

# KIRKHAM GRAMMAR SCHOOL

## POLICY DOCUMENT

### COURSEWORK AND CONTROLLED ASSESSMENT

**This policy applies to Kirkham Grammar Senior School (KGS) only**

<b>Policy number: 47</b>	<b>Originating date: July 2008</b>	<b>Date last reviewed: March 2019</b>	<b>Next review: March 2021</b>
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#### INTRODUCTION

Coursework and Controlled Assessment are still integral elements of some GCSE and A-level courses that Kirkham Grammar School offers. They count for varying proportions of the total mark according to the subject.

These are forms of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, work will be marked by the awarding body. For most, work will be marked by the centre and moderated by the awarding body.

#### AIMS OF POLICY

- 1) To ensure best practice is followed by all staff.
- 2) To provide greater clarity to issues related to staff procedures, roles and responsibilities.
- 3) To encourage the best possible performance by pupils in the production of controlled assessment.

##### 1. What is Internal Assessment?

Depending on the level of control defined within the specification, assessments may take place for example:

- in a normal timetabled lesson or other defined session under supervised conditions;
- entirely within the centre under supervision with controlled access to resources; or
- outside the centre and involve research with limited supervision.

##### 2. Keeping materials secure

The Examinations Officer and Heads of Department will determine appropriate security arrangements. Assessment materials, including mark schemes, issued by an awarding body, are to be kept secure throughout the assessment process.

Candidates' work for assessment must be stored securely within the centre. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet. Where there is a practical need, secure storage may be defined as classrooms being locked from the end of one session to the start of the next. This alternative may be implemented on practical grounds given the nature of the assessment, the need to allow work to dry overnight, or the size or delicacy of some items of work.

Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks should also be collected in at the end of each session.

Candidates' centre assessed marks must be submitted to the awarding body by the date required. Candidates' assessments for moderation purposes or external marking must be despatched as directed and those assessments not required for moderation purposes must be stored securely until all possible post-results services have been exhausted. Unless stated otherwise, assessments may be returned to candidates after the deadline for enquiries about results for the relevant series has passed or once an enquiry about results and any subsequent appeal has been exhausted.

### 3. Task setting

All tasks, whether set by an awarding body or set by the centre, must be developed in line with the requirements of the specification. Departments should ensure that candidates know the assessment criteria which they are expected to meet. Specifications usually explain the criteria in detail, but candidates may require some further explanation or interpretation before they fully understand the nature of the skills which they are expected to demonstrate. Any explanation or interpretation given by teaching staff must be general and not specific to a candidate's work.

### 4. Task taking

#### Supervision

Supervision can be: formal (high level of control); or informal (medium level of control); or limited (low level of control) as detailed in the specification.

Under formal supervision the candidate must be under direct supervision at all times. There must be no access to email, the internet or mobile phones. No assistance of any description is provided as candidates work independently without interaction with other candidates.

It is advisable that the department records the date and time of the assessment, the name of the supervisor and keeps a log of any incidents which occur during the course of the assessment.

Additionally, it is recommended that the department records which candidates were present for the assessment, as well as those who were absent.

Under informal supervision, the use of resources is not tightly prescribed and group work is normally permitted provided that any assessable outcomes can be attributed to individual candidates. Candidates do not need to be under direct supervision at all times. However, the

centre must ensure that: all candidates participate in the assessment; there is sufficient supervision to ensure that work can be authenticated; each candidate's preparation for the final production of the work is his/her own.

Under limited supervision the requirements are clearly specified by the awarding body and work may be completed without direct supervision. Research or data collection may take place outside of the classroom.

Careful reference must be made to the relevant awarding body's specification which may set certain parameters for teaching staff where limited supervision is to be applied. For example, a specification may require teachers during the preparation stage of an assignment to advise candidates on:

- the focus of the investigation;
- sources of information;
- relevance of materials/concepts;
- document structure (chapter titles and content);
- techniques of data collection;
- techniques of data presentation;
- skills of analysis and evaluation;
- health and safety matters;
- security of their work.

