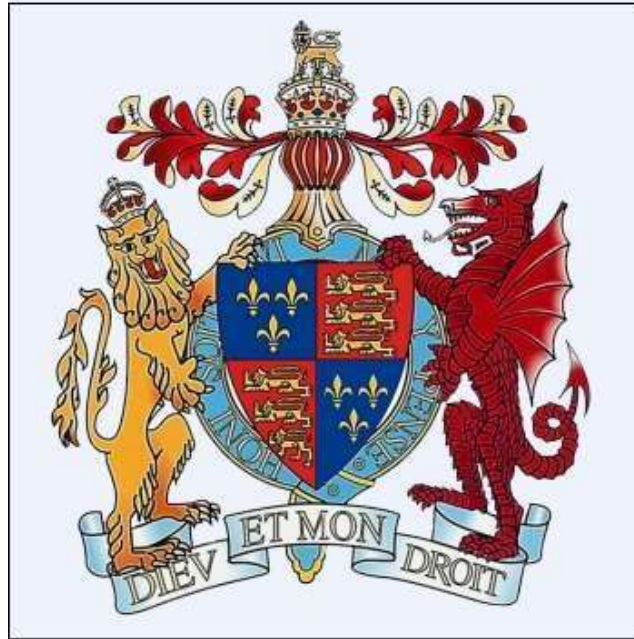


# King Edward VI Camp Hill School for Boys



Examination  
Guidance & Information  
for  
Students and Parents  
Summer 2025

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## INTRODUCTION

It is the aim of King Edward VI Camp Hill School for Boys to make the examination period as stress-free and successful as possible for all its students.

Hopefully, this booklet will prove both informative and helpful. It reiterates what was said at the examination assembly (which was really a platform to emphasize the protocol we expect from you) provides other relevant information and in the Appendices, amongst other things, it includes important JCQ information, and also information regarding results, post results services and certificates etc.

Please read it carefully so that you are aware of what to expect and what is expected of you, and furthermore, the procedures to follow in the event of any problems occurring.

Parents will also be emailed a copy of this booklet.

The awarding bodies (or examination boards) set down strict criteria for the conduct of examinations and King Edward VI Camp Hill School for Boys adheres to them stringently.

If you or your parents have any queries or need help or advice at any time before, during or after the examination period please contact:

The Examinations Officer - **Mrs Lesley Simmonite (LPS)** –  
**[l.simmonite@camphillboys.bham.sch.uk](mailto:l.simmonite@camphillboys.bham.sch.uk)**

Deputy Head (Curriculum) - **Mr Melios Michael (MGM)** –  
**[m.michael@camphillboys.bham.sch.uk](mailto:m.michael@camphillboys.bham.sch.uk)**

The school telephone number is: **0121 444 3188**

Remember - we are here to help.

All the best!

## GENERAL GUIDANCE AND INFORMATION

You have been given a copy of your Statement of Entry. An entry check exercise has already been undertaken to ensure that you have been entered for the correct subjects and that your personal details are correct.

You have also been given your personal timetable – a hard copy by your form teacher and also via Groupcall. Your parents also received a copy via Groupcall.

A copy of CHB's GCSE/GCE timetable for 2025 is shown in Appendix 1

Student clashes have been resolved (a clash occurs when a candidate has more than one exam in a session with more than 3 hours in total). Mrs Simmonite has explained the procedure to these students.

### Candidate number

Each candidate has a four-digit candidate number (sometimes called exam number). It is on your Statement of Entry and Personal Timetable. It will also appear next to your name on seating plans. Please remember it. You will need to write it on every exam paper that you sit.

Seating plans will be displayed on the "Exam notice board" one day in advance, outside Room 5. It is imperative that you look at them to know: the timing of the exam, which room, and your seat. All of this information also appears on your individual timetable.

You do not need to remember your ULN or UCI numbers.

### Unique candidate Identifier (UCI)

Each candidate has a UCI (12 numbers and 1 letter) which is used as a unique attribute in addition to a candidate's name, gender and date of birth. This number will usually begin with the School's Centre Number (20149) unless you have transferred from another school who will have already issued you with a UCI. Your UCI is used for administrative purposes, and it is not necessary for you to remember it.

### Unique Learner Number (ULN)

Each candidate has a personal ten-digit number, which is used to ensure learner achievement information can be provided to the Personal Learning Record Service.

### Examination Boards

The school uses the following examination boards at present: **AQA**, **Edexcel** and **OCR**

## Examination Regulations

A copy of the “Warning to Candidates” poster (Appendix 11), and “Unauthorised items” poster (Appendix 12) which are issued jointly by all the examining boards, will be displayed outside each examination room. They are also displayed on the Examination’s notice board and can be found on the website [www.jcq.org.uk](http://www.jcq.org.uk).

JCQ Information for candidates – non-examination assessments, coursework assessments, written examinations and Privacy Notice are given in Appendix 7,8,9 and 10 respectively.

Note, these are not all the appendices. Candidates must read all the appendices carefully and note that breaking any of the examination rules or regulations could lead to disqualification from all subjects. The school must report any breach of regulations to the awarding body.

## Attendance during the examination period

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

It is essential that you are outside your designated room 10/15 minutes before the start of your examination paper. Five minutes before an examination starts an announcement will take place where the necessary JCQ instructions and other information will be read out. If you attempt to enter the room when this announcement has started, you will be prevented from doing so. You will then be given the announcement outside the examination room. Once the examination has started, and only then, will you be allowed in the room to start the examination.

Candidates who, due to unforeseen circumstances, know they will arrive late for an examination must in the first instance, inform the school office that they will be late. The school telephone number is 0121 444 3188. Candidates who are late **MUST NOT ENTER AN EXAM ROOM** but wait to be escorted in by a member of staff. Depending on the circumstances they may still be admitted. If special consideration applies, then you must speak to **LPS** (see heading: Unforeseen circumstances during the examination period). Parents and candidates are reminded that the school will require payment of entry fees:

- Should a candidate fail to attend an examination without good reason and without informing the school.

Note, misreading the timetable will not be accepted as a satisfactory explanation of absence.

## Conduct expected during the examination period

**Please read all the appendices, especially Appendix 2 – Appendix 6, to ensure you are completely aware of our expectations regarding your conduct throughout the exams.**

Highlighted below is some relevant information (not exhaustive) regarding your conduct/board requirements:

- Mobile telephones, electronic communication or storage devices such as iPods, MP3/4 players, smartwatches and wrist watches (with or without a data storage device), and any potential technological/web enabled sources of information are not permitted in the examination room.
- You may leave your mobile telephones in the correct box in the administration office. Make sure that you have put your name on the phone. Post-it notes will be provided for this purpose (Appendix 3).
- If a mobile phone (or any other type of electronic communication or storage device) is found in your possession during an examination (even if it is turned off, you have removed the battery and do not intend to use it) it will be taken from you and a report made to the appropriate exam board. No exceptions can be made. **YOU WILL BE GIVEN A ZERO FOR THAT PAPER.**
- Silence must be adhered to at all times once in an examination room.
- Make sure that you have been to the lavatory prior to the start of an examination.
- Do not leave written answers on the floor or hold your answer paper up because other candidates may be able to read your answers and you could be accused of cheating.
- If you finish the examination early, you should continue to face the front and avoid any eye contact with other candidates. Use this time to check over your answers.
- Please do not write on examination desks. This is regarded as vandalism, and you will be asked to pay for any damage.
- Do not draw graffiti or write offensive comments on your examination papers - if you do the examination board may refuse to accept your paper.
- Pupils who are disruptive or behave in an unacceptable manner will be removed from the examination room by MGM/LPS.
- If the fire alarm sounds during an examination, do not panic. The invigilators will tell you what to do. You will be escorted to a designated assembly point (see Appendix 4). Complete silence and no communication with other students must be adhered to throughout the process. When you return to your room do not start writing until you are told to do so by the invigilator. You will be allowed the full working time for the examination.
- Where the use of a calculator is allowed, candidates are responsible for making sure that their calculators meet the awarding bodies' regulations.
- All stationery should be contained in a clear transparent pencil case / polythene bag.

- Note: You are responsible for providing your own equipment for examinations. The school has limited supplies of spare equipment. You cannot borrow equipment from another candidate during an examination.
- Water bottles should be colourless, transparent and have no labels on them. In particular no coloured bottles or bottles with wide rims.

### **Invigilators**

The school employs external invigilators to invigilate the examinations. Students are expected to behave in a respectful manner towards all invigilators and follow their instructions at all times.

MGM and/or LPS will, if possible, be present at the start and end of an examination.

Invigilators are in the rooms to supervise the conduct of the examination. They will give the necessary announcement at the start of exams, distribute and collect the papers, tell candidates when to start and finish the examination, hand out extra answer paper if required, and deal with any problems that occur during the examination, for example if a candidate is feeling ill.

**Listen carefully to instructions and notices read out by the invigilators - there may be amendments to the exam paper that you need to know about.**

Please note that invigilators cannot discuss the paper with you or explain the questions.

### **Unforeseen circumstances during the examination period**

If you experience difficulties during the examination period (e.g., illness, injury, or personal problems) please inform MGM/LPS at the earliest possible opportunity so that they can help or advise you. If you are ill, then phone the school office. It is vitally important that medical evidence is provided and once again also inform MGM/LPS.

Special consideration can only be applied where a temporary illness, a temporary injury, bereavement, domestic crisis, or some other event outside of the student's control has affected their performance in an examination on that day. Students will be required to provide evidence to support their application.

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 is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the examination.

Awarding bodies will not enter into discussion with any school, candidate or their parents as to how much special consideration will/will not be applied. Special consideration can only

ever go some way towards compensating a student who has been disadvantaged during an exam. It is not always possible to reflect what might have been achieved in more favourable circumstances.

Special consideration would be given by applying an allowance of additional marks to the affected examination. The size of the allowance depends on the timing, nature and extent of the illness or misfortune. The allowance for Special Consideration is from 0% (consideration given but addition of marks considered inappropriate) to 5% (reserved for exceptional cases).

Examples of circumstances and the percentage adjustments are listed on pages 6 and 7 of the JCQ publication “A guide to the special consideration process – General and Vocational Qualifications” (effective from 1 September 2024).

All assessments/examinations measure what a student knows and can do. The overall grade(s) awarded must reflect the level of attainment demonstrated in the examination period/examination(s). The grades awarded do not necessarily reflect the student’s true level of ability if attainment has been considerably affected over a long period of time. Where long term circumstances have prevented the student from reaching the competence standards, it may not be possible to make an adjustment.



