, 14 M candidates and 3 P candidates, the sample will consist of 10 of the D candidates, 10 of the M candidates and all of the P candidates, with 7 additional candidates (from D and/or M) to make the overall sample up to 30.

(b) if a centre has no D candidates, 7 M candidates and 60 P candidates, the sample will consist of all of the M candidates and 23 of the P candidates.

Where a centre is unable to record the required number of candidates owing to concerns (expressed by the candidates themselves or by their parents/carers) about safeguarding, confidentiality or faith, it must contact the awarding body at the earliest opportunity.

Assessments must be submitted by the awarding body's published deadline for internal assessment. Awarding bodies will supply details of the administrative arrangements. The monitor appointed by the awarding body will view some or all of a centre's recordings and there will be a statistical analysis of the centre's assessments.

If there are concerns as a result of monitoring, the centre will be provided with additional support (which may include a visit by a monitor) in the academic year 2017-18. There may be enhanced monitoring arrangements which may include an earlier deadline for submission of assessments or a requirement to record the presentations of all candidates.

Candidate absence

Where a candidate misses the scheduled date/time for his/her presentation, the centre must organise an alternative session.

A candidate who is unable to undertake his/her presentation because of persistent absence (whether through ill health or any other reason) will not qualify for special consideration and will receive a Not Classified result for the Spoken Language endorsement. However, standard procedures for sitting an assessment at an alternative venue apply, if appropriate. The centre should contact the relevant awarding body for advice. At the time of publication Ofqual is currently consulting on the use of exemptions for disabled candidates.

Candidates who move to a new centre during the course

If a candidate moves to a new centre after his/her Spoken Language assessment has been carried out, the result of that assessment remains valid.

The new centre should contact its awarding body for details regarding the administrative arrangements.

Re-use (carry forward) of Spoken Language grades

A candidate who is re-taking GCSE English Language may request to carry forward, (i.e. transfer into a new entry for GCSE English Language) a previous grade for the Spoken Language endorsement, even if it was awarded by a different awarding body.

Malpractice

- If it comes to light that a teacher has awarded a grade to a candidate who has not in fact carried out a presentation in the required manner, the head of centre will be asked to carry out an investigation of the circumstances and report to the awarding body. Results from some or all candidates at the centre may be withheld.
- Failure on the part of the head of centre to give all candidates the opportunity to undertake a Spoken Language presentation is a breach of specification requirements. The awarding body will inform other awarding bodies and the regulator, and the centre's arrangements for the next cohort will be closely monitored. A grade of Not Classified will be recorded for the endorsement in the case of any GCSE English Language candidates who do not attempt it.
- Because of the nature of the work required, opportunities for candidate malpractice are lessened, but in circumstances where it occurs the standard published malpractice procedures apply.

Candidates

The exams Manager will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Key stage 4 Manager/ SLT.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Invigilators.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Exam Manager / Invigilator is responsible for handling late or absent candidates on exam day.

Clash candidates

The Exams Manager will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Manager to that effect.

The candidate must support any special consideration claim with appropriate evidence within 5 working days of the exam.

The exams manager will make a special consideration application to the relevant awarding body by the end of the exam season.

Internal assessment

It is the duty of heads of department to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer will not assist by keeping a record of each dispatch, including the recipient details and the date and time sent but reception keep a log.

Marks for all internally assessed work are entered directly by teaching staff, online for each subject. The exams manager will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

Appeals against internally assessed marks , (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Thomas Becket Catholic School is committed to ensuring that whenever its staff marks candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Thomas Becket Catholic School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark to be submitted to the awarding body.

1. Appeals should be made as early as possible in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body.
2. Appeals must be made in writing using the internal appeals form, completed by the candidate and submitted to the Exams Officer
3. The head of centre will appoint a senior member of staff, e.g. an Assistant Headteacher or a Deputy Headteacher, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Thomas Becket Catholic School and is not covered by this procedure.

Internal appeals form

This form should be completed in all cases to lodge an appeal. Please tick to indicate what the appeal is against:

An internal assessment decision

Name of appellant		Candidate name <i>if different to appellant</i>	
Awarding body		Unit/module/exam paper code	
Subject		Unit/module/exam paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against an internal assessment decision

Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

The appellant declaration against the relevant appeal must be signed, dated and returned to the Exams Officer, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure.

Results

Candidates will receive individual results slips on results days,

- in person at the centre
- by post to their home address - candidates to provide a self-addressed envelope
- collected and signed for by a third party- with written permission from the candidate, and ID.

