



Cædmon School

Examinations Policy

HISTORY OF DOCUMENT

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| | | | |

Signature of Headteacher:

Signature of Chair of Governors:

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The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

This exam policy will be reviewed every two years.

This exam policy will be reviewed by the head of centre.

1. Exam responsibilities

Head of centre

Overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- the head of centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams office manager / exams officer

Manages the administration of public and internal exams and analysis of exam results:

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary controlled assessment (coursework) is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- identifies and manages exam timetable clashes

- prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made
- submits candidates' controlled assessment (coursework) marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Assistant Head (CSe)

- Organisation of teaching and learning.
- Line manages the senior exam invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams

Bursar

- accounts for income and expenditures relating to all exam costs/charges

Heads of department

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of controlled assessment (coursework) mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidates' names to heads of department.

SENCO

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

Lead invigilator/invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.

- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the controlled assessment (coursework) as their own.

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the head of centre.

The statutory tests and qualifications offered are GCSE.

The subjects offered for these qualifications in any academic year and to when they are offered may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by 30/4/10.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the parents/carers, SENCO, heads of subject and the deputy head.

3. Exam seasons and timetables

3.1 Exam seasons

Internal exams are scheduled annually.

External exams are scheduled in May/June.

Which exam series are used in the centre is decided by the head of centre, in some cases in consultation with Whitby Community College.

3.2 Timetables

Once confirmed, the exams officer will circulate the exam timetables for external exams.

4. Entries, entry details and late entries

4.1 Entries

Candidates are selected for their exam entries by the heads of department.

Candidates, or parents/carers, can request a subject entry, change of level or withdrawal.

4.2 Late entries

Entry deadlines are circulated to heads of department via notice board and intranet.

Late entries are authorised by the heads of department. At the headteacher's discretion, late entry fees may be taken out of the department's capitation.

5. Exam fees

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

Late entry or amendment fees are paid by centre.

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

6. The Disability Discrimination Act (DDA), special needs and access arrangements

6.1 DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special needs

A candidate's special needs requirements are determined by the SENCO and educational psychologist / specialist teacher.

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

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the exams officer.

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

Rooming for access arrangement candidates will be arranged by the SENCO with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the exams officer and centre administration.

7. Estimated grades

Estimated grades

The heads of department will submit estimated grades to the exams officer when requested by the exams officer.

8. Managing invigilators and exam days

8.1 Managing invigilators

External invigilators will be used for external exams.

The recruitment of invigilators is the responsibility of the centre administration.

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

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

Invigilators are timetabled and briefed by the centre administration.

Invigilators' rates of pay are set by the centre administration.

8.2 Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department at the end of the exam session.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

Exam evacuation procedure – see Appendix B

9. Candidates, clash candidates and special consideration

9.1 Candidates

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

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

9.2 Clash candidates

The exams officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

9.3 Special consideration

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

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

10. Controlled Assessments and appeals against internal assessments/controlled assessments

10.1 Controlled Assessments (Coursework)

Candidates who have to prepare controlled assessment (coursework) or controlled assessment work should do so by the end of the course.

Heads of department will ensure all controlled assessment (coursework) or controlled assessment work is ready for despatch at the correct time. The exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work and estimated grades are provided to the exams office by the heads of department. See Appendix C.

10.2 Appeals against internal assessments/controlled assessments.

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

The main points are:

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

11. Results, enquiries about results (EARs) and access to scripts (ATS)

11.1 Results

Candidates will receive individual results slips on results days in person at the centre.

Arrangements for the school to be open on results days are made by the head of centre.

The provision of staff on results days is the responsibility of the head of centre.

11.2 EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

If a result is queried, the exams officer, teaching staff and head of centre will

investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged. See Appendix A.

11.3 ATS

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

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

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

12. Certificates

Certificates are presented in person.

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

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

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Head of centre

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Exams officer

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Date

The policy is next due for review on 11/4/2011.

APPENDIX A

CÆDMON SCHOOL INTERNAL APPEALS PROCEDURE

Policy on Internal Assessments for Qualifications with English Awarding Bodies Key Skills and other qualifications within the National Qualifications Framework

In accordance with the Code of Practice for the conduct of external qualifications produced by the QCA, Cædmon School is committed to ensuring that:-

- Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates is produced and authenticated according to the requirement of the relevant specifications for each subject.
- The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.
- Staff responsible for internal standardisation and assessment attend any compulsory training sessions organised by the Awarding Bodies.
- The written appeals procedure is made public by means of the school website.

