



HARROW INDEPENDENT COLLEGE

School of Mathematics, Science & Economics

Harrow Independent College

Procedure for planning and managing Non-Examination Assessments

1. WHAT DOES THIS POLICY AFFECT?

This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain component(s) of non-examination assessment.

“The regulator’s definition of an examination is very narrow and in effect any type of assessment that is not ‘externally set and taken by candidates at the same time under controlled conditions’ is classified as non-examination assessment (NEA). ‘NEA’ therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Definition taken directly from the JCQ publication [Instructions for conducting non-examination assessments](#)]

This publication is further referred to in this policy as [NEA](#)

PURPOSE OF THE POLICY

The purpose of this policy, as defined by JCQ, is to

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

2. 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”

3. MANAGING NON-EXAMINATION ASSESSMENTS: TASK SETTING

WHO IS INVOLVED IN TASK SETTING?

Where the awarding body is responsible for task setting, subject-specific tasks will be 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.

4. MANAGING NON-EXAMINATION ASSESSMENTS: ISSUING OF TASKS

When are awarding body set tasks issued to centres?

Centres 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.

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. Therefore, centres should take great care to ensure that they issue the correct task to candidates.

5. PROCEDURES FOR PLANNING AND MANAGING NON-EXAMINATION ASSESSMENTS & IDENTIFYING STAFF ROLES AND RESPONSIBILITIES.

THE HEAD OF THE CENTRE ALONG WITH THE SUBJECT HEADS/LEADS WILL:

- Ensure that the centre's non-examination assessment policy is fit for purpose
- Ensure the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre-assessed marks) and requesting a review of the centre's marking

SUBJECT HEADS/LEADS

1. Ensure the correct conduct of non-examination assessments (including endorsements) which comply with NEA and awarding body subject-specific instructions.
2. Where applicable, liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit for GCSE (9-1) Computer Science
3. Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
4. Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
5. Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
6. Understands the arrangements that the centre needs to put in place where the centre might accept private candidates for components of non-examination assessment

SUBJECT TEACHER

1. Understands and complies with the general instructions as detailed in NEA
2. Where these may also be provided by the awarding body, understands, and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
3. Marks internally assessed work to the criteria provided by the awarding body
4. Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries

EXAMS OFFICER

1. Signposts the annually updated JCQ publication Instructions for conducting non-examination assessments to relevant centre staff
2. Carries out tasks where these may apply to the role of supporting the administration/management of non-examination assessment

6. 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 Unauthorised items 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 and it must be possible to attribute assessable outcomes to individual candidates (see section 4.5 of [NEA](#)).

Centres must ensure that candidates understand what they need to do to comply with the regulations for non-examination assessments. This is outlined in the [JCQ document Information for candidates – non-examination assessments](#):

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.

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 (e.g. 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 TEACHERS GIVE TO CANDIDATES DURING THE TASK-TAKING STAGE?

Unless specifically prohibited by the awarding body's specification teachers 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 teachers 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 they **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 of [NEA](#)).

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

In all subjects teachers **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.

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.

Some subjects require candidates to produce the work for assessment in formally supervised sessions. Unless the awarding body's specification says otherwise, 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 be 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:

https://www.jcq.org.uk/wp-content/uploads/2022/08/IFC-NE_Assessments_2022_FINAL.pdf

Word and time limits

Word limits as detailed in awarding bodies' specifications and subject-specific documentation are for guidance only. Centres should refer to awarding bodies' specifications as to whether minimum and/or maximum time limits are mandatory.

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

Collaboration and group work

When is group work permitted?

Unless the awarding body's 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.

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. However, 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. All 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.

Electronic signatures are acceptable.

Subject Teachers and Exam Officers **must**:

- Keep signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the centre head

Presentation of work

1. Allow candidates to word process written work. The regulations detailed in section 14 of the JCQ document Instructions for conducting examinations do not apply to non-examination assessments.
2. Instruct candidates to insert the following details on each page as a header or footer:
 - 5 digit centre number;
 - candidate number;
 - component code.
3. Allow candidates to use the spell/grammar check when they are word processing.
4. Encourage candidates submitting handwritten work to use black ink and write legibly.
5. Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.
6. Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.
7. 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.
8. Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution.
9. Remove bulky covers and folders before work is sent for moderation or external marking.
10. 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.
11. If candidates' work is to be submitted electronically, ensure that it meets the awarding body's specified requirements.

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 between sessions.

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

Where work is submitted by post, centres should take precautions to ensure that the package in which the work is despatched is robust and securely fastened.

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 & 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 secure the work that candidates have submitted.

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.

