



Examinations 2024

Handbook for pupils, parents, and carers

Pupils in Year 10 & 11

Humanity, **E**quality, **A**spiration, **R**espect

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Introduction

This handbook will provide you with a guide to your exams this academic year. You should read this carefully and if you have any questions you should ask your form tutors, your achievement co-ordinator, the examinations officer, or a member of the senior leadership team.

This booklet provides you with the expectations and rules of the exams. It also repeats the key messages that you will have received in assemblies and our evening study-skills workshops.

A copy of this booklet will also be available on our school website and within the Student Portal.

Your key contacts

Waverley School will message parents/carers and pupils should there be any matters arising concerning the exams. All messages concerning the examinations schedule will be posted to the school website (www.waverley.bham.sch.uk).

If you have any questions about the contents of this booklet, or any concerns regarding the exams, you should contact a member of this team:

Senior Examinations Officer	Ms. K. Hassan
Achievement Co-ordinator	Mr N. Afzal
Head of Centre	Mr H. Derry
Assistant-Principal (Assessment)	Mr G. Nandra

You can contact them by seeing them in-person in school, sending an e-mail via your school e-mail address, or e-mailing the enquiry@waverley.bham.sch.uk mailbox.

The school telephone number is **0121 566 6600**

*** IMPORTANT NOTE ***

This booklet contains important information concerning the rules and conduct of examinations. It must be read by all candidates.

Ignorance of the rules for examinations will be an insufficient reason to excuse malpractice.

How do the exams work?

You will have received a copy of your **personal examinations timetable**. If you have not received this, you must speak to your **form tutor** or the **Examinations Officer** urgently.

The **central examinations timetable** for **Waverley School** has been published to the school website. You can use this QR code to access the website via a smartphone device:



Scan to view the Master Exams Timetable

<https://www.waverley.bham.sch.uk/page/?title=Exams+2023&pid=61>

Your **examinations timetable** will show you:

- the exams for which you have been entered;
- your start time for the exams;
- the venue/location of your exams;
- your seat number for the exams;
- your candidate number;
- your unique learner number (ULN);
- your unique candidate identifier (UCI);

Examinations commence at **09:00 AM** or **01:00 PM**. You must be present at the exam venue, **15 minutes** before the examination takes place:

Time to arrive at the venue	Exam start time
08:45 AM	09:00 AM
12:45 PM	01:00 PM

For most candidates, your exam will take place in the **Sports Hall** and majority access arrangements in the **Main Hall**, however some of you will take your exams in different venues. You must check your examinations timetable carefully to make sure you are in the right place, at the right time.

Entering the examination venue

The following instructions explain the expectations for entering the examination venue.

1. Line up outside of the venue **in silence**. Communication between candidates *will* delay the start of the examination.
2. Ensure that you are not carrying an object or item on your person that is prohibited from the examination venue (see below).
3. Wait to be called in to enter the venue. You may be called out by name or by seat number.
4. Enter the examination venue **in silence**.
5. Place your bags and coats at the front of the examination venue.
6. Hand any prohibited items (see below) to an invigilator.
7. Stand behind your allocated seat, facing the front of the examination venue. Do not turn around. Do not communicate with other candidates.
8. Await instructions from the leading officer (usually the **Examinations officer**).

You will be provided with a briefing containing a summary of the rules and regulations. You will also be provided with any additional information required for the examination. You will be provided with an end time to the examination.

Leaving the examination venue

Candidates are required to remain within the examination venue until the end of the exam. There are exceptions to this rule and these are listed below.

The following instructions explain the expectations for leaving the examination venue.

1. Await instructions before standing behind your chair.
2. Collect your items from the front of the examination venue.
3. Collect any prohibited items from the invigilators, should they be permitted in accordance with the school's Behaviour Policy.
4. Leave the examination venue **in silence**. Please remember that candidates may be considered to have committed malpractice if they communicate within the examination venue, even if the exam papers are not compromised.
5. After exiting the examination venue, candidates are permitted to communicate.
6. Move to the expected venue for your next school-based activity.

Additional rules

There are rules during the examination that you will need to be aware. These include:

- Rules during a **fire or emergency evacuation**;
- Rules during a **lockdown event**;
- Rules for **attending an examination** (including those who arrive late);
- Applying for **special consideration**.

There are also rules written by the **Joint Council for Qualifications (JCQ)** and the **Department for Education (DFE)** with which you will need to be familiar.

These rules have all been included below.

Examination regulations

A copy of the 'Warning to candidates' poster (Appendix 1) and 'Mobile phone' poster (Appendix 2) are issued jointly by all examination boards. These will be displayed outside of each examination room. They can be found on the website www.jcq.org.uk.

Information for candidates – both for written examinations and non-examination assessments are also included (Appendix 3 and Appendix 4 respectively).

All candidates must read these notices carefully.

Please note that the any breach of examination rules or regulations could lead to disqualification from all subjects.

Waverley School must report any breach of regulations to the awarding body.