## **Notification of Results**

**Students are expected to collect their Summer 2025 results in person.** Venue for collection will be either the foyer, dining room or hall. Date and timings are as follows:

### **GCE A Level:**

**Year 13 students: Thursday 14<sup>th</sup> August 2025 between 8.00am – 11.00am**

### **GCSE Level:**

**Year 11 students: Thursday 21<sup>st</sup> August 2025 between 8.00am – 11.00am**

If you do not come into school to collect your results, it will be assumed that you do not wish to have a paper copy. We will not be posting out any paper copies.

Students from other year groups who have taken GCE or GCSE examinations will be able to collect their results at the beginning of the Autumn term. If they wish to receive their results earlier, they must provide LPS with a stamped self-addressed envelope before the end of the summer term. They will then be posted out to you on the same afternoon or the next day after results are issued.

Under no circumstances will results be given out by telephone. However, you may get someone else to collect your results on your behalf. You must inform LPS of this before the end of the summer term. The person nominated must bring in some form of ID on results day and collect the results from the exam office.

## **Post Results Services**

All detailed information regarding the **administration** of post result services will be put in your results envelope. **Note, it is imperative that students read the post results information given as there are strict deadlines which must be adhered to regarding the services offered.**

Appendix 6 provides information regarding arrangements and services offered by exam boards, together with internal appeals procedures.

If you require advice with regard to Enquiry about Results, then approach your subject head of department/MGM in the first instance. They should be able to advise you on your options.

Exam boards also have an appeals process available to parents who remain dissatisfied after receiving the outcome of an enquiry about results, and such an appeal must be submitted within 10 days of receipt of the outcome. The appeal can only be related to the exam board's procedures or the application of the procedures. A fee may be charged.

Further details of the process can be obtained from LPS.

## **Certificates**

### **Year 13 and External students**

We will be asking students to collect their certificates in person from the school office on the following dates:

Tuesday, 16<sup>th</sup> December 2025

Wednesday 17<sup>th</sup> December 2025

Wednesday 7<sup>th</sup> January 2026

Thursday 8<sup>th</sup> January 2026

If you are unable to collect your certificate in person, then you may nominate someone else to collect it on your behalf. You must inform LPS via email, beforehand, who will be collecting your certificate and disclose their relationship to you. They must bring some form of ID e.g. driving licence, when they come to collect your certificate from the school office.

If your address changes after you have left school, then please email your new address to LPS ([l.simmonite@camphillboys.bham.sch.uk](mailto:l.simmonite@camphillboys.bham.sch.uk).) and the school office. This will ensure that if we need to correspond with you, we will have the correct address.

### **Year 11**

Certificates will be given to students during form period in Spring term, 2025.

### **Students in other year groups**

Your certificates will be given out on an individual basis by LPS, during Spring term, 2025.

## **Lost Certificates**

Note - if you lose your certificate(s), you will not get a replacement certificate. Only in exceptional circumstances will awarding bodies provide a replacement certificate where the original has been stolen, destroyed by fire or flood or where there is an amendment to personal details on an original certificate.

In all other circumstances, you will receive a “certified statement of results”. This is a certified document which is provided in place of your original certificate.

In both cases you will have to make the application directly to the awarding body concerned and not via school. We cannot help you in this matter. They will charge you a fee for this service. You are therefore urged to keep your certificates safe.

## FREQUENTLY ASKED QUESTIONS

### **Q. What do I do if I think I have the wrong paper?**

- ☐ You will be asked to check that you have the correct paper before the examination starts. If you think something is wrong, put your hand up and tell the invigilator immediately.

### **Q. What do I do if I forget my Candidate Number?**

- ☐ Your candidate number will be on your photo card which will be placed on your exam desk.

### **Q. What do I do if I forget the school Centre Number?**

- ☐ The school Centre Number is **20149**. It will be clearly displayed in examination rooms and on your photo card.

### **Q. What do I do if I have an accident or am ill before the examination?**

- ☐ Ring the school office on 0121 444 3188. Inform MGM/LPS at the earliest possible moment so that they can help or advise you. You will need to obtain medical evidence (from your GP or hospital).

### **Q. What do I do if I feel ill during the exam?**

- ☐ Put your hand up and inform an invigilator who will assist you. If you feel ill before the start of an exam see MGM/LPS.

### **Q. If I'm late, can I still sit the examination?**

- A candidate who arrives after the start of the exam may sit the examination, but this is entirely at the discretion of the school.
- You should get to school as quickly as possible and report to Reception. LPS will escort you to the examination room. You **MUST NOT ENTER** an examination room without permission once an examination has started.
- Prevention is better than cure, therefore please allow yourself enough time to get to school so that if you are delayed (e.g., through transport problems) you will still arrive on time.

**Q. Why can't I bring my mobile telephone into the examination room?**

- Being in possession of a mobile phone (or any other electronic communication device, e.g., iPod, MP3/4 players, headphones, smartwatches etc.) is regarded as cheating and is subject to severe penalty from the awarding bodies.
- If you bring a mobile phone into school, you must switch it off and leave it in a safe, secure place; if this is not possible you may leave it with the school administration office as long as you have your name on it (see Appendix 3).

**Q. What equipment should I bring for my examination?**

- For most exams you should bring **at least** 2 pens (black ink only and not erasable black ink pens)
- You need 2 x **HB** pencils (sometimes required for the multiple-choice answer grids)
- Softer pencils may be required for graphical and diagrammatic work
- For some examinations you will need a calculator (e.g. Maths/Science). A spare calculator or extra batteries is a sensible precaution
- a 30cm ruler (marked with cm and mm)
- a pencil sharpener and rubber
- a compass
- a protractor
- coloured pencil crayons (gel pens cannot be used in your answer scripts)
- unannotated texts, if required by subject.

**Q. What items are not allowed in the examination room?**

- Only material that is listed on question papers (e.g., an anthology) is permitted in the examination room and students who are found to have any material with them that is not allowed will be reported to the appropriate examinations board. In such circumstances, a student would normally be disqualified from the paper or the subject concerned.
- Bags and coats and any other items are not permitted under examination regulations. Do not bring any valuables into school with you when you attend an examination.
- No food is allowed in the examination room. Water in clear, (labels removed) colourless, transparent plastic bottles may be brought in.
- Mobile telephones must **not** be brought into the examination room even if they are turned off and the battery is removed.
- Wrist watches are not allowed and must not be brought into the examination room.

**Q. Can I leave the examination early?**

- ☐ It is **not** the school's policy to allow candidates to leave the examination room early, as this is disruptive to other candidates. A candidate may not leave the examination room, for any reason, without the permission of the invigilators.

**Q. If I miss the examination can I take it on another day?**

- ☐ No, you must attend on the given date and time.

**Q. Do I have to wear school uniform?**

- ☐ Yes. Normal school regulations apply. You will not be allowed into examination rooms without the correct uniform. Further sanctions may be applied.

**Q. What do I do if the fire alarm goes?**

- ☐ The invigilators will tell you what to do. If you have to evacuate the room, close your paper, leave everything on your desk and leave the room **in silence. You must not attempt to communicate with any other candidate during the evacuation.**

**Q. Can I go to the toilet during the examination?**

- ☐ Only if it is absolutely necessary. You will be escorted by an invigilator and will not be given any extra time.

**Q. I am entitled to extra time - how will this affect the way I take my examinations?**

- ☐ You will be in a smaller room with other students who may have an access arrangement. In all other respects normal examination procedures will be adhered to.

## **Candidate malpractice including AI misuse - examples and consequences**

### **1) Case type: unauthorised materials**

Outcome: Student's paper disqualified

Before sitting their Business exam, students were advised by their school that they were not allowed to take phones into the exam hall – and all students were asked to confirm that their phones were turned off and in their bag. During the exam, one student said that they'd finished the paper, then took out their mobile phone from their pocket and began using it.

The school submitted a JCQ M1 form to notify the awarding body, alongside an incident log detailing the above events, signed by the student and invigilator. The awarding body found the student to be in breach of JCQ regulations due to their possession of an unauthorised item and they were given 0 marks for the paper, meaning they didn't pass the qualification.

### **2) Case type: copying and collusion**

Outcome: Candidate disqualified, invigilator received warning and was also required to undergo training

An examiner reported that multiple answers in the scripts of two students from one school were similar. The awarding body asked the Head of Centre to gather evidence regarding the matter.

When the Head of Centre interviewed the two students, one of them admitted to copying the other's work. The investigation highlighted that the school hadn't ensured there was sufficient distance between the two students.

The student who'd copied the work was disqualified from the qualification as a result. The invigilator received a warning and was required to undertake further training.

### **3) Case type: social media**

Outcome: Candidate disqualified

At midday before they sat an afternoon exam, two students received an Instagram post containing the images of six papers. The post claimed these were taken from the question paper the students were due to sit that afternoon.

The two students reported it to their teacher immediately, who then contacted the awarding body which confirmed the images were of the live paper – and they conducted a thorough investigation to identify the sender.

Once the sender was identified, they contacted the relevant school, who confirmed that the student in question had a timetable clash, meaning they'd taken the exam earlier. When the student was approached, they immediately admitted to smuggling a phone into the exam and taking these images, which they then shared to Instagram.

The investigation identified the majority of the followers who'd viewed the post – some had only seen the post briefly and some didn't have their phone with them at the time.

The student who'd taken the images and shared them received a disqualification which meant they weren't able to pass the qualification.

#### **4) Case type: plagiarism**

Outcome: students given a formal warning by the awarding body

Before students completed their coursework, their college informed them about plagiarism and the need to reference their work. However, during the moderation process the moderator alerted the awarding body to suspected plagiarism.

The plagiarised material was predominantly confined to facts and definitions and the two students had copied and pasted this information into their projects.

The college was not found to have committed malpractice, as teachers had taught students about plagiarism and how to avoid it. However, the two students who had plagiarised were given a formal warning by the awarding body.

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.

Plagiarism – AI misuse Awarding body: AQA

Qualification: A Level History NEA

A centre reported that the teacher for A Level History had concerns relating to two candidates' NEA submissions. The concerns were that multiple sections were inconsistent with other parts of the candidates' work and the candidates' usual level and style of writing.

The centre used AI detection software to follow up on the teacher's concerns. The centre's review identified the following.

Candidate A: The AI detection software identified the work as being highly likely to have been generated by AI. This candidate admitted using ChatGPT to generate a guideline for their own work and claimed that they had accidentally submitted the guideline instead of their own work.

