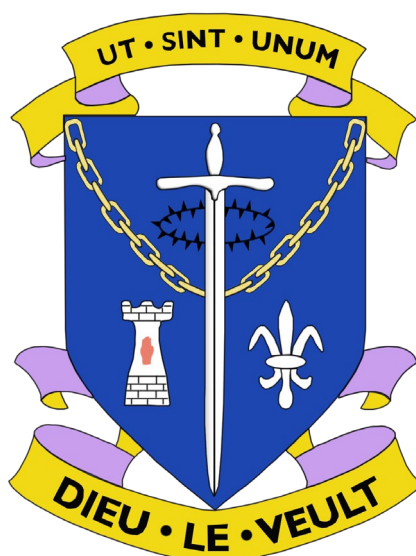


St Louis Grammar School

Kilkeel



Examinations and Controlled Assessment Policy

Date of Policy: August 2016

Last Reviewed: June 2026

Reviewed by: Mr E McGlue

Date of Review: June 2027

Changes in **YELLOW**

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(A) THE EXAM POLICY

From February 2025

Member of Staff Responsible: K. Martin, Principal/ E. McGlue Examinations Officer/
N Mackle Assistant Examinations Officer (Entries/ OCN/ Post-Results etc)

O Sloan: Internal Exams and Exam Folders for Each Season

Review Date: Annually

The Policy Purpose

The purpose of this examinations policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates;
- To ensure the operation of an efficient exam 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 examinations policy will be reviewed annually.

The examinations policy will be reviewed by the Senior Leadership Team and the Examinations Officer.

(B) EXAM RESPONSIBILITIES

Examinations Officer/ Assistant Examinations Officer

Manages the administration of public and internal exams:

- Advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies;
- Oversees the production and distribution to staff, governors 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 exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines;
- Provides and confirms detailed data on estimated entries;
- Receives, checks and stores securely all exam papers and completed scripts;
- Administers access arrangements and makes applications for special consideration using the JCQ guidance access arrangements, reasonable adjustments and special consideration 10/11;
- Identifies and manages exam timetable clashes;
- Accounts for income and expenditures relating to all exam costs/charges in consultation with the Bursars assistant.
- Provides training/ Insets for staff.
- Line manages the senior exam invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams;
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLMT, any appeals/re-mark requests;
- Maintains systems and processes to support the timely entry of candidates for their exams;

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course)
- Completion of relevant exam documentation
- Submission of candidates' names to heads of department/school/curriculum.
- Entering pupils for GCSE/ BTEC/ AS/ A2 courses/ examinations. Permission not to enter a designated exam must be provided in writing to the SMLT who will assist with the final decision.
- Informing Examination Officer/ Head of Careers of a change in syllabus/ unit by June.
- Following guidelines from JCQ staff are not allowed to complete examination board (external) work in the school. This includes exam and coursework marking, writing, online work and any other related areas. This is in line with the JCQ regulations that examination work is not allowed to be completed in a public area/ school.

The SEN Coordinator SENCO is responsible for:

- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Lead invigilator/invigilators are responsible for:

- 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 their return to the exams office in preparation for postage.
- Undertake any other exam duties outlined by the school.

Candidates are responsible for:

- Confirmation and signing of entries.
- Payment responsibilities.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Office staff is responsible for:

- Receiving and safely storing exam materials.

Assistant Bursar is responsible for:

- Payment of exam costs and assisting with the collection of student costs.

Caretaker is responsible for:

- Maintaining examination rooms.

BTEC Agreed Roles:

See BTEC Policy

(C) QUALIFICATIONS

The qualifications offered at this centre are decided by the Heads of Subject.

The qualifications offered are GCSE, GCE, Applied GCE and BTEC.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams officer must be informed by **1st June each year (See Section V)** and is the responsibility of the Teachers-in-Charge/ Heads of Department. This includes the conclusion of legacy specification repeat modules/ units.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents/carers and subject teachers.

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

Code spread sheets will be sent to all departments in June 2019 to ensure all codes/ classes/ teacher are accurate.

BTEC RESULTS

YEAR 14 Results must be submitted by **15th June** each year in the presence of the Examinations Officer/ Assistant Examinations Officer.

Results will be entered online and departments must send a copy of the completed spreadsheet to Examinations Officer/ Assistant Examinations Officer. Departments must also send a copy of the St Louis BTEC Results (Template).

YEAR 13 Results must be submitted by the **last day of term for students (JUNE)**.

Departments must also send a copy of the St Louis BTEC Results (Template).

A spread sheet of results is also required.

(D) EXAM SEASONS AND TIMETABLE

Exam Seasons

Internal exams are scheduled in line with the schools Assessment Policy:

Dates:

December **Y8 – Y14**

Christmas Exams begin (one week) **Assessment 2**

June: **Y8 – Y10** Summer Tests during this time

Year 11 may have exams depending on their external entries.

Assessment 5 completed **Y8 - 11** (formal examinations)

External exams take place during the following:

Dates:

November

January: Range of modular **GCSE** subjects for CCEA (May be moved to November 2021 pending CCEA decision)

Results: March

March

Summer: Range of modular **GCSE** subjects for CCEA

Results: August each year

Five continuous assessments are completed throughout the year using Sims Tracking.

All Internal exams are held under external exam conditions.

The HoD or TIC makes all decisions on the exam series to be used.

Advised Coursework deadline: 1st May 2020

***AS/ A2 Technology coursework will be moderated on the one day from 2020.**

***A-Level Practical's will be day after day in May 2020.**

Timetable

Once confirmed, the exams officer will circulate the exam timetable for Internal exams and External exams.

The school website has been developed to include an Examinations section to assist with exam details for parents/ guardians.

(E) ENTRIES, ENTRY DETAILS AND LATE ENTRIES

Candidates are selected for their exam entries by their subject teachers and this process should involve consultation with the students.

Teachers will sign the agreed entry to confirm its details.

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

Entry deadlines are circulated to Heads of Department via notice board and email.

Late entries are authorised by The Examinations Officer/ Assistant Examinations Officer.

Retake decisions will be made in consultation with candidates and Heads of Department.

(F) EXAM FEES

Payment of examination fees will be administered by the Bursar's office and checked by the Examinations Officer.

The centre will pay all normal fees on behalf of candidates.

Late entry or amendment fees are paid by students.

Re-sit fees are paid by students.

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.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

(G) CONTROLLED ASSESSMENT POLICY

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments.
- Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Heads of Department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).

- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/ problems over the timing or operation of controlled assessments.
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
 - Ensure that all staff and parents involved have a calendar of events and notice about the controlled assessments.
 - Create, publish and update an internal appeals policy for controlled assessments.
 - Notify staff about locations to ensure noise or other issues arise.

Heads of Department/ Teacher in Charge

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Special Educational Needs Co-ordinator/additional learning support

- Work with teaching staff to ensure requirements for SEN pupils are met.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication.

Instructions for Conducting Controlled Assessments

1. It is the responsibility of each Curriculum Leader to obtain the controlled assessment task details from the exam boards. Assessment tasks change each year.
2. The teacher in consultation with the Curriculum Leader should choose the most appropriate time for the controlled assessment to take place and inform the Examinations Officer of the date(s) as early as possible in the academic year.
3. The Examinations Officer will produce a calendar of Controlled Assessments and circulate to all staff to avoid clashes with school trips or other activities. This will also be made available to parents.
4. The Controlled Assessment may take place during timetabled class time and should contain a seating plan that should be kept after the examination.
5. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Examinations Officer should be notified when high level controlled assessment is taking place.
6. Relevant display materials must be removed or covered up.
7. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.