You will be asked to sign a statement acknowledging the contents of these regulations.
You will be asked to sign a statement agreeing to abide by the regulations.

Attendance during the examinations

Candidates are responsible for checking their own timetable and arriving at school on the correct day and time.

You must be in attendance at the venue of your exam **15 minutes** prior to the exam commencing.

A briefing, reminding candidates of the exam room regulations, will be read out **5 minutes** prior to the examination commencing. If you arrive late at the examination venue whilst this briefing is being read, you will be prevented from entering the venue. The briefing will be repeated for you prior to enter the examination venue.

If you arrive late, you will be permitted to sit the exam, and you will be allowed the full time for the examination.

If you arrive within one hour of the candidate of the awarding body's published starting time for an examination, will be permitted to sit the examination.

If you arrive one hour later than the awarding body's published starting time for the examination, will be considered to be '**very late**' and permitted to sit the examination.

A candidate who arrives after the awarding body's published starting time for an examination that lasts less than one hour, will be considered '**very late**' and permitted to sit the examination.

Awarding bodies will be notified of candidates who are considered '**very late**'. The awarding body may not accept the script of candidates who are considered 'very late'.

Candidates who do not attend an examination will be marked as 'absent'. Unless the candidate is absent for a reason considered to be acceptable for special consideration by the examination board, the centre may seek to recoup the cost of entry fees for the examination from the candidate.

Please note that misreading an examination timetable will not be accepted as a satisfactory explanation for an absence.

If you believe that you are unable to attend or will be late to your examination then you must:

1. Telephone the school on **0121 566 6600** and ask to speak with your Achievement Co-ordinator or a member of the Senior Leadership Team. If you are unable to reach a member of staff via telephone, you must e-mail your Achievement Co-ordinator.
2. Remain accessible by telephone to discuss the matter further.
3. Complete the required documentation for the examination board to evidence the reason or your non-attendance. The Examinations Officer will advise you on the evidence required.

Behaviour and conduct during an examination

Inappropriate behaviour includes:

- A failure to adhere to the schools expectations under the Behaviour Policy (published via the school website);
- Breaching (deliberately or inadvertently) regulations imposed by the awarding body or Joint Council for Qualifications.

Examples of inappropriate behaviour is included as part of Appendix 5.

All instances of inappropriate behaviour will be considered candidate malpractice.

All instances of candidate malpractice will be reported to the awarding body.

The Head of Centre (and any member of staff who is delegated accordingly) may instruct a candidate to leave the examination venue.

Fire evacuation/lockdown

The school has a fire evacuation and lockdown procedure in place should an emergency arise.

Invigilators will provide candidates with clear instructions. You **must** follow these instructions.

If an evacuation is required, you will be evacuated to a designated location where you will remain in silence throughout the evacuation.

Candidates who communicate with one another during an evacuation will be considered to compromise the integrity of the examination and, as such, will be prevented from returning to the examination venue.

Actions taken in the event of an emergency evacuation of the examination room:

- a. Candidates are instructed to stop writing.
- b. The attendance register is collected.
- c. The examination room is evacuated in line with the instructions given by the appropriate authority.
- d. Candidates are instructed to leave all question papers and scripts in the examination room.
- e. Candidates are advised to close their answer booklet(s).
- f. Candidates are instructed to leave the room in silence.
- g. Candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- h. The time of the interruption is noted and how long it lasted.
- i. Candidates are allowed the remainder of the working time set for the examination once it resumes.
- j. If there are only a few candidates, the possibility is considered of taking the candidates (with question papers and scripts collected by the invigilator) to another place to finish the examination.

Upon return to the examination venue:

- a. When/if allowed to return to the examination room, invigilators allow candidates time to settle down, reminding them they are still under formal examination conditions and that they must not open their answer booklets until instructed to do so.
- b. Invigilators announce clearly to candidates when they may begin and how much time they have (the examination will formally restart at this point).
- c. Invigilators record the time the examination(s) restarted and amend the displayed finishing time(s) for all candidates to see.

Unforeseen circumstances and special consideration

If you experience difficulties before your examination (e.g. illness, injury, personal problems, etc.), please inform your ACO and/or the Vice-Principal at the earliest opportunity so that they can advise you.

Special consideration is given to a candidate who has temporarily experienced illness, injury or some other event outside of their control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for an examination. **This is because only minor adjustments can be made to the mark awarded.** To make larger adjustments would jeopardize the standard of the examination.

All examinations measure what a candidate knows and can do. The overall grade(s) awarded must reflect the level of attainment demonstrated in the examination(s). The grades awarded do not necessarily reflect the candidate's true level of ability if attainment has been considerably affected over a long period of time.

Where long term circumstances have prevented the candidate from reaching the competence standards, it may not be possible to make an adjustment.

Results day

Results day are currently scheduled for:

Year 13	Thursday 15 th August 2024
Year 11	Thursday 22 th August 2024

Further information, including the time for collecting results, will be published via the school website (www.waverley.bham.sch.uk).