Written Appeals Procedure

Each Awarding Body publishes procedures for appeals against its decisions and the Examinations Officer will be able to advise students and parents of these procedures.

Appeals about Internal Assessments

Appeals may be made to the School regarding the *procedures* used in internal assessment, but *not the actual marks or grades* submitted by the School for moderation by the Awarding Body.

A student or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal and written appeal must be received by the Headteacher at least two weeks before the date of the last written examination in the subject.

On receipt of a written appeal and enquiry into the internal assessments will be conducted by the Examinations Officer and a member of the School's Senior Management Team (in the first instance the Assistant Headteacher with responsibility for assessment, or the Headteacher). This will consider whether the procedures used in the internal assessment conformed to the published requirements of the Awarding Body.

The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates within 14 working days of any appeal being considered. The centre will inform the Awarding Body if there is any change to an internally assessed mark as a result of an appeal. This must be done within a timeframe that allows amendment to the certification award.

Appeals about not supporting an enquiry about results

If a candidate or parent wishes to appeal against school advice about a decision by the centre not to support any Enquiry about Results then the Head Teacher would inform in writing to parents/candidate why school would not support their application. If parents/candidate wished to continue with this they would be required to pay for this enquiry but the fee may be reimbursed if the enquiry was upheld.

APPENDIX B

CÆDMON SCHOOL **EXTERNAL EXAMINATION EVACUATION PROCEDURE**

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

On hearing the alarm:

- Stop the candidates from writing.
- Collect the attendance register and evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Escort the candidates to the nearest available exit and to the assembly point at the rear of the building. (See below)
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- When candidates are allowed back into the building, allow them the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken and send to the relevant awarding body.

Assembly Point:

Near the green building with the flag pole. Candidates should line up on the edge of the tarmac in front of the flag pole.

At the Assembly Point:

- Ensure all candidates are present using the examination register.
- Ensure all invigilators are present.
- Ensure exam conditions are adhered to.
- Inform the 'person in charge' that all are accounted for. The 'person in charge' will be wearing a fluorescent bib.

APPENDIX C

CAEDMON SCHOOL

Outlining Staff Responsibilities GCSE Controlled Assessment

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of department/faculty

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

- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

| Example risks and issues | Possible remedial action | | Staff (use 'RACI' to determine who should be listed) |
|--|--|--|--|
| | Forward planning | Action | |
| Timetabling | | | |
| Assessment schedule clashes with other activities | Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning | Plan dates in consultation with school calendar – negotiate with other parties | Head of Department Teacher |
| Too many assessments close together across subjects or lines of learning | Plan assessments so they are spaced over the duration of the course | Space assessments to at least allow candidates some time between assessments | Head of Department Teacher |
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| Accommodation | | | |
| Insufficient space in classrooms for candidates | Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment | Use more than one classroom or multiple sittings where necessary | Head of Department Teacher Exams Officer |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities | | Head of Department Teacher Exams Officer |
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| Example risks and issues | Possible remedial action | | Staff (use 'RACI' to determine who should be listed) |
| | Forward planning | Action | |

