

GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications

Instructions for conducting coursework

1 September 2008 to 31 August 2009

(At least one copy of these instructions must be made available to each subject leader.)

Produced on behalf of:



The Joint Council for Qualifications has written these instructions for the setting, supervision, authentication, marking, internal standardisation and external moderation of coursework in examination centres.

These instructions are for use in all GCSE, GCE and ELC specifications. They also apply to Functional Skills (English Speaking and Listening), Principal Learning in the Diploma and Project Qualifications including the Extended Project.

These instructions are additional to any guidelines or regulations an awarding body may issue. If there is a conflict between the awarding body's guidelines or regulations and these instructions, the awarding body and subject-specific instructions shall prevail.

These instructions are applicable from 1 September 2008 to 31 August 2009.

It is the responsibility of each subject leader within the centre to familiarise themselves with the content of this booklet.

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Introduction

In these instructions, a centre is an institution approved by an awarding body as a centre for its examinations, and the head of a school, the principal of a college or the chief officer of an institution approved as a centre is known as the head of centre. The head of centre is responsible to the awarding bodies for ensuring that coursework is conducted and marked in accordance with these instructions. If a situation arises which is not covered by these instructions, please ask the awarding body for advice. Where there are subject-specific instructions printed in a specification, they take precedence over the instructions in this document.

These instructions apply to the setting, supervision, authentication, marking, internal standardisation and external moderation of coursework in all subjects.

The term coursework is a generic one, which includes internally assessed Principal Learning units within the Diploma and Project qualifications. Centres should be aware that Sections 2-8, 10, 12, 13 and 17-19 also apply to externally assessed coursework.

You should send all correspondence relating to coursework to the awarding body concerned directly and not to the moderator (unless the awarding body directs otherwise).

You are reminded that breaches of the regulations for the setting, supervision, authentication and marking of coursework may constitute malpractice as defined in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures 1 September 2008 to 31 August 2009* available on the JCQ website (www.jcq.org.uk/), to which you are referred for further information.

1 Deadlines for Submission of Marks

- 1.1 Many of the deadline dates for the submission of marks are common to all the JCQ awarding bodies. These may be found in the JCQ Notice *Key Dates in the examination cycle 2008/2009* on the JCQ website (www.jcq.org.uk/). Other deadline dates will be published by the awarding bodies. Centres should refer to the online Key Dates Calendar which is a searchable database of all General Qualification key dates from JCQ, AQA, CCEA, Edexcel, OCR and WJEC. It enables centres to search, filter, customise and download a complete General Qualification Key Dates Calendar for their centre. Further information can be obtained from:
http://www.naa.org.uk/examsoffice/online_tools/index_key_dates_calendar.html

2 Task Setting

- 2.1 Coursework components exist in order to assess skills, knowledge and understanding that cannot readily be assessed by timed written papers. By definition, therefore, coursework takes many different forms: written outcomes in the form of projects, essays or shorter assignments, artefacts which may be supported by plans and evaluations, presentations and performances. This diversity will be reflected in subject-specific requirements for aspects such as task-setting, the conditions in which work should be undertaken, the use of resources and, in some cases, whether work is externally rather than internally assessed. You should, therefore, check any subject-specific instructions for coursework that have been issued by the awarding body. In case of conflict between such instructions and these instructions, the awarding body and subject-specific instructions shall prevail.
- 2.2 Candidates should be clear about the criteria which they are expected to meet in their coursework. Specifications usually explain the criteria in detail but candidates may need some further explanation or interpretation before they fully understand the nature of the skills which they are expected to demonstrate. Any explanation or interpretation should be general and not specific to the candidate's work.
- 2.3 For candidates embarking on Project qualifications, it must be made clear what is involved: a free choice of topic, flexible choice of output and the opportunity to show evidence of a wide range of capabilities. However, projects must be chosen by candidates in discussion with their supervisor and verified, as appropriate, by the centre following procedures specified by the awarding body.

3 Access Issues

- 3.1 When choosing courses, candidates need to be aware of the skills which they will be required to demonstrate in coursework components of a subject. If they choose a course where they will not be able to demonstrate attainment in all parts of the assessment, they will be unable to gain all of the available credit.
- 3.2 Centres must ensure that, in coursework marked by teachers, credit is given only for skills demonstrated by the candidate working independently and that access arrangements do not affect assessment requirements.