The results slip will be in the form of a centre produced document.

Arrangements for the centre to be open on results days are made by the Exams Manager / SLT Line Manager.

The provision of the necessary staff on results days is the responsibility of the Exams Manager / SLT Line Manager.

Managing controlled assessment

Supervision

External invigilators and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are not required. Centres must ensure that supervisors are aware of subject-specific requirements.

Centres must ensure that candidates understand what they need to do to comply with the regulations for controlled assessments as outlined in the JCQ document Information for candidates – controlled assessments - <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

In particular, centres must ensure that candidates:

- understand that information from published sources must be referenced;
- receive guidance on setting out references;
- are aware that they must not plagiarise other material.

What does formal supervision (high level of control) actually involve?

The use of resources is tightly prescribed. The centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the session(s);
- display materials which might provide assistance are removed or covered;
- there is no access to e-mail, the internet or mobile phones;
- candidates complete their work independently;
- interaction with other candidates does not occur;
- no assistance of any description is provided.

What does informal supervision (medium level of control) actually involve?

Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres must always check the subject-specific requirements issued by the awarding body. The centre must ensure that:

- all candidates participate in the assessment;
- there is sufficient supervision to ensure that work can be authenticated;
- the work an individual candidate submits for assessment is his/her own.

What does limited supervision (limited level of control) actually involve?

Work may be completed outside of the centre without direct supervision. Where limited control is specified, candidates may normally:

- have unlimited access to electronic and printed resources;
- use the internet without restriction;
- work in groups.

Advice and feedback

Centres should advise candidates on aspects such as those listed below before controlled assessment work begins:

- sources of information;
- relevance of materials/concepts;
- structure of the response (for example, chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety considerations;
- security of their work.

Centres must not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings) unless the specification or subject-specific guidance states otherwise.

What advice and feedback can I give to candidates during the task-taking stage?

The task-taking stage of controlled assessment may involve two sub-stages, each of which may be subject to a different level of control. (See section 1 of this document).

If a high level of control is specified, you must not provide advice or feedback of any description.

If medium or limited control is specified, some categories of advice/feedback are permitted.

The following table provides general guidance, but there are some exceptions.

Centres must refer to the relevant specification or subject-specific guidance for confirmation.

Category of advice/feedback

High control

Medium control

Limited control

- Review candidates' work and provide oral and written advice at a general level.
- Evaluate progress to date and propose broad approaches for improvement.
- Allow candidates to revise and re-draft work.
- Provide detailed specific advice on how to improve drafts to meet assessment criteria.
- Give detailed feedback on errors and omissions which leave candidates with no opportunity to show initiative themselves.
- Intervene personally to improve the presentation or content of work.

What if a candidate requires assistance over and above that allowed by the specification?

Before giving additional assistance beyond that described in the specification or subject-specific guidance, teachers must ensure that there is provision to record this assistance. Details must be documented on the record form issued by the awarding body. The intervention must be taken into account when marking the work. Annotation should be used to explain how marks were applied in the context of the additional assistance given. Failure to follow this procedure constitutes malpractice.

What are the rules on re-drafting?

Particular care is needed when drafting is one of the skills being assessed. In this situation:

- the assessment criteria will allow credit to be given where there is evidence of drafting and re-drafting;
- teachers must undertake an interim assessment of candidates' work.

The candidate must use his/her own initiative when re-drafting, without assistance from the teacher.

When drafting is not one of the skills being assessed, teachers may review candidates' work and provide advice at a general level unless the specification or subject-specific guidance states otherwise.

How should contact between the teacher and the candidate be monitored and recorded?

Where this may affect the marks awarded, the teacher should keep a record of feedback and advice provided to groups of candidates and to an individual candidate. When group work is permitted, the teacher's record should describe the candidate's contribution to any group work.

Resources

What resources are allowed under each level of control?

High control (formal supervision)

- The use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes.
- Access to the internet is not permitted.
- If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all material stored on the devices is permissible.

Medium control (informal supervision)

- Candidates normally have unrestricted access to resources available at the centre and via the internet. There are some exceptions.

Centres should refer to specifications or subject-specific guidance.

Limited control (limited supervision)

- In many subjects candidates will need to gather information from published sources when researching and planning their tasks.
- Candidates are allowed unrestricted access to the internet and any electronic and printed resources available to them.

Are candidates allowed to introduce new resources between formally-supervised sessions?

No. Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session:

- the work to be assessed;
- preparatory work.

Additional precautions need to be taken if the centre permits candidates to use computers to store preparatory work and/or word process their work for assessment .