Candidate B: The AI detection software identified the work as being potentially generated by AI, and likely a combination of AI and human input. This candidate admitted using ChatGPT for some of the content of their work, for both the improvement of their own work as well as the creation of entirely new content.

The centre reported both candidates to the awarding body and provided confirmation that the candidates had been issued all relevant 'information for candidates' documents and that the candidates had signed the declaration of authenticity to declare that the work completed was their own.

Both candidates were found to have committed malpractice. Candidate A was disqualified from the A Level History qualification and candidate B received a loss of all marks gained for the A Level History NEA component.

Awarding body:

OCR Qualification: Cambridge Nationals Enterprise and Marketing

The moderator raised concerns of suspected plagiarism in a unit of the above qualification, due to a lack of referencing seen within candidates' work.

Through using Turnitin, two candidates were identified who may have potentially used AI tools, or Large Language Models (LLMs), to generate content for at least one Learning Objective. These included explanations of different business terms and financial analyses.

One candidate admitted to using ChatGPT in the later parts of their coursework as they had not understood some of the questions and felt that assistance from their teacher was "too infrequent". They stated that their logic was that it was no different to asking a teacher for advice as the AI tool would take information from across the internet and since they were asking specific questions, the 'reply' from the AI tool would be the same as getting teacher advice and feedback.

The other candidate admitted that they had used an AI tool to generate content for their work but couldn't remember which sections of work had been their own. Although the cohort had been told about plagiarism and how to avoid it, there had been no specific mention of AI tools – despite AI misuse being a form of plagiarism. Based on the evidence provided by the centre, it was determined that the two candidates would receive zero marks for the affected Learning Objectives.

Awarding body: Pearson

Qualification: Extended Project P301

During a regular review of work for the purposes of identifying potential AI misuse, a candidate's Extended Project submission was identified by detection software as containing



several unreferenced sections of AI generated content. A further manual evaluation of the submission concluded that multiple sections of the work included extensive indicators associated with generative AI. Upon contacting the centre, the candidate declined to provide a statement explaining the concerns, and the case was referred to Pearson's Malpractice Committee for consideration.

Following a careful review of the available evidence, the Malpractice Committee found the candidate to be in breach of the JCQ AI Use in Assessments guidance which defines as malpractice "copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own" and "failing to acknowledge use of AI tools when they have been used as a source of information".

The Malpractice Committee determined that, as the result of the malpractice, the candidate be disqualified from the qualification.

Awarding body: AQA

Qualification: GCSE Religious Studies

A candidate's word-processed exam script was escalated to the malpractice team by the examiner marking it because they had identified frequent American spellings, and they felt the highly sophisticated language and concepts it contained were not consistent with GCSE level work.

The candidate's word-processed script was reviewed using AI detection software which returned a high probability score for the use of AI. The candidate was asked to provide a statement, in which they denied the use of AI.

After consideration of the evidence gathered, it was decided that the candidate had breached examination conditions and used AI for the production of answers in their examination. The candidate received a loss of all marks gained for a component. Postresults, it was also concluded by the centre that the candidate's marks and grades were not consistent with expectation or previous attainment. Following the outcome of this case and the disparity in performance flagged by the centre, all of the candidate's assessments were processed through AI detection software which showed multiple components were affected. The outcome was that the candidate received a loss of all marks gained for the affected components.

The candidate's word processor had not been correctly set up. Internet access should have been disabled for the word processor, which would have prevented this malpractice from occurring. As part of the investigation, the awarding body sought to ensure that such incidents could not recur. The centre gave details of the steps that would be taken to prevent a recurrence of this issue, which included the retraining of invigilators on word processor set up.

## Appendix 1 - CHB Summer 2025 Examination timetable

Date	Start	Len	Board	Component Code	Component Title	Level	Cands
Thu 08 May	09:00	0:45	EDEXL/GCSE	1TU0 1H	Listening (H)	GCSE/9FC	1
Thu 08 May	09:00	1:05	EDEXL/GCSE	1TU0 3H	Reading (H)	GCSE/9FC	1
Thu 08 May	13:40	0:35	AQA	8668/LF	German Listening Test Tier F	GCSE/9FC	9
Thu 08 May	13:40	0:45	AQA	8668/RF	German Reading Test Tier F	GCSE/9FC	9
Thu 08 May	13:40	0:45	AQA	8668/LH	German Listening Test Tier H	GCSE/9FC	71
Thu 08 May	13:40	1:00	AQA	8668/RH	German Reading Test Tier H	GCSE/9FC	71
Mon 12 May	09:00	1:45	AQA	8702/1	English Literature Paper 1	GCSE/9FC	148
Mon 12 May	09:00	2:00	EDEXL/GCE	9EC0 01	Markets & Bus.Behaviour	GCE/A	31
Mon 12 May	13:40	0:45	AQA	8673/LH	Chinese Listening Test Tier H	GCSE/9FC	1
Mon 12 May	13:40	1:00	AQA	8673/RH	Chinese Reading Test Tier H	GCSE/9FC	1
Mon 12 May	13:40	1:30	OCR	J277/01	Comp Sci: Computer Systems Wrtn	GCSE/9FC	40
Mon 12 May	13:40	0:45	EDEXL/GCSE	1CN0 1H	Listening (H)	GCSE/9FC	1
Mon 12 May	13:40	1:05	EDEXL/GCSE	1CN0 3H	Reading (H)	GCSE/9FC	1
Tue 13 May	09:00	0:00	AQA	8062/13	Religious Studies A P1-3 Christ	GCSE/9FC	88
Tue 13 May	09:00	0:00	AQA	8062/14	Religious Studies A P1-4 Hinduism	GCSE/9FC	87
Tue 13 May	09:00	2:15	EDEXL/GCE	9GE0 01	Paper One	GCE/A	16
Tue 13 May	09:00	0:00	AQA	8062/15	Religious Studies A P1-5 Islam	GCSE/9FC	1
Tue 13 May	13:40	1:45	AQA	8461/1H	Biology Paper 1 Tier H	GCSE/9FC	144
Tue 13 May	13:40	1:15	AQA	8464/B/1H	Combined Sci Trilogy Biology P1H	GCSE/9DA	4
Wed 14 May	09:00	1:30	EDEXL/GCSE	1GB0 01	Global Geog.Issues	GCSE/9FC	91
Wed 14 May	13:40	3:00	AQA	7712/1	English Literature A ADV P1	GCE/A	12
Wed 14 May	13:40	1:45	AQA	8136/1	Economics Paper 1	GCSE/9FC	49
Thu 15 May	09:00	1:30	OCR	J560/04	Mathematics: Paper 4 Hgh Wrtn	GCSE/9FC	148
Thu 15 May	13:40	1:00	AQA	8668/WF	German Writing Test Tier F	GCSE/9FC	9
Thu 15 May	13:40	1:15	AQA	8668/WH	German Writing Test Tier H	GCSE/9FC	71
Fri 16 May	09:00	2:00	AQA	7182/1	Psychology ADV Paper 1	GCE/A	13
Fri 16 May	09:00	0:00	AQA	8145/1A/B	History Paper 1A Option B	GCSE/9FC	68
Fri 16 May	09:00	0:00	AQA	8145/1B/A	History Paper 1B Option A	GCSE/9FC	68
Mon 19 May	09:00	1:45	AQA	8462/1H	Chemistry Paper 1 Tier H	GCSE/9FC	144
Mon 19 May	09:00	1:15	AQA	8464/C/1H	Combined Sci Trilogy Chemistry P1H	GCSE/9DA	4
Mon 19 May	13:40	1:15	AQA	8673/WH	Chinese Writing Test Tier H	GCSE/9FC	1
Mon 19 May	13:40	2:00	EDEXL/GCE	9EC0 02	National & Global Economy	GCE/A	31
Mon 19 May	13:40	1:25	EDEXL/GCSE	1CN0 4H	Writing (H)	GCSE/9FC	1
Tue 20 May	09:00	2:15	AQA	8702/2	English Literature Paper 2	GCSE/9FC	148
Tue 20 May	13:40	2:00	AQA	7152/1	Politics ADV Paper 1	GCE/A	9
Tue 20 May	13:40	1:30	OCR	J277/02	Comp Sci: Comp Thnk Algrthm Prgrm Wtn	GCSE/9FC	40
Wed 21 May	09:00	0:45	AQA	8658/LH	French Listening Test Tier H	GCSE/9FC	83
Wed 21 May	09:00	1:00	AQA	8658/RH	French Reading Test Tier H	GCSE/9FC	83
Wed 21 May	09:00	2:00	AQA	7182/2	Psychology ADV Paper 2	GCE/A	13
Wed 21 May	13:40	1:45	AQA	8062/2A	Religious Studies A P2A Excl Text	GCSE/9FC	88
Thu 22 May	09:00	1:45	AQA	8463/1H	Physics Paper 1 Tier H	GCSE/9FC	144
Thu 22 May	09:00	1:15	AQA	8464/P/1H	Combined Sci Trilogy Physics P1H	GCSE/9DA	4
Thu 22 May	09:00	2:30	AQA	7712/2B	English Literature A ADV P2 Opt B	GCE/A	12
Thu 22 May	13:40	2:40	OCR	Y420/01	Frthr Mthmtcs B (Mei) : Core Pure Wtn	GCE/B	43
Thu 22 May	13:40	2:15	EDEXL/GCE	9GE0 02	Paper Two	GCE/A	16