4 Revision, Re-Drafting and Interim Review of Work

- 4.1 Candidates are free to **revise and redraft** a piece of coursework without teacher involvement before submitting the final piece. Candidates should be advised to spend an appropriate amount of time on the work commensurate with the marks available.
- 4.2 Where drafting is inherent in the skills being tested (e.g. English and Modern Foreign Languages), subject-specific guidance and exemplification will indicate its role in relation to the type of writing being undertaken and any interim assessment allowed in these circumstances. This guidance may extend to the way in which evidence of re-drafting is provided for subsequent internal standardisation or external moderation purposes.

- 4.3 In the absence of subject-specific guidance, teachers may review coursework before it is handed in for final assessment. Provided that advice remains at the general level, enabling the candidate to take the initiative in making amendments, there is no need to record this advice as assistance or to deduct marks. Generally one review should be sufficient to enable candidates to understand the demands of the assessment criteria. Advice may be given in either oral or written form. Some subjects, such as Art, may require more than one review.
- 4.4 Having reviewed the candidate's coursework **it is not acceptable** for teachers to give, either to individual candidates or to groups, detailed advice and suggestions as to how the work may be improved in order to meet the assessment criteria. Examples of unacceptable assistance include:
- detailed indication of errors or omissions;
 - advice on specific improvements needed to meet the criteria;
 - the provision of outlines, paragraph or section headings, or writing frames specific to the coursework task(s);
 - personal intervention to improve the presentation or content of the coursework.
- 4.5 As indicated above, a clear distinction must be drawn between any interim review of coursework and final assessment for the intended examination series. Once work is submitted for final assessment it may not be revised: in no circumstances are 'fair copies' of marked work allowed. **Adding or removing any material to or from coursework after it has been presented by a candidate for final assessment will constitute malpractice.**
- 4.6 Where coursework is submitted in digital format there may be instances where the construction of the e-coursework does not attract any marks, in which case this construction may be done by the teacher instead of the candidate.
- 4.7 If a candidate requires additional assistance in order to demonstrate aspects of the assessment, the teacher should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the *Candidate Record Sheet*.
- 4.8 Where candidates are following Project qualifications, the supervisor will need to discuss with the candidate the range of acceptable evidence that should be used. The supervisor may give feedback on the progress of the Project, which should be acknowledged on the appropriate record form.
- 4.9 Teachers must keep live coursework secure and confidential at all times whilst in their possession. It is not acceptable for teaching staff to share coursework with other candidates.

5 Presentation of Paper-based Coursework

- 5.1 All coursework submitted for assessment must be the candidate's own work. Written material may be handwritten using black ink or word-processed, where possible, on A4 paper. (Word processors may be used without prior awarding body approval unless stated otherwise in the specification.)
- 5.2 A photocopy is acceptable when the coursework is submitted for more than one subject, unless stated otherwise in the specification. In this case it will be necessary to enclose a note to the moderator explaining why a photocopy has been submitted.
- 5.3 Where appropriate, coursework may include films, tapes, models, etc. Individual candidate details must be clearly indicated on these.

- 5.4 Coursework must include a title and, where relevant, a table of contents and a bibliography. Material included as appendices (such as tables of statistics, diagrams, graphs, illustrations, photographs, maps etc) will be given credit only if it is pertinent to the work and is referred to in the text.
- 5.5 For moderation or external marking purposes, written work should be submitted in plain covers or folders, together with the cover sheets provided by the awarding body. The cover must be marked clearly with the candidate's name and number, the number of the centre, the specification title or code and the component/unit title or code. Bulky covers or folders must not be included. If the coursework is word-processed, the candidate must ensure that his/her name appears on each page as a header or footer.
- 5.6 Valuable illustrative materials should not normally be included with the work sent for moderation or external marking, but a note should be attached to the coursework confirming that the material was part of the original submission. Photographs of the material may be included if appropriate. If valuable or fragile illustrative materials have been sent for moderation or external marking, awarding bodies recommend that centres insure such material against damage or loss from the time of its despatch up to its return to the centre. **The awarding bodies accept no liability for the loss of, or damage to, coursework that occurs during the moderation process or during despatch, transit or storage, or for problems that occur during the construction, submission and moderation of coursework in electronic format.**
NB Candidates should be advised not to include any items of real or sentimental value e.g. photographs, certificates.
- 5.7 For Project Qualifications, the written report and all evidence specified by the awarding body should be securely attached to the candidate's record form so that the moderator can read the work and associated marks easily.
- 5.8 Coursework submitted for external marking or external moderation will normally be returned to centres, but the awarding bodies are required to retain some items for awarding, regulation and archive purposes. The centre will normally be informed if work is retained. Coursework submitted electronically will constitute a copy and will not be returned to centres. In this case, centres must ensure that a copy is retained in the centre under secure conditions.
- 5.9 The awarding bodies may use extracts from coursework material on an anonymous basis for the purposes of training and to exemplify standards. Awarding bodies reserve the right to use extracts from centre assessed material on an anonymous basis in educational presentations, material and products in accordance with copyright law and to retain examples of centre assessed work for archive purposes, (e.g. standardising and guidance to teachers).