The centre is responsible for establishing and implementing procedures to ensure that:

- all work which will be assessed is completed under formal supervision;
- candidates are not able to access preparatory work between supervised sessions.

Do candidates need to keep a record of work completed under informal and/or limited supervision?

The work submitted for assessment must include references where appropriate.

To facilitate this, each candidate should keep a detailed record of his/her own research, planning, resources etc. The record should include all the sources used, including books, websites and DVDs.

How should sources be acknowledged?

Guidance is given in the JCQ document Information for candidates – controlled assessments – <http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

Word and time limits

Specifications and subject-specific documentation include guidance on appropriate word limits or time limits.

How can centres impose time limits?

Centres are responsible for ensuring that candidates adhere to the specified time limits when high control (formal supervision) or medium control (informal supervision) is specified. When work is done under limited control the specified timings are for guidance only (unless otherwise stated in the specification), but centres should discourage candidates from exceeding them.

What are the consequences when a candidate's work exceeds the word limit?

You should refer to the relevant specification or subject-specific guidance for clarification. Specifications fall into three broad categories described in the following table.

Category of specification

Consequences of exceeding word limit

A word limit is provided purely for guidance.

There is no penalty for exceeding the limit.

The assessment criteria allows credit to be awarded for work that is focused and concise.

Candidates who exceed the word limit may not have access to the full range of marks.

A rigid word limit is specified.

Work submitted over and above the word limit will not be taken into account and/or an additional penalty may be applied when marking and/or moderation takes place.

Scheduling

A survey of teachers carried out by Ipsos MORI highlighted the logistical challenges for schools, particularly around managing access to limited resources such as IT equipment and classroom space. Teachers may prefer their candidates to use IT to complete assessments at the write-up stage.

With limited IT facilities available in many schools, this creates timetabling pressures and can sometimes encroach into periods when other teaching groups would otherwise be using the facilities.

- What can centres do to reduce logistical problems?

Plan ahead – draw up an annual schedule for controlled assessment sessions that will require informal or formal supervision and/or access to the centre's IT resources.

- Involve IT colleagues in the planning exercise.
- Refer to the controlled assessment sections of individual specifications and subject-specific guidance for advice on the amount of time required. Decide how many sessions will be needed, and what will work best for your centre in terms of the intervals between sessions.
- Some candidates will be entitled to extra time. Take account of the subjects affected and the number of candidates involved when drawing up the schedule.
- Take account of the likelihood that some candidates will be absent for one or more of the sessions that require supervision. They will need to be given an opportunity to make up the missed time. Identify options for accommodating occasional absence and assess the likely impact of each option on staff, candidates and IT resources.
- Spread controlled assessment across Years 10 and 11, and co-ordinate departmental timetables so that candidates are not doing controlled assessment in several subjects concurrently.
- Review the centre's day-to-day procedures with respect to IT security and storage of confidential materials. Provided that day-to-day security arrangements are sufficiently robust, there is no requirement to implement additional measures for controlled assessment.

For example, there is not a requirement for each candidate to have a different log-in name and password for each controlled assessment subject.

Collaboration and group work

When is group work permitted?

Candidates are free to collaborate when carrying out research and preparatory work under limited supervision.

Where the specification permits, some assignments may be undertaken as part of a group.

The specification may place a restriction on the maximum size of the group. It must be possible to attribute assessable outcomes to individual candidates.

Each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where candidates are required to construct an artefact, they may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and, if applicable, the record forms.

Should all members of a group get the same mark?

No. Group work is permitted but group assessment is not. Members of the group will have made different contributions and the work of each candidate must be individually assessed.

How is credit apportioned to individual candidates?

The centre is responsible for monitoring group work and ensuring that each candidate's contribution can be separately assessed.

Authentication procedures

How is candidates' work authenticated?

Each candidate must sign a declaration to confirm that the work he/she submits for final assessment is his/her own unaided work.

All teachers must sign the declaration of authentication after the work has been completed confirming that the work:

- is solely that of the candidate concerned;
- was completed under the required conditions.

Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

What if the teacher has doubts about the authenticity of the work?

If you are unable to confirm that the work presented by a candidate is his/her own:

- do not accept the candidate's work for assessment;
- record a mark of zero for internally assessed work.

If you are concerned that malpractice may have occurred you must inform your examinations officer.