- 8.** Each student may keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography.
- 9.** All assessment materials must be locked in a suitable secure cabinet at the end of each session.
- 10.** Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away.
- 11.** If a student is absent, the teacher must allow that student the chance to make up the time if necessary.
- 12.** For illness, bereavement and long absences, special consideration should be applied for.
- 13.** Entries for controlled assessment must be made at the appropriate time.
- 14.** Attendance records from assessment sessions should be kept by the class teacher.
- 15.** Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate.
- 16.** Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words.
- 17.** Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing.
- 18.** If suspected malpractice occurs, the Examinations Officer must be informed.
- 19.** If a student's work is lost within the school, this must be reported to the examinations officer.
- 20.** Authentication forms must be signed by the teachers and candidates.
- 21.** Access arrangements do apply to controlled assessment.
- 22.** The assessment marks must be submitted to the exam board by the appropriate date.
- 23.** Candidates' work must be securely stored as in 9 above until all results have been verified.
- 24.** Re-sits of controlled assessment may be allowed in the next exam session.
- 25.** After the results are published it may be possible to request a remoderation of the work.

ICT ACCOUNTS FOR CONTROLLED ASSESSMENTS

C2K have set up the ability for user accounts to be created for controlled assessment purposes.

If your pupils are required to use a computer as part of their controlled assessment time, and are not allowed access between these times, then it is suggested that you set them up with a separate account which can be controlled as to when they access it. There is also a facility to shut off the internet etc.

If you require such accounts for your pupils then please inform Mr Brown as soon as possible.

**The following subjects have outlined their involvement with Controlled Assessments in
NEW SPECIFICATION:**

The following subjects have outlined their involvement with Controlled Assessments:

ART

Controlled Assessment <u>Unit 1</u>	Level of control Rules for controlled assessment in GCSE Art and Design are defined for the three stages of the assessment: • task setting; • task taking; and • task marking. Task setting In Component 1 Part A, the level of control for task setting is limited. This means that the centre sets the task. In Component 1 Part B, the level of control for task setting is medium. We set suggested tasks in a controlled assessment booklet. Centres adapt these suggested tasks to their own specific context, taking into consideration the availability of and access to resources. In Component 2, the level of control for task setting is high. We set the tasks through a stimulus paper that we release every January. Task taking In Component 1 Part A and Part B, the level of control for task taking is medium. In Component 2, there are different levels of control. Preparatory studies must have a medium level of control and the timed test should be carried out under a high level of control. In both components, candidates may carry out research under limited
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	supervision. Areas of Control Authenticity Component Part A and Part B Component 2 Preparatory Studies Detail of Control Candidates must complete work under informal supervision (medium level of control). They can complete research under limited supervision (limited level of control). Candidates can work independently outside of the classroom, but teachers must be able to verify that all work presented for assessment is the candidate's own. Component 2 Timed Test The timed test (10 hours) must be carried out under formal supervision (high level of control). Task marking The level of control for task marking is medium. Teachers mark the controlled assessment tasks using assessment criteria that we provide. They should use professional judgement to select and apply the criteria in each successive mark band appropriately and fairly to candidates' work. They should follow a 'best fit' approach when selecting a candidate's mark, making allowance for balancing strengths and weaknesses in each response. Feedback Teachers must guide and supervise candidates in relation to the following:
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	• monitoring progress; • preventing plagiarism; • ensuring compliance with health and safety requirements; • ensuring work is completed in accordance with the specification requirements; and • ensuring work can be assessed in accordance with the procedures and marking criteria. Candidates should reach their own conclusions. Time Limit Candidates have a minimum of 20 hours to produce preparatory work for Component 2. They must complete the final outcome from start to finish in a 10 hour supervised high control examination. Collaboration A candidate's work may be informed by working with others; however, each candidate must provide an individual response and must clearly demonstrate which work is their own in order for it to be assessed. Resources Candidates' access to resources is determined, to an extent, by those available to the centre. Candidates may also find their own resources. Teachers should be aware of candidates' access to resources beyond the classroom. Teachers must ensure that candidates acknowledge and reference any sources used. Candidates must reference any online resources they use. Revised Specification - Year 11 Component 1: 60% Part A: Core Portfolio Part B: Investigating the Creative and Cultural Industries
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BIOLOGY

REVISED SPECIFICATION

Unit 3 - A 7.5% - B 17.5% - Unit 3 to be completed in final year of study-2019 for current cohort.	Practical Examination – 2 pre-release practicals High Control
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BUSINESS STUDIES

REVISED SPECIFICATION

Controlled Assessment	CCEA Controlled Assessment Business Studies One task set by CCEA. 20% Task Setting High Control CCEA provide the Controlled Assessment Task Taking Research – 12 hours Medium Control Report – 1 hour High Control Task Marking Medium Control
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CONSTRUCTION

REVISED SPECIFICATION

<u>Unit 3</u>	Two tasks under supervision – 25% Candidates have 25 hours to complete a folder and manufacture practical piece Worth 25% of GCSE
<u>Unit 4</u>	AutoCAD – 25% Informal Supervision -25 Hours Maximum of 14 A3 pages

DRAMA

Controlled Assessment <u>Unit 2</u> - Two controlled assessment tasks: - Component One: Devise Performance - Component Two: Scripted Performance	Controlled assessment: Devised Performance In response to a stimulus, students devise and present a group performance based on stimulus provided by CCEA All students submit a student log. Teachers submit a recording of every student's performance. Component 1 assesses the following skills: - investigating and interpreting a chosen stimulus; - using research to create original drama; - self-management and working with others; - communicating meaning for a target audience through performance; and - analysing and evaluating their own and others' work. Candidates must work in groups of between two and six to develop a range of ideas drawn from research on the chosen stimulus, including style and genre, the work of theatre practitioners and current professional practice. Candidates must consider their target audience as they create and develop their ideas. They may use elements of existing repertoire drawn from literature, including play scripts other than the set texts. Timings Performance candidates perform their devised
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	performance for a minimum of 10 minutes for a group of two and a maximum of 30 minutes for a group of six. Each performance candidate must perform for a minimum of 5 minutes. Student log Candidates record a summary analysis and evaluation of their own and others' work in their student log, which should be in written form and may contain images. It must include: Section 1: an analysis and evaluation of the process of devising a performance by investigating the pre-release stimulus material (maximum 500 words); Section 2: an analysis and evaluation of the research influences that contributed to the overall concept for the devised performance (maximum 500 words); and Section 3: an analysis and evaluation of self-management and working with others (maximum 1000 words). Candidates should complete their student log under controlled conditions at the end of the devising process. The student log should be no longer than 2000 words. It must include a bibliography of sources that the candidate used. The bibliography is not included in the overall word count and no marks are awarded for it. Candidates may produce the student log in either handwritten or word processed format. In the word processed format, they must use the typeface Arial, font size 12 and single line spacing. Recording For the final assessment, all performances and presentations must be recorded using a fixed camera as close as possible to the candidates. At the start of the performance or presentation, each candidate must identify themselves by name, candidate number and centre number. Centres must send all unedited recordings to us by the deadline we set each year. Further guidance on submission and recording formats Teachers mark the tasks, CCEA moderate the results. Total: 25% 15% 10% Controlled Assessment: Scripted Performance Using a published play script,
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students present a group performance; Teachers mark the tasks, and CCEA moderate the results. Visiting Moderator to moderate at centre.

Developing the performance and/or design presentation

When preparing for performance, candidates investigate a range of texts to ensure that the final choice suits the skills of the group. Candidates must choose a script of a published play written for theatrical performance. for theatrical performance. They may edit a script for performance, but they must not add lines. Candidates carry out research to understand their chosen script's background and context, including style and genre. Performance candidates use drama strategies to explore character and meaning.

They rehearse to develop and refine their skills of:

- voice;
- movement;
- facial expression;
- characterisation;
- conveying style and genre; and
- realising artistic intentions.

Timings

Performance candidates perform their scripted performance for **a minimum of 10 minutes** for a group of **two** and **a maximum of 30 minutes** for a group of **six**.