### Resources

In many subjects candidates will need to use information from published sources when researching and planning their assignment(s). The use of the internet is permissible during the research and planning stages, but not when the final work is being word processed or written, unless stated otherwise within an awarding body's specification.

Specifications will set parameters for assessments. These will define the parameters for any physical resources and information sources that are required.

If candidates use the same wording as a published source they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, preferably in a bibliography. For example: (Morrison, 2000, page 29). For material taken from the internet, any reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line, eg <http://www.bbc.co.uk/schools/16/sosteacher/history/40766.shtml>

Candidates should be encouraged as a means of good practice to state the actual date when the material was downloaded.

(The JCQ awarding bodies have written a Notice to Candidates which details what candidates must and must not do when completing controlled assessments, see Appendix A of this policy.)

Where candidates are using electronic storage facilities, eg CDs, DVDs, laptops, memory sticks, MP3 players, appropriate checks must be undertaken to ensure that only permitted material is introduced into the assessment environment.

### Completing the task

Departments must ensure that when candidates are undertaking the tasks, the controls are complied with. Details of the applicable controls will be found in the awarding body's specification. Time and word limits should be adhered to, as prescribed in the awarding body's specification.

Dates/sessions arranged for controlled assessments by departments must be done with due regard to school's termly calendar. Except in extreme circumstances; it is not satisfactory for candidates to miss other scheduled curricular, co-curricular or extra-curricular activity.

### Collaboration

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example in undertaking research, but candidates must provide an individual response as part of any task outcome. Where an assignment may be undertaken as part of a group, for example undertaking field research, each candidate must write up his/her own account of the assignment. Even if the data the candidates have is the same, the description of how the data was obtained and the conclusions drawn from it must be in each candidate's own words. Alternatively, where candidates are required to construct a product, candidates may collaborate in the construction of the product but their evaluative responses must be their own and their individual contribution clearly identified.

### Feedback

Whilst feedback may be provided to candidates, departments must ensure that the work submitted for final assessment is the candidate's own work. The nature of any guidance and the details of any feedback must be clearly recorded. The final work submitted must be solely that of the candidate.

Any advice to individual candidates over and above that given to the class as a whole should be recorded on documentation provided by the awarding body, eg the authentication form.

### Presentation

Written material may be handwritten using black ink or, where possible, word processed.

Word processors may be used without prior approval unless stated otherwise in an awarding body's specification. Where candidates use their own laptops the relevant department must establish and implement a process for carrying out additional checks on the work in order to be satisfied that it is the candidates' own.

Where appropriate, work submitted may also include printouts/copies of presentations, charts, artefacts, photographs, letters, videos, recordings or transcripts of interviews, as well as witness statements from supervising teachers to record what a candidate has demonstrated.

In the event that videos or photographs/images of candidates are included as evidence of individual participation or contribution, heads of department must obtain informed consent from parents/carers.

Valuable illustrative materials should not normally be included with the work sent for moderation or external marking, but a note should be attached to the work confirming that the material was part of the original submission. Photographs of the material may be included if appropriate. If valuable or fragile illustrative materials have been sent for moderation or external marking, awarding bodies recommend that centres insure such material against loss or damage from the time of its despatch up to its return to the centre. The awarding bodies accept no liability for the loss of, or damage to, work that occurs during the moderation process or during despatch, transit or storage, or for problems that occur during the construction, submission and moderation of work in electronic format.

NB Candidates should be advised not to include any items of real or sentimental value eg photographs, certificates.

For moderation or external marking purposes, typed or written work should be submitted on appropriately sized paper in a plain cover or folder, together with the cover sheets provided by the awarding body. The cover or folder must be marked clearly with the candidate's name and number, the number of the centre, the specification title or code and the component/unit title or code. If an assignment is word processed, the candidate must ensure that his/her name appears on each page as a header or footer.

