



November 2023

Dear Parent/Guardian

Re: GCSE EXAMINATIONS – MAY 2024 | JUNE 2024

Please find included important information regarding the conduct of Public Examinations in this centre. Candidates must ensure that they are fully aware of the rules and procedures in preparation for the Summer examinations.

Pupils qualifying for Access Arrangements will already be known to the school through the Special Educational Needs Co-ordinator.

Pupils who request Special Consideration must fill out the appropriate form, a copy of which can be found on page 3 of this booklet.

All applications for Access Arrangements or Special Consideration must be supported by relevant medical/psychological/other evidence as requested by the Examining Bodies.

For detailed information please log on to www.jcq.org.uk.

The school will be happy to discuss any matter of concern with you.

I hope the Examinations series goes well for your daughter. I wish her every success.

Yours sincerely

Mrs S Cullinan
Principal



EXAMINATION INFORMATION

November 2023 | May 2024 | June 2024



Special Consideration at the Grading Stage
Centre No: 71958 – Loreto Grammar School, Omagh

Application for Special Consideration

GCSE/GCE Examinations

Student's Name _____

Candidate No: _____

To be completed by the General Practitioner:

Have you examined the candidate? YES/NO Date of Examination: _____

Please outline the special circumstances or condition that you consider has impacted on the candidate's preparation for the public examinations and which may impact on her performance in her examinations:

When did this Special Circumstance/Medical Condition commence? __/__/__ DD/MM/YY

How long do you expect this condition to last? _____

The information provided will be forwarded to the relevant examination board along with a request for consideration in the marking of this student's examinations:

I am satisfied that the information on this form is accurate.

Doctor's Name: (Please Print) _____

Name of Medical Centre: _____

Signature: _____

Date: _____

To be completed by the candidate and her parent/guardian:

Parent/Guardian Name: (Please Print) _____

Signature: _____

Candidate's Signature: _____



Joint Council for
Qualifications ^{CIC}

Information for candidates

Coursework assessments

Effective from 1 September 2023

Produced on behalf of:



©JCQ^{CIC} 2023

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

When you submit any coursework for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

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

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.

You can demonstrate your knowledge and understanding of a subject by using information from sources or generated from sources which may include the internet and AI. Remember though, you **must** take care how you use this material – 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’.

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://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2024.

Where computer-generated content has been used (such as an AI Chatbot), your reference **must** show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. You should retain a copy of the computer-generated content for reference and authentication purposes.

You may be required to produce a bibliography at the end of your work. This **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, ideas or outputs of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Preparing your coursework – 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.

Your parent/carer may provide you with access to resource materials and discuss your coursework with you. However, they **must not** give you direct advice on what should or should not be included.

If you worked as part of a group on an assignment, you **must** each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

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. **Don't** 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 coursework 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.

Don't be tempted to use any pre-prepared or generated online solutions and try to pass them off as your own work – this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts, ideas or outputs 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 your work is submitted and 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 unit for that examination series;
- 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



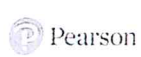
Joint Council for
Qualifications ^{CIC}

Information for candidates

Non-examination assessments

Effective from 1 September 2023

Produced on behalf of:



©JCQ^{CIC} 2023

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 or generated online solutions and try to pass them off as your own work – 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.

You can demonstrate your knowledge and understanding of a subject by using information from sources or generated from sources which may include the internet and AI. Remember though, you **must** take care how you use this material - you **cannot** copy it and claim it as your own work.

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://news.bbc.co.uk/onthisday/hi/dates/stories/october/28/newsid_2621000/2621915.stm, downloaded 5 February 2024.

Where computer-generated content has been used (such as an AI Chatbot), your reference **must** show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. You should retain a copy of the computer-generated content for reference and authentication purposes.

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, ideas or outputs 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, ideas or outputs 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



Reviews of marking - centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments, Project qualifications)

Loreto 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. **Loreto 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. **Loreto Grammar School** will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. **Loreto 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.
3. **Loreto Grammar School** will, having received a request for materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.
4. **Loreto Grammar School** will provide candidates with sufficient time, normally at least five working days, to allow them to review copies of materials and reach a decision.
5. **Loreto Grammar School** will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing and candidates **must** explain on what grounds they wish to request a review.
6. **Loreto Grammar School** will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline for the submission of marks.
7. **Loreto Grammar School** will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the outcome of the review.

8. **Loreto Grammar School** will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. **Loreto Grammar School** will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.