Thu 22 May	13:40	1:45	AQA	8136/2	Economics Paper 2	GCSE/9FC	49
Thu 22 May	13:40	1:25	EDEXL/GCSE	1TU0 4H	Writing (H)	GCSE/9FC	1
Fri 23 May	09:00	1:45	AQA	8700/1	English Language Paper 1	GCSE/9FC	148
Fri 23 May	09:00	2:30	AQA	7042/1H	History ADV Paper 1 Option H	GCE/A	15
Fri 23 May	09:00	2:00	AQA	7408/1	Physics ADV Paper 1	GCE/A	72
Mon 02 Jun	09:00	2:30	AQA	7552/1	D & T: Product Design ADV Paper 1	GCE/A	6
Mon 02 Jun	09:00	1:30	EDEXL/GCSE	1ST0 1H	Written Paper 1H	GCSE/9FC	1
Mon 02 Jun	13:40	1:45	EDEXL/GCSE	1AS0 01	Naked-Eye Astronomy	GCSE/9FC	3
Tue 03 Jun	09:00	0:45	EDEXL/GCSE	1GU0 1H	Listening (H)	GCSE/9FC	1
Tue 03 Jun	09:00	1:05	EDEXL/GCSE	1GU0 3H	Reading (H)	GCSE/9FC	1
Wed 04 Jun	09:00	1:30	OCR	J560/05	Mathematics: Paper 5 Hgh Wrtn	GCSE/9FC	148
Wed 04 Jun	13:40	2:00	OCR	H640/01	Maths B (Mei) : Pure Mthmtc Mchnc Wtn	GCE/A	145
Thu 05 Jun	09:00	0:00	AQA	8145/2A/A	History Paper 2A Option A	GCSE/9FC	68
Thu 05 Jun	09:00	0:00	AQA	8145/2B/A	History Paper 2B Option A	GCSE/9FC	68
Thu 05 Jun	09:00	2:00	EDEXL/GCE	9EC0 03	Micro & Macro Economics	GCE/A	31
Thu 05 Jun	13:40	1:15	AQA	8658/WH	French Writing Test Tier H	GCSE/9FC	83
Thu 05 Jun	13:40	2:00	AQA	7152/2	Politics ADV Paper 2	GCE/A	9
Thu 05 Jun	13:40	2:00	AQA	7402/1	Biology ADV Paper 1	GCE/A	68
Fri 06 Jun	09:00	1:45	AQA	8700/2	English Language Paper 2	GCSE/9FC	148
Fri 06 Jun	09:00	2:15	EDEXL/GCE	9GE0 03	Paper Three	GCE/A	16
Fri 06 Jun	13:40	2:30	AQA	7042/2A	History ADV Paper 2 Option A	GCE/A	15
Fri 06 Jun	13:40	2:15	OCR	Y421/01	Frthr Mthmtcs B (Mei) : Mech Major Wtn	GCE/B	43
Fri 06 Jun	13:40	1:30	EDEXL/GCSE	1GB0 02	UK Geographical Issues	GCSE/9FC	91
Mon 09 Jun	09:00	2:00	AQA	7182/3	Psychology ADV Paper 3	GCE/A	13
Mon 09 Jun	09:00	1:45	AQA	8461/2H	Biology Paper 2 Tier H	GCSE/9FC	144
Mon 09 Jun	09:00	1:15	AQA	8464/B/2H	Combined Sci Trilogy Biology P2H	GCSE/9DA	4
Mon 09 Jun	09:00	2:00	AQA	7408/2	Physics ADV Paper 2	GCE/A	72
Mon 09 Jun	13:40	2:30	OCR	H543/05	Music: Listening & Appraising Wrtn	GCE/A	6
Tue 10 Jun	09:00	1:30	AQA	7552/2	D & T: Product Design ADV Paper 2	GCE/A	6
Tue 10 Jun	09:00	2:00	AQA	7152/3	Politics ADV Paper 3	GCE/A	9
Tue 10 Jun	09:00	2:00	AQA	7405/1	Chemistry ADV Paper 1	GCE/A	97
Tue 10 Jun	13:40	3:00	AQA	7062/1	Religious Studies ADV Paper 1	GCE/A	9
Tue 10 Jun	13:40	1:25	EDEXL/GCSE	1GU0 4H	Writing (H)	GCSE/9FC	1
Wed 11 Jun	09:00	2:30	OCR	H446/01	Comp Sci: Computer Systems Wrtn	GCE/A	20
Wed 11 Jun	09:00	1:30	OCR	J560/06	Mathematics: Paper 6 Hgh Wrtn	GCSE/9FC	148
Thu 12 Jun	09:00	1:30	EDEXL/GCSE	1GB0 03	People & Environ.Issues	GCSE/9FC	91
Thu 12 Jun	13:40	2:00	OCR	H640/02	Maths B (Mei) : Pure Mthmtcs Stats Wtn	GCE/A	145
Thu 12 Jun	13:40	1:45	EDEXL/GCSE	1AS0 02	Telescopic Astronomy	GCSE/9FC	3
Fri 13 Jun	09:00	2:00	AQA	7402/2	Biology ADV Paper 2	GCE/A	68
Fri 13 Jun	09:00	1:45	AQA	8462/2H	Chemistry Paper 2 Tier H	GCSE/9FC	144
Fri 13 Jun	09:00	1:15	AQA	8464/C/2H	Combined Sci Trilogy Chemistry P2H	GCSE/9DA	4
Fri 13 Jun	13:40	1:15	OCR	Y432/01	Frthr Mthmtcs B (Mei) : Stat Minor Wtn	GCE/B	43
Fri 13 Jun	13:40	1:30	EDEXL/GCSE	1ST0 2H	Written Paper 2H	GCSE/9FC	1
Mon 16 Jun	09:00	1:45	AQA	8463/2H	Physics Paper 2 Tier H	GCSE/9FC	144
Mon 16 Jun	09:00	1:15	AQA	8464/P/2H	Combined Sci Trilogy Physics P2H	GCSE/9DA	4
Mon 16 Jun	09:00	2:00	AQA	7405/2	Chemistry ADV Paper 2	GCE/A	97
Mon 16 Jun	13:40	1:30	OCR	J536/05	Music: Listening and Appraising-Wtn	GCSE/9FC	23
Tue 17 Jun	09:00	2:00	AQA	7408/3/C	Physics ADV P3 Sections A & B Opt C	GCE/A	72

Tue 17 Jun	13:40	3:00	AQA	7062/2A	Religious Studies ADV Paper 2A	GCE/A	9
Tue 17 Jun	13:40	2:00	OCR	6993/01	Maths: Additional Maths Paper 1	FSMQ/A	46
Wed 18 Jun	09:00	2:00	AQA	7402/3	Biology ADV Paper 3	GCE/A	68
Wed 18 Jun	09:00	2:00	AQA	8552/W	Design and Technology Written Paper	GCSE/9FC	45
Wed 18 Jun	09:00	2:30	OCR	H446/02	Comp Sci: Algrthms & Prgming Wrtn	GCE/A	20
Thu 19 Jun	13:40	2:00	OCR	H640/03	Maths B (Mei) : Pure Mthmtcs Comp Wtn	GCE/A	145
Fri 20 Jun	09:00	2:00	AQA	7405/3	Chemistry ADV Paper 3	GCE/A	97

Note: this is correct as of 02.5.25.

For the GCSE RS exam on 13.5.25, under the length column the time shown is 00.00. This is because students have a choice of how much time to spend on each of the 2 papers that they will be given. Note, the total duration of the exam is 1 hour and 45 minutes.

For GCSE History exams on 16.5.25 and 5.6.25 under the length column the time shown is 00.00. Again, this is because students have a choice of how much time to spend on each of the 2 papers that they will be given on each of the days. Note the total duration for both exams is 2 hours.

#### Additional Examinations: STEP PAPERS

Date	Exam	Start Time	Duration
Wednesday 11 June 2025	STEP Paper 2	AM	3 hours
Monday 16 June 2025	STEP Paper 3	AM (but taking place PM as candidates have a clash of exams)	3 hours

## Appendix 2 - CHB Candidate Instructions

**YOU MUST WEAR SCHOOL UNIFORM, BRING IN YOUR OWN STATIONERY AND TAKE NO MOBILE PHONES OR WATCHES INTO THE EXAM ROOMS. NOTES ARE ALSO NOT ALLOWED, UNLESS STIPULATED BY THE BOARDS.**

### Before/Start of an Exam

1. Your candidate number will be on your photo card on your desk, along with the centre number.
2. Look at the Exam Notice Board (by Room 5) to find out the room for your exam and your seat position.
3. You **MUST** be outside the exam room by **8.45/8.50 am** for morning exams and **1.25/1.30 pm** for afternoon exams. Approximately five minutes before an exam starts an announcement will take place where the necessary JCQ instructions and other information will be read out.

If your exam is in the Hall, then one invigilator will stand outside in the foyer and one outside the corridor (where boys toilets are situated) to stop any students entering the Hall once the announcement has started. You will then be briefed outside and then allowed into the room.

If you are in another room, then you will not be allowed to enter the room until the announcement has finished and again will be briefed outside.

4. Please notify the school (0121 444 3188) as soon as possible if for any reason you are going to be absent or late. If you arrive late, any work that you do manage on the paper may not be accepted by the boards.
5. **NEVER ENTER AN EXAM ROOM IF YOU ARE LATE, wait at reception and you will be escorted into the room.**
6. **ALWAYS ENTER ANY EXAM ROOM IN SILENCE.**
7. Place everything you need for the exam on your allocated desk. Anything else should be taken to the admin office and placed in the relevant room box.

### During the Exam

1. Do not communicate with or disturb other candidates.
2. If you require assistance raise your hand and an invigilator will come to your aid.
3. Remain seated throughout the exam.

4. When told to do so, fill in all details required in your answer booklet and, if requested, on additional answer sheets: name, surname, centre number, candidate number and unit or component code or paper details on the answer booklet(s) and any other details as necessary.
5. Write answers using the examination stationery provided and in the designated sections, including rough work. Note, neatly cross through any rough work that you do not want examined but don't make it totally illegible, as it will still be forwarded to the board.
6. Do any rough work for multiple-choice papers in the question booklet.

### **At the end of the Exam**

1. Do not talk in the exam room even when your exam has finished. Keep facing the front and do not start turning around. If your exam finishes before another exam, make sure that you leave as quietly as possible when you are told to do so.
2. You will not be allowed to leave until the official end of the exam.
3. Check that you have filled in all the relevant details on the front of your answer sheets/booklets.
4. Ensure that you hand answer scripts personally to the invigilator. Do not leave them on the table to be collected.
5. Any request for special consideration from the board must be accompanied by a doctor's note or similar evidence. See LPS immediately after the exam.

### **Materials**

1. You must ensure that you have everything you need for the exam as writing implements will not be provided.
2. The boards requirements are that you write in **BLACK INK** or **BLACK BALL POINT PEN** **both of which should not be erasable pens.**
3. Bags are not allowed in the exam rooms.
4. Pencil cases should be transparent. A plastic see-through bag will suffice.
5. **You must NOT bring a Mobile Phone into the Exam Room.** If you bring a mobile into the exam room, even if it is turned off, then **you will be disqualified from your examination and get a zero for that paper – there will be no exceptions.**
6. **You must NOT bring a wristwatch into the exam room.**

7. You must **NOT** bring into the exam room iPods, mp3/4 players, or any potential/web enabled sources of information.
8. You must **NOT** bring notes relevant to the exam you are taking into the exam room.

### **Drinks**

1. Drinks should be in clear transparent plastic bottles - not clear coloured bottles. Any labels must be removed from the bottles before they are brought into the exam rooms and the bottles should be placed on the floor.