### Authentication Procedures

The statutory regulations require all candidates to confirm that work they submit for assessment is their own. Each candidate is required to sign a declaration before submitting their work to their teacher/assessor for final assessment. This is to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that candidates do so is the responsibility of the department. Centres should record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

It is also a requirement of the statutory regulations that teachers/assessors confirm to the awarding body that all of the work submitted for assessment was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. If they are unable to do so, the work should not be accepted for assessment. All teachers/assessors who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results. If, during the external moderation process, there is no evidence that the work has been properly authenticated, the awarding body will set the associated mark(s) to zero.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the work submitted is beyond the talents of the candidate.

If teachers have reservations about signing the authentication statements, the following points of guidance should be followed:

- if it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form;
- if the teacher/assessor is unable to sign the authentication statement in respect of a particular candidate, then the candidate's work cannot be accepted for assessment. A mark of zero should be recorded on the mark sheet or encoded on the EDI file;
- if malpractice is suspected, the Examinations Officer should be consulted about the procedure to be followed.

The awarding body will require authentication of candidate's work and confirmation that internal standardisation has been undertaken.

## 5. Task marking

### Marking of controlled assessments

Where controlled assessments are internally assessed and externally moderated, departments must standardise marking to make sure that all candidates at the centre have been marked to the same standard. One person should be appointed within the department to be responsible for internal standardisation. This person should sign the Centre Declaration Sheet to confirm that internal standardisation has taken place.

In marking work, teachers should pay close attention to the requirements of the specification. Teachers should note that it is their responsibility to award marks for work in accordance with the marking criteria specified in the awarding body's specification and subject-specific associated documents. Teachers must show clearly how the marks have been awarded in relation to these marking criteria. The centre's marks must reflect the relative attainment of all the candidates.

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.

### Annotation

Any guidance given in the awarding body's specification on providing evidence to support the marks awarded must be followed.

Subject to any further guidance contained in specifications, one of the following approaches should be adopted:

- summary comments either on the work (usually at the end) or on a cover sheet;
- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- a combination of the above.

Indications as to how marks have been awarded should:

- be clear and unambiguous;
- be appropriate to the nature and form of the work;
- facilitate the standardisation of marking within the centre;
- enable the moderator to check the application of the assessment criteria to the marking.

Where appropriate to the type of work, the evidence to support the marks awarded should:

- indicate where the assessment criteria have been met, eg by writing key phrases from the criteria (such as 'awareness of values', 'selects information', 'uses a variety of techniques') at the appropriate point in the work;
- indicate any planning and processing not undertaken individually, and provide details of any assistance or prompting given to the candidate.

Any work in which it is not clear how the marks have been awarded may be returned to the centre by the moderator for further explanation. This will interrupt the moderation process and may result in a delay in the publication of the centre's results for the specification concerned.

### Internal standardisation

Departments should use reference and archive materials (such as exemplar material provided by the awarding body) to help set the standard of marking within the centre.

Following completion of the marking and of internal standardisation, the work must be retained by the centre and not returned to the candidates.

Centres should retain evidence that internal standardisation has been carried out.

Candidates should be informed of the marks submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body (See Appendix B)

### Candidate malpractice

Teachers should refer to the JCQ publication "Suspected Malpractice in Examinations and Assessments", which is updated each year.

Candidates must not:

- submit work which is not their own;
- lend their own work to others or allow their work to be copied;
- allow others access to, or the use of, their own independently sourced material (this does not mean that candidates may not lend their books to one another, but candidates must not plagiarise others' research);
- use any books, the internet or other sources without acknowledgement or attribution;
- submit work word processed by a third party without acknowledgement.

Teachers must inform candidates of the regulations concerning malpractice (see Appendix A).

If irregularities in controlled assessments are discovered prior to the candidate signing the declaration of authentication this should be dealt with under the centre's internal procedures and need not be reported to the awarding body. Details of any work which is not the candidate's own must be recorded on the authentication form supplied by the awarding body or other appropriate place.