Submitting work

Centres must submit an Artistic Intentions Record Sheet for each performance group by the end of February of the year in which the component is assessed. The record sheet should describe the artistic intentions for all candidates in the group performance. The group's teacher must complete the record sheet.

Recording

Performances and presentations for all candidates should be recorded in full at internal standardisation. The performances and presentations should be recorded

again at external moderation for all externally moderated candidates. All recordings should be made using a fixed camera situated as close as possible to the performers

and/or presenters. At the beginning of the performance or presentation, each candidate must identify

themselves by name, candidate number and centre number. Centres must send all

unedited recordings to CCEA by the deadline they set each year.

Total: 35%

In both cases pupils should perform to an audience. Teachers must assess the following through controlled assessment

- Planning and preparation
- Improvisation
- Performance and production
- Creativity and collaboration
- Reflective, analytical and evaluative skills.

Level of Control

Areas of Control Detail of Control

Authenticity • Candidates may carry out research for Components 1 and 2 with limited supervision.

- Candidates complete the student log with informal supervision.
- Teachers must be able to authenticate the work included in the student log in Component 1.
- Teachers must ensure that candidates acknowledge and reference any sources used for their student log.

Feedback • Teachers must guide and supervise students to:

- monitor progress;
- prevent plagiarism;
- ensure compliance with health and safety requirements;
- ensure work is completed in accordance with this specification's requirements; and
- ensure work can be assessed in accordance with the procedures and assessment criteria.
- Candidates should reach their own conclusions when completing their student log.

Time Limit/Word Limit

- The student log should be no longer than 2000 words:
 - Section 1: 500 words;
 - Section 2: 500 words; and
 - Section 3: 1000 words.
- The time limit for performances in both components is a minimum of 10 minutes and maximum of 30 minutes.
- The time limit for presentations in both components is a minimum of 5 minutes and a maximum of 7 minutes.

	• Candidates have 30 hours to complete all aspects of Component 1. • Candidates have 42 hours to complete all aspects of Component 2. Collaboration • Candidates work in groups. Teachers must identify individual contributions. They can do this by recording evidence on DVD or using written evidence in the student log. Component 3: Knowledge and Understanding of Drama External written examination (at end of 2 year linear course) 1 hour 30 mins Students answer three questions using one set text. Open book Total: 40%
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ENGINEERING

Unit 1	Design Task 25% of GCSE 12 page limit Informal Supervision
Unit 2	Practical –Engineering Production 3 hours 25% of GCSE UNDER EXAM CONDITIONS

ENGLISH LANGUAGE

English Language

Unit 2	Speaking and Listening 20%
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Unit 3	Studying Spoken and Written Language Task 1 10% 1hr. Task 2 10% 1hr. Level of Control: High
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English Literature

Unit 3	The Study of Shakespeare 1 task 20% 2 hrs Level of Control High
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HOME ECONOMICS AND CHILD DEVELOPMENT

REVISED SPECIFICATION – TO INCLUDE FOOD & NUTRITION

Food and Nutrition Component 2	Practical Food and Nutrition Controlled Assessment – 50% Completed and submitted by the end of Year 12
Child Development Unit 3	Investigation Task Controlled Assessment – 40% Completed Year 12

ICT

Controlled Assessment	Unit 1 last 22.5 hours. Unit 2 last 22.5 hours. ICT Coursework Low Control 22 Hours Two Units to Complete Not to be completed at home.
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Moving Image Arts

Controlled Assessment: Component 2- to be completed in year 11 (23 rd March)	Acquisition of Skills in Moving Image Production Students complete four tasks specified by CEA. • Storyboarding • Camera and editing • Sound • Animation Submitted in digital format.
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Component 3:	20% Teacher marked and exam board moderated. Planning and Making a Moving Image Product Students create a complete live action or animated film and a research portfolio, based on a stimulus that CEA provide. Student portfolios must contain the following: • a Research Analysis (including a synopsis) and Evaluation; • a Screenplay and Storyboard; • a Shotlist, a Shooting Schedule and Director's Notebook with evidence of production research, design development and production management; and • a 2 minute narrative Film (if animated, this can be 40 - 60 seconds long). Teachers mark and CEA moderated. The portfolio task must be submitted in digital format. 40%
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MUSIC

Component 1: Performing and appraising This takes place in March of Y12 External examiner	Performance 2 performances only on voice or instrument of their choice with a short viva worth 35% 1 solo piece which can be unaccompanied or have 1 instrument to accompany it (backing track allowed)
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	minimum length of 2 mins 1 Ensemble piece which must have at least 2 other instruments/voices playing in a group performance. The combined performances must be between 3-6 mins duration. (30%) Viva: a 3 minute discussion based on 5 short prepared questions about 1 of the 2 performances (5%) Time: 25 hours prep Level of Control: medium
Component 2: Composing and appraising Internally marked and externally moderated 1st composition to be completed in year 11 (21st June) The 2nd composition to be completed in y12 (31st March)	Composition: 2 pieces of composition worth 30% The combined portfolio must be between 3-6 mins duration. Composition 1 is free choice while Composition 2 must be based on 1 of the 3 pre-released stimuli from CCEA given in September of Y12. Both must be submitted in the form of a recording and score/lead sheet/written account of 600 words. Time: 25 hours to complete Level of Control: medium. This means that candidates must complete all work, with the exception of preparation, under informal supervision.
Units 1 and 2	Examinations
Unit 3- Individual performance in Practical Activities including Skill Analysis. Controlled assessment. (50%)	The level of control for task taking is medium. This means that candidates must complete all work, with the exception of research and preparation, under informal supervision.

PHYSICAL EDUCATION

REVISED SPECIFICATION

PHYSICS

Unit 3 - A 7.5% - B 17.5% - Unit 3 to be completed in final year of study-2019 for current cohort.	Practical Examination – 2 pre-release practicals High Control
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TECHNOLOGY

Unit 5 (YEAR 12)	<u>Design Assignment</u> 50% - 30 hours • 5 Hours –For Research (Limited Supervision) • 12.5 Hours –Produce Design Portfolio (Informal Supervision) • 12.5 Hours –Manufactured Product (Informal Supervision) Page Limit: Design Portfolio (10 X A3 pages) <i>Portfolio is worth 60% and Product worth 40%</i>
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NO

NO CONTROLLED ASSESSMENT:

MATHS

RELIGION

IRISH

FRENCH

SPANISH

GEOGRAPHY

HISTORY

OUTLINE FOR LEVELS OF CONTROL

Formal Supervision (High Level of Control)

- With this level of control, candidates' work must be completed under direct supervision. This might be the candidates' teacher or another person nominated by the centre.
- For most specifications, candidates do not have to complete their work in one sitting, unlike an external examination.
- Formal supervision usually happens during the final stages of the work when candidates write up the results of preparatory work or research and present the outcome for assessment. When this takes place over a number of sessions, candidates' work should be collected, stored securely and redistributed as necessary.

Informal Supervision (Medium Level of Control)

- With this level of control, candidates can work on their own with some guidance by the teacher. In some subjects, for example **art and design**, and **music**, it may be necessary for candidates to complete part of the assessment outside the classroom.
- Whatever arrangements are made, the teacher or supervisor must be able to state that what each candidate has presented for assessment is the candidate's own work. This can be assured by close supervision of portfolio work which may have been:
 - started in class and completed in the candidate's own time, or

- started outside the classroom and completed by the candidate in class.

In either case, the amount of work carried out during class time should be sufficient for the teacher or supervisor to determine each candidate's capability in relation to what is presented for assessment. An analytical discussion with the candidate about his/her work would be one method of ensuring authenticity.

Limited Supervision (Low Level of Control)

- With this level of control, candidates undertake work without teacher supervision.
- Candidates may undertake research and preparatory work which will inform, but should not be included in, the final piece of work presented for assessment.

CONTROLLED ASSESSMENT INSPECTION

Just to make you aware we had a controlled assessment inspection on the 20/05/2015 for GCSE English:

Please be aware of the following for any controlled assessments you conduct:

-Inspections will be conducted each year with a different subject selected. Visits may take place directly at controlled assessments events next year –CCEA will give advanced notice about this.