Information for Candidates

Information About You and How We Use It

You have entered general or vocational qualifications such as GCSE, A-level, functional skills qualifications etc with one or more of the awarding bodies listed above. In order to be able to provide examinations and assessments, the awarding body needs to collect and use information about you. This notice provides you with a high level summary of the information the awarding body is required by law to give you about what happens to that information. For more detail see each awarding body's full Privacy Notice:

| | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AQA | https://www.aqa.org.uk/about-us/privacy-notice |
| CCEA | https://ccea.org.uk/legal/privacy-notice |
| City & Guilds | https://www.cityandguilds.com/help/help-for-learners/learner-policy |
| NCFE | https://www.ncfe.org.uk/legal-information |
| OCR | https://www.ocr.org.uk/about/our-policies/website-policies/privacy-policy/ |
| Pearson | https://qualifications.pearson.com/en/about-us/qualification-brands/gdpr.html |
| WJEC | https://www.wjec.co.uk/home/privacy-policy/ |

Who we are and how to contact us

Each awarding body is a separate organisation. Your school or examination centre will be able to confirm to you which awarding body is delivering each qualification you are undertaking and you will receive a statement confirming what qualifications you have been entered for and which awarding body. You will find links to each awarding body's website and information on how to contact them here: <https://www.jcq.org.uk/contact-our-members/>

Information about you and from where it is obtained

Each awarding body whose qualifications you enter will need to use a variety of information about you. This includes obvious identification details such as your name, address, date of birth and your school or examination centre. It also includes information about your gender, race and health, where appropriate. This information is provided by you or your parents/guardians and/or by your school or examination centre.

Each awarding body will create certain information about you such as a candidate number, examination results and certificates.

You will find further information about this in the awarding bodies' full Privacy Notice (see links above) or by contacting the awarding body (see above).

What happens to the information about you

The awarding bodies use the information about you to deliver the examinations and assessments which you have entered. This includes making a variety of arrangements for you to sit the examinations or assessments, marking, providing you and your school or centre with results and certificates. The awarding bodies also use some of the information about you for equality monitoring and other statistical analysis.

The awarding bodies may share information about your results with official bodies such as the Department for Education and the examinations regulators (e.g. Ofqual in England) and also relevant local authorities and the Universities and Colleges Admissions Service (UCAS). An awarding body may also use information about you to investigate cheating and other examination malpractice and will share information about malpractice with other awarding bodies.

The awarding bodies take the security of the information about you that they hold seriously.

You will find further, technical information about what the awarding bodies do with information about you, why and the legal basis in the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or by contacting the awarding body (see above).

Your rights

The law gives you a number of rights in relation to the information about you that the awarding bodies hold. Those rights are:

- Access – you are entitled to ask each awarding body about the information it holds about you.
- Rectification – you are entitled to ask each awarding body to correct any errors in the information that it holds about you.
- Erasure – in certain circumstances you are entitled to ask each awarding body to erase the information about you that it holds.
- Object to or restrict processing – in certain circumstances you are entitled to ask each awarding body to stop using information about you in certain ways.
- Complain – you are entitled to complain to the Information Commissioner (the body regulating the use of personal information) about what each awarding body does with information about you.

You will find further information about your rights in relation to information about you in the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or by contacting the awarding body (see above).

How long the information about you is held

Each awarding body retains information about you only for as long as it is needed. Some of the information is needed only during the period in which you are undertaking the examination or assessment and is securely destroyed a short while afterwards. Other information about you, such as your name, gender, address, qualification and subjects entered and the results, are held indefinitely and for at least 40 years.

Each awarding body has its own retention policy that sets out what information it retains, how it is retained and for how long. You can find out more about retention policies by contacting each awarding body (see above).

How to find out more about the information about you that the awarding bodies use

To find out more about the information about you that the awarding bodies collect and use, including what happens to that information and why, you can review the awarding bodies' full Privacy Notice, which can be accessed here (see links on page one) or contact the awarding body. You will find links to each awarding body's website and information on how to contact them here: <https://www.jcq.org.uk/contact-our-members/>.

Please note

It is important to note that this notice concerns only how the awarding bodies use information about you (called your "personal data"). Complaints about how an awarding body handles your personal data can be made to the Information Commissioner (www.ico.org.uk). Information about the examinations and assessments themselves, including the rules about assessments, can be found on the JCQ Exams Office pages (www.jcq.org.uk/exams-office). The awarding bodies are regulated by Ofqual (<https://www.gov.uk/government/organisations/ofqual>) in England; Qualifications Wales (www.qualificationswales.org) in Wales, and the Council for the Curriculum, Examinations and Assessment (<http://ccea.org.uk/regulation>) in Northern Ireland.