### **Calculators**

Candidates are responsible for making sure that their calculators meet the awarding bodies' regulations. They are also responsible for the following: the calculator's power supply, the calculator's working condition and putting them on "exam mode" which locks down prohibited functions such as any storage facilities.

Calculators must not:

1. Be designed or adapted to offer any of these facilities: -
  - Language translators
  - Symbolic algebra manipulation
  - Symbolic differentiation or integration
  - Communication with other machines or the internet
2. Be borrowed from another candidate during an examination for any reason.
3. Have retrievable information stored in them. This includes: -
  - Databanks
  - Dictionaries
  - Mathematical formulas
  - Text
  - **Some calculators have an 'exam mode'. This is acceptable in examinations where the exam mode is activated, and the exam mode results in the calculator becoming compliant with the above requirements.**

A series of FAQs on the use of calculators in examinations may be found at:

[https://www.jcq.org.uk/wp-content/uploads/2023/08/FAQs-%E2%80%93-Using-Calculators\\_FINAL.pdf](https://www.jcq.org.uk/wp-content/uploads/2023/08/FAQs-%E2%80%93-Using-Calculators_FINAL.pdf)

### Appendix 3 - CHB Mobile Phone Policy for Examinations

Mobile phones are not allowed in exam rooms.

You have 2 options:

1. Leave it in a safe, secure place of your choice.
2. Leave in the administration office - see instructions below.

Phones must be securely labelled and taken to the administration office and collected when your exam has finished.

Three boxes will be on the table/cupboard:

- Hall box: Students taking examinations in the Hall place phones in this box.
- Meeting Rooms box: Students taking examinations in the Meeting Rooms place phones in this box.
- Other rooms box: Students taking examinations in any other room place phones in this box.

Note, phones that are not clearly and securely labelled will be confiscated by Mr Michael.



#### Appendix 4 - CHB Fire Procedure Policy for Examinations

Our policy is to take into account any instructions from relevant local or national agencies, make reference to the attached document and undertake the emergency procedure stated below.

The invigilator/teacher must take the following action in an emergency such as a fire alarm or a bomb alert:

- Stop the candidates from writing and tell them to close their answer booklets putting them face downwards.
- Advise candidates to leave all question papers and scripts in the examination room. They are to remove nothing from their desks.
- Make a note of the time of the interruption and how long it lasted.
- Collect the attendance register/seating plan (in order to ensure all candidates are present) and evacuate the examination room as detailed below.
- Inform candidates that it is imperative that they must remain silent throughout the whole process. No discussion of the examination must take place. They must be constantly supervised.
- All Candidates irrespective of the room they are in (exception MR2) must be evacuated by invigilators/teachers to the grass verge in front of the Headmaster's office. Path taken will be past the school reception and onto the grass verge in front of the Headmaster's office.
  - MR2 will be evacuated by using the external door and walking onto the grass verge in front of the car parking area.

The Examinations Officer will be on hand, as will members of the senior leadership team and, if possible, Heads of Year, to help supervise the candidates and ensure they are silent.

You will be informed when to go back inside and recommence the examination. Candidates will be given the full working time set for the examination.

- Advice must be sought from the relevant awarding body as soon as it is safe to do so.
- Where candidates are unable to return to the building to complete the examination, the Exams Officer will contact the relevant awarding body immediately.
- A full report of the incident and of the action taken needs to be sent to the relevant awarding body.

## Appendix 5 - CHB Deadlines, Marking and Appeals procedure for coursework, controlled assessment, and non-examination assessment

**King Edward VI Camp Hill School for Boys** (hereafter referred to as “the 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.

### **Non-examination assessments and Coursework/Controlled Assessment Policy deadlines:**

1. All Non-examination assessments and Coursework/Controlled Assessment should be handed in before or on the submission date; those candidates who fail to meet this date should not normally have work accepted. The candidate is given either a mark for any incomplete work submitted or a zero mark if no work is submitted.
2. In determining deadline dates, the Head of Department will consult with the teachers in his/her department and leave sufficient time for the marking, internal moderation, standardisation and administration.
3. If a candidate fails to meet set deadlines their teacher should make sure that the candidate has no valid reason for this failure: any reason given should be discussed with the Head of Department before giving any deadline extensions. If there is no satisfactory reason for failure to meet the deadline, then:
  - a. The teacher will inform Deputy Head (Curriculum) and the Head of Department.
  - b. Deputy Head (Curriculum) will inform the Parent(s)/guardian(s) about what has occurred.

### **Disciplinary Procedures for Academic Misconduct**

1. Academic misconduct is defined as any attempt by candidates to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a candidate.
2. Academic misconduct may include though not be limited to:
  - a. Plagiarism
    - Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.
  - b. Falsifying or fabricating data
    - Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results.

c. Collusion

- Collusion involves two or more candidates working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.

d. Copying

- Copying is when one candidate copies work from another candidate, with or without the knowledge of the first candidate.

e. Personation

- Personation involves one person undertaking an assessment on behalf of another. This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work.

f. Any other wilful deception in any element of an assessment.

g. AI misuse

- Where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
  - Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the students 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.

**3.** A candidate who aids and abets a fellow candidate to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.

**4.** When a case of suspected academic misconduct has been identified:

- a. The teacher involved will collect the evidence and bring the matter to the attention of the Head of the Department and the Deputy Head (Curriculum).

The Deputy Head (Curriculum) will examine the evidence, interview the candidate, consult with the teacher, the Head of Department and the relevant Head of Year and candidates as appropriate and establish the nature and extent of the misconduct.

- b. If, as a result of this investigation, Deputy Head (Curriculum) and Head of Department are satisfied that no academic misconduct has taken place, no further action will be taken against the candidate, and the candidate and the subject teacher will be informed as soon as possible.
- c. Where the candidate admits to the academic misconduct, Deputy Head (Curriculum) will make a written record of the interview and request the candidate to sign the notes as representing an accurate record of the meeting. Deputy Head (Curriculum) will decide the appropriate penalty in accordance with the previous practice, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.
- d. Deputy Head (Curriculum) will inform the Parent(s)/guardian(s) of the candidate by letter of the decision that has been agreed with the Head of Department and the Head of Year. Parent(s)/guardian(s) will have two weeks to appeal against the decision. If this is the case, the Deputy Head (Curriculum) will invite the Parent(s)/guardian(s) of the candidate to discuss the original decision. If no agreement can be made then two members of the Senior Leadership Team will hold a meeting with the Parent(s)/guardian(s) of the candidate, Deputy Head (Curriculum) and other relevant parties to make a final decision. The penalty for academic misconduct will include a disciplinary sanction, such as a Headmaster's detention. Serious misconduct may lead to the candidate being given zero for that coursework/assessment and he may not be allowed to repeat it.

### **Ownership of Coursework**

- The ownership and copyright of coursework assignments are retained by the teacher and the school.
- On completion, the coursework submitted by candidates becomes examination material and the school holds it securely until it has no further value as examination material.
- Ownership of this original coursework is passed to the school on submission by the candidate.
- Any sample of coursework sent to an examination board becomes the property of the board and they may decide to use the material for training purposes.

- Candidates should retain a copy of their work, as the original work will not be returned.
- Where the coursework results in a product, either a physical product or software package, the school assumes ownership of the product, as it will have been developed using materials and/or facilities provided by the school and with assistance and/or guidance provided by the teaching staff.
- The Head of Department will have the discretion to decide if the product/package should be returned but all associated documentation will remain the property of the school.

### **Internal Appeal**

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The 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.

An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e., where the candidate or his parents believe that the procedures for managing, marking, moderating, and standardising coursework/ non exam assessments/ project qualifications have not been carried out within the procedures.

### **The Internal Appeals Procedure relating to internal assessment decisions**

If a candidate believes that their work has not been treated in accordance with the procedures outlined above, they may make use of the Internal Appeals Procedure.

1. The 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. Note, departments will set their own deadlines for submission of work depending on the nature of the task and the complexity of the marking. These deadlines must be met to allow time for the review of marking to take place in accordance with board deadlines.
2. To assist candidates in deciding whether to request a review of centre's marking of the assessment, teaching staff will inform candidates that they may request the marked assessment material and the mark scheme or assessment criteria, as a minimum. Additional material may vary from subject to subject. For some marked assessment materials such as art work and recordings, it may be more appropriate for them to be shared under supervised conditions.

3. Teaching staff on receipt of a request for copies of materials will promptly make them available to the candidate, as appropriate,
4. The school will provide candidates with sufficient time (a minimum of 2 days) in order to allow them to review copies of materials and reach a decision.
5. Departments will set their own deadlines for submission of work.
6. Candidates must submit a request for a review of the centres marking, in writing, to the subject teacher, stating the grounds for the request, using the internal appeals form (proforma provided below). Deadlines will be communicated to candidates by their teacher. A fee of £30 will be charged for this service and a fee of £50 will be charged if the school needs to use an external reviewer.
7. The school will attempt to complete the review within 1 week, i.e., to make any necessary changes to marks and to inform the candidate of the outcome (in writing), all before the awarding body's deadline which are usually 15th May (exceptions: AQA board deadline for GCSE is the 7th of May. Note, AQA board deadline for Art at both GCSE and GCE is 31st May).
8. The school will ensure that the review of marking is carried out by a reviewer who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
9. The school will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
10. The reviewer's finding will also be reported in writing to the Teacher, Head of Department, Head of Centre, and the Examinations Officer.
11. The written record of the review of marking will be kept with the Examinations Officer and made available to the awarding bodies upon request.

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 centre marking is line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

## Internal appeals form

Please tick box to indicate the nature of your appeal and complete all white boxes on the form below

FOR CENTRE USE ONLY	
Date received	
Reference No.	

- ☐ Appeal against an internal assessment decision and/or request for a review of marking  
☐ Appeal against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Name of appellant		Candidate name if different to appellant	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below

(If applicable, tick below)

- ☐ Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking

*If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed*

Appellant signature:

Date of signature:

**This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure**

**1. Review of Results (ROR) Options:**

**1. Service 1 - Clerical re-check**

This is a re-check of all clerical procedures leading to the issue of a result. This service will include the following checks:

- All the pages were marked
- All the marks were counted
- The results match the marks on the paper

**2. Service 2 - Review of Marking**

This is a review of the original marking to ensure that the agreed mark scheme has been applied correctly. **IT IS NOT A RE-MARKING OF THE CANDIDATE'S SCRIPT. REVIEWERS WILL NOT RE-MARK THE SCRIPT.**

This service will include:

- The clerical re-check detailed in service 1 above
- Review of marking as described above.