Centres should consider encrypting any sensitive digital media to ensure the security of the data stored within it. Centres must refer to awarding body guidance to ensure that the method of encryption is suitable.

Are teachers allowed to take work home to mark?

Yes, if they take sensible precautions regarding its security.

Are candidates allowed to use work for other purposes?

Before the submission of work for formal assessment, centres must remind candidates to always keep their work secure and not to publicise their work such as posting it on social media. [The JCQ document Information for candidates – social media](#) must be brought to the attention of candidates.

7. 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 or uploaded electronically. Details of the subject-specific arrangements will be found in the awarding body's specification and/or administration guide.

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, if applicable. Failure to do so will impact upon an awarding body's ability to deliver an accurate set of results.

A copy of the attendance register **must** be kept until the deadline for requesting a review of results has passed.

Where candidates' work needs to be despatched to an examiner or uploaded electronically, this **must** be completed by the date specified by the awarding body.

8. 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. This will facilitate the standardisation of marking within the centre and 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 the 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 has been given.
- Enter marks as specified 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 must be assessed against the assessment criteria. The appropriate mark must be awarded. If none of the work submitted is worthy of credit, a mark of zero must be given.

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

Yes. The centre must inform candidates of their centre assessed marks as a candidate can request a review of the centre's marking before marks are submitted to the awarding body.

What is the correct procedure for a candidate requesting a review of the centre's mark?

Any review must be undertaken before marks are submitted to the awarding body. Sufficient time must be given to candidates to allow them to review copies of material, as necessary, and reach a decision. The centre must also allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline. The review must be conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review. The reviewer must ensure that the candidate's mark is consistent with the standard set by the centre. Centres must also make it clear to candidates that any centre assessed marks are subject to change through the moderation process. Centres must inform the awarding body if they do not accept the outcome of a review.

The awarding bodies have produced a set of Frequently Asked Questions which may be found within the Notice to Centres Informing candidates of their centre assessed marks at: [Notice to Centres Informing candidates of their centre assessed marks](#)

What is the correct procedure where a teacher has a personal interest in a candidate?

Centres must make every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate. For example, members of their family (which includes step family, foster family and similar close relationships) or close friends and their immediate family (e.g son/daughter).

Where this cannot be avoided, the centre must declare the possible conflict of interest to the relevant awarding body and submit the marked work for moderation whether or not it is part of the moderation sample. Further details are given in section 5 of the JCQ publication General Regulations for Approved Centres. This publication is available in an interactive format within the Centre Admin Portal (CAP). The Centre Admin Portal can be accessed via any of the awarding bodies' secure extranet sites. The document is also available in PDF format on the JCQ website: [General Regulations for Approved Centres](#)

9. INTERNAL STANDARDISATION

Teachers **must** 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

Obtain exemplar material provided by the awarding body and use the 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.

Centre Head & Subject Heads

1. Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
2. Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
3. Ensures accurate internal standardisation - for example by
 - obtaining reference materials at an early stage in the course
 - carrying out trial marking if appropriate during the marking period
 - supervises internal moderation and reviews where appropriate
 - retaining work and evidence of standardisation

10. SUBMISSION OF MARKS AND WORK FOR MODERATION

1. Set internal deadlines that will allow the centre to accommodate any candidate requests for reviews of marking and 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 marks and work submitted after the deadline.
2. Follow the awarding body's instructions regarding the submission of marks. This is normally done electronically. It is the responsibility of centres to carefully check the marks they are submitting to an awarding body 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.
3. 3 Submit supporting documentation required by the awarding body.

11. STORAGE AND RETENTION OF WORK AFTER SUBMISSION OF MARKS

Moderation sample

1. Keep a record of those candidates (candidate name and number) whose work was included in the sample. This information may be needed if a review of moderation is made.
2. Moderators normally return work direct to centres, but work submitted electronically is not returned.

Marked work

1. Retain marked work under secure conditions until after the deadline for review of results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the moderation sample.
2. Where work is being stored electronically, take steps to protect it from corruption and have a back-up procedure in place.
3. If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings.

Extracts and exemplar work

For information on copyright please see paragraphs 6.12 to 6.19 of the JCQ publication General Regulations for Approved Centres. This publication is available in an interactive format within the Centre Admin Portal (CAP). The Centre Admin Portal can be accessed via any of the awarding bodies' secure extranet sites. The document is also available in PDF format on the JCQ website.