Joint Council for
Qualifications ^{CIC}

Information for candidates

Written examinations

With effect from 1 September 2023

Produced on behalf of:



©JCQ^{CIC} 2023

**This document has been written to help you.
Read it carefully and follow the instructions.**

If there is anything you do not understand, especially which calculator you may use, ask your teacher.

A. Regulations – Make sure you understand the rules

- 1 Be on time for all your exams. If you are late, your work might not be accepted.
- 2 **Do not** become involved in any unfair or dishonest practice during the exam.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- 4 You **must not** take into the exam room:
 - (a) notes;
 - (b) an iPod, a mobile phone, a MP3/4 player or similar device, a watch, AirPods or earphones/earbuds.

Any pencil cases taken into the exam room **must** be see-through.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.

- 5 If you have a watch, the invigilator will ask you to hand it to them.
- 6 **Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 7 **Do not** talk to or try to communicate with, or disturb other candidates once the exam has started.
- 8 You **must not** write inappropriate, obscene or offensive material.
- 9 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 10 **Do not** borrow anything from another candidate during the exam.

B. Information – Make sure you attend your exams and bring what you need

- 1 Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
- 2 If you arrive late for an exam, report to the invigilator running the exam.
- 3 If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
- 4 Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
- 5 You **must** write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.

C. Calculators, dictionaries and computer spell-checkers

- 1 You may use a calculator unless you are told otherwise.
 - 2 If you use a calculator:
 - (a) make sure it works properly; check that the batteries are working properly;
 - (b) clear anything stored in it;
 - (c) remove any parts such as cases, lids or covers which have printed instructions or formulae;
 - (d) **do not** bring into the exam room any operating instructions or prepared programs.
 - 3 **Do not** use a dictionary or computer spell checker unless you are told otherwise.
-

D. Instructions during the exam

- 1 Always listen to the invigilator. Always follow their instructions.
- 2 Tell the invigilator at once if:
 - (a) you think you have not been given the right question paper or all of the materials listed on the front of the paper;
 - (b) the question paper is incomplete or badly printed.
- 3 Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
- 4 **Do not** start writing anything until the invigilator tells you to fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam. **Do not** open the question paper until you are instructed that the exam has begun.
- 5 Remember to write your answers within the designated sections of the answer booklet.
- 6 Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers.
Make sure you add your candidate details to any additional answer sheets that you use, including those used for rough work.

E. Advice and assistance

- 1 If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the exam if:
 - (a) you have a problem and are in doubt about what you should do;
 - (b) you do not feel well;
 - (c) you need more paper.
- 3 **You must** not ask for, and will not be given, any explanation of the questions.

F. At the end of the exam

- 1 If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order.

Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.

- 2 **Do not** leave the exam room until told to do so by the invigilator.
- 3 **Do not** take any stationery from the exam room. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.



Joint Council for
Qualifications^{CIC}

Information for candidates

On-screen tests

With effect from 1 September 2023

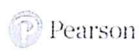
Produced on behalf of:



City
Guilds



OCR
The Open Group



wjec
cbac

©JCO^{CIC} 2023

**This document has been written to help you.
Read it carefully and follow the instructions.**

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

A. Regulations – Make sure you understand the rules

- 1 Be on time for your on-screen test(s). If you are late, your work might not be accepted.
- 2 **Do not** become involved in any unfair or dishonest practice during the on-screen test.
- 3 If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
- 4 Only take into the exam room the materials and equipment which are allowed.
- 5 You **must not** take into the exam room:

- (a) notes;
- (b) an iPod, a mobile phone, a MP3/4 player or similar device, a watch, AirPods or earphones/earbuds.

Unless you are told otherwise, you **must not** have access to:

- (c) the internet, email, data stored on the hard drive, or portable storage media such as floppy disks, CDs and memory sticks;
- (d) pre-prepared templates.

Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.

- 6 If you have a watch, the invigilator will ask you to hand it to them.
- 7 **Do not** talk to or try to communicate with or disturb other candidates once the on-screen test has started.
- 8 If you leave the exam room unaccompanied by an invigilator before the on-screen test has finished, you **will not** be allowed to return.
- 9 **Do not** borrow anything from another candidate during the on-screen test.

B. Information – Make sure you attend your on-screen test and bring what you need

- 1** Know the date and time of your on-screen test(s). Arrive at least ten minutes before the start of your on-screen test.
- 2** If you arrive late for an on-screen test, report to the invigilator running the test.
- 3** If you arrive more than one hour after the published starting time for the on-screen test, you may not be allowed to take it.
- 4** Your centre will inform you of any equipment which you may need for the on-screen test.