If irregularities in controlled assessments are identified by a centre after the candidate has signed the declaration of authentication, the head of centre must submit full details of the case to the relevant awarding body at the earliest opportunity. Candidates should be reminded that awarding bodies reserve the right to submit candidates' work to third party IT service providers in order to detect potential and suspected malpractice.

#### 6. Submission of marks and work for internally assessed controlled assessments

Forms for recording final marks for internally assessed controlled assessments are supplied by the awarding body. The forms and any other documentation provided must be completed in accordance with the instructions given and returned to the awarding body by the date specified. As an alternative, centres may submit their marks electronically, as specified by the awarding body.

Departments may inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process.

Awarding bodies may not accept work from centres that arrives too late to be moderated.

#### 7. External moderation

By the date specified, each department must submit to the awarding body:

- details of marks awarded;
- authentication of the work submitted for assessment;
- confirmation that internal standardisation has been carried out as required;
- any other information as the specification may require.

The awarding body (or the moderator on the awarding body's behalf) normally specifies the candidates whose work is required for the moderation sample by name/number. The sample should include work from across the range of attainment at the centre.

The moderator marks are compared with the department's marks for the sample of work. If any of the differences between the moderator marks and the department's marks exceeds the specified tolerance, adjustments are normally applied to the department's marks.

If further evidence of the department's marking is required, the moderator may request some or all of the remaining work, which must have been kept securely and be available.



## 8. Return of work to centres

Moderators will normally return work directly to centres where instructed to do so by the awarding body. Controlled assessments submitted electronically will not be returned to centres.

Departments are required to retain candidates' marked work, whether or not it was part of the moderation sample, under secure conditions, until all possibility of enquiries about results has been exhausted. Where retention is a problem, because of the nature of the work, some form of evidence (eg photographic, audio-taped or videotaped) must be available. Departments must keep a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators. This information may be required if there are enquiries about results at a later date. In the case of work stored electronically within the centre, protection from corruption should also be taken into account.

## 9. Externally assessed controlled assessments

When a controlled assessment is externally assessed, the work of all candidates, together with the authentication statements, must be sent by a specified date to an awarding body/examiner for marking.

Externally-assessed controlled assessments will not necessarily be returned to centres automatically. When the work is not returned to centres, it is treated in the same way as examination scripts and centres will be required to request such work under access to scripts arrangements.

## 10. Factors affecting individual candidates

Teachers should be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed controlled assessment. An alternative supervised session may be organised for such candidates.

If the scheduled assessment cannot be repeated, for instance because it involves a whole group, then the centre should contact the awarding body for advice. It may be possible to accept an application for part absence. The candidate must have covered the whole course and have been fully prepared for the assessment but unable to attend on the scheduled date(s).

If a candidate's work has been lost within the examination centre and despite every effort it cannot be found, or it has been accidentally destroyed, the circumstances should be reported immediately to the awarding body.

The awarding body will consider whether it is appropriate to accept a mark for which there is no available evidence of attainment. This might occur in the following circumstances.

- The centre must be able to verify that the work was done and that it was monitored whilst it was in progress.
- The loss is not the consequence of negligence on the part of the candidate.

- If only part of the work is lost and part of the work is available, further guidance must be sought from the relevant awarding body.
- If the work was marked before it was lost or damaged, marks should be submitted in the usual way.
- If the work was not marked before it was lost or damaged, an estimated mark may be submitted based on the teacher's knowledge of the work up to the point where it was lost.

If a candidate has been subject to an unforeseen prolonged illness or other misfortune during the period when the controlled assessment work was produced, it may, in some subjects be possible to accept a reduced quantity of work without penalty, as long as all of the assessment objectives have been covered at least once. This will not be possible if the specification requires only one piece of work. Where several pieces of work are required, the reduction will be accepted only if those pieces are testing the same criteria. It will not be possible to give this consideration in every case, for example if work has not been submitted or the assessment objectives have not been satisfied.

## 11. Access Arrangements

Under formal supervision, provision must be made for those candidates who require it to receive the extra time awarded. This may be arranged on an individual basis or as a collective group depending upon the parameters set within the specification and each department concerned.