-All controlled assessments must be safely stored in a locked cupboard/ filing cabinet with assurances that appropriate members of staff have access to controlled assessment marks.

-Student declaration forms need to be signed and also kept secure. Please photocopy and keep a copy of any you send to CCEA.

-If a time limit is set on your controlled assessment keep a log of all timings.



SAMPLE External Examination Information for Year 11 Pupils

Provisional GCSE Controlled Assessment dates September 2019-June 2020

Coursework in Year 11 (cannot be repeated):

Subject	Percentage of Overall GCSE	Provisional Dates	Submitted in Year 11 or 12
Art and Design Part A Exploratory Portfolio Part B	60%	Part A September 2019 – Feb 2020 Part B March – Dec 2019	Year 12
Business Studies Unit 3 Planning a Business	25%	November 2019 – February 2020	Year 12
Construction Unit 3	25%	October 2019 – March 2020	Year 12
Construction Unit 4	25%	October 2019 – April 2020	Year 12
Engineering Unit 1	25%	1st September - 30th March 2020	Year 11
English Language CA1	10%	October 2019	Year 11
English Language CA2	10%	February 2020	Year 11
Moving Images – Component 1	20%	January – March 2020	Year 11

Physical Education CA Component 3	50%	September 2019 – March 2021	Year 12
OCN Level 2 Religion	50%	September 2019 – June 2020	Year 11
Music – Composition 1 st piece	15%	1 st February – 31 st May 2020	Year 11
Occupational Studies	50%	1st September - 30th March 2020	Year 11
BTEC Unit 2 Travel and Tourism	25%	April 2020	Year 11

Please note: There will be no coursework for Maths, Business Studies, Drama, Geography and History in Year 11.

Modular GCSEs – Departments who intend to enter pupils for examinations at the end of Y11:

Subject	Mode of Assessment	Percentage of Final Mark
BTEC Unit 1 Travel and Tourism	Written Examination	25%
Business Studies	Written Examination	40%
Child Development Unit 1 Year 11	Written Examination	30%
Construction	Written Examination	25%
Digital Technologies Unit 1 (Multimedia and Computing GDG1))	Written Examination	30%
Double Award Science Unit 1 Physics	Written Examination March 20	11%
Double Award Science Unit 1 Biology	Written Examination March 20	11%
Double Award Science Unit 1 Chemistry	Written Examination June 20	11%
English Language Unit 1	Written Examination	30%
English Literature Unit 1	Written Examination	30%
Geography Unit 2	Written Examination	40%
History	Written Examination	60%
Learning For Life and Work Unit 1 (Local and Global Citizenship)	Written Examination	20%
Learning For Life and Work Unit 2 (Personal Development)	Written Examination	20%
Maths	Written Examination	45% - Add Maths NOT completed in 1 year
Further Maths	Written Examination	50%
Technology	Written Examination	25%
Single Award Science Unit 1	Written examination	25% (Feb/Mar 2019 exam series)
Single Award Science Unit 2	Single Award Science Unit 2 Chemistry	25%
Religious Studies	Written Examination	50%

The above exams will be taken in May and June 2020. It is imperative that your son/daughter applies themselves fully if they are to ensure they receive a top grade in the above modules in summer as the content will not be covered again in Year 12.

Please note that for the following subjects there will be no GCSE Modules or public examinations in Year 11 in: Drama, French, Irish, Music, PE, Spanish.

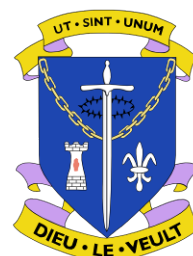
Internal Exams are scheduled to take place between 8TH-12TH June for all subjects for which pupils do not have GCSE modules.

Modular GCSEs – subjects for which departments intend for pupils to sit examinations/submit portfolios at the end of Year 11

Subject	Mode of Assessment	Percentage of Final Mark
Technology	Written Examination	20%
Technology	Coursework Submitted	20%
Engineering	Coursework Task 1 Submitted	30%
Engineering	Coursework Task 2 Submitted	30%
History	Written Examination	50%
Child Development Unit 1 Year 11	Written Examination	20%
Child Development Unit 4	Coursework Submitted	20%
Home Economics Unit 2	Coursework Submitted	40%
Geography	Written Examination	37.5%
Maths	Written Examination	45% -100%
PE	N/A	All submitted in Year 12
Music	N/A	All submitted in Year 12
Biology	N/A	All submitted in Year 12
Chemistry	N/A	All submitted in Year 12
Physics	N/A	All submitted in Year 12
Spanish	N/A	All submitted in Year 12
French	N/A	All submitted in Year 12
Drama	N/A	All submitted in Year 12
Irish	N/A	All submitted in Year 12
Computer Science	N/A	All submitted in Year 12

SAMPLE External Examination Information for Year 12 Pupils

Provisional GCSE Controlled Assessment dates September 2019-June 2020



Coursework in Year 12 (cannot be repeated):

Subject	Provisional Dates	Percentage
French - Writing	September 2020	15%
PE – Practical Performance and Analysis	Continuous assessment until Feb 2020/Moderation Mar 2020	20% 40%
Digital Technology – Multimedia GDG3	September 2019 – April 2020	30%
Digital Technology – Multimedia GDG5	September 2019 – April 2020	30%
Art & Design (Part B Investigating the Creative and Cultural Industries)	September – December 2019	60%
Technology – Design Project	September 2019 – March 2020	50%

Construction Unit 2	September 2019 – March 2020	25%
Construction Unit 3	September 2019 – March 2020	25%
Drama	September – November 2019	25%
Business Studies CA Unit 3	November 2019 – February 2020	25%
Food and Nutrition Component 2:	September 2019 – December 19	50%
Music – Composition 2 nd Piece	November 2019 – March 2020	15%
Computer Science Unit 2	November 2019 – March 2020	30%
English Literature CA Linked Texts	February 2020	25%
Engineering Unit 2	Sept 2019 – March 2020	30%
Child Development: Unit 3	October 19 – December 19	40%
Art & Design Working to a stimulus	January – April 2020	40%
English Language Unit 3 Speaking and Listening	January – April 2020	20%
Drama	January 2020 – March 2020	35%
French - Speaking	November 2019 -March 2020	15%
Music CA Practical	April 2020	35%
BTEC Travel and Tourism Unit 3 and 4	January (Unit 3) and April (Unit 4)	50%
Occupational Studies	September 2019 – May 2020	50%
OCN Level 2 Religion	September 2019 – May 2020	50%

Please note: There will be no coursework for Maths and Religion in Year 12.

Year 12 Mocks will take place between 2nd Dec – 6th Dec in all subjects.