C. Calculators, dictionaries and computer spell-checkers

- 1 You may use a calculator unless you are told otherwise.
 - 2 If you use a calculator:
 - (a) make sure it works properly; check that the batteries are working properly;
 - (b) clear anything stored in it;
 - (c) remove any parts such as cases, lids or covers which have printed instructions or formulae;
 - (d) **do not** bring into the examination room any operating instructions or prepared programs.
 - 3 **Do not** use a dictionary or computer spell checker unless you are told otherwise.
-

D. Instructions during the on-screen test

- 1 Always listen to the invigilator. Always follow their instructions.
- 2 Tell the invigilator at once if:
 - (a) you have been entered for the wrong on-screen test;
 - (b) the on-screen test is in another candidate's name;
 - (c) you experience system delays or any other IT irregularities.
- 3 You may be given a question paper or the instructions may be on screen. In either case, read carefully and follow the instructions. **Do not** open the question paper until you are instructed that the exam has begun.

E. Advice and assistance

- 1 If on the day of the on-screen test you feel that your work may be affected by ill health or any other reason, tell the invigilator.
- 2 Put up your hand during the on-screen test if:
 - (a) you have a problem with your computer and are in doubt about what you should do;
 - (b) you do not feel well.
- 3 You **must not** ask for, and will not be given, any explanation of the questions.

F. At the end of the on-screen test

- 1 Ensure that the software closes at the end of the on-screen test.
- 2 If you are required to print off work outside the time allowed for the on-screen test, ensure that you collect your own work. You **must not** share your work with other candidates. Make sure that another candidate does not collect your printout(s).
- 3 **Do not** leave the exam room until told to do so by the invigilator.
- 4 **Do not** take any stationery from the exam room. This includes rough work, printouts or any other materials provided for the on-screen test.



| | | | | | |
|-----|---------------|------|-----|---------|------|
| AQA | City & Guilds | CCEA | OCR | Pearson | WJEC |
|-----|---------------|------|-----|---------|------|

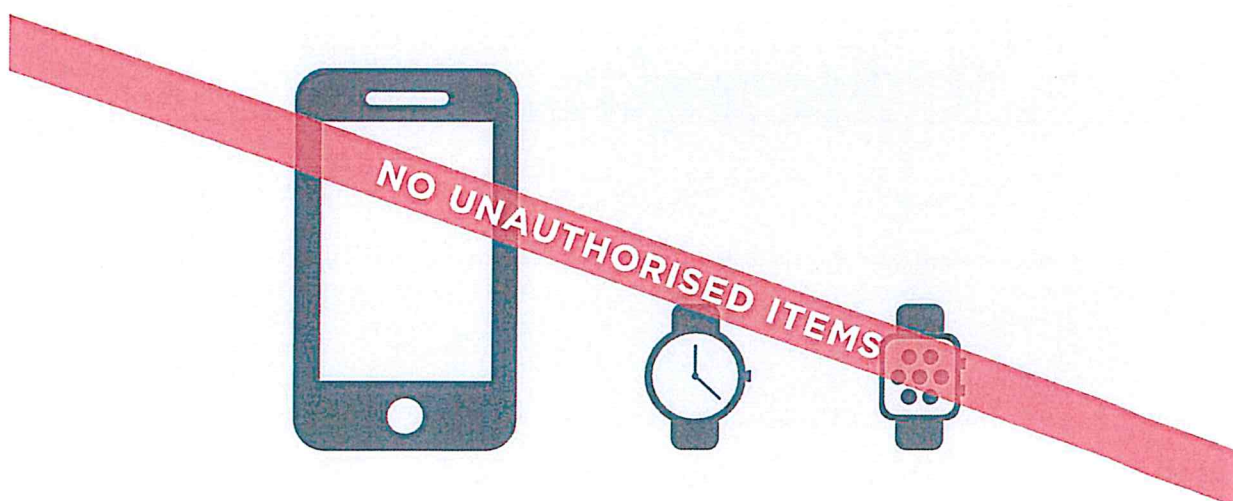
Warning to candidates

1. You **must** be on time for all your examinations.
2. **Possession of a mobile phone** or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.
3. You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.
4. You **must** follow the instructions of the invigilator.
5. You **must not** sit an examination in the name of another candidate.
6. You **must not** become involved in any unfair or dishonest practice in any part of the examination.
7. If you are confused about anything, only speak to an invigilator.

The *Warning to candidates* must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

NO MOBILE PHONES NO WATCHES

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone
or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

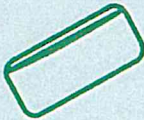




On your exam day

This checklist will help you to be as prepared as possible for your exams, so that on the day itself you can focus on doing your best.