If you do not come to school to collect your results, they will be posted to your home address.

Results will not be provided by telephone.

Post-results day services

All information regarding post-results day services will be shared with you prior to results day. There are strict deadlines for many services and therefore you should read this guidance carefully.

Further information concerning **appeals of external assessments** are included below as Appendix 10.

Appendix 1 - 'Warning to candidates'

Appendix 4



AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
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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.

Appendix 2 - 'Mobile phone' poster

Appendix 7



AQA

City & Guilds

CCEA

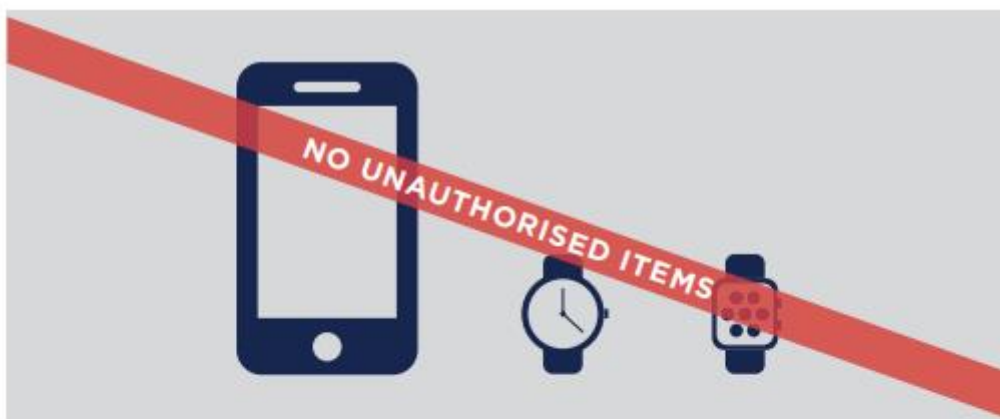
OCR

Pearson

WJEC

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.

Appendix 3 - Information for candidates –written examinations



Information for candidates

Written examinations

With effect from 1 September 2023

Produced on behalf of:



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**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.

Appendix 4 – Information for candidates - non-examination Assessments



Information for candidates

Non-examination assessments

Effective from 1 September 2023

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 online 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.

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

Appendix 5 – Examples of malpractice

This list of examples of candidate malpractice is not intended to be exhaustive. For further reference as to what constitutes candidate malpractice, please refer to the policy guidance above and the guidance published by the Joint Council for Qualifications (JCQ).

INTRODUCTION OF UNAUTHORISED MATERIAL INTO THE EXAMINATION ROOM, FOR EXAMPLE:

- Own blank paper used for rough work used for final answers
- Calculators, dictionaries (when prohibited) not used or attempted to use
- Bringing into the examination room notes in the wrong format or prohibited annotations
- notes/annotations go beyond what is permitted but do not give an advantage; notes irrelevant to subject notes/annotations are relevant and give an unfair advantage notes/annotations introduced in a deliberate attempt to gain an advantage
- Study guides and personal organisers
- content irrelevant to subject
- content relevant to subject
- content relevant to subject and evidence of use
- Mobile phone or similar electronic devices (including iPod, PM3/4 player, memory sticks, Smartphone, Smartwatch) not in the candidate's possession but make a noise in the examination room in the candidate's possession but no evidence of being used by the candidate in the candidate's possession and evidence of being used by the candidate

BREACHES OF EXAMINATION CONDITIONS

- A breach of the instructions or advice of an invigilator, supervisor, or the awarding body in relation to the examination rules and regulations
- minor non-compliance: e.g. sitting in a non-designated seat; continuing to write for a short period after being told to stop major non-compliance: e.g. refusing to move to a designated seat; significant amount of writing after being told to stop related non-compliance
- Failing to abide by the conditions of supervision designed to maintain the security and integrity of the examinations
- leaving examination early (no loss of integrity); removing script from the examination room, but evidence of the integrity was maintained
- removing script from examination room but with no proof that the script is safe;
- opening an exam script before the commencement of an exam;
- taking home materials
- deliberately breaking a timetable clash supervision arrangement;
- removing script from the examination room and with proof that the script has been tampered with;
- leaving examination room early so integrity is impaired

- Disruptive behaviour in the examination room or assessment session (including use of offensive language)
- minor disruption lasting a short time; calling out, causing noise, turning around repeated or prolonged disruption; unacceptably rude remarks; being removed from the examination room; taking another's possessions
- warnings ignored;
- provocative or aggravated behaviour;
- repeated or loud offensive comments;
- physical assault on staff or property

EXCHANGE, OBTAINING, RECEIVING, OR PASSING ON INFORMATION WHICH COULD BE EXAMINATION RELATED (OR THE ATTEMPT TO):

- Verbal isolated incidents of talking before the start of the examination or after papers have been collected talking during the examination about matters not related to the exam;
- accepting examination related information talking about examination related matters during the exam;
- whispering answers to questions
- Communication passing/receiving written communications which clearly have no bearing on the assessment
- accepting assessment related information
- passing assessment related information to other candidates; helping one another; swapping scripts

OFFENCES RELATING TO THE CONTENT OF CANDIDATES' WORK

- The inclusion of inappropriate, offensive or obscene material in scripts, controlled assessments, coursework, non- examination assessments or portfolios
- isolated words or drawings, mildly offensive, inappropriate approaches or responses
- frequent mild obscenities or drawings;
- isolated strong obscenity;
- isolated mild obscenities or mildly offensive comments aimed at the examiner or member of staff
- offensive comments or obscenities aimed at a member of staff, examiner or religious group; homophobic, transphobic, racist or sexist remarks or lewd drawing

Appendix 6 – Privacy notice for candidates



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.