Presentation of work

- Allow candidates to word process written work if practicable. The regulations detailed in section 8 of the JCQ document Instructions for conducting examinations do not apply to controlled assessment.
- Instruct candidates to insert the following details on each page as a header or footer: 5 digit centre number; candidate number; unit/component code.
- Allow candidates to use the spell/grammar check when they are word processing unless the specification or subject-specific guidance states otherwise.
- Encourage candidates submitting handwritten work to use black ink and write legibly.
- Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.
- Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.
- Consider insuring valuable or fragile materials against loss or damage. Awarding bodies are not liable for the loss of work or damage that occurs during moderation or in transit.
- Do not include items of real or sentimental value such as photographs or certificates. Obtain informed consent from parents/carers if videos or photographs/images of candidates are being included as evidence of participation or contribution. Remove bulky covers and folders before work is sent for moderation or external marking.
- Ensure that each candidate's work is securely fastened and that the awarding body's cover sheet is fully completed and attached to the work.

Keeping materials secure

What constitutes secure storage in the context of controlled assessment?

Secure storage is defined as a securely locked cabinet or cupboard (where work is stored in hard copy format).

Where candidates are producing artefacts (e.g. Art and Design or Design and Technology) secure storage may be defined as a classroom, studio or

workshop which is locked or supervised from the end of one session to the start of the next.

Is secure storage of candidates' work required throughout the task-taking stage?

No. When candidates are undertaking research, data collection or other preparatory work under limited control (limited supervision), secure storage is not required at this stage.

When does the requirement for secure storage of candidates' work come into play?

Secure storage is required from the point at which candidates embark on producing work for assessment.

All work that will be submitted for assessment must always be collected at the end of each session and stored securely between sessions.

Does the requirement for secure storage extend to candidates' preparatory work?

Yes, if the work for assessment is being produced under high control (formal supervision).

High control

(formal supervision)

From the point at which candidates embark on producing work for assessment, they are not permitted to amend or augment their preparatory work.

All work must therefore, be collected at the end of each session and stored securely between sessions – i.e. work for assessment and preparatory work.

Medium control

(informal supervision)

Work produced for assessment must be collected at the end of each session and stored securely between sessions. The requirement does not extend to preparatory work unless the specification or subject-specific guidance states otherwise.

Candidates are allowed to continue to undertake preparatory work under limited control (limited supervision) beyond the point at which they embark on producing work for assessment.

What if candidates' work is in an electronic format?

Candidates' preparatory work may be in an electronic format. The work they are producing for assessment may also be in an electronic format. Centres must take steps to ensure that they meet the requirements for secure storage described above. This may involve collecting memory sticks for secure storage between sessions or restricting candidates' access to specific areas of the centre's IT network.

Are candidates allowed to use their own computers or other electronic devices?

Yes, but additional precautions must be taken if the centre permits candidates to use their own devices, either to store preparatory work and/or to write up their work. In these circumstances, the centre is responsible for establishing and implementing a procedure to ensure compliance with the requirements for secure storage described above.

Are teachers allowed to take work home to mark?

Yes, provided that they take sensible precautions regarding its security.

When can marked work be removed from secure storage?

Internally assessed work that is not required for moderation purposes and work returned to centres after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, internally assessed work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, internally assessed work may be returned once the enquiry about results and any subsequent appeal is complete.

When can preparatory work be removed from secure storage?

Preparatory work should remain in secure storage until marks have been submitted to the awarding body.

Controlled assessment: managing task marking

Externally-assessed controlled assessment units/components

Which controlled assessment units/components are externally assessed?

Communication in writing for the following Modern Foreign Languages is externally assessed:

- Chinese (Mandarin)
- French

- German
- Irish
- Italian
- Spanish
- Urdu

For these units/components, the work of all candidates must be submitted for assessment.

Will externally-assessed work be returned to centres automatically?

No. Externally-assessed controlled assessments are treated in the same way as examination scripts. Centres can ask for controlled assessment material to be returned using the access to scripts service. Feedback forms are not available for externally-marked components.

Marking internally-assessed controlled assessment units/components

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre, and to enable the moderator to check that marking is in line with the assessment criteria. If the moderator cannot find evidence to justify the marks awarded to a candidate, the work may be returned to the centre for further explanation or the mark may be adjusted.

Annotation and marking

Annotate the work

- Follow guidance in the relevant specification and associated subject-specific documents.
- Provide evidence to support your marks. Identify the assessment criteria that have been met.
- Be clear and unambiguous.
- Use key phrases from the criteria. For example, awareness of values, uses a variety of techniques, selects appropriate data.

- Insert annotations at the appropriate point in the work - in the margin or in the text – or write comments on the cover sheet to show clearly how credit has been awarded.