Before sitting your exams, ensure you know:

- the date, time and location of your exams – you might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam


What you will need:

- a clear pencil case 
- at least two black ink pens – blue pens are not acceptable 
- an approved calculator for relevant exams 
- appropriate apparatus such as a ruler or protractor for relevant exams 
- a clear water bottle if you wish to take one in – it must not have a label 

Contingency sessions:

- There are contingency sessions within the Summer 2024 exam timetable – the afternoon of 6 June and 13 June 2024 and the morning and afternoon of 26 June 2024. Make sure you are available on all three dates even if you do not have an exam.

What you cannot take into exams:

- any type of phone
 - revision notes
 - any type of watch (this includes analogue, digital and smart watches)
- 

Other important information:

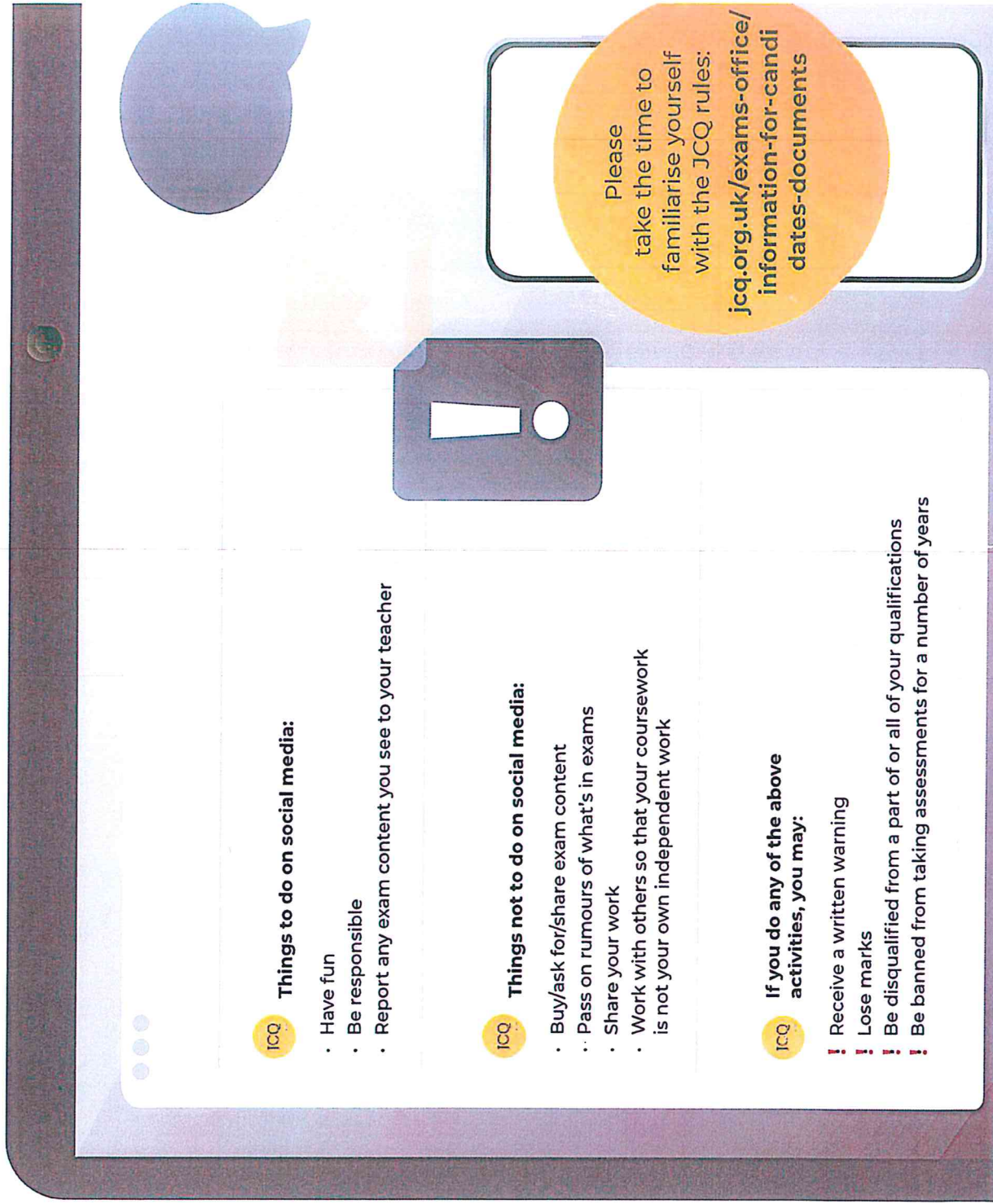
- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet too.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Make sure you stay silent – talking to a fellow candidate could result in disqualification from all your exams.