Appendix 7 – Contingency day

The awarding bodies have collectively agreed a contingency day for several years now which is always scheduled at the end of the GCSE, GCE AS and A-level exam timetables.

The contingency day is in the event of national or significant local disruption to exams in the United Kingdom, being part of the awarding bodies' standard contingency planning for exams.

For the Summer 2024 exams, the awarding bodies have agreed to include two additional half-day contingency sessions. These are on Thursday 6 June 2024 and Thursday 13 June 2024. The standard contingency day remains at the end of the timetable being scheduled on Wednesday 26 June 2024.

Schools and colleges should ensure candidates and parents are aware of the contingency arrangements on these three days. They should consider the contingency day of Wednesday 26 June 2024 when making their plans for the summer. **Candidates should be encouraged to remain available until Wednesday 26 June 2024 should examinations need to be rescheduled.**

Appendix 8 – Internal appeals procedure

Waverley 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. Waverley 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.

The following procedure explains how candidates can appeal an **internally assessed decisions (coursework, controlled assessments, non-examined assessments)** :

- a. 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
- b. Candidates will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
- c. Candidates may request copies of materials (for example, as a minimum, a copy their marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment
- d. The materials will be made available to the candidate (for some marked assessment materials, such as art work and recordings, inform the candidate that these will be shared under supervised conditions) within the period of time as specified (see **Deadlines** below)
- e. Candidates will have sufficient time in order to allow them to review copies of materials and reach a decision. If candidates wish to request a review, they will need to explain what they believe the issue to be
- f. There will be a clear deadline for candidates to submit a request for a review of the centre's marking and confirm understanding that requests must be made in writing and will not be accepted after this deadline.
- g. Candidates allow the centre 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

- h. The review of 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 review
- i. The candidates will be informed in writing of the outcome of the review of the centre's marking
- j. The outcome of the review of the centre's marking is made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body
- k. A written record of the review is kept and made available to the awarding body upon request
- l. The awarding body is informed if the centre does not accept the outcome of a review

Appendix 9 – External appeals procedure

The following procedure explains how candidates can appeal an **externally assessed decision**:

1. The JCQ post-results services currently available are detailed below.
 - a. **Reviews of Results (RoRs):**
 - i. Service 1 (Clerical re-check) - This is the only service that can be requested for objective tests (multiple choice tests)
 - ii. Service 2 (Review of marking)
 - iii. Priority Service 2 (Review of marking) - This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
 - iv. Service 3 (Review of moderation) - This service is not available to an individual candidate
 - b. **Access to Scripts (ATS):**
 - i. Copies of scripts to support reviews of marking
 - ii. Copies of scripts to support teaching and learning

2. Where a concern is expressed that a particular result may not be accurate, Waverley School will:
 - a. Look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc., when made available by the awarding body, to determine if the concern may be justified
 - b. Where a place a university or college is at risk, consider supporting a request for a Priority Service 2 review of marking
 - c. In all other instances:
 - i. Consider accessing the script by:
 1. (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline OR
 2. (where the option is made available by the awarding body) viewing the candidate's marked script online to consider if requesting a review of marking is appropriate
 3. Collect written consent/permission from the candidate to access the script
 - d. On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
 - e. Support a request for the appropriate Review of Results service (clerical re-check or review of marking) if any error is identified

- f. Collect written consent from the candidate to request the Review of Results service before the request is submitted
 - g. Where relevant, advise an affected candidate to inform any third party (such as a university or college) that a review of marking has been submitted to an awarding body
3. For **moderated** components that contributed to the final grade Waverley School (WS), Waverley Studio College (WSC) will:
- a. Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
 - b. Consult the moderator's report/feedback to identify any issues raised
 - c. Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a Review of Results service 3 (Review of moderation) will not be available
 - d. Determine if there are any grounds to submit a request for a review of moderation for all candidates in the original sample
4. Waverley School will:
- a. Acquire written candidate consent (accepting informed consent via candidate email) in all cases before a request for a Review of Results service 1 or 2 (including priority service 2) is submitted to the awarding body
 - b. Acquire informed candidate consent to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical recheck or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded
 - c. Only collect candidate consent after the publication of results
- 5. Centre actions in the event of a disagreement (dispute)**
6. Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, Waverley School (WS) will:
- a. For a review of marking (Review of Results priority service 2), advise the candidate a review may be requested by providing informed written consent (and the required fee) for this service to the centre by the deadline set by the centre
 - b. For a review of marking (Review of Results service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission (and any required fee) for the centre to access the script from the awarding body
 - c. After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (Review of Results service 1 or 2) is required, this must be submitted by the deadline set by the centre

- by providing informed written consent (and the required fee) for the centre to request the service from the awarding body
- d. Inform the candidate that a review of moderation (Review of Results service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample
7. If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre.
 8. The appellant will be informed of the outcome of the appeal by the Head of Centre.