12. SUBMISSION OF MARKS AND WORK FOR MODERATION

Subject teacher

1. Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
2. Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
3. Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
4. Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

1. Inputs and submits marks online (if required)via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
2. Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
3. Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
4. Ensures that for postal moderation work is dispatched in packaging provided by the awarding body
5. moderator label(s) provided by the awarding body are affixed to the packaging proof of dispatch is obtained and kept on file until the successful issue of final results
6. Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

13. EXTERNAL MODERATION - feedback

Subject heads/leads

1. Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

1. Accesses or signposts moderator reports to relevant staff
2. Takes remedial action, if necessary, where feedback may relate to centre administration

14. ACCESS ARRANGEMENTS

Subject teacher

1. Works with the centre head/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Centre Head/Special educational needs coordinator (SENCo)

1. Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments
2. Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
3. Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
4. Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
5. Ensures that staff acting as an access arrangement facilitator are fully trained in their role

15. SPECIAL CONSIDERATION

Subject teacher

1. Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost
2. Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments & both follow Special Consideration Policy.

Exams officer

1. Refers to/directs relevant staff to the JCQ publication - [A guide to the special consideration process](#)
2. Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
3. Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
4. Keeps required evidence on file to support the application

16. MALPRACTICE

Centre Head

1. Understands the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
2. Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
3. Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

1. Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
2. Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)

3. Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
4. Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

1. Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre
2. Signposts the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#) to subject heads
3. Signposts candidates to the relevant JCQ information for candidates documents
4. Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

17. ENQUIRIES ABOUT RESULTS

Head of centre

1. Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal.

Subject heads/leads

1. Provides relevant support to subject teachers making decisions about enquiries about results

Subject teacher

1. Provides advice and guidance to candidates on their results and the post-results services available
2. Provides the exams officer with the original sample or relevant sample of
3. candidates' work that may be required for an enquiry about results to the internal deadline
4. Supports the exams officer in collecting candidate consent where required

Exams officer

1. Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post Results Services (Information and guidance to centres...)
2. Provides/signposts relevant centre staff and candidates to post-results services information
3. Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
4. Collects candidate consent where required

18. PRACTICAL SKILLS ENDORSEMENT FOR THE A LEVEL SCIENCES DESIGNED FOR USE IN ENGLAND

Introduction

The assessment of practical skills is a compulsory requirement of A level Biology, Chemistry, Geology and Physics qualifications. Each of these qualifications will have an endorsed component covering those skills.

The endorsement has several 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.

New 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 ensure that all other teachers of that science within the centre can apply the standards appropriately.

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

Entries and centre declaration

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

A certificate will be issued for GCE A level Biology, Chemistry, Geology and/or Physics where the candidate has been awarded a grade (A* to E). The result for the endorsement, including Not Classified, will be reported on the certificate.

The head of centre must sign a declaration confirming 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.

Where a centre intends to enter candidates for the first time for one or more of the A level subjects, as above, the relevant awarding body must be contacted at the beginning of the course.

Practical activities

The arrangements for the assessment of practical skills in A level Biology, Chemistry, Geology and Physics 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 the respective appendix from the prescribed subject content, published by the Department for Education (DfE). 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 the respective appendix 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 and are of Level 3 challenge.

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 the respective appendix of the DfE subject content 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

19. SPOKEN LANGUAGE ENDORSEMENT FOR GCSE ENGLISH LANGUAGE SPECIFICATIONS DESIGNED FOR USE IN ENGLAND

Introduction

GCSE English Language has an endorsed component covering Spoken Language. This endorsement has several 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.

A certificate will be issued for GCSE English Language where the candidate has been awarded a grade (9-1). The result for the endorsement (including Not Classified) will be reported on the certificate.

The head of centre must sign a declaration confirming 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 endorsement.

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 candidates to fully demonstrate their Spoken Language abilities.
- 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. Therefore, task taking 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 only the teacher, 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).
- An audience consisting of two people can more likely create the circumstances under which a candidate can demonstrate the knowledge, skills and understanding necessary to reach the higher specified levels of attainments in the spoken language assessment. The audience should be composed of individuals able to provide the candidate with opportunities to respond to appropriate questions and feedback. 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. 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. This will 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		
No. of candidates at centre	No. of candidates whose presentations must be recorded	Minimum no. of candidates at each grade (D, M, P)+
30 or fewer	All candidates	10++
Over 30	30	10+++

The sample should be representative of the teaching groups within the centre.

+ 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 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.

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.

If a candidate has two or more previous endorsement grades, the most recent grade will be used even if this is Not Classified.

If a candidate re-takes the endorsement and a new grade is submitted, the new grade will be used.

An endorsement grade can only be carried forward where a grade, including Unclassified, has been awarded for the GCSE English Language qualification.

Created on : 04th September 2019

Reviewed on : 24th September 2021

Again Reviewed on: 12th September 2022

Next review due : on or before 10th September 2023

Approved by –

Mrs Ritu Tripathy
Head of Management

Harrow Independent College