Award marks

- If some work was done in groups, award marks that reflect the contribution of each individual candidate.
- If the candidate has received feedback and guidance over and above that allowed by the specification, take this into account. Apply the principle of best fit and use annotation to explain how marks have been applied in the context of the additional assistance given and document the details.

Complete the documentation

- Record the feedback and guidance that you have given.
- Enter marks on the appropriate forms provided by the relevant awarding body.

What is the correct procedure if a candidate submits little or no work?

Candidate submits no work whatsoever

When marks are submitted to the awarding body the candidate must be recorded as absent (and not awarded a mark of zero).

Candidate submits very little work

If some work has been produced, it should be assessed against the assessment criteria and mark scheme. The appropriate mark should be awarded. If none of the work submitted is worthy of credit, a mark of zero should be given.

Is the centre allowed to tell candidates what marks they have been awarded?

The centre should inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body.

Centres should not attempt to convert marks to grades in advance of the publication of results.

What is the correct procedure where a teacher teaches his/her own child?

The centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

Internal standardisation

Candidates' work must be dated by teachers to reflect the time at which it was marked.

It is important that all teachers involved in the assessment of a unit/component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. The following sequence is an example of good practice.

Obtain reference materials at an early stage in the course

- Obtain exemplar material provided by the awarding body and use your centre's own archive material.

Hold a preliminary trial marking session prior to marking

- Include all the teachers involved in assessment.
- Compare standards through cross-marking a small sample of work.
- Agree a common understanding of the assessment criteria.

Carry out further trial marking at appropriate points during the marking period

- Repeat the trial marking/cross-marking exercise.
- Ensure that any discrepancies in marking are resolved.

After most marking has been completed

- Hold a further meeting to make final adjustments or assign responsibility for comparing marks to the teacher responsible for internal standardisation.

Make final adjustments to marks prior to submission

- If there are inconsistencies ensure that the teacher(s) concerned make(s) adjustments to their marks.
- The teacher responsible for internal standardisation checks the new marks.

Retain work and evidence of standardisation

- Retain evidence that internal standardisation has been carried out.
- Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned.

Submission of marks and work for moderation

- Set internal deadlines that will allow your centre to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline.
- Follow the awarding body's instructions regarding the submission of marks. This can normally be done electronically. It is the responsibility of centres to carefully check the marks they are submitting to an awarding body in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.

Submit supporting documentation required by the awarding body:

- authentication of candidates' work;
- confirmation that internal standardisation has been undertaken;
- any subject-specific information.

Is it possible to obtain an extension to the deadline for submission of marks?

Where a centre has been affected by circumstances beyond its control, it may, in exceptional cases, be possible to grant a short extension. This is at the discretion of the awarding body.

The centre must contact the awarding body as soon as possible to request an extension.

The timely release of examination results will be put at risk if the deadlines for submission of marks and samples are not adhered to.

Storage and retention of work after submission of marks

Moderation sample

- Keep a record of names and candidate numbers for candidates whose work was included in the sample. This information may be needed if an enquiry about results is made.
- Moderators normally return work direct to centres but work submitted electronically is not returned.

Marked work

- Retain marked work under secure conditions until after the deadline for enquiries about results. This applies to all work – whether or not it was part of the moderation sample.
- Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place.
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or video recordings.

Extracts and exemplar work

- Awarding bodies will retain the work of some candidates for archive and standardisation purposes.
- For information on copyright please see paragraphs 6.12 to 6.19 of the JCQ publication General Regulations for Approved Centres
<http://www.jcq.org.uk/exams-office/general->

External moderation – the process

The purpose of moderation is to ensure that the standard of marking is consistent across all centres.

Sample selection

- The awarding body (or moderator acting on its behalf) specifies the sample which will include work from across the range of attainment at the centre.

It is the responsibility of centres to ensure that moderators receive the correct samples of work to review.

Sample submission

- For most units/components, the centre submits a sample of work either to the moderator or directly to the awarding body, according to instructions.
- For some units/components the moderator visits the centre to mark the sample of work.
- Different procedures are used for subjects such as PE, where work is ephemeral.

Sample assessment

- The moderator assesses work in the sample using the published marking criteria.