6 Involvement of Parents/Carers

- 6.1 Parents/carers should encourage their children to spend time on their coursework and to think about it as early as possible. They should discuss with their children the planning and timing of the work.
- 6.2 Parents/carers may provide their children with access to resource materials and discuss the coursework with their children but they must not give direct advice on what should or should not be included.
- 6.3 A child who needs more specific help should be encouraged to speak to his/her teacher.

7 Acknowledgement of Sources

- 7.1 In many subjects candidates will need to use information from published sources (including the internet) when carrying out their coursework. However, candidates must not copy published material and claim it as their own work.
- 7.2 If candidates use the same wording as a published source, they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material. A reference from a printed book or journal should show the name of the author, the year of publication and the page number. For example: (Morrison, 2000 p 29). For material taken from the internet, the reference must show the date when the material was downloaded and the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: <http://www.bbc.co.uk/schools/16/sosteacher/history/40766.shtml>. (Candidates should be encouraged as a means of good practice to state the actual date when the material was downloaded.)
- 7.3 Candidates must also include a bibliography which lists the full details of publications used to research and support their coursework, even where these are not directly referred to, for example: Morrison, A (2000) 'Mary Queen of Scots', London: Weston Press.

8 Malpractice in Coursework

8.1 Candidates must not:

- submit work which is not their own;
- lend work to other candidates or allow their work to be copied;
- allow other candidates access to, or the use of, their own source material or assist others in the production of coursework;
- include work copied directly from books, the internet or other sources without acknowledgement or attribution;
- submit work typed or word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the examination) will be applied.

- 8.2 If irregularities in coursework are discovered **prior** to the candidate signing the declaration of authentication this should be dealt with under the centre's internal procedures and need not be reported to the awarding body. Details of any work which is not the candidate's own must be recorded on the coursework cover sheet or other appropriate place.
- 8.3 If irregularities in coursework are identified by a centre **after** the candidate has signed the declaration of authentication, the head of centre must submit full details of the case to the relevant awarding body at the earliest opportunity. Guidance is provided in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* together with Form JCQ/M1. Copies of the booklet can be found on the JCQ website (www.jcq.org.uk/).
- 8.4 The *Code of Practice* places a responsibility upon the awarding bodies to require centres to have in place published internal appeals procedures, relating to internal assessment decisions, which are made widely available and accessible to candidates. The procedure must cover appeals against decisions to reject a candidate's coursework on the grounds of malpractice. Further advice is given in the JCQ document *Arrangements for internal appeals about internal assessment decisions and enquiries about results*. This document can be found on the JCQ website (www.jcq.org.uk/).
- 8.5 In the case of reports of suspected malpractice in coursework received from examiners or moderators, the awarding body will ask the head of centre to conduct a full investigation into the alleged malpractice and report his/her findings to the awarding body. Guidance is provided in the JCQ booklet referred to in Paragraph 8.3.

9 Detection of Plagiarism

- 9.1 There are a number of clues that point to the possibility of plagiarism, and teachers should remain alert to these. Further guidance on the detection of plagiarism may be found in the JCQ document *Plagiarism in Examinations: Guidance for Teachers/Assessors*. This document can be found on the JCQ website (www.jcq.org.uk/).

10 Authentication Procedures

- 10.1 The *Code of Practice* requires all candidates to confirm that work they submit for assessment is their own. Each candidate is required to sign a declaration (see Appendix 1 for further details) before submitting their coursework to their subject teachers/assessors for final assessment, to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. **Ensuring that they do so is the responsibility of centres.** It is also a *Code of Practice* requirement that teachers/assessors confirm to the awarding body that all of the work submitted for assessment was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. If they are unable to do so, the work should not be accepted for assessment. Centres should record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment. All teachers/assessors who have assessed the work of any candidate entered for each component must sign the declaration of authentication. Failure to sign the authentication statement may delay the processing of the candidates' results. **If, during the external moderation process, there is no evidence that the work has been properly authenticated, the awarding body will set the associated mark(s) to zero.**
- 10.2 The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond the talents of the candidate.
- 10.3 In most centres teachers are familiar with candidates' work through class and homework assignments. Where this is not the case, teachers should require coursework to be completed under direct supervision.
- 10.4 In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.
- 10.5 If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed:
- if it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement. The authentication statement should be signed and information given on the relevant form;
 - if the teacher/assessor is unable to sign the authentication statement in respect of a particular candidate, then the candidate's work cannot be accepted for assessment. A mark of zero should be recorded on the optical mark sheet or encoded on the EDI file;
 - if malpractice is suspected, the examinations officer should be consulted about the procedure to be followed. (See Paragraphs 8.2 and 8.3).