If you have any questions about your exams, please ask your teacher or exams officer.



While we like to share our experiences online, when it comes to exams, we have to be careful.

- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers





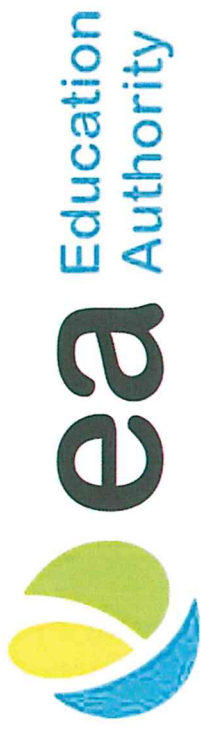
Emergency evacuation procedure for examinations

When dealing with emergencies you **must** be aware of any instructions from relevant local or national agencies.

Reference should also be made to the following document:
<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats>

In an emergency such as a fire alarm or a bomb alert, the invigilator must take the following action:

- stop the candidates from writing;
- collect the attendance register (in order to ensure all candidates are present) and evacuate the examination room in line with the instructions given by the appropriate authority;
- advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet;
- ensure the candidates leave the room in silence;
- ensure candidates are supervised as closely as possible while they are out of the examination room so that there is no discussion about the examination;
- make a note of the time of the interruption and how long it lasted;
- allow the candidates the remainder of the working time set for the examination once it resumes;
- if there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination;
- make a full report of the incident and of the action taken and send to the relevant awarding body.



Access Arrangements

Information for Parents
2023/24

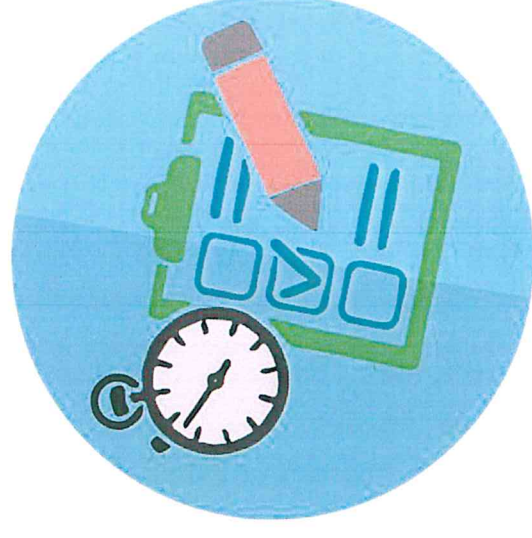
CYPS: SEND Implementation & Development Team

“To inspire, support and challenge all our Children and Young People to be the best they can be”



What are Access Arrangements?

- ▶ Access arrangements are made for students who have a disability, a special educational need or a temporary injury that **significantly** affects them in assessments.
- ▶ They are the principal way that the awarding bodies make reasonable adjustments to ensure that a candidate who is disabled is not substantially disadvantaged compared to a candidate who is not disabled.
- ▶ The process is usually managed in school by the Special Educational Needs Co-ordinator (SENCO/LSC).



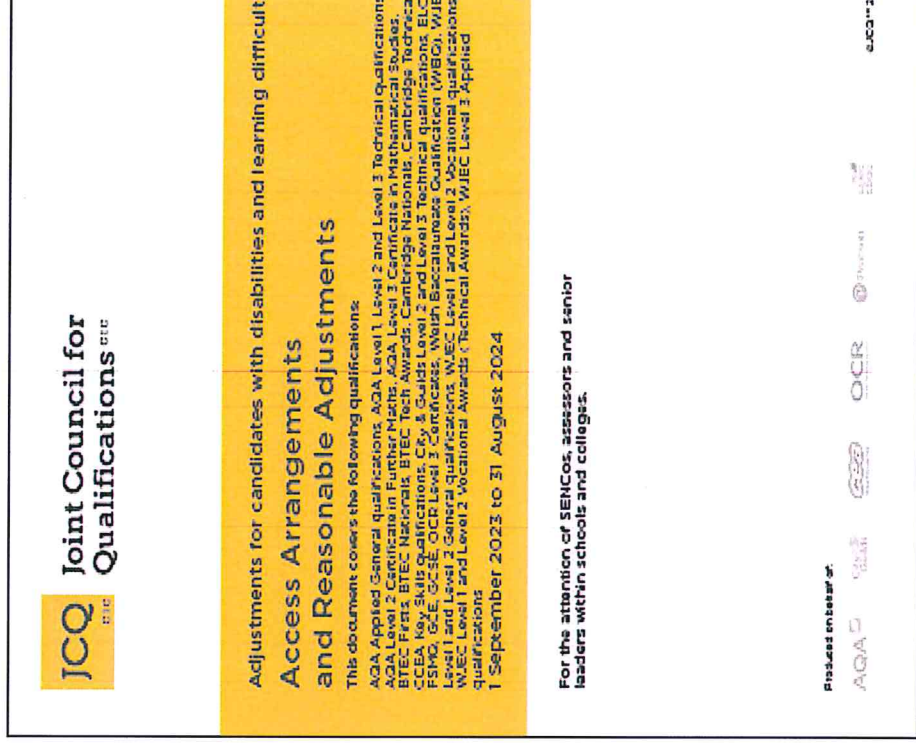
How are Access Arrangements allocated for External Exams?