Modular Science GCSEs 6th-8th November 2019 (some repeatable in May/ June):

Module	Mode of Assessment	Percentage of Final Mark
Single Award Repeat	Written Examination	25%
Double Award Repeat	Written Examination	11%

Modular GCSEs in January 2020 (some repeatable in May/ June):

Module	Mode of Assessment	Percentage of Final Mark
Maths	Written Examination	45-55%
English (Repeat)	Written Examination	30%
BTEC Travel and Tourism Repeat	Written Examination	25%

Modular Science GCSEs in February/ March 2020 (some repeatable in May/ June):

Module	Mode of Assessment	Percentage of Final Mark
Single Award Physics	Written Examination	25%
Double Award Module Unit 1 Repeat	Written Examination	11%

Modular GCSEs in May/ June 2020:

Subject	Mode of Assessment	Percentage of Final Mark
Technology Unit 2	Written Examination	20%
Business Studies Unit 2	Written Examination	40%
Music (Listening Papers X2)	Written Examination	35%
History GHY2H	Written Examination	25%
Spanish/Irish/French	Listening	25%
Spanish/Irish/French	Reading	25%
Spanish/Irish/French	Writing	25%
Spanish/Irish/French	Speaking	25%
Digital Technology – Multimedia GDG2	Written Examination	40%
Digital Technology – Computing GDG4	Written Examination	40%
Double Award Science	Practical Examination Booklet A 3 rd March 2020 in Science Labs	7.5%
Double Award Science	Practical Examination Booklet B during Summer Exams	17.5%
Double Award Science Unit 2 Physics	Written Examination	14%
Double Award Science Unit 2 Biology	Written Examination	14%
Double Award Science Unit 2 Chemistry	Written Examination	14%
Media Studies	Written Examination	40%
Food and Nutrition Component 1	Written Examination	50%
Child Development Unit 2	Written Examination	30%
Additional Maths	Written Examination	100%
Maths	Written Examination	55%
English Language Unit 4	Written Examination	30%
English Literature Unit 2	Written Examination	50%
Geography Unit 1	Written Examination	40%
Geography Unit 3	Written Examination	20%
Religion Unit 3	Written Examination	50%
Religion Unit 4	Written Examination	50%
Drama	Written Examination	40%
Engineering Unit 3	Written Examination	50%
Engineering Unit 2	Practical Examination	25%
Physical Education	Written Examination	25%
Physical Education	Written Examination	25%
Single Award Science Unit 2 Chemistry	Written Examination June 19	25%
Single Award Science	Practical Examination Booklet A Jan – 5 th March 2020 in Science Labs	7.5%
Single Award Science	Practical Examination Booklet B during Summer	17.5%

The above exams will be taken in May and June 2020.

Pupils may also have some repeats from Year 11:

Module	Mode of Assessment	Percentage of Final Mark
Business Studies Unit 1	Written Examination	40%
Child Development Unit 1 Year 11	Written Examination	30%
Construction Unit 1	Written Examination	40%
Engineering Unit 3	Written Examination	40%
English Language Unit 1	Written Examination	30%
English Literature Unit 1	Written Examination	30%
Geography	Written Examination	37.50%
History	Written Examination	50%
Maths	Written Examination	For Add. Maths pupils - 100% complete All other pupils: 45% complete

Technology Unit 1	Written Examination	20%
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SAMPLE CONTROLLED ASSESSMENT MEETING WITH PARENTS

Friday, 20 September 2015

As you may already be aware, all Y11 pupils in St. Louis will, in the coming months, completing Controlled Assessment Tasks which contribute significant percentages towards their overall GCSE marks.

Controlled assessment is a relatively new approach (replacing coursework), for those GCSE subjects which require internal assessment. It is a tightening of the circumstances in which pupils, over a period of time, complete those aspects of the subject which are usually marked by their teacher.

Pupils sit the task within a given timeframe: they cannot continue to work on it later to improve their submission. Pupils know when the task will take place, how long the task will take and what the objectives are.

The levels of control and rules applying for Controlled Assessment vary from subject to subject and your son/daughter will be given specific rules for completion of each task by his/her subject teachers before the start of the Controlled Assessment.

It is important that your daughter/son completes each Controlled Assessment task to the very best of their ability. Due to the large number of subjects taken by pupils in St. Louis, no repeats of Controlled Assessment tasks will be available.

Most of the tasks will take place within the classroom during normal teaching time, so it is extremely important that pupil absences during GCSE Controlled Assessment periods are kept to a minimum. I would ask for your co-operation in ensuring that your son/daughter misses as few days as possible during the times when his/her Controlled Assessments are taking place. If part of a Controlled Assessment is missed due to illness, a medical note will be required to verify the reason for absence.

St. Louis Grammar School cannot legally sanction absence from school due to holidays and such absences are recorded as unauthorised. It will not be possible to reschedule Controlled Assessments to accommodate holiday arrangements under any circumstances.

The subjects in which GCSE Controlled Assessments will be taking place in St. Louis for Y11 pupils and *provisional* dates for these are detailed on the accompanying page.

If you require further information on the Controlled Assessment or Examinations please contact Mr Eamonn McGlue Senior Teacher and Examinations Officer.

SAMPLE RECORDING TIME SHEET FOR CONTROLLED ASSESSMENT IN ICT

Date	Task	Pupil 1	Pupil 2	Pupil 3	Pupil 4	Pupil 5	Pupil 6	Pupil 7	Pupil 8
05/11/2010	1A-1E	1	1	1	1	1	1	1	1
10/11/2010	1A-1H	0.75	0.75	0.75	0	0.75	0.75	0.75	0.75
17/11/2010	1A-1J	0.5	0	0.5	0	0.5	0.5	0.5	0.5
19/11/2010	1A-1J	1	1	1	1	1	1	1	1
24/11/2010	1A-1J	1	1	1	1	1	1	1	1
25/11/2010	1A-1J	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5
26/11/2010	1A-1j	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
08/12/2010	1A-1J	0	1	0	0.5	0	0.5	1	0
Task 1 Running Total		5.25	5.75	4.75	4.5	5.25	5.75	6.25	5.25
Unit 1 time remaining		17.3	16.8	17.8	18	17.3	16.8	16.3	17.3

SAMPLE LETTER FOR PARENTS IN RELATION TO CONTROLLED ASSESSMENT FOR ENGLISH (HIGH LEVEL OF CONTROL)

Dear Parent/Guardian,

The English Department will hold the Controlled Assessment for The Study of Spoken Language Unit of GCSE English Language on **Friday 18th February from 11.20am to 12.50pm.** This will count for 10% of the final GCSE mark.

In accordance with the strict control measures set out by CCEA this will be the only sitting of this Controlled Assessment and as such it should be treated as an examination. This means no mobile phones or external material is allowed in the exam hall/ classroom.

If a student does miss it for serious medical reasons a written explanation from you as a parent/ carer is required. There will then be one further opportunity to complete this Controlled Assessment after school on **Wednesday 23rd February from 3.30pm to 5.00pm.**

Here is a copy of the question that the teachers have prepared the students to answer:

Analyse how motivational language has been used in two speeches you have studied this year. In your answer you should consider the following:

The context of each speech

What the speakers say

How they say it

The impact on the audience

Having looked at the features of both speeches explore a situation you have been in, when the use of these techniques was/would be appropriate.

Please emphasise to your son or daughter that this is their **only** opportunity to complete this and urge them to revise and prepare thoroughly to ensure success.

Thanking you for your consideration of this matter

HOD English

(H) SERIES OF EVENTS AND REGULATIONS FOR ST. LOUIS
EXAMINATIONS

DATES

November –Science Modules CCEA

January -GCSE English and Maths CCEA/ A-Level Applied Business/ Travel and Tourism

March –Science Modules CCEA

Results dates August

Week 3 Aug. GCE results

Week 4 Aug. GCSE results

- 1) Base data for each examination board is downloaded and checked against the exam specifications that are being delivered for each subject. Subject specifications are checked against the two-year duration of each course for each year group.
- 2) Teacher/class/student number spread sheet is completed.
- 3) Exam class students confirmed against Sims.net records. Any changes to classes in Yr. 11, 12, 13 and 14 must be notified to SMLT (Miss Carr).
- 4) Marksheets are generated. Marksheets are the means through Sims.net by which students' entries are made by teachers.
- 5) There are 4 exam sessions throughout the year, November, January, March and June. Teachers must be aware of the final date of exam entries for each of these sessions. Currently GCSE Modular Sciences are the only exams running in November and March.
- 6) The final deadline from the exam board of each of the exam series are as follows:
 - a) November Entries
 - b) January entries 21/10/ GCSE
 - c) March Entries
 - d) June entries 17/2/ GCSE and GCE
- 7) Teachers will be given deadline of 12 working days to complete entries where practicable.
- 8) Teacher checklist must be generated 10 working days before the final entry deadline. Then amendments must be made. All teachers' checklists must be returned to the teachers for final checking.
- 9) Student checklist must be generated 7 working days before final entry deadline. Then amendments must be made by notifying the examinations officer. The student checklist and the teacher checklist should correlate.