Mark comparison and adjustment

- Moderator marks are compared with the centre marks for the sample of work.
- The moderator may request some or all of the remaining work if he/she needs further evidence of the centre's marking.
- If the differences between the moderator's marks and the centre's marks exceed the allowed tolerance, but the moderator broadly agrees with the centre's rank order, adjustments may be applied to the centre's marks.
- If the moderator significantly disagrees with the centre's rank order (perhaps because internal standardisation has not been carried out effectively) the awarding body may ask the centre to re-consider its marks. Alternatively, the moderator's marks may be applied to all candidates in the centre and, in some circumstances, a charge may be made.

Feedback to centres

- The final moderated marks are issued to centres electronically when results are published.
- Feedback forms are also issued to centres.

External moderation - feedback

What sort of feedback can we expect?

Feedback is intended to enable the centre to take remedial action, if necessary, before the next examination series. The feedback given is intended to be constructive, objective, supported by fact or judgement, and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard for the unit/component.

Feedback will cover the following aspects:

Tasks

- Were they appropriate (where set or contextualised by the centre)?
- Was there adequate coverage of the assessment objectives?

Centre assessments

- Were they accurate against the criteria and in relation to the agreed standard for the unit/component?

Centre administration

- Was this satisfactory?

Controlled assessment: access arrangements

The JCQ document Access Arrangements and Reasonable Adjustments,

1 September 2016 to 31 August 2017 provides detailed information -

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Awarding bodies have developed their specifications to be compliant with equality legislation.

Access arrangements will be granted provided that these do not undermine the integrity of the qualification.

In principle, if a candidate has an access arrangement as part of his/her normal way of working within the centre, a similar arrangement will normally be permitted for written examinations and controlled assessment. Centres must apply for access arrangements in advance of examinations and controlled assessments.

How can centres prepare themselves to cater for candidates with access arrangements?

When drawing up the schedule for controlled assessment sessions, take account of the fact that candidates entitled to extra time will need to be supervised.

All relevant staff must be aware of any access arrangements which need to be applied during a controlled assessment session.

Controlled assessment: special consideration

The JCQ document A guide to the special consideration process provides detailed information –

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Absence

If candidates are absent will they be eligible for special consideration?

Short-term occasional absence

- The candidate was unexpectedly absent for one or more of the controlled assessment sessions that require supervision.

Not eligible for special consideration.

The candidate should be given an opportunity to make up the missed time.

Joined the course at a late stage

- The candidate was absent for some of the controlled assessment sessions that require supervision because he/she joined the course at a late stage.

Not eligible for special consideration.

The candidate should be given an opportunity to make up the missed time, if feasible.

Longer-term absence prior to the terminal examination series

(Not applicable to candidates at centres in England)

- The candidate was absent for acceptable reasons when his/her peers undertook a controlled assessment unit/component.
- The unit/component was being submitted prior to the terminal examination series.
- There will be another assessment opportunity prior to the series in which the candidate certifies.

Not eligible for special consideration.

The candidate should submit the unit/component in a subsequent examination series.

Longer-term absence during the terminal examination series

- The candidate was absent for acceptable reasons when his/her peers undertook a controlled assessment unit/component and was unable to complete the work at a later date, prior to the end of the published window.
- The unit/component was being submitted in the terminal examination series.
- As this is the candidate's terminal examination series there will be no further assessment opportunity to complete the work.

May be eligible for special consideration provided the published criteria are met.

What are the criteria for a candidate who has been absent to be eligible for special consideration?

- The candidate has covered the whole GCSE course and has been fully prepared for the relevant controlled assessment unit/component.

- The candidate was unable to complete the relevant controlled assessment unit/component during the terminal examination series at the same time as his/her peers for an acceptable reason, i.e. a temporary injury, illness or other indisposition. (The controlled assessment was scheduled for a restricted period of time.)
- The centre has taken all reasonable steps to try to accommodate the candidate in completing the controlled assessment unit/component in a subsequent supervised session, including the consideration of a short extension.
- The centre can clearly set out why the controlled assessment unit/component could not be completed in the terminal examination series by means of an agreed extension.
- The candidate has completed at least 50% of the total assessment.
- The centre supports the application for special consideration.

Are there any circumstances in which the awarding body will accept a reduced quantity of work?

Yes, provided that all the following criteria are met.

- The specification requires completion of more than one piece of work.
- All pieces of work are assessed against the same criteria.
- The candidate has completed at least one piece of work and all the assessment objectives have been covered at least once.

Loss of work

What are the criteria for a candidate, whose work has been lost, to be eligible for special consideration?

Candidate responsible for loss

- The loss is a consequence of negligence on the part of the candidate.

Not eligible for special consideration.

Centre responsible for loss

- The loss is not a consequence of negligence on the part of the candidate.
- The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress.