When choosing specifications, candidates must be made aware of the skills which they will be required to demonstrate in controlled assessments. If they choose a specification where they will not be able to demonstrate attainment in all parts of the assessment, they may not be able to gain all of the available credit.

It is possible for awarding bodies to agree arrangements so that candidates with particular requirements can access the assessment(s). These arrangements must be made in advance of examinations and assessments. Centres should refer to the published guidance for this.

Departments must ensure that, in controlled assessments marked by teachers, credit is given only for those skills demonstrated by the candidate working independently and that access arrangements do not undermine the integrity of the qualification.

## 12. Re-working and re-sitting controlled assessment units

Candidates who wish to re-do their submission of a controlled assessment before the marks have been sent to the awarding body may do so, at the discretion of the department, under the following conditions:

- Where the work presented for assessment has to be carried out under formal supervision, any candidate re-doing this work must undertake a different task (that is available for the examination series in question) which must be undertaken in a new period of formal supervision. Candidates must not be allowed to make another attempt at the original task. However, candidates may re-use the research carried out for the original task.

- Where the work presented for assessment has to be carried out under informal supervision, candidates may make amendments to it in the light of feedback from their teacher provided this feedback is in line with the requirements of the specification and of the section on Feedback in this policy. Candidates must not be allowed to make amendments after the work has been submitted for final assessment by the teacher.

Candidates who re-sit a controlled assessment may make another attempt at the task previously submitted, if that task is still appropriate to the year in which the assessment will be submitted. The work presented for assessment, carried out under informal or formal supervision, must be entirely new. Candidates must not be allowed to amend the work which was submitted previously. However, candidates may re-use the research carried out previously.

### 13. Risk Managements

Individual departments should carry out a risk assessment in order to plan for and mitigate the risks inherent in carrying out controlled assessments (see appendix C).

*Kirkham Grammar School*

*Registered Charity No: 1123869 and Registered Company No: 6195985*

Joint Council for  
Qualifications



## **Information for Candidates**

Non-examination assessments

Produced on behalf of:



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This document tells you about some things that you must and must not do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

If there is anything that you do not understand, you must ask your teacher.

### **Preparing your work - good practice**

If you receive help and guidance from someone other than your teacher, you must tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you must describe in your own words how that data was obtained and you must independently draw your own conclusions from the data.

You must meet the deadlines that your teacher gives you. Remember your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use pre-prepared on-line solutions - this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

## Research and using references

In some subjects you will have an opportunity to do some independent research into a topic.

The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

**The regulations state that:**

**'the work which you submit for assessment must be your own';**

**'you must not copy from someone else or allow another candidate to copy from you'.**

When producing a piece of work, if you use the same wording as a published source you must place quotation marks around the passage and state where it came from. This is called 'referencing'. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, p29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line for example:

<http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2021.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Curran, J. *Mass Media and Society* (Hodder Arnold, 2005).

If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.

## **Plagiarism**

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously.

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned - they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

## **Penalties for breaking the regulations**

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

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

The awarding body will decide which penalty is appropriate.

**REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**



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

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

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

1. Kirkham Grammar School will ensure that candidates are informed of their centre assessed marks (but not grades) so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Kirkham Grammar School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment and will, having received a request for copies of materials, promptly make them available to the candidate.
3. Candidates will have 5 working days to allow them to review copies of materials and reach a decision. Requests for a review of marking must be made as soon as possible and no later than 30 April.
4. Requests for reviews of marking must be made in writing and must present reasonable grounds to request a review of marking, following the criteria set out in the Review of Marking Request Form. Candidates should be aware that marks may be adjusted down as well as up following a review of marking and that the centre will make a charge for the review to be carried out.
5. Kirkham Grammar School has a further 7 working days to carry out the review unless it is necessary to involve a third party from outside the Centre.
6. Kirkham Grammar School will ensure that the marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the outcome of the review. The School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
7. The candidate will be informed in writing of the outcome of the review. There is no right of appeal following this review.