- ▶ The Joint Council for Qualifications (JCQ) publish regulations every year, for schools and colleges, to make sure that access arrangements are appropriate and consistent.
- ▶ Pupils identified as having significant learning difficulties are normally assessed by the SENCO/LSC in school to determine if an application can be made for access arrangements.
- ▶ SENCOs/LSC's who can conduct assessments have undergone rigorous specialist training and are qualified to carry out the required JCQ assessments.
- ▶ Test evidence is needed for some access arrangements that need to be applied for and approved before they can be used in external exams (GCSE & A Levels).

JCQ does not accept the scores of private reports, solely to apply for access arrangements.

When are Access Arrangements organised?

- ▶ Access Arrangements must be agreed before assessments and exams.
- ▶ JCQ issues deadlines for schools having arrangements processed and approved.



The screenshot shows a document from the Joint Council for Qualifications (JCQ). The header includes the JCQ logo and the text 'Joint Council for Qualifications etc'. Below this, a yellow banner contains the title 'Access Arrangements and Reasonable Adjustments' and a subtitle 'Adjustments for candidates with disabilities and learning difficulties'. The main body of text explains that the document covers adjustments for various qualifications, including AQA Applied General, AQA Level 1, 2, and 3 Technical, AQA Level 2 Certificate in Further Maths, AQA Level 3 Certificate in Mathematical Studies, BTEC Firsts, BTEC Nationals, BTEC Tech Awards, Cambridge Nationals, Cambridge Technicals, City & Guilds, OCR, Pearson, and WJEC. It also lists the dates '1 September 2023 to 31 August 2024'. At the bottom, it states 'For the attention of SENCOs, assessors and senior leaders within schools and colleges.' and lists several partner organizations: AQA, OCR, Pearson, and WJEC.



Guidance that governs Access Arrangements for schools

- ▶ Access arrangements do not change the skills or knowledge being tested.
- ▶ Access arrangements must not give an unfair advantage to those who receive them.
- ▶ There are a variety of access arrangements that can be provided.
- ▶ Any access arrangements that are used in exams are based on need and must **reflect the pupil's normal way of working** in the classroom on a regular basis and/ or in tests and exams as observed during their time in school to date.

Year 8 tests and exams

- ▶ P7 SEAG Transfer Tests are not regarded as regulated exams, so access arrangements given to a child during these exams do not automatically continue to apply in post primary.
- ▶ A private educational psychologist's report submitted for transfer purposes cannot be used as evidence to support access arrangements in post primary.
- ▶ Schools employ a robust method of identifying children who require access arrangements, and this documentation is inspected.

Accountability

- ▶ JCQ state that schools must be able to demonstrate a detailed history of need and consistent use of reasonable adjustments to support a formal application for a pupil's access arrangements.
- ▶ Teachers observe the pupil's normal way of working in class and note any difficulties, putting in support strategies as required.
- ▶ Both data and teacher observation helps to inform the SENCO/LSC of pupils who may have a special educational need (SEN) and need to be placed on the school's SEN register and/or pupils who may require access arrangements.
- ▶ The SENCO/LSC may then conduct further assessments to provide evidence to support an application for access arrangements.

Specialist evidence

In order to apply for some access arrangements:

- ▶ The SENCO/LSC's detailed information will be supported by specialist evidence confirming the candidate's disability.
- ▶ The specialist evidence is not required to recommend the access arrangement e.g. 25% extra time but to simply confirm the candidate's disability.

Exam Stress

- ▶ It is normal for most children to feel nervous or anxious about exams.
- ▶ Solely having “exam nerves” would not be an appropriate justification for applying for access arrangements.
- ▶ School may provide advice and support to all children prior to exams on how to cope with stress and use it positively.
- ▶ As parents, please endorse your child’s sense of resilience and support their use of taught strategies to limit exam anxiety.
- ▶ Encourage a “can do” attitude and a positive mind set in your child.