Eligible for special consideration.

What is the procedure for requesting special consideration for a candidate whose work has been lost?

Obtain guidance

Refer to the JCQ document A guide to the special consideration process – <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Report the loss

Submit Form 15 – JCQ/LCW to the relevant awarding body - <http://www.jcq.org.uk/exams-office/forms>

AQA and OCR centres must not submit Form 15 – JCQ/LCW.

Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

If the work had been marked before it was lost or damaged

Submit the mark in the usual way.

Submit Form 15 – JCQ/LCW to the moderator and the awarding body by the deadline for submission of marks.

AQA and OCR centres must not submit Form 15 – JCQ/LCW.

Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

If the work had not been marked before it was lost or damaged

Submit an estimated mark on Form 15 – JCQ/LCW.

Base the estimate on the teacher's assessment of the work actually seen.

Do not attempt to estimate marks for work not seen.

AQA and OCR centres must not submit Form 15 – JCQ/LCW.

Applications must be submitted on-line using e-AQA or OCR Interchange as appropriate.

If only part of the work is lost

Seek further guidance from the awarding body.

Controlled assessment: making a fresh attempt

Are there any circumstances under which a candidate can produce a new piece of work prior to the submission of marks to the awarding body?

If the centre is willing to undertake additional supervision and/or marking, it may be possible for the candidate to make a fresh attempt.

Is it permissible for a candidate to make a fresh attempt at a task requiring high control (formal supervision)?

The candidate is not allowed to make another attempt at the same task or enhance the work already submitted. He/she is allowed to attempt a different task provided that a valid alternative is available for the series concerned. The candidate may re-use the research already undertaken if it is relevant to the new task.

Is it necessary to provide an alternative task when work is produced under medium control (informal supervision)?

No. The candidate is allowed to amend and improve his/her work, provided that the feedback and advice he/she receives is in line with the requirements of the specification or subject-specific guidance.

Controlled assessment: re-entering units/components in 2016/17

Are candidates allowed to re-enter controlled assessment units/components?

Candidates following a unitised GCSE scheme of assessment can re-enter controlled assessment units/components during the academic year 2016/2017. The unit/component can only be re-entered once before certification. (This does not apply to candidates at centres in England.)

Can a candidate who re-enters make another attempt at the same task?

Yes, provided that it is not prohibited by the specification and the task is still available and valid.

Subjects where the task is not replaced every year

- A candidate who re-enters in January 2017† or June 2017 is allowed to make another attempt at the same task.
- The work presented for assessment must be entirely new.

The candidate must not be allowed to amend work previously submitted.

- The candidate may re-use research carried out previously.

Subjects where the task is replaced every year

- If the unit/component is available in more than one series in the year, and the task is the same for each series, a candidate re-taking in that year is allowed to make another attempt at the same task.
- The work presented for assessment must be entirely new.

The candidate must not be allowed to amend work previously submitted.

- The candidate may re-use research carried out previously.
- If the unit/component is only available in one series per year, there will be no opportunity for a candidate to make another attempt at the same task.

‡Only applies where GCSE specifications are available in January 2017 and does not apply to candidates at centres in England.

What are the implications of linear GCSEs in England?

The first award of linear GCSE qualifications took place in summer 2014.

A candidate wishing to improve his/her grade for a linear GCSE qualification will be required to re-sit the entire qualification. The candidate will not be permitted to re-sit individual units/components. A candidate who is satisfied with the mark previously awarded for controlled assessment will normally have the option to re-use (carry forward) that mark.

What if the re-entered unit/component is being counted towards the 40% terminal rule requirement for a unitised GCSE qualification?

If a controlled assessment unit/component has been re-entered and is subsequently used to contribute to the 40% terminal rule requirement, the new mark will be used - whether or not it is better than the previous mark. (This does not apply to candidates at centres in England.)

Can candidates re-do individual tasks within a controlled assessment unit/component?

No. If the unit/component requires candidates to complete a number of tasks, a candidate who does not wish to re-use his/her previous mark must re-do all the tasks within the unit/component, so that all work presented for assessment is new. Candidates cannot re-submit tasks or re-use the previous mark for an individual task.

Can candidates re-use work in a different unit/component or different specification?

No. Candidates are not allowed to re-use work from a unit/component in one specification for a unit/component in a different specification (or for another unit/component in the same specification) either in the same examination series or a subsequent series. Candidates may re-use their research (provided that this is not directly assessed in either of the units/components) but the work presented for assessment must be entirely new.