8. The outcome of the review of the centre's marking will be made known to the Head of Centre. A written record will be kept and made available to the awarding body upon request.
9. After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Kirkham Grammar School and is not covered by this procedure.

## APPENDIX C

GCSE Controlled Assessments (CAs): Risk Management

Department: \_\_\_\_\_

Risk	Forward Planning and Action to reduce the risk	Member of staff responsible
<b>Timetabling:</b>		
Timetabling clash with another activity	Plan well ahead, in conjunction with school calendar.	Teacher, HoD, DH(O)
Too many CAs timetabled at the same time	Plan assessments so that they are spaced out over the duration of the course.	Teacher, HoD, SDH
<b>Accommodation:</b>		
Insufficient space in the usual room	Once group sizes are known, plan ahead to ensure CAs take place in a sufficient space.	Teacher, HoD, DH(O)
Insufficient facilities/equipment for all candidates	Plan ahead to ensure sufficient facilities/equipment available.	HoD
<b>ICT:</b>		
Teaching staff unable to access task details	Ensure staff have appropriate access rights with exam board. Tested in advance.	Teacher, HoD
ICT system failure when CA being carried out	Download tasks well ahead of scheduled assessment date. Report loss to examination board.	Teacher, HoD, DH(O), EO
<b>Absence:</b>		
Absent candidates at CA time	Plan alternative sessions(s) for candidates.	Teacher, HoD
Candidates have a clash with another event	Plan ahead to avoid clashes. Decide on priorities in the event of clashes. Plan alternative date(s) if necessary.	Teacher, HoD, SDH
<b>Control levels for task taking:</b>		
Task undertaken with an insufficient level of control	Ensure teaching staff know the applicable level and understand what is involved. Provide training if required.	Teacher HoD, SDH
<b>Supervision:</b>		
Student diary not completed	Ensure teaching staff are aware of the need for this to be done.	HoD
Teacher not sure what to do	Ensure teaching staff know the nature of CAs and understand their role in supervision. Provide training if required.	HoD, SDH

Suitable supervisor has not been arranged for an assessment where teaching staff are <u>not</u> supervising	A suitable supervisor must be arranged for a controlled assessment.	HoD, DH(O)
<b>Task setting:</b>		
Incorrect task set	Ensure teaching staff understand the task setting arrangements as defined by the examination board.	Teacher, HoD, EO
CA not moderated in line with board regulations	Check specification and plan the required moderation appropriately.	HoD
<b>Security of materials:</b>		
Task not kept securely before assessment	Ensure teaching staff understand the importance of task security.	Teacher, HoD
Candidates' work not kept secure during or after the task	Apply appropriate level of security in line with exam board requirements.	Teacher, HoD
Insufficient or insecure department storage of tasks	Plan early to ensure suitable storage provision.	HoD, SDH
<b>Deadlines:</b>		
Deadlines not met by the candidate	Ensure all candidates are briefed on the importance of meeting deadlines including the penalties for not meeting them. Mark what is produced by the deadline, seek guidance from the exam board.	Teacher, HoD, EO
Marking and admin deadlines not met by staff	Ensure teaching staff are given clear and realistic guidelines. Seek guidance from the exam board.	Teacher, HoD, EO
<b>Authentication:</b>		
Candidate has not signed the authentication form	Ensure all candidates have the forms to sign and attach to their work before handing in. Find the candidate, if necessary, and ensure the form is signed.	Teacher, HoD
Teaching staff fail to sign the authentication form	Ensure that staff understand the importance of the authentication form and the requirement of a signature. Return form to staff for signature.	HoD
<b>Marking:</b>		
Incorrect interpretation of marking descriptions	Ensure appropriate training and practise of marking. Arrange for re-marking. Consult exam board for appropriate procedure.	Teacher, HoD, SDH, EO
<b>Others:</b>		

Key:

DH(O): Deputy Head (Operations)

SDH: Senior Deputy Head

HoD: Head of Department

EO: Examinations Officer