Useful websites for exam stress

- ▶ [AQA—Student and parent support: managing exam stress](#)
- ▶ [Childline UK— Preparing for exams](#)
- ▶ [NHS—Coping with exam stress](#)



Private Psychologist's Assessments

GL and AQE primary transfer tests are not regulated exams, therefore any private psychologist's report submitted for transfer purposes cannot be used as evidence to support access arrangements in post primary school.

The post primary school must be able to demonstrate evidence from over a period of time in order for a pupil to qualify for access arrangements. The school is under no obligation to follow any advice or recommendations from private reports which in the SENCo's professional opinion (and the school's experience of working with the young person), conflicts with the presentation of the pupil in school.

JCQ would consider the school submitting a private report that has been commissioned by the parent prior to the exam, and that is not consistent with the pupil's normal way of working in school, to have the potential to constitute malpractice which may impact on the candidate's results.

Please be aware that all schools must comply with JCQ regulations.

This leaflet has been produced following consultation with CCEA and JCQ.

Useful Access Arrangements Document for Schools

[JCQ \(2023/24\) Adjustments for candidates with disabilities and learning difficulties:](#)

[Access Arrangements and Reasonable Adjustments](#)

Exam Stress

Exam stress is a usual and common part of the examination process. Schools offer advice to students taking examinations on how to cope with pressure. Parents can offer support at home by suggesting the use of the taught strategies.

Below are listed some useful websites which provide information about how to support pupils to manage examination stress that they may experience.

Useful websites:

[AQA—Student and parent support: managing exam stress](#)

[Childline UK— Preparing for exams](#)

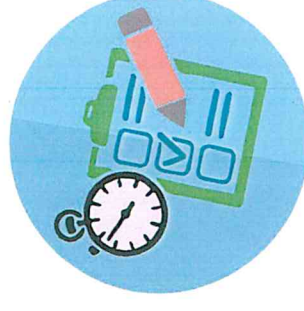


Post Primary

**Access
Arrangements**

**Information
for
Teachers,
Parents and
Guardians**

December 2023



CYPS

**SEND Implementation &
Development Team**

What are Access Arrangements?

Access arrangements are how 'reasonable adjustments' are made for pupils who have a disability, special educational need or a temporary injury which has a **substantial** effect on their performance in examinations.

Access arrangements are based on need and must reflect the pupil's normal way of working on a regular basis when taking tests and exams as observed in school over a period of time.

Where possible, access arrangements which enable a young person to work independently are encouraged e.g. using a computer reader instead of a reader. This also helps prepare them for further education.

What are Reasonable Adjustments?

The Joint Council for Qualifications (JCQ) bases its guidance on the Equality Act (UK) 2010. This requires that awarding bodies to make a **reasonable adjustment** where a candidate who is disabled would be at a **substantial disadvantage** in comparison to someone who is not disabled without a reasonable adjustment being made.

Access arrangements do not change the skills or knowledge being tested and must **not give**

What is the definition of Disability?

The Equality Act (UK) 2010 defines disability as a physical or mental impairment that has both a **substantial and a long term adverse effect** on the ability of someone to carry out their normal day to day activities. This statutory guidance states that disability is **more than** the normal differences in ability that exists between young people.

Who decides the access arrangements required for GCSE and A Level examinations?

The evidence of need required by JCQ, is based on teachers' observations, and evidence must be collated by the SENCo before the school applies to JCQ for access arrangements. The SENCo stores the evidence gathered for each pupil and is required to produce this evidence for the JCQ Inspector.

JCQ annually publishes regulations and guidance relating to access arrangements.

All schools and colleges are bound by JCQ and their stipulations must be adhered to.

JCQ regulations state that schools must be able to demonstrate a history of need and consistent use of reasonable adjustments to support formal applications for a pupil's access arrangements.

Does the pupil need to be assessed by an Educational Psychologist to qualify for Access Arrangements?

An assessment by an Educational Psychologist is **not** a requirement. The SENCo is normally the school's designated qualified assessor. The SENCo takes the lead on the access arrangements process within the school.

Teaching staff support the SENCo in identifying, determining and implementing appropriate access arrangements.

If a pupil has a SEN, a Medical Diagnosis or a physical condition are they automatically entitled to access arrangements?

A determination of SEN or a medical diagnosis/physical condition itself, does not automatically entitle a pupil to access arrangements. The pupil will need to have been observed as being substantially disadvantaged in taking school tests and exams to be awarded access arrangements. The teachers in school will have observed and recorded the pupil's normal way of working over a period of time, not just before external exams.

JCQ state the SENCo's detailed information, must be supported by specialist evidence