9. Appeals

10. Following a Review of Results outcome, an external appeals process is available if the head of centre at Waverley School (WS), remains dissatisfied with the outcome and believes there are grounds for appeal.
11. The JCQ publications **Post-Results Services** and **JCQ Appeals Booklet** (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.
12. Where the head of centre is satisfied after receiving the Review of Results outcome, but the candidate (or parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made directly to the centre. Candidates or parents/carers are not permitted to make direct representations to an awarding body. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet.
13. To submit an internal appeal:
 - a. An internal appeals form should be completed and submitted to the centre within the time specified by the centre from the notification of the outcome of the review of the result
 - b. Subject to the head of centre's decision, the preliminary appeal will be processed and submitted to the awarding body within the required 30 calendar days of receiving the outcome of the Review of Results process
 - c. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fee schedules are available from the exams officer)
 - d. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Further guidance to inform and implement appeals procedures

JCQ publications

General Regulations for Approved Centres

<https://www.jcq.org.uk/exams-office/general-regulations>

Post-Results Services

<https://www.jcq.org.uk/exams-office/post-results-services>

JCQ Appeals Booklet

<https://www.jcq.org.uk/exams-office/appeals>

Notice to Centres - Reviews of marking (centre assessed marks)

<https://www.jcq.org.uk/exams-office/coursework>

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

Notice to Centres – informing candidates of their centre assessed marks

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

Ofqual publications

GCSE (9 to 1) qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>

GCE qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gce-qualification-level-conditions-and-requirements>

Appendix 10 – Information for candidates – coursework assessments



Information for candidates

Coursework assessments

Effective from 1 September 2023

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 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

Appendix 11 – JCQ – On your exam day




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.

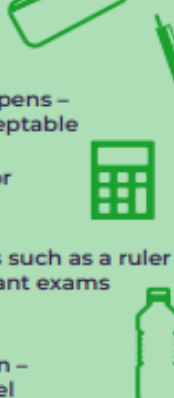
Before sitting your exams, ensure you know:

- 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 cannot take into exams:

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

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
- 

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.

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.


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



You can also find useful information about preparing for exams at www.jcq.org.uk/exams-office/information-for-candidates-documents


EFFECTIVE FROM 1 SEPTEMBER 2023

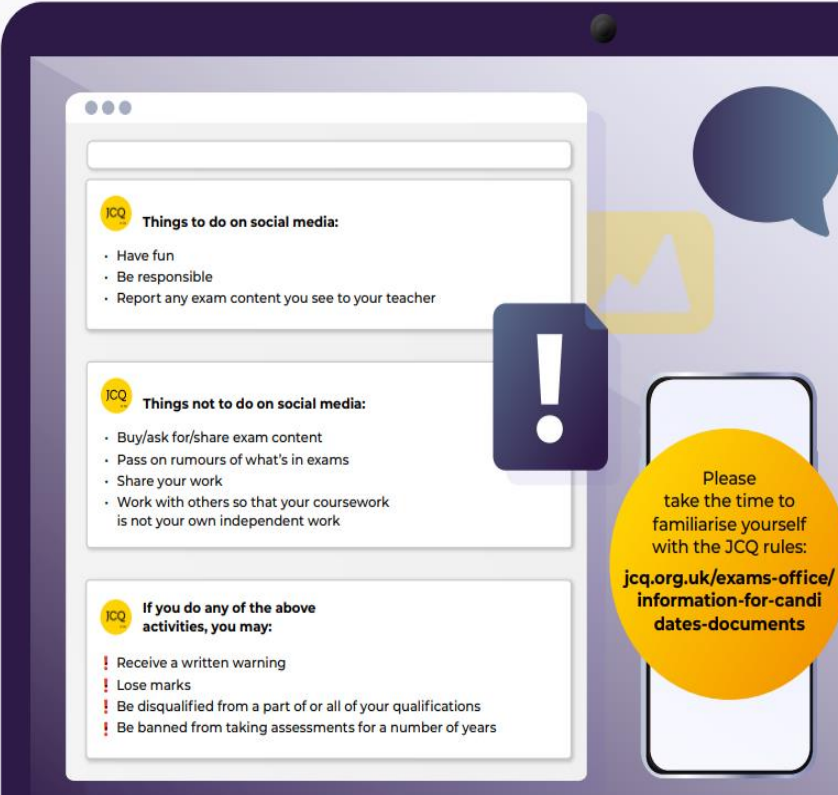
Appendix 12 – JCQ – Social media


Information for candidates
Using social media and examinations/assessments

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





JCQ Things to do on social media:

- Have fun
- Be responsible
- Report any exam content you see to your teacher

JCQ Things not to do on social media:

- Buy/ask for/share exam content
- Pass on rumours of what's in exams
- Share your work
- Work with others so that your coursework is not your own independent work

JCQ If you do any of the above activities, you may:

- ! Receive a written warning
- ! Lose marks
- ! Be disqualified from a part of or all of your qualifications
- ! Be banned from taking assessments for a number of years

Please take the time to familiarise yourself with the JCQ rules:
[jqc.org.uk/exams-office/information-for-candidates-documents](https://www.jcq.org.uk/exams-office/information-for-candidates-documents)

Appendix 13 – Information for candidates – On-screen test



Information for candidates

On-screen tests

With effect from 1 September 2023

Produced on behalf of:



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**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.

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.

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.

Appendix 14 – AI Use in Assessments: Protecting the Integrity of Qualifications



AI Use in Assessments: Protecting the Integrity of Qualifications

Guidance for Teachers & Assessors

Produced on behalf of:



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Executive summary

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds teachers and assessors of best practice in this area, applying it in the context of AI use.

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres* (<https://www.jcq.org.uk/exams-office/general-regulations/>), **all work submitted for qualification assessments must be the students' own**;
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the *Acknowledging AI Use* section below);
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres*); and
- Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating student malpractice, including the misuse of AI.

The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate.

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What is AI use and what are the risks of using it in assessments?	2
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Identifying misuse	7
Reporting	9
Awarding Organisation actions	10

The assessments this guidance applies to

Students complete the majority of their exams and a large number of other assessments under close staff supervision with limited access to authorised materials and no permitted access to the internet. The delivery of these assessments will be unaffected by developments in AI tools as students will not be able to use such tools when completing these assessments.

There are some assessments in which access to the internet is permitted in the preparatory, research or production stages. The majority of these assessments will be Non-Examined Assessments (NEAs) for General Qualifications, coursework and internal assessments. This document is primarily intended to provide guidance in relation to these assessments.

What is AI use and what are the risks of using it in assessments?

AI use refers to the use of AI tools to obtain information and content which might be used in work produced for assessments which lead towards qualifications.

While the range of AI tools, and their capabilities, is likely to expand greatly in the near future, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice. Teachers and students should also be aware that AI tools are still being developed and there are often limitations to their use, such as producing inaccurate or inappropriate content.

AI chatbots are AI tools which generate text in response to user prompts and questions. Users can ask follow-up questions or ask the chatbot to revise the responses already provided. AI chatbots respond to prompts based upon patterns in the data sets (large language model) upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as the following:

- Answering questions
- Analysing, improving, and summarising text
- Authoring essays, articles, fiction, and non-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts, or suggestions for a given topic or theme
- Generating text with specific attributes, such as tone, sentiment, or formality

AI chatbots currently available include:

- ChatGPT (<https://chat.openai.com>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Google Bard

There are also AI tools which can be used to generate images, such as:

- Midjourney (<https://midjourney.com/showcase/top/>)
- Stable Diffusion (<https://stablediffusionweb.com/>)
- Dalle-E 2 (OpenAI) (<https://openai.com/dall-e-2/>)

The use of AI chatbots may pose significant risks if used by students completing qualification assessments. As noted above, they have been developed to produce responses based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which may seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/articles by real or fake people.

What is AI misuse?

As has always been the case, and in accordance with section 5.3(j) of the *JCQ General Regulations for Approved Centres* (<https://www.jcq.org.uk/exams-office/general-regulations/>), students must submit work for assessments which is their own. This means both ensuring that the final product is in their own words, and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work. Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. This includes demonstrating their performance in relation to the assessment objectives for the subject relevant to the question/s or other tasks students have been set. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice. While AI may become an established tool at the workplace in the future, for the purposes of demonstrating knowledge, understanding and skills for qualifications, it's important for students' progression that they do not rely on tools such as AI. Students should develop the knowledge, skills and understanding of the subjects they are studying.

AI tools must only be used when the conditions of the assessment permit the use of the internet and where the student is able to demonstrate that the final submission is the product of their own independent work and independent thinking.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.

Centre engagement with and discussion of AI

Centres will already have agreed policies and procedures relating to assessment in place to ensure the authenticity of assessments. Centres must now ensure that these can also address the risks associated with AI misuse.

Teachers, assessors and other staff must discuss the use of AI and agree their approach to managing students' use of AI in their school, college or exam centre. Centres must make students aware of the appropriate and inappropriate use of AI, the risks of using AI, and the possible consequences of using AI inappropriately in a qualification assessment. They should also make students aware of the centre's approach to plagiarism and the consequences of malpractice. Centres should consider communicating with parents to make them aware of the risks and issues and ensure they support the centre's approach.