**3. Priority Service 2 - Review of Marking:**

**This is only available if a GCE A Level candidate's place in higher education is dependent on the outcome.**

This service is exactly the same as Service 2 Review of Marking but with a quicker turnaround.

Candidates should be aware that for all the above services their grades or uniform mark scores (UMS) may be lowered.

**4. Review of moderation (this service is not available to an individual candidate)**

**2. Access to Scripts (ATS abbreviated henceforth):** Recall of scripts-options are:

- 1. Copies of scripts to support reviews of marking (Photocopy scripts):** In some instances, this is not available to those requesting a "Priority Service 2 Review of Marking".

Available to candidates who wish to consider whether to request a Service 2 Review of Marking. Not all exam boards offer this service to Year 11 candidates.

- 2. Copies of scripts to support teaching and learning (Original scripts).**

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CHB Post results services information and internal appeals procedure cont.



## Appendix 6 -

### **In summary**

If the candidate has a university place pending, they must request a priority review of marking (summer series only).

If the candidate doesn't have a university place pending, they can request a:

- priority copy of the marked paper to decide if they want a clerical check or review of marking (certain subjects only and summer series only)
- clerical check for an individual candidate.
- review of marking
- moderation review for controlled assessment or coursework in a whole subject.

If the candidate is not planning a clerical check, review of marking or appeal, the centre can ask to be sent an original marked paper or recording to support teaching and learning.

### **Arrangements**

An appointment system will be implemented for candidates to come into school and see LPS in the exam office to request and discuss the most appropriate Post Result Service.

Consultation with Heads of Department is advisable when considering EAR.

### **Appeals against the centre's decision not to support an appeal**

This procedure confirms our compliance with JCQ's General Regulations for Approved Centres 2024-2025, section 5.7g that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Results are issued to each candidate in an envelope and are emailed full details of the awarding bodies post-results services: this includes board deadlines, services offered and fees payable for services requested. Explicit instructions are given regarding the process involved in requesting a Post Results Service.

Candidates are also informed of the arrangements for Post Results Services before they sit any exams and the accessibility of senior members of centre staff immediately after the publication of results. Before exams are sat, candidates are given an exam briefing and an Examination Booklet by the Examinations Officer where all this information is disseminated. Parents are also provided with a copy of the Examination Booklet via Groupcall.

If the centre or a candidate (or their parent/carer) has a concern and believes a result may not be accurate, a review of the result may be requested.

## Appendix 6 -

Candidates are at liberty to request a RoR service 1 or 2 but are always advised to seek advice from Heads of Department and teachers. However, they are made aware that ultimately it is their decision to make such a request as their grade can go up, down or stay the same.

Written candidate consent is required in all cases before a request for a RoR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered.

On rare occasions, a Head of Department may feel that RoR service 2 might be in the interests of a candidate to be undertaken and the candidate will then be approached. The Head of Department may pay for the service, otherwise it is the responsibility of the candidate. However, candidates and parents must be aware that ultimately the final decision lies with them, and no recourse is available against the Head of Department.

Heads of Department, teachers and the Examination officer will not dissuade a candidate from requesting a RoR service 1 or 2 if they wish to do so even if it is against their better judgement. The question of our school not supporting a ROR will therefore not arise and therefore there is no need for an internal appeal procedure in this instance.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. 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. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the centre within 10 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees will be charged for the preliminary appeal and must be paid to the school by the candidate before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). 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 school.

## Appendix 6 -

Following the RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. 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. In this case the school will bear the cost of the appeal.

### 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>



Joint Council for  
Qualifications<sup>CIC</sup>

## Information for candidates

### Non-examination assessments

Effective from 1 September 2024

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.

## Appendix 7 - JCQ Information for candidates: Non-examination assessments cont.

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/onthistday/hi/dates/stories/october/28/newsid\\_2621000/2621915.stm](http://news.bbc.co.uk/onthistday/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.

## Appendix 7 - JCQ Information for candidates: Non-examination assessments cont.

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**



Joint Council for  
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# Information for candidates

## Coursework assessments

Effective from 1 September 2024

Produced on behalf of:



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## Appendix 8 -

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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](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.

## Appendix 8 -

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.**

## Appendix 8

### **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  
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# Information for candidates

## Written examinations

With effect from 1 September 2024

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 exams.
- 4 You **must not** take into the exam room:
  - (a) notes;
  - (b) AirPods, Earphones/Earbuds, an iPod, a mobile phone, a MP3/4 player or similar device, a watch, smart glasses or any other smart device.

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 you have entered the exam room.
- 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 10 to 15 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

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

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. **Do not** open the question paper until you are told 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

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 not sure 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. For CCEA examinations, any loose additional answer sheets should be placed **behind** your script.

**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.

# On your exam day

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

## Before sitting your exams, ensure you know:

- ☐ the date, time and location of each 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 to respond.
- ☐ 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.
- ☐ 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.
- ☐ Remember to stay silent – talking to a fellow candidate could result in disqualification from all your exams.


## Contingency sessions:

- ☐ There are contingency sessions within the Summer 2025 exam timetable – the afternoon of 11 June 2025 and the morning and afternoon of 25 June 2025. 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.




## Appendix 11 - JCQ using social media and examinations / assessments




### 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





**Things to do on social media:**

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

**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

**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](http://jqc.org.uk/exams-office/information-for-candidates-documents)





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

#### 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](http://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](http://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](http://www.qualificationswales.org)) in Wales, and the Council for the Curriculum, Examinations and Assessment (<http://ccea.org.uk/regulation>) in Northern Ireland.

## Appendix 13 - JCQ Warning to Candidates Poster

 AQA	 City & Guilds	 CCEA	 OCR	 Pearson	 WJEC
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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.



AQA

City & Guilds

CCEA

OCR

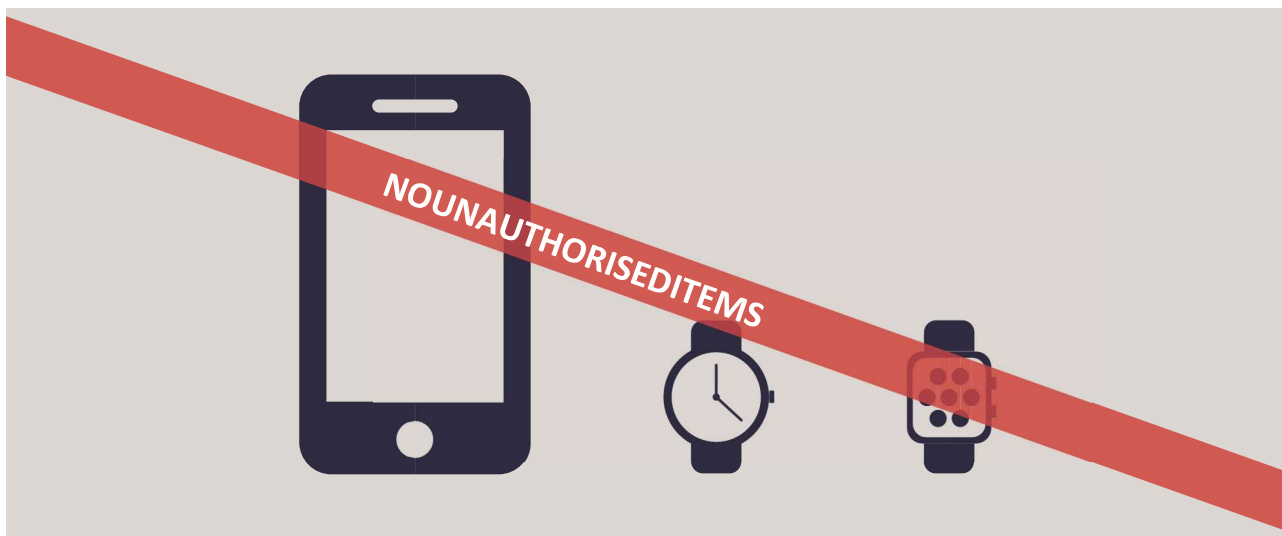
Pearson

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 15 - JCQ Contingency days, Summer 2025 examination series

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.

Following the Covid-19 pandemic, further resilience was needed within the exam timetables. A single contingency day was not felt to be sufficient if a national event or incident had a significant effect on the exam timetable. For example, summer exams could be affected by extremely high temperatures.

For the June 2025 exams, the awarding bodies have therefore introduced one additional half-day contingency session- this is on **Wednesday 11<sup>th</sup> June**. The standard contingency day remains at the end of the timetable being scheduled on

**Wednesday 25<sup>th</sup> June 2025.**

Schools and colleges should ensure candidates and parents are aware of the contingency arrangements on these two days. They should consider the contingency day of Wednesday 25<sup>th</sup> June 2025 when making their plans for the summer.

**Candidates should be encouraged to remain available until Wednesday 25<sup>th</sup> June 2025 should examinations need to be rescheduled.**



Joint Council for  
Qualifications<sup>CIC</sup>

## AI Use in Assessments: Protecting the Integrity of Qualifications

Guidance for Teachers & Assessors

Published on: 26 April 2023

Revision one: 2 February 2024



## 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 in centres 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(k) of the *JCQ General Regulations for Approved Centres* (<https://www.icq.org.uk/examsoffice/general-regulations/>), teachers and assessors must only accept work for qualification assessments which is 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](#) and [AI use and marking](#) sections below and [Appendix B: Exemplification of AI use in marking student work](#) at the end of this document); 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.

This guidance refers to AI tools and AI detection tools as they were at the time of publication; the JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate. Examples of candidate AI misuse cases and marking candidate work where AI tools have been used can be found in [appendices A](#) and [B](#) to this document.

This document was first published on 26 April 2023. It was amended on 2 February 2024.



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 should be unaffected by developments in AI tools as students must 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), coursework and internal assessments for General Qualifications (GQs) and Vocational & Technical Qualifications (VTQs). 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 evolving quickly but there are still 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/auth/login>)
- Jenni AI (<https://jenni.ai>)
- Jasper AI (<https://www.jasper.ai/>)
- Writesonic (<https://writesonic.com/chat/>)
- Bloomai (<https://huggingface.co/bigscience/bloom>)
- Gemini (<https://gemini.google.com/>)
- Claude (<https://claude.ai/>)

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/>)

There are also AI tools which can be used to generate music. These include:

- Soundraw (<https://soundraw.io/>)
- wavtool (<https://wavtool.com/>)
- Musicfy (<https://create.musicfy.lol/>)

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.

## Appendix 16 - JCQ AI Use in Assessments: Protecting the Integrity of Qualifications cont.

### **What is AI misuse?**

As has always been the case, and in accordance with section 5.3(k) 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. 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.