11 Marking of Internally-assessed Coursework

- 11.1 In marking coursework, teachers should pay close attention to the requirements of the specification. Teachers should note that it is their responsibility to award marks for coursework in accordance with the marking criteria specified in the specification and associated documents. Teachers must show clearly how the marks have been awarded in relation to these marking criteria. The centre's marks must reflect the relative attainment of all the candidates.
- 11.2 Any guidance given in the awarding body's specification on providing evidence to support the marks awarded must be followed.
- 11.3 Subject to any further guidance contained in specifications, one of the following approaches should be adopted:
- summary comments either on the work (usually at the end) or on a cover sheet;
 - key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
 - a combination of the above.
- 11.4 Indications as to how marks have been awarded should:
- be clear and unambiguous;
 - be appropriate to the nature and form of the coursework;
 - facilitate the standardisation of marking within the centre;
 - enable the moderator to check the application of the assessment criteria to the marking.
- 11.5 Where appropriate to the type of work, the evidence to support the marks awarded should:
- indicate where the assessment criteria have been met, e.g. by writing key phrases from the criteria (such as 'awareness of values', 'selects information', 'uses a variety of techniques') at the appropriate point in the work;
 - indicate any planning and processing not undertaken individually, and provide details of any assistance or prompting given to the candidate.
- 11.6 Any coursework in which it is not clear how the marks have been awarded may be returned to the centre by the moderator for further explanation. This will interrupt the moderation process and may result in a delay in the publication of the centre's results for the specification concerned.
- 11.7 Where a teacher teaches his/her own child, the centre must declare the conflict of interest and send the marked work to the moderator whether it is part of the sample or not.

12 Jointly-produced Work

- 12.1 Within any limits prescribed by the specification, joint work by two or more candidates is acceptable so long as it is specifically authorised by the centre and the contribution of each candidate is clearly identified. For example, if candidates worked as part of a group on an assignment undertaking field research, each candidate must write up his/her own account of the assignment. Even if the data the candidates have is the same, the description of how the data was obtained and the conclusions drawn from it must be in each candidate's own words.

13 Quality of Language/Written Communication (GCE and GCSE)

- 13.1 Candidates should be aware of the need to use clear communication and clear presentation in their coursework; specifications state whether quality of language will be assessed.

14 Standardisation of Marking within Centres

- 14.1 Centres should use reference and archive materials (such as exemplar material provided by the awarding body or, where available, work in the centre from the previous year) to help set the standard of marking within the centre.
- 14.2 Prior to marking, it is useful to undertake a trial marking exercise. Teachers mark the same relatively small sample of work to allow for the comparison of marking standards. The exercise can take place at appropriate stages during the course and has three beneficial effects: it helps to bring about greater comparability in the marking standards; it may identify at an early stage any teachers whose standards are out of line with that of their colleagues; and it alleviates a heavy marking load at the end of the course.
- 14.3 Where the work for a component has been marked by more than one teacher in a centre, standardisation of marking should normally be carried out according to one of the following procedures:

Either a sample of work which has been marked by each teacher is re-marked by the teacher who is in charge of internal standardisation;

Or all the teachers responsible for marking a component exchange some marked work (preferably at a meeting led by the teacher in charge of internal standardisation) and compare their marking standards.

Where standards are found to be inconsistent, the discrepant teacher(s) should make adjustments to their marks or re-consider the marks of all candidates for whom they were responsible. The new marks should be checked by the teacher in charge of internal standardisation.

- 14.4 Following completion of the marking and of internal standardisation, the coursework must be retained by the centre and not returned to the candidates.
- 14.5 Centres should retain evidence that internal standardisation has been carried out.