10) Final teacher checklist must be generated, copy for teacher and signed copy returned to examinations officer to be retained for reference 5 working days in advance. These will be stored until the end of the exam series.

11) Entry submissions to be made 3 days before final deadline.

Exam entries and checklist timetable						
	Deadline	Entries Commence	Teacher Checklist 10 working days	Student Checklist 7 working days	Final Teacher Checklist 5 working days	Entry submission on 3 days
January Entries	21/10/ GCSE	4/10	6/10	13/10	17/10	19/10
June Entries GCSE	17/2/ GCSE	6/2	8/2	10/2	13/2	17/2
June Entries GCE	17/2/ GCE	5/3	7/3	9/3	12/3	16/3

12) Teachers are to make all entries via Sims. Repeat entries are recorded as 'P' not 'Y'. This indicates private entries and allows for accurate charging. It is the teacher's responsibility to ensure they are aware if the student previously sat the module or not. This information can be obtained via the Examinations link on Sims. Bursar's assistant will aid the checking of these.

13) Any late entries occurring due to omissions on behalf of the teacher will be recovered from the department's requisition budget either from that calendar year or the next.

14) Charging Policy:

- a) It is the policy of St. Louis Grammar School, Killeel that the school will pay for the first time any authorised examination is taken by a student. **It is the policy that a student will pay for any further occasion that an examination is repeated.** The student will pay in full the cost of the examination before an entry is made. If a student does not pay for the entry then the school will either withdraw the student from that module in advance of the entry deadline or will not make the entry for that module. Any subsequent withdrawal from an exam by a student without good reason will be paid for by that student.
- b) All repeat modules will be coded 'P' (Private) entries.
- c) Each student will be given a written breakdown of the charges due for private entries.

- d) The students will be given a written statement of when the fees for private entries are due.
 - e) The students must pay for their private entries by the due date.
 - f) If the student does not pay by the due date, then the school will charge the **student £1 late fee for every working day** that the deadline is exceeded by for up to 5 days. After 5 working days it will be presumed that the student does not wish to be entered for the exam and the entry will be withdrawn.
 - g) The above applies in full to all students unless there is a reasonable excuse provided for inability to pay by the due date.
 - h) The school may in exceptional circumstances waive the private entry fee. This is viewed on an individual basis and involves a discussion between the Examinations Officer and the Principal.
 - i) In general terms, the school receives no benefit from the examination board for any private (repeat) entries. The late fee is in place as a disincentive to ensure that all private (repeat) fees are paid on time.
 - j) From 2009-10 the charging policy for private (repeat) fee also applies to Y11/Y12 students repeating in subjects which offer modules including Science, Maths, RE and English although the extent, if any, of the charges varies from Board to Board and exam to exam.
 - k) The examination boards have a refund schedule which allows for fees to be refunded up to 3 weeks after the entry deadline. These fees will be returned to the students if the request and refund submission is made within the deadline.
 - l) Any late 'cash-in' charges will be incurred by the student.
 - m) Any Y13 students who would otherwise be Y14 and are therefore repeating the whole year are not expected to pay for their modules. It is expected that they will be completing all their modules to raise their grade. They should therefore be marked **Y** not **P** in the entry mark sheets.
- 15) Any communications from the exam boards will be passed directly to the relevant students by their Year Head. The Year Head will be the main point of contact between the Examinations Officer and the candidates. The candidates must retain all information from the Exams Officer and the exams board, but must also be aware that the most recent communication will be the most accurate. The Year Head must dispatch the information from the Exams Officer as soon as is practicable. (S)he must also ensure that the information is given directly to the student concerned, not to another student.

- a) The Exams Officer will produce 'in-house' information that is an amalgamation of all the exam entry or timetable information for each of the examination boards.
 - b) Any queries about any aspect of the examinations must be made to the Examinations Officer immediately.
- 16) Students will be given three main statements during the course of any examination series:
- a) Statement of entry: which states the exams/modules the student is entered for.
 - b) Examinations timetable which is a timetable of the student's exams based on the normal start and end time of the exams
 - c) Individual candidate timetable which will be the last document the student will receive. It will reflect mainly the normal start/end time of the exams, but will also show any amendments that may have been arranged for the individual candidate due to clash exams (12a) or due to extra time (13c) being allowed.
- 17) Clash Exams.
- a) A clash on an examination timetable is when two exams are scheduled to begin at the same time. This is a consequence of the exam boards constructing this timetable in a particular way and is beyond the control of the school. The school resolves clashing by following the exam boards/ JCQ directions and by rescheduling the start time of one of the clash exams so that it can start either before or after the exam it clashes with.
 - b) It is the policy of St. Louis Kilkeel that candidates with clashes are talked to by the Examinations Officer individually and/or in groups so they know what the procedures are that have to be followed. The security of the examination is the primary concern for the school in resolving any clashes of exams.
 - c) If a candidate has not been talked to about clash arrangements and is aware that (s)he has a clash of examinations (s)he must make him/herself and the clash issue known to the Examinations Officer.
 - d) Any student with a clash will:
 - 1) know the procedures to be followed during a clash examination session
 - 2) will inform their parents/guardians about the clash procedures
 - 3) be supervised either by a teacher or invigilator in the intervening period between exams
 - 4) Inform any invigilator/supervisor of the arrangements for their clash exam if they are given contrary instructions.

- 5) will not be allowed and will not attempt to communicate with any other student outside the exam room or while supervised
 - 6) surrender to the supervisor any mobile phone or other electronic device
 - 7) bring a packed lunch
 - 8) use the bathroom facilities closest to the supervised area
 - 9) ensure they have a means of travelling home following the clash if the clash results in their leaving school after the last school bus home has departed
 - 10) ensure that they do not compromise the examination for themselves or anyone else by following all appropriate regulations
- e) The examinations officer will generate a list of clash resolutions which will include the date, the student(s) involved, the examinations affected, and the resolution. This will be circulated to the invigilators and teachers
- f) Teachers may be requested to supervise clash candidates over lunchtime. They must be aware of the procedures to be followed in such circumstances (as outlined above).
- 18) Extra Time
- a) Extra time is allowed according to the JCQ Special Consideration regulations. The SEN teacher has responsibility for determining the allocation of extra time for students who present a specific need and who are entitled to an allocation of extra time. The SEN teacher should maintain the electronic data base for candidates who have an allocation of extra time entitlement accessed via each exam board Online Access Arrangements.
 - b) Any candidate entitled to extra time shall be notified about this by the SENCO.
 - c) Any candidate entitled to extra time shall have the 'special arrangements' section ticked on the examination module of Sims.net. This ensures that invigilators are aware of candidates entitled to extra time by identifying the candidates on examination entry lists, seating plans and examination registers.
 - d) The Examinations Officer and the SENCO will ensure the necessary administrative arrangements are in place to deal with special consideration arrangements at the beginning of the school year or as soon as new special consideration issues arise throughout the course of the school year.
- 19) Invigilators shall follow the regulations for conducting examinations as outlined in the JCQ regulations and the individual examination regulations for each of the exam boards. Invigilators need to be aware of the following points and complete this checklist at the beginning of each examination session:

- 1) clocks are working and reading the same time if there is more than one clock in the examination room
 - 2) relevant and current notices are displayed inside and outside the exam room warning to candidates, notice to candidates, no mobile phones
 - 3) centre number is displayed
 - 4) each exam has an individual start and end time displayed
 - 5) no unauthorised material is introduced (particular check with material brought into exam room as allowed by examination board i.e. copies of textbooks in Music and English)
 - 6) any absent candidates immediately notified to office
 - 7) office shall contact Exams Officer, then parent / home / candidate
 - 8) exam registers completed at the beginning of each exam
 - 9) exam registers are checked for possible amendments
 - 10) seating plan recorded
 - 11) arrangements in place for any clash candidates
 - 12) arrangements in place for any candidates entitled to extra time
 - 13) appropriate invigilator levels 1: 30 ratio
 - 14) candidates' physical environment acceptable – correct temp. etc.
 - 15) seating arrangements as required
 - 16) arrangements in place for candidates leaving exam room temporarily.
- 20) Collection and storage of exam materials.
- a) materials shall be delivered to the main office
 - b) office staff to inform examinations officer ASAP and store delivered exam material in back office
 - c) exam officer shall verify materials for delivery to exam store
 - d) buildings supervisor shall deliver materials to exam store while accompanied by examinations officer
 - e) chief invigilator/invigilator/exams officer shall check in all exams against delivery note
 - f) copy of delivery note retained and copy forwarded to exam board as required (CCEA)
 - g) exams stored in subject then chronological order in exam store
 - h) weekly exam store stocked at regular intervals to ensure exams are available 5 days in advance
 - i) exams are checked off against skeleton time table.
- 21) Invigilators
- 1) Exams involving clash candidates are identified
 - a) Exams involving extra time are identified
 - b) Exams involving erratum notices are identified
 - c) Stationary, envelopes, address labels and registers are included for each exam
 - d) The box file for exam labels, dispatch notes, registers, amendments is maintained up to date
 - e) Any amendments to the exam room file which includes:

- 1) candidate list
- 2) skeleton timetable
- 3) centre timetable
- 4) exam registers
- 5) exam seating plan
- 6) special arrangements

22) Any communications from the exam boards will be passed directly to the relevant students by their Year Head. The Year Head will be the main point of contact between the Examinations Officer and the candidates. The candidates must retain all information from the Exams Officer and the exams board, but must also be aware that the most recent communication will be the most accurate. The Year Head must dispatch the information from the Exams Officer as soon as is practicable. (S)he must also ensure that the information is given directly to the student concerned, not to another student.

a) The Exams Officer will produce 'in-house' information that is an amalgamation of all the exam entry or timetable information for each of the examination boards.

b) Any queries about any aspect of the examinations must be made to the Examinations Officer immediately.

23) Students will be given three main statements during the course of any examination series.

a) **Statement of entry:** which states the exams/modules the student is entered for.

b) **Examinations timetable** which is a timetable of the student's exams based on the normal start and end time of the exams

c) **Individual candidate timetable** which will be the last document the student will receive. It will reflect mainly the normal start/end time of the exams, but will also show any amendments that may have been arranged for the individual candidate due to clash exams or due to extra time being allowed.

(I) Disability Discrimination Act

All exam centre staff must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006 and the Equality Act 2010.

A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the SENCO.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the SENCO. Making access arrangements for candidates to take exams is the responsibility of both the SENCO and Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO.

Rooming for access arrangement candidates will be arranged by the SENCO with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Exams Officer.

(J) Access Arrangements

External invigilators will be used for internal and external exams.

Recruitment of invigilators is the responsibility of the SMLT and Exams Officer. Training of invigilators and administrative staff (Bursar's Assistant) is the responsibility of the Exams Officer

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the Centre administration.

Access NI/ CRB fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the Exams Officer.
Invigilators rates of pay are set by the centre administration.

(K) Contingency Planning

Contingency planning for exams administration is the responsibility of the Examinations Officer within the SMLT. Contingency plans are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

Both the Examinations Officer and Assistant Examinations Officer have access to the keys of the exam storage room and secured filing cabinets. In case of absence the Examinations Officer will inform the Assistant Examinations Officer (or vice versa) in good time so that the smooth running of examinations can be ensured. In the event

of both the Examinations Officer and Assistant Examinations Officer being absent the Principal or Chief Invigilator will collect the keys. If absence is pre-planned then it is the responsibility of the Examinations Officer and/or Assistant Examinations Officer to ensure that the absence has been planned for.

PLEASE SEE CONTINGENCY POLICY.

(L) Estimated Grades

Heads of subject are responsible for submitting estimated grades to the exams officer when requested by the Exams Officer.

(M) Managing Invigilators

External invigilators will be used for exam supervision. They will be used for external exams. They will receive training each year.

For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams Officer.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer, or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor. The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

In the event of a school evacuation (i.e. a fire) the invigilator must ensure students are safely escorted to the relevant meeting point. Exam rooms must be secured if an exam is in progress.

(N) Exam Days

The Exams Officer 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 is responsible for setting up the allocated rooms.

The Examinations Officer/ Assistant Examinations Officer/ Member of the Invigilator Team will start all exams in accordance with JCQ guidelines.

Those teachers who have been authorised to be in the examination room must leave the room after administration tasks have been completed.

In practical exams subject teachers may be on hand in case of any technical difficulties.

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 at the end of the exam session.

A relevant subject teacher may be available to read out any subject-specific instructions if required.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently. Attempts will be made to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

(O) CANDIDATES

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may only leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and making necessary arrangements for Clash candidates.

(P) Coursework/ Controlled Assessment

It is the duty of Heads of Department/ Teachers-in-Charge to ensure that all internal assessment is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Candidates who have to prepare coursework should do so by the end of the course. Marks for all internally assessed work and estimated grades are provided to the examinations officers by the Heads of Department/ Teachers in Charge.

The process for managing appeals against internal assessments is detailed in a separate appeals policy.

Coursework is the property of the centre until dispatched. Any concerns over lost or damaged coursework should be reported to the examinations officer.

(Q) Appeals Against Internal Assessments

The centre is obliged to publish a separate procedure on this subject, which is available from the exams office.

The main points are:

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals should be made in writing by 30 June to the Head of Centre (or other nominee) who will decide whether the process used conformed to the necessary requirements.
- The Head of Centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

(R) Candidates Results

Candidates will receive individual result slips on results days, either in person at the centre or by post to their home addresses. Exam results are also available online with some exam boards.

Arrangements for the centre to be open on results days are made by the Exams Officer. Protocol for results:

- Letters distributed to students outlining times of results
- Contact Press to confirm times
- Arrange for Careers Advice in consultation with Head of Careers
- Arrange interviews with students

(S) Enquiries Against Results –EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested through St. Louis PRS Form.

If a candidate requests an EAR they will be charged the exam board fee.

Outline Enquiries About Results has two main services

Service 1

Clerical recheck of your marks

Service 2

A remark of a component (single paper) which includes a clerical recheck – a photocopy of the script can also be available on request for an additional fee

There are three possible outcomes of Service 2:

1. Your original mark is lowered, so your final grade may be lower than the original grade you received

2. Your original mark is confirmed as correct and there is no change to your grade
3. Your original mark is raised, so your final grade may be higher than the original grade you received

(T)

(U) Exam/ Coursework Re-moderation

Re-moderations are only permitted under suitable rationale:

- A significant difference in predicted grades/ marks.
- Departments must present their findings to the examinations officer who will take it to the SMT.
- SMT will evaluate all evidence and give a decision.
- Cost may come from departmental budgets.
- If permission has been granted from SMT, permission must be obtained from all pupils (see sample form):

Sample Letter:

Consent Form for exam Re-Moderation

Following consultation with the teacher's _____ and St Louis Senior management we have proposed getting a re-moderation for _____ (Unit). Consent is required from all pupils for the re-moderation to take place.

I consent to my son/ daughter _____ (name) getting their Spanish GCSE Exam (Written Controlled Assessment) re moderated.

I am aware that the mark could go up or down and change their overall grade.

Signed _____
(Parent)

(Student)

(V) Access to Scripts - ATS

After the release of results, candidates may ask the Examinations Officer to request the return of papers within ten days' scrutiny of the results.

Outline for Access to scripts (original or photocopy)

1. Photocopy of your original script with a mark scheme before getting a remark
2. Photocopy of the original script after a remark
3. The return of your original script (once this has been requested you cannot get a remark)

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

GCSE re-marks cannot be applied for once a script has been returned.