Centres should do the following:

- a) Explain the importance of students submitting their own independent work (a result of their own efforts, independent research, etc) for assessments and stress to them and to their parents/carers the risks of malpractice;
- b) Update the centre's malpractice/plagiarism policy to acknowledge the use of AI (e.g. what it is, the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged) - most simply by referencing this document;
- c) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should reference appropriately (including websites);
- d) Ensure the centre's malpractice/plagiarism policy includes clear guidance on how students should acknowledge any use of AI to avoid misuse (see the below section on acknowledging AI use);
- e) Ensure that teachers and assessors are familiar with AI tools, their risks and AI detection tools (see the *What is AI use and what are the risks of using it in assessments?* and *What is AI misuse?* sections);
- f) Consider whether students should be required to sign a declaration that they have understood what AI misuse is, and that it is forbidden in the learning agreement that is signed at enrolment in some centres;
- g) Ensure that each student is issued with a copy of, and understands, the appropriate JCQ *Information for Candidates* (www.jcq.org.uk/exams-office/information-for-candidates-documents);
- h) Reinforce to students the significance of their (electronic) declaration where they confirm the work they're submitting is their own, the consequences of a false declaration, and that they have understood and followed the requirements for the subject; and
- i) Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice (see the *Awarding Organisation actions* section below).

Acknowledging AI use

It remains essential that students are clear about the importance of referencing the sources they have used when producing work for an assessment, and that they know how to do this. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content - and then reference the sources they have used.

In addition to the above, where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment. This is particularly important given that AI-generated content is not subject to the same academic scrutiny as other published sources.

Where AI tools have been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023. The student must, retain a copy of the question(s) and computer-generated content for reference and authentication purposes, in a non-editable format (such as a screenshot) and provide a brief explanation of how it has been used.

This must be submitted with the work so the teacher/assessor is able to review the work, the AI-generated content and how it has been used. Where this is not submitted, and the teacher/assessor suspects that the student has used AI tools, the teacher/assessor will need to consult the centre's malpractice policy for appropriate next steps and should take action to assure themselves that the work is the student's own. Further guidance on ways this could be done are set out in the *JCQ Plagiarism in Assessments* guidance document (see link below).

The JCQ guidance on referencing can be found in the following:

- *Plagiarism in Assessments* (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>)
- *Instructions for conducting coursework* (https://www.jcq.org.uk/wp-content/uploads/2022/08/Coursework_ICC_22-23_FINAL.pdf)
- *The Information for Candidates documents* (<https://www.jcq.org.uk/exams-office/information-for-candidates-documents>)

Other actions which should be considered in relation to acknowledging AI use are:

- a) Students being reminded that, as with any source, poor referencing, paraphrasing and copying sections of text may constitute malpractice, which can attract severe sanctions including disqualification - in the context of AI use, students must be clear what is and what is not acceptable in respect of acknowledging AI content and the use of AI sources. For example, it would be unacceptable to simply reference 'AI' or 'ChatGPT', just as it would be unacceptable to state 'Google' rather than the specific website and webpages which have been consulted;
- b) Students should also be reminded that if they use AI so that they have not independently met the marking criteria they will not be rewarded.

Other ways to prevent misuse

While there may be benefits to using AI in some situations, there is the potential for it to be misused by students, either accidentally or intentionally. AI misuse, in that it involves a student submitting work for qualification assessments which is not their own, can be considered a form of plagiarism. JCQ has published guidance on plagiarism which provides guidance on what plagiarism is, how to prevent it, and how to detect it (<https://www.jcq.org.uk/exams-office/malpractice/plagiarism-in-assessments---guidance-for-teachersassessors/>). Teachers and assessors must be assured that the work they accept for assessment and mark is authentically the student's own work. They are required to confirm this during the assessment process.

To prevent misuse, education and awareness of staff and students is likely to be key. Here are some actions which should be taken (many of these will already be in place in centres as these are not new requirements):

- a) Consider restricting access to online AI tools on centre devices and networks;
- b) Ensure that access to online AI tools is restricted on centre devices used for exams;
- c) Set reasonable deadlines for submission of work and providing reminders;
- d) Where appropriate, allocating time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence;
- e) Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages;
- f) Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material;
- g) Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work;
- h) Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised - doing so encourages the spread of this practice and is likely to constitute staff malpractice which can attract sanctions.
- i) Issuing tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Identifying misuse

Identifying the misuse of AI by students requires the same skills and observation techniques that teachers are probably already using to assure themselves student work is authentically their own. There are also some tools that can be used. We explore these different methods below.

Comparison with previous work

When reviewing a given piece of work to ensure its authenticity, it is useful to compare it against other work created by the student. Where the work is made up of writing, one can make note of the following characteristics:

- Spelling and punctuation
- Grammatical usage
- Writing style and tone
- Vocabulary
- Complexity and coherency
- General understanding and working level
- The mode of production (i.e. whether handwritten or word-processed)

Teachers could consider comparing newly submitted work with work completed by the student in the classroom, or under supervised conditions.