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment 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.

Examples of AI misuse cases dealt with by awarding organisations can be found in [Appendix A: AI misuse examples](#) at the end of this document.

## **Centre engagement with and discussion of AI**

Centres should 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 in qualification assessments 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) Ensure that, where students are using word processors or computers to complete assessments, teachers and relevant centre staff are aware of how to disable improper internet/AI access where this is prohibited;
- g) 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;
- h) 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](http://www.jcq.org.uk/exams-office/information-for-candidates-documents));
- i) 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;
- j) Remind students that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice (see the [Awarding Organisation actions](#) section below and the examples of AI misuse cases dealt with by awarding organisations can be found in [Appendix A: AI misuse examples](#) at the end of this document); and

- k) Ensure that teachers are aware they must not use AI tools as the sole marker of student work (see [AI use and marking](#) 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/>), 25/01/2024. 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 the student submits for assessment, 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](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/examsoffice/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 (examples of how to implement this can be found in Appendix B: Exemplification of AI use in marking student work at the end of this document).

### **AI use and marking**

When marking student work in which AI use has been acknowledged, and there are no concerns of AI misuse, the assessor must still ensure that if the student has used AI tools such that they have not independently met the marking criteria, they are not rewarded. Depending upon the marking criteria or grade descriptors being applied, the assessor may need to take into account the failure to independently demonstrate their understanding of certain aspects when determining the appropriate mark/ grade to be awarded. Where such AI use has been considered, and particularly where this has had an impact upon the final marks/grades awarded by the assessor, clear records should be kept – this provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for moderation/ standards verification.

Examples of how to take into account the acknowledged use of AI tools when marking can be found in Appendix B: Exemplification of AI use in marking student work at the end of this document.

Centres may determine, after careful consideration of any data privacy concerns, whether it is appropriate for their teachers and assessors to use AI tools to help mark student work. Where centres do permit AI tools to be used to mark student work, an AI tool cannot be the sole marker. A human assessor must review all of the work in its entirety and determine the mark they feel it warrants, regardless of the outcomes of an AI tool. The assessor remains responsible for the mark/grade awarded.

### **Preventing AI misuse in assessments**

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-teachers-assessors/>). 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, allocate 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.



## Private candidates

Verifying the authenticity of work submitted by private candidates can be more challenging for centres, given that they may not have a good understanding of the standard the student is currently working at. Before accepting work for assessment, teachers/assessors must take steps to ensure it is the student's own independent work. This may involve a review of the student's portfolio of evidence across a range of qualifications and a short discussion with the student regarding their work.

Further guidance on authenticating student work can be found in the JCQ

*Instructions for conducting coursework* (<https://www.jcq.org.uk/exams-office/coursework/>).

## Potential indicators of AI misuse

If the following are seen in student work, it may be an indication that the student has 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 accord with 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 and 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, registers 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 tend to 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, for example:

- Turnitin AI writing detection (<https://www.turnitin.com/solutions/topics/aiwriting/ai-detector/>)
- Copyleaks (<https://copyleaks.com/ai-content-detector>)
- GPTZero (<https://gptzero.me/>)
- Sapling (<https://sapling.ai/ai-content-detector>)

These can 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. Spending time getting to know how the detection tools work will help teachers and assessors understand what they are and aren't capable of.

AI detection tools, including those listed above, employ a range of detection models which can vary in accuracy depending on the AI tool and version used, the proportion of AI to human content, prompt types and other factors (such as an individual's English language competency). In instances where misuse of AI is suspected it can be helpful to use more than one detection tool to provide an additional source of evidence about the authenticity of student work.

The use of detection tools, where used, 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. Teachers will know their students best and so are best placed to assess the authenticity of work submitted to them for assessment – AI detection tools can be a useful part of the evidence they can consider.

## **Reporting**

If your suspicions are confirmed and the student has not signed the declaration of authentication, your centre doesn't need to report the incident to the appropriate awarding organisation. Steps to resolve such incidents should be detailed in the centre's malpractice/plagiarism policy. These should include ensuring that students are aware of what malpractice is, how to avoid malpractice, how to properly reference sources and acknowledge AI tools, etc.

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 Organisations 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.

Examples of AI misuse cases dealt with by awarding organisations can be found in Appendix A: AI misuse examples at the end of this document.

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.

## **Appendix A: AI misuse examples**

### Introduction

The following are anonymised examples from recent malpractice cases involving the misuse of AI tools. Please note that although specific subjects are identified in the examples below, the circumstances described, and the associated actions and sanctions could be applied to any qualification as appropriate. We have chosen the following so as to give examples which cover a range of different contexts, including where centres have reported AI misuse concerns and where awarding body assessment personnel have identified potential issues. The final example is an example of what can go wrong when word processors have not been correctly set up for examinations.

### Plagiarism – AI misuse

*Awarding body: AQA*

*Qualification: A Level History NEA*

A centre reported that the teacher for A Level History had concerns relating to two candidates' NEA submissions. The concerns were that multiple sections were inconsistent with other parts of the candidates' work and the candidates' usual level and style of writing.

The centre used AI detection software to follow up on the teacher's concerns. The centre's review identified the following.

Candidate A: The AI detection software identified the work as being highly likely to have been generated by AI. This candidate admitted using ChatGPT to generate a guideline for their own work and claimed that they had accidentally submitted the guideline instead of their own work.

Candidate B: The AI detection software identified the work as being potentially generated by AI, and likely a combination of AI and human input. This candidate admitted using ChatGPT for some of the content of their work, for both the improvement of their own work as well as the creation of entirely new content.

The centre reported both candidates to the awarding body and provided confirmation that the candidates had been issued all relevant 'information for candidates' documents and that the candidates had signed the declaration of authenticity to declare that the work completed was their own.

Both candidates were found to have committed malpractice. Candidate A was disqualified from the A Level History qualification and candidate B received a loss of all marks gained for the A Level History NEA component.

*Awarding body: OCR*

*Qualification: Cambridge Nationals Enterprise and Marketing*

The moderator raised concerns of suspected plagiarism in a unit of the above qualification, due to a lack of referencing seen within candidates' work.

Through using Turnitin, two candidates were identified who may have potentially used AI tools, or Large Language Models (LLMs), to generate content for at least one Learning Objective. These included explanations of different business terms and financial analyses.

One candidate admitted to using ChatGPT in the later parts of their coursework as they had not understood some of the questions and felt that assistance from their teacher was "too infrequent". They stated that their logic was that it was no different to asking a teacher for advice as the AI tool would take information from across the internet and since they were asking specific questions, the 'reply' from the AI tool would be the same as getting teacher advice and feedback.

The other candidate admitted that they had used an AI tool to generate content for their work but couldn't remember which sections of work had been their own.

Although the cohort had been told about plagiarism and how to avoid it, there had been no specific mention of AI tools – despite AI misuse being a form of plagiarism.

Based on the evidence provided by the centre, it was determined that the two candidates would receive zero marks for the affected Learning Objectives.

*Awarding body: Pearson*

*Qualification: Extended Project P301*

During a regular review of work for the purposes of identifying potential AI misuse, a candidate's Extended Project submission was identified by detection software as containing several unreferenced sections of AI generated content. A further manual evaluation of the submission concluded that multiple sections of the work included extensive indicators associated with generative AI. Upon contacting the centre, the candidate declined to provide a statement explaining the concerns, and the case was referred to Pearson's Malpractice Committee for consideration.

Following a careful review of the available evidence, the Malpractice Committee found the candidate to be in breach of the JCQ AI Use in Assessments guidance which defines as malpractice "copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own" and "failing to acknowledge use of AI tools when they have been used as a source of information".

The Malpractice Committee determined that, as the result of the malpractice, the candidate be disqualified from the qualification.

*Awarding body: AQA*

*Qualification: GCSE Religious Studies*

A candidate's word processed exam script was escalated to the malpractice team by the examiner marking it because they had identified frequent American spellings and they felt the highly sophisticated language and concepts it contained were not consistent with GCSE level work.

The candidate's word processed script was reviewed using AI detection software which returned a high probability score for the use of AI. The candidate was asked to provide a statement, in which they denied the use of AI.

After consideration of the evidence gathered, it was decided that the candidate had breached examination conditions and used AI for the production of answers in their examination. The candidate received a loss of all marks gained for a component. Post-results, it was also concluded by the centre that the candidate's marks and grades were not consistent with expectation or previous attainment. Following the outcome of this case and the disparity in performance flagged by the centre, all of the candidate's assessments were processed through AI detection software which showed multiple components were affected. The outcome was that the candidate received a loss of all marks gained for the affected components.

The candidate's word processor had not been correctly set up. Internet access should have been disabled for the word processor, which would have prevented this malpractice from occurring. As part of the investigation, the awarding body sought to ensure that such incidents could not recur. The centre gave details of the steps that would be taken to prevent a recurrence of this issue, which included the retraining of invigilators on word processor set up.

## **Appendix B: Exemplification of AI use in marking student work**

### Introduction

The following are examples of how the JCQ AI Use in Assessments guidance relating to students using AI tools such that they have not independently met the marking criteria can be applied by teachers and assessors, as per page 6 of the guidance: "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." In the below examples, students have not independently met the marking criteria because of their over reliance on AI tools.

### Examples

*Awarding body: Pearson*

*Qualification: A level History*

A candidate has produced coursework for the NEA component of the qualification which is of a good standard. The candidate has used a range of sources and AI tools which have been appropriately cited within the work. The candidate has demonstrated some understanding of the topic, using generally correct and appropriate information. The candidate has also expressed an

opinion on the topic at hand and has attempted some discussion of differing viewpoints. The work is clear and coherent but does lack depth.

The assessor marking the work at the centre consults the mark scheme for this component and identifies that the work is likely to attract marks which make it fall within Level 3. The mark scheme for this level is as follows:

Level	Mark	Descriptor
Level 3		Explains analysis and attempts evaluation
17-24		<ul style="list-style-type: none"> <li>• A range of material relevant to the enquiry has been identified from reading and appropriately cited. Information has been appropriately selected and deployed to show understanding of the overall issue in question.</li> <li>• A judgement on the question is related to some key points of view encountered in reading and discussion is attempted, albeit with limited substantiation. Contextual knowledge of some issues related to the debate is shown and linked to some of the points discussed.</li> <li>• Analyses some of the views in three chosen works by selecting and explaining some key points and indicating differences. Explanation demonstrates some understanding of the reasons for differences.</li> <li>• Attempts are made to establish valid criteria for evaluation of some arguments in the chosen works and to relate the overall judgement to them, although with weak substantiation.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the conceptual focus of the enquiry, but material lacks range or depth. The answer is concise and shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
Low level 3: 17-18 marks	Mid level 3: 19-21 marks	High level 3: 22-24 marks

The qualities of Level 3 are displayed, but material is less displayed, but material is less securely displayed. convincing in some aspects convincing in some aspects and it is not concise. or it is not concise.