(W) Certificates

Certificates are Presented in person or posted (first class)

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

Replacement certificates are only issued if a candidate agrees to pay the costs incurred.

The centre retains certificates for one year.

Head of Centre Exams Officer Review Date:

The policy is next due for review in June each year.

(X) Changes to Specifications

Changes to specifications should be sent by June 2015.

Changes send in June 2014:

HISTORY

There will be changes to GCSE History from Summer 2015 (Year 11 only) and then for both year groups from Summer 2016. Year 12 will continue with the current specification (legacy) for one more year. Details as below:

Codes for Year 12 Summer 2015 –	GHY11/GHY12 (Unit 1) GHY21/GHY22 (Unit 2) GHY31 (Unit 3)
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Codes for Year 11 Summer 2015-	GHT11/GHT12 (Unit 1)
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Codes for all Summer 2016-	GHT11/GHT12 (Unit 1) GHT21/GH222 (Unit 2) GHT31 (Unit 3)
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BUSINESS STUDIES

We are following CCEA Specifications at GCSE and GCE for Business Studies. However, having looked at the Examinations Policy the Controlled Assessment details have to be updated. See below.

CCEA Controlled Assessment Business Studies

One task set by CCEA. 25%

Task Setting High
CCEA provide the Controlled Assessment

Task Taking Research – 12 hours Limited control
Report – 3 hours High control

Task Marking Medium control

SOCIOLOGY

Sociology spec beginning September 2015. Code 7192.

Also, September 2015 : start teaching new A levels plus new stand-alone AS qualifications.

June 2016: last opportunity for sitting current modular exams.

June 2016: First assessment opportunity for new AS levels: standalone.

From this point on, linear assessment, only.

June 2017: first assessment for new A levels. Linear assessment, only.

They have not published individual entry codes for exams, yet.

4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1: Education with Theory and Methods	80	x1	80
Paper 2: Topics in Sociology	80	x1	80
Paper 3: Crime and Deviance with Theory and Methods	80	x1	80
		Total scaled mark:	240

(Y) Conflict of Interest Certificates

The JCQ regulations for examination and assessment conduct have been revised for the academic year 2015-16 and are available on the JCQ website. I would like to use this opportunity to draw your attention to the JCQ requirements around managing conflicts of interest which are set out in the following documents.

JCQ General Regulations for Approved Centres 2015-2016

5.3 – Page 9

The centre agrees to:

'inform the awarding bodies of any members of centre staff who are either sitting examinations and assessments or teaching and preparing members of their family for examinations and assessments. Awarding bodies should also be informed where children of exams office staff are being entered for examinations and assessments'

It is therefore a requirement to inform CCEA if any member of your staff is either sitting examinations or preparing members of their family to sit examinations or assessment. At present this is done via emailing the Centre and Examiner Support Team. However to facilitate this communication going forward, CCEA has designed a conflicts of interest form which will be available on the CCEA website from September 2015.

JCQ Instructions for conducting controlled assessments 2015-2016

5.3 – Page 18

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.'

JCQ Instructions for conducting coursework 2015-2016

9.2 – Page 7

'Where a teacher teaches his/her own child, the centre must declare the conflict of interest and send the marked work to the moderator whether it is part of the sample or not.'

It is therefore a requirement in coursework and controlled assessment conduct, that in cases where a candidate is taught by his/her parent in a particular subject, the work of that candidate in the pertinent subject should be submitted to CCEA whether it is requested as a sample or not.

If you have any queries regarding this please contact centresupport@ccea.org.uk

(Z) Using Laptops in Examinations

NO student should need to use a laptop in class unless they have been formally assessed and authorised to. If a teacher feels that a student needs a laptop for extended writing tasks then they should submit a pathways concern form to the SENCo with a sample of the student's extended writing attached.

In subjects like English and history where there are some marks for spelling, grammar and punctuation, they must use a laptop with the spelling, grammar and punctuation functions disabled. Otherwise, the SGP marks cannot be awarded.

ONLY students with a proven history of need, who have used ICT/laptops in the extended writing subjects prior to GCSE will be permitted to use a laptop at GCSE and beyond. **The subject teachers must submit pathways forms with samples of the student's written work**, e.g. test/exam papers **as EVIDENCE** of the student's NEED of a laptop in exams in their subject. Usually the student's writing speed will also prove to be very slow as well as hard to read. In a small number of cases the extra demands of GCSE exams may highlight the need.

The SENCO/ Specialist Assessor will make the final decision and authorise the use of a laptop in specific external exams based on written evidence submitted by teachers. The student's name will be listed on our internal list of those entitled to specific external exam arrangements.

(Z1) ICE 16: 5.9D

Identity of Candidates

For all exams the VP/ Assistant Exams Officer or a member of SLT will let students into the exam room so they can be identified.

Any external candidates must be past pupil and are met by the VP (identification checked) and taken to their exam room.

(Z2)

Alternative Site:

If the school is unable to be used for an exam we will use one of the following:

- Kingdom GAC Hall
- St Colman's Primary School
- Kilkeel High School

(Z3) Cyber Security

St Louis will stay informed about the latest security threats and trends in account security and educate staff on how to identify phishing attempts, secure devices and protect systems and data. The National Cyber Security Centre (NCSC) provides excellent and comprehensive cyber security advice for schools that are relevant for all centres.

The NCSC advice and guidance should be observed for any IT systems used within a centre, particularly those where learner information, learner work or assessment records are held. Doing so can prevent adverse effects to staff and learners in the event of a cyber attack.

Other topics covered by the NCSC training and guidance include:

- Establishing a robust password policy
- Enabling multi-factor authentication (MFA)
- Keeping software and systems up to date
- Implementing network security measures
- Conducting regular data backups
- Educating employees on security awareness
- Developing and testing an incident response plan
- Regularly assessing and auditing security controls

By adopting these industry standard cyber security best practices, St Louis will do there best to adopt these. If centres experience a cyber attack which impacts any learner data, assessment records or learner work, contact with their awarding body should be made immediately for advice and support.

From C2k December 2024:

We are aware of a number of schools who have received a newsletter from JCQ which references a cyber security policy template. Schools in Northern Ireland should be aware of the following:

All schools in Northern Ireland have a **managed network** from the Education Authority via C2k. The contract provider plays a key role in maintaining the **security and integrity** of this network. This service manages a number of the elements outlined in the JCQ policy template.

In the case of such cyber security attacks, Capita's security team would implement the necessary escalation and recovery steps required to get services up and running again.

If any network activity feels suspicious, unexpected or unusual schools should contact the C2K Service Desk who will escalate to the appropriate team for investigation: 08000 931 541.

Schools are encouraged to share C2k's **Cyber Security Newsletter EN194** (C2k Exchange) with all their staff which outlines essential guidance to help avoid cyber attacks.

The Newsletter also refers to an update to A2C, this is not relevant to C2K schools as it is maintained by C2k\Capita.

(Z4) AI

St Louis follows the guidance from JCQ:

Summary of the document for heads of centre:

- Ensure policies and procedures are in place to monitor and authenticate students' work, addressing AI misuse.
- Maintain a malpractice policy that covers AI use, including guidelines on when AI may be used and how it should be acknowledged.
- Regularly review and update policies to reflect AI developments and associated risks.
- Ensure staff are trained to identify AI misuse.
- Communicate with parents about AI-related risks and the importance of students' work being their own.
- Ensure students are aware of the consequences of AI misuse, including potential disqualification.
- Ensure students understand their declaration of authenticity and the penalties for false declarations.
- Have a process for addressing AI misuse within the centre before declarations of authenticity are made.
- Ensure teachers do not rely solely on AI tools for marking student work.
- Ensure students using computers for assessments cannot access AI tools if prohibited.

JCQ updated [updated document](#) is followed at all times.

SIGNATURE/DATE

Principal _____ Date _____

Chair of Board of Governors _____ Date _____