Potential indicators of AI use

If you see the following in student work, it may be an indication that they have misused AI:

- a) A default use of American spelling, currency, terms and other localisations*
- b) A default use of language or vocabulary which might not appropriate to the qualification level*
- c) A lack of direct quotations and/or use of references where these are required/expected-
- d) Inclusion of references which cannot be found or verified (some AI tools have provided false references to books or articles by real authors)
- e) A lack of reference to events occurring after a certain date (reflecting when an AI tool's data source was compiled), which might be notable for some subjects
- f) Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
- g) A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work
- h) A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
- i) A lack of graphs/data tables/visual aids where these would normally be expected
- j) A lack of specific local or topical knowledge
- k) Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario, if this is required or expected
- l) The inadvertent inclusion by students of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output

- m) The submission of student work in a typed format, where their normal output is handwritten
- n) The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay, which can be a result of AI being asked to produce an essay several times to add depth, variety or to overcome its output limit
- o) The inclusion of strongly stated non-sequiturs or confidently incorrect statements within otherwise cohesive content
- p) Overly verbose or hyperbolic language that may not be in keeping with the candidate's usual style

*Please be aware, though, that AI tools can be instructed to employ different languages and levels of proficiency when generating content.

-However, some AI tools will produce quotations and references.

Automated detection

AI chatbots, as large language models, produce content by 'guessing' the most likely next word in a sequence. This means that AI-generated content uses the most common combinations of words, unlike humans who use a variety of words in their normal writing. Several programs and services use this difference to statistically analyse written content and determine the likelihood that it was produced by AI:

- OpenAI Classifier (<https://openai.com/blog/new-ai-classifier-for-indicating-ai-written-text/>)
- GPTZero (<https://gptzero.me/>)
- The Giant Language Model Test Room (GLTR) (<http://gltr.io/dist/>)

In addition, the JCQ awarding organisations are aware that AI detection will shortly be added to the existing tool Turnitin Originality (<https://www.turnitin.com/products/originality>). This tool features an AI review of a student's work, reviewing a portfolio of evidence and, we understand, will indicate the likelihood of AI use.

These tools could be used as a check on student work and/or to verify concerns about the authenticity of student work. However, it should be noted that the above tools, as they base their scores on the predictability of words, will give lower scores for AI-generated content which has been subsequently amended by students. The quality of these detection tools can vary and AI and detection tools will continue to evolve. The use of detection tools should form part of a holistic approach to considering the authenticity of students' work; all available information should be considered when reviewing any malpractice concerns.

Reporting

If your suspicions are confirmed and the student has not signed the declaration of authentication, your centre doesn't need to report the malpractice to the appropriate awarding organisation. You can resolve the matter prior to the signing of the declarations.

Teachers must not accept work which is not the student's own. Ultimately the Head of Centre has the responsibility for ensuring that students do not submit inauthentic work.

If AI misuse is detected or suspected by the centre and the declaration of authentication has been signed, the case must be reported to the relevant awarding organisation. The procedure is detailed in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>).

Awarding Organisation actions

The JCQ awarding organisations ensure that their staff, moderators and examiners are appropriately trained in the identification of malpractice and have established procedures for reporting and investigating suspected malpractice.

If AI misuse is suspected by an awarding organisation's moderator or examiner, or if it has been reported by a student or member of the public, full details of the allegation will usually be relayed to the centre. The relevant awarding organisation will liaise with the Head of Centre regarding the next steps of the investigation and how appropriate evidence will be obtained. The awarding organisation will then consider the case and, if necessary, impose a sanction in line with the sanctions given in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>). The sanctions applied to a student committing plagiarism and making a false declaration of authenticity range from a warning regarding future conduct to disqualification and the student being barred from entering for one or more examinations for a set period of time.

Awarding organisations will also take action, which can include the imposition of sanctions, where centre staff are knowingly accepting, or failing to check, inauthentic work for qualification assessments.

Statement of understanding

By signing this statement, I acknowledge that I have read and understood the contents of the following documents:

- JCQ Warning for candidates (included as Appendix 1)
- JCQ Mobile phone warning (included as Appendix 2)
- JCQ Information for candidates – written exams (included as Appendix 3)
- Examples of malpractice (included as Appendix 5)
- JCQ AI Use in Assessments ((included as Appendix 14)

I acknowledge that I have received a copy of the **Examinations Handbook 2024** and will familiarise myself with the entire contents.

I understand and acknowledge that I must contact the school promptly should I be unable to attend an examination or will be arriving late for an examination.

I acknowledge that I have received a copy of my personal examination timetable.

I understand that it is my responsibility to retain a copy of my personal examination timetable.

I understand that misreading my personal examination timetable is not an acceptable reason for missing an examination start time.

I understand the behaviour expectations for my conduct during the examinations.

I understand that malpractice, including failure to follow the regulations of the assessment, may result in disqualification from all or some of my entered subjects.

Candidate declaration	
First name:	Surname:
Signature:	Date:

Form-tutor:	Signature:
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