Having carefully considered the descriptors and the candidate's work, the assessor considers that the work is of a high level 3 standard, worth 22-24 marks. However, for the section in the work in which the candidate discusses some key points and differences between three historical resources, the candidate has relied solely upon an AI tool. This use has been appropriately acknowledged and a copy of the input to and output from the AI tool has been submitted with the work. As the candidate has not independently met the marking criteria they cannot be rewarded for this aspect of the descriptor (i.e. the third bullet point above). The assessor therefore places the work in the mid-level 3 category, awarding 20 marks.

The assessor ensures this decision regarding the student's AI use and its impact on marking is clearly recorded. This provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for moderation.

*Awarding body: Pearson*

*Qualification: BTEC Level 3 National Extended Diploma in Business*

A student has produced work for unit 1: Exploring Business. The student has produced work of a good standard in which they have compared two different businesses in some depth. The candidate has used a range of sources and AI tools which have been appropriately cited within the work. In the work the student has assessed the relationship with stakeholders by the two companies, analysed the two organisations' structures, discussed the effects of the business environment on the companies – including their response to recent and potential future changes in the market, and reviewed the importance of innovation and entrepreneurship in the success of one of the companies.

The assessor to whom the work has been submitted carefully reviews the assessment criteria for unit 1, which are as follows:

Assessment criteria		
Pass	Merit	Distinction
A.P1 Explain the features of two contrasting businesses.	A.M1 Assess the relationship and communication with stakeholders	AB.D1 Evaluate the reasons for the success of two contrasting businesses, reflecting on evidence gathered.
A.P2 Explain how two contrasting businesses are influenced by stakeholders.	of two contrasting businesses using independent research.	
Learning aim B: Investigate how businesses are organised		
B.P3 Explore the organisation structures, aims and objectives of contrasting businesses.	B.M2 Analyse how the structures, aims and objectives of two contrasting businesses allow each to achieve its aims and objectives.	
Learning aim C: Examine the environment in which businesses operate		



C.P4 Discuss the effect of internal, C.M3 Assess the effects of the external and competitive business environment on a given environment on a given business. business. C.P5 Select a variety of techniques to undertake a situational analysis of a given business.

Learning aim A: Explore the features of different businesses and analyse what makes them successful

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C.D2 Evaluate the extent to which the business environment affects a given business, using a variety of situational analysis techniques.

## Assessment criteria

Pass

Merit

Distinction

Learning aim D: Examine business markets

D.P6 Explore how the market structure and influences on a given supply and demand affect the market. decisions for a may react to future changes.

D.M4 Assess how a given business has responded to changes in the market. business and how this business pricing and output given business.

C.D3 Evaluate how changes in the market have impacted on a business.

Learning aim E: Investigate the role and contribution of innovation and enterprise to business success

E.P7 Explore how innovation and innovation enterprise contribute to the business in success of a business. market and environment.

E.M5 Analyse how successful the use of innovation and enterprise has been for a given business.

E.D4 Justify the use of innovation and enterprise and enterprise for a relation to its changing

The assessor is content that the work meets all Pass, Merit and Distinction criteria. However, the assessor is aware that in the section in which the student discusses how one of the businesses might react to future changes in the business environment, the student has relied upon the use of an AI tool (appropriately acknowledged, with the input and output from the AI tool

submitted together with the assignment) and has not independently demonstrated their own understanding beyond this. The assessor therefore cannot award criterion D.D3 and, as the work has not met all Distinction assessment criteria (which is required to achieve an overall Distinction grade), the work is awarded a Merit grade overall.

The assessor ensures this decision regarding the student's AI use and its impact on marking is clearly recorded. This provides feedback to the student and provides clarity in the event of an internal appeal or the work being selected for standards verification.

## AWARDING BODY CONTACTS

Centres and assessors can contact the relevant awarding body for more advice and guidance when marking work for a particular qualification.

### AQA

Tel: 0800 197 7162

Tel: +44 161 696 5995 (outside the UK)

Email: [eos@aqa.org.uk](mailto:eos@aqa.org.uk)

Website: [www.aqa.org.uk/contact-us](http://www.aqa.org.uk/contact-us)

### CCEA

Tel: 02890 261 200

Email: [info@ccea.org.uk](mailto:info@ccea.org.uk)

Website: [www.ccea.org.uk/contact](http://www.ccea.org.uk/contact)

### City & Guilds

Tel: 0844 543 0033

Email: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

Email: [general.enquiries@cityandguilds.com](mailto:general.enquiries@cityandguilds.com)

Website: [www.cityandguilds.com/help/contact-us](http://www.cityandguilds.com/help/contact-us)

### NCFE


Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Tel: 0191 239 8000




# AI and Assessments


## A quick guide for students



### What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased





### How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

## THIS IS CHEATING!



### How do I make sure I don't misuse AI?



- Know the rules**
  - You're **not allowed** to use AI tools when you're in an exam
  - Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
  - Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work
- Reference reference reference!**

If you're allowed to use AI tools, you must reference them clearly


  - Name the AI tool you used
  - Add the date you generated the content
  - Explain how you used it
  - Save a screenshot of the questions you asked and the answers you got
- Declare it's all your own work**

When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

### What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

## DON'T RISK IT!



## REMEMBER

Misusing AI is cheating!

Know the rules  
Talk to your teachers  
Reference clearly



## FAQs – Using calculators

Produced on behalf of:



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## Appendix 18 - JCQ's FAQs – Using calculators cont.

### Why have the instructions about using calculators been updated?

Section 10 of ICE has been updated for 2023-24 to provide more clarity to candidates, exam officers and teachers given recent changes in technology.

### What has changed in the *Instructions for conducting examinations for 2023-24*?

Below is an explanation of the changes:

Updated guidance	Explanation of the change
10.1 A calculator is defined as an electronic device whose primary purpose is to carry out mathematical calculations.	This statement has been added to clarify, for example, that mobile phones which have an in-built calculator cannot be used.
10.2 This is the published guidance on calculators unless specifically varied by an awarding body in the qualification specification.	This statement has been added to clarify that awarding bodies' specifications can include statements to waive specific elements of the regulations.
10.6 During an examination calculators must not be able to offer any of these facilities:	<p>The wording 'during an examination' has been added to cater for graphical calculators that become compliant when they are put into 'exam mode'.</p> <p>The wording 'designed or adapted' has been removed to cater for graphical calculators that may have been designed to offer some of the listed prohibited functions but <b>do</b> become compliant when they are put into 'exam mode'.</p> <p><b>There is no change to the list of functions prohibited in examinations.</b></p>
10.7 a) databanks, such as the periodic table (with the exception of scientific constants);	<p>Periodic tables have been mentioned as some graphical calculators have an in-built periodic table. These calculators may still be used in examinations using 'exam mode'. Further guidance on this is given below.</p> <p>'With the exception of scientific constants' has been added to clarify the position where scientific calculators have values, such as Avagadro's Constant and Acceleration due to Gravity. These are allowed in examinations.</p> <p><b>There is no change to the other pre-stored information listed in 10.7 that must not be accessible from calculators.</b></p>
10.9 Some calculators have an 'exam mode'. This is acceptable in examinations where the exam mode is activated and the exam mode results in the calculator becoming compliant with the above requirements.	This statement has been added to clarify the use of 'exam mode'.



#### **Are graphical calculators allowed in examinations?**

Graphical calculators are allowed for all examinations, unless specifically prohibited in the awarding body's specification, provided they are compliant with ICE. Due to the complex nature of graphical calculators, early conversations with candidates who have graphical calculators is recommended. Centres can then be confident that the graphical calculators are compliant.

#### **Can an 'exam mode' be used to make a graphical calculator compliant with ICE?**

Many graphical calculators come with an exam mode which locks down prohibited functions such as any storage facility. This gives centres the confidence that candidates have not stored material prior to the examination. Centres should refer to the manufacturer's website to see if a graphical calculator has an exam mode which will ensure compliance.

Some graphical calculators need to be connected to another calculator of the same type, to exit exam mode. For some, the exam mode will last for a specific period, such as 12 or 24 hours. It is important the calculator is in exam mode for the whole of the examination. Some centres ask candidates to demonstrate putting the calculator into exam mode just before the examination. Some calculators have a flashing border on the display for the first 15 minutes to give confidence that the exam mode will last for the next 12 hours.

For some graphical calculators pressing the reset button on the rear of the calculator will only reset the main settings and not clear any data, programs or text stored in memories.

#### **Are apps or websites that can graph mathematical functions allowed in examinations?**

**No.** Devices that can communicate with other devices, or the internet, are not allowed in examinations. Tablets and phones with mathematical apps are not allowed. As these are external programmes or websites they are prohibited by ICE.

#### **Is there a list of calculators that are allowed in examinations?**

**No.** Due to the extensive range of calculators available, it is not possible to put together a full list of calculators that are allowed in examinations.

#### **Is there a comprehensive list of calculators which are not allowed in examinations?**

**No.** The awarding bodies cannot comment on any specific calculator due to their complex functionality and the wide variety of makes and models available on the market.

Centres should be aware that there are calculators which are web-enabled which have been designed to appear the same as non-web enabled calculators (for example the 'Ruby calculator': <https://www.kspyworld.com/product-page/RubyCalculator>). There are also calculators specifically designed to enable candidates to 'cheat' in examinations. Centres should familiarise themselves with the most common calculators.

Centres should have conversations with candidates, especially with those who have graphical calculators. They can then be confident that candidates' calculators are compliant with ICE.

#### **Can candidates take more than one calculator into an examination?**

**Yes.** There is nothing to prohibit candidates taking more than one calculator into an examination.

#### **Are calculators which can perform numerical integration and differentiation allowed?**

**Yes.** Only symbolic algebraic manipulation and symbolic calculus are not allowed.

Symbolic algebra and calculus mean that the calculator will show the algebraic stages of the solution. These will often have an indication of being a CAS (Computer Algebra System) on the case. Calculators which perform numerical integration and numerical differentiation, to only produce a numerical answer, can be used in examinations. An example of this would be to calculate the numerical answer to a definite integral without showing the algebraic stages.