Controlled assessment: malpractice

For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document Suspected Malpractice in Examinations and Assessments: Policies and Procedures - <http://www.jcq.org.uk/exams-office/malpractice>

Candidates must not:

- submit work which is not their own;
- lend work to other candidates or allow other candidates to copy their work;
- allow other candidates to have access to their own independently sourced material;
- assist other candidates to produce work;
- use books, the internet or other sources without acknowledgement or attribution;
- submit work that has been word processed by a third party without acknowledgement.

Candidates are not prohibited from lending books or other resources to one another but they must not plagiarise others' research.

What should a centre do if it suspects malpractice?

Irregularities identified by the centre prior to the candidate signing the authentication statement

- The centre should deal with the irregularity under its own internal procedures.
- There is no requirement to report the irregularity to the awarding body.
- Details of any work which is not the candidate's own must be recorded on the record form.

Irregularities identified by the centre subsequent to the candidate signing the authentication statement

- The head of centre must notify the relevant awarding body at the earliest opportunity using Form JCQ/M1.
- If malpractice is found the awarding body will apply a penalty.

Irregularities identified by an examiner or moderator subsequent to the candidate

signing the authentication statement

- The awarding body will ask the head of centre to conduct a full investigation and report his/her findings.

What penalty is applied when malpractice has occurred?

If a breach of the regulations is discovered and malpractice is found by the awarding body after a candidate has signed the authentication statement, the awarding body will apply one of the following penalties:

- the piece of work will be awarded zero marks;
- the candidate will be disqualified from that unit/component for that examination series;
- the candidate will be disqualified from the whole subject for that examination series;
- the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

Controlled assessment : enquiries about results services

For detailed information on enquiries about results services you should refer to the JCQ document Post Results Services, Information and guidance for centres <http://www.jcq.org.uk/exams-office/post-results-services>

The following post-results services may be requested.

Externally-assessed components

Mark review (Service 2)

Priority mark review (Priority Service 2)

Internally-assessed components

Moderation review (Service 3)

This service is not available if no adjustment was made to the centre's marks as a result of the original moderation.

A moderation review is not available for an individual candidate.

What is the procedure for obtaining a moderation review?

Initiate an enquiry about results

- Submit a request for Service 3 – moderation review.
- The awarding body will provide details of where to send the sample.

Despatch moderation sample

- The original moderation sample must be sent for review.
- The sample must be despatched within three working days of receiving confirmation from the awarding body that the request has been accepted.

Receive outcome of review

- You will be notified of the outcome.
- Feedback will normally be provided.

Why is the original moderation sample required?

The process requires the second moderator to review the work of the first moderator.

The second moderator considers the marks awarded and any annotations made by the first moderator to establish whether he/she applied the assessment criteria correctly.

The sample of work submitted for review must have been stored securely.

If there is evidence that work has been returned to candidates the enquiry will be cancelled.

What will happen if the centre fails to despatch the sample within three working days?

The outcome of the enquiry may be delayed or the enquiry may be cancelled.

Controlled assessment: other issues

What happens if, after submission, it is discovered that the wrong task was given to candidates?

The centre must submit an application for special consideration. Awarding bodies do all they can to protect candidates' interests but in some cases it may not be possible to accept work based on the wrong task. Centres must therefore, take great care to ensure that they give candidates the correct task for the year of submission. See section 3 for further information.

Can excluded pupils, private candidates and those who do not attend school for whatever reason do controlled assessment?

You should refer to the relevant specification and/or subject-specific guidance in the first instance. Some specifications will not be available to candidates outside mainstream education because of the specific nature of the controlled assessment. Where the specification is available to those outside of mainstream education, the centre which makes the entry for the controlled assessment unit(s)/component(s) must arrange for supervision, authentication and marking.

What happens if a candidate moves to a different centre during the course?

It may be possible to help candidates who move centres during the course.

Possible solutions depend on the stage at which the move takes place.

The relevant awarding body should be contacted at the earliest opportunity for advice about individual cases.

Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the centre / candidate as appropriate.

All decisions on whether to make an application for an EAR will be made by The Exams Manager / SLT Line Manager.

If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Exams Manager following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers Prior to the exam board deadline date.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once an original script has been returned.

The cost of EARs will be paid by the centre / candidate as appropriate.

Processing of requests for ATS will be the responsibility of *The* Exams Manager.

Certificates

Candidates will receive their certificates

- in person at the centre
- collected and signed for by a third party- with written permission from the candidate, and ID.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre is obliged to retain certificates for a year.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Head of centre

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Exams Manager

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Date

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