| Downloading awarding body set tasks | | | |
|--|---|--|--|
| IT system unavailable on day of assessment | Download tasks well ahead of scheduled assessment date in all cases | Book IT equipment well ahead and download tasks before scheduled date of assessment | Head of Department Teacher |
| Teaching staff/assessors unable to access task details | Test secure access rights ahead of schedule every year and every session | Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time | Head of Department Teacher Exams Officer |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Report loss to awarding body for replacement; download again | Head Department Teacher |
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| Absent candidates | | | |
| Candidates absent for all or part of assessment (various reasons) | Plan alternative session(s) for candidates | | Head of Department Teacher |
| Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching) | Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes | Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited | Head of Department Exams Officer |
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| Example risks and issues | Possible remedial action | | Staff (use 'RACI' to determine who should be listed) |
|---|---|--|--|
| | Forward planning | Action | |
| Control levels for task taking | | | |
| Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration) | Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required | Seek guidance from the awarding body | Head of Department Teacher |
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| Supervision | | | |
| Student study diary/plan not provided or completed* | Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course | Ensure candidates start, continue and complete study diary/plans that are signed after every session | Head of Department Teacher |
| Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility | Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision | | SMT Head of Department |
| Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising | A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification. | | SMT Head of Department |
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| Example risks and issues | Possible remedial action | | Staff (use 'RACI' to determine who should be listed) |
|--|--|---|--|
| | Forward planning | Action | |
| Task setting | | | |
| Teaching staff/assessors fail to correctly set tasks | Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification** | Seek guidance from the awarding body | SMT Head of Department |
| Assessments have not been moderated as required in the awarding body specification | Check specification and plan required moderation appropriately | Seek guidance from the awarding body | SMT Head of Department |
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| Security of materials | | | |
| Assessment tasks not kept secure before assessment | Ensure teaching staff understand importance of task security | Request/obtain different assessment tasks | SMT Head of Department Exams Officer |
| Candidates' work not kept secure during or after assessment | Define appropriate level of security, in line with awarding body requirements, for each department as necessary | Take materials to secure storage | Head of Department Teacher Exams Officer |
| Insufficient or insecure storage space | Look at provision for suitable storage early in the course | Find alternative spaces | SMT Exams Officer |
| | | | |

| Example risks and issues | Possible remedial action | | Staff (use 'RACI' to determine who should be listed) |
|--|--|--|--|
| | Forward planning | Action | |
| Deadlines | | | |
| Deadlines not met by candidates | Ensure all candidates are briefed on deadlines/penalties for not meeting them | Mark what candidates have produced by deadline and seek guidance from awarding body on further action. | Head of Department Teacher |
| Deadlines for marking and/or paperwork not met by teaching staff/ assessors | Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines | Seek guidance from awarding body | SMT Head of Department |
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| Authentication | | | |
| Candidate fails to sign authentication form | Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in | Find candidate and ensure form is signed | Head of Department Teacher |
| Teaching staff/assessors fail to complete authentication forms or leave before completing authentication | Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature | Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season | Head of Department |
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APPENDIX D

CAEDMON SCHOOL

CANDIDATES MISSING AT THE START OF THE EXAMINATION

The Examination Officer to telephone and enquire about the whereabouts of the pupil.

CANDIDATES WHO ARRIVE LATE (As per 'JCQ Instructions for Conducting Examinations')

A candidate who arrives after the start of the examination may be allowed to enter the examination room and to sit the examination. This is entirely at the discretion of the centre.

A candidate who arrives after the start of the examination should be allowed the full time for the examination, depending on the centre's organisational arrangements and provided adequate supervision arrangements are in place.

A candidate will be considered very late if they arrive:

- more than one hour after the awarding body's published starting time for an examination which lasts one hour or more.

For examinations that last less than one hour, a candidate will be considered very late if they arrive:

- after the awarding body's published finishing time for the examination or 30 minutes after the awarding body's published starting time, whichever is later.

Where a candidate arrives very late for an examination you **must**:

- send the script to the examiner/awarding body in the normal way;
- send a full written report to the awarding body on **Form JCQ/VLA – Report on Candidate Admitted Very Late to Examination Room** as soon as possible, and in any event within 7 days from the date of the relevant examination. (This form can be downloaded from the JCQ website:

http://www.jcq.uk/exams_office/instructions_for_conducting_examinations/)

- This report **must** contain the following:
 - the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre;
 - the actual starting and finishing times of the examination;
 - the time the candidate started the examination;
 - the time the candidate finished the examination;
 - a statement on whether security may have been broken due to the candidate arriving late, including information about the extent to which the candidate was under supervision from the actual starting time of the examination.

- Warn the candidate that the awarding body may not accept their work.

You **must not** send reports or **Form JCQ/VLA** to examiners.

Advice: When deciding whether to accept any of the work done by a candidate who arrives very late, the awarding body will pay particular attention to how far it can be sure that the security of the examination has been maintained. Given that candidates may have left the examination room one hour after the awarding body's published starting time, the awarding body is unlikely to be able to accept the work of very late candidates unless they have been supervised.

If a candidate arrives in the afternoon for a paper that had been re-arranged for a morning session, the candidate may be allowed to take the paper at the published time as long as he or she has not had any contact with any candidate who sat the paper earlier. The awarding body will then decide whether or not to accept the script.