15 Submission of Marks for Internally-assessed Components

- 15.1 Forms for recording final coursework marks are supplied by the awarding bodies. The forms and any other documentation provided must be completed in accordance with the instructions given and returned to the awarding bodies by the date specified. As an alternative, centres may submit their coursework marks electronically. In order to ensure that all candidates are treated in a consistent and equitable fashion, extensions to coursework mark submission dates will not normally be granted by an awarding body. It is important that centres are aware that the timely release of examination results will be put at risk if the deadlines for the submission of marks are not adhered to.
- 15.2 Awarding bodies will not accept coursework from centres that arrives too late to be moderated. This will be after the centre has been contacted by the relevant awarding body and once all other avenues have been exhausted.
- 15.3 Where centres submit their coursework marks electronically, awarding bodies may also require a copy of the marks to be submitted to the moderator, along with any other documentation needed.
- 15.4 The centre may inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process.

16 Incomplete Coursework

- 16.1 In cases where the coursework element of the specification specifically requires candidates to produce several distinct pieces of work (e.g. three assignments or ten essays), which are assessed separately, a candidate who fails to complete all parts of the work should be credited with the marks for the task carried out unless otherwise indicated in the specification. In some subjects, the tasks may be inter-dependent and teachers should follow the instructions in the specification when assessing incomplete work.
- 16.2 Candidates who fail to submit any coursework must be recorded on the mark sheets as absent. Failure to submit coursework will not render a candidate ineligible for the award of a subject grade.
- 16.3 A mark of '0' (zero) should only be given in cases where a candidate has submitted work which is considered to be worthless or where the authenticity of the work cannot be confirmed.

17 Applications for Special Consideration in Respect of Incomplete Coursework

- 17.1 If a candidate has been subject to an unforeseen illness or other misfortune during the period when the coursework was produced, it may, in some subjects, be possible to accept a reduced quantity of coursework without penalty, as long as all of the assessment objectives have been covered at least once. This will not be possible if the specification requires only one piece. Where several pieces are required, the reduction will be accepted only if those pieces are testing the same criteria. It will not be possible to give this consideration in every case, for example if the candidate has not submitted any coursework or the assessment objectives have not been satisfied. No adjustment to the marks should be made by the centre. A special consideration form should be submitted to the awarding body attached to a breakdown of marks across the assessment objectives. Candidates must have been fully prepared for the course but unable to finish their writing up of the work. Awarding bodies will not normally agree reduced coursework in advance.
- 17.2 Where a candidate has been fully prepared and has covered the whole course but has been unable to produce coursework due to extenuating circumstances beyond their control, such as illness, awarding bodies may give special consideration to such candidates. For unitised qualifications, candidates who have not submitted any coursework cannot be given special consideration for the relevant unit unless certification has been requested in the same series and the minimum requirements have been met. It is advisable in the case of ephemeral assessments to video or tape record candidates in rehearsal as such evidence may be considered in subjects such as Physical Education, Music or Performance Studies. If the above conditions are not met, the unit must be taken in a later series.
- 17.3 Candidates will not be eligible for special consideration if preparation for or performance in coursework components is affected by failure to cover the course as a consequence of joining the class part way through. Candidates who change examination centres part way through a course will either have to make up the work which has been missed or accept that there will be a gap in their coursework which may have consequences upon the grade issued.
- 17.4 For further information on special consideration please refer to the JCQ publication, *Access Arrangements, Reasonable Adjustments and Special Consideration 1 September 2008 to 31 August 2009*. This booklet is also available on the JCQ website (www.jcq.org.uk/).

18 Lost Coursework

- 18.1 If a candidate's work has been lost within the examination centre and, despite every effort, it cannot be found, or it has been accidentally destroyed, the circumstances should be reported immediately to the awarding body on the JCQ form JCQ/LCW. This form is available from the JCQ website (www.jcq.org.uk/). Guidance is provided in the JCQ booklet referred to in Paragraph 17.4.

19 Re-use of Coursework Marks by Candidates Resitting Examinations

- 19.1 For non-modular GCSE specifications, candidates who resit examinations in the same specification may carry forward coursework marks from their previous attempt.
- 19.2 Where the awarding body is informed that a candidate wishes to carry forward his/her mark, the moderated mark will be used. Instead of carrying forward the mark, candidates who resit an examination may submit new, amended or enhanced coursework.
- 19.3 In modular specifications the result of a coursework unit is available for re-use after certification.

20 Purpose of External Moderation

- 20.1 All internally-assessed components are externally moderated. The purpose of moderation is to bring the marking of internally-assessed components in all participating centres to an agreed standard. Although moderation is concerned primarily with the level and spread of marks, it is normal to include as part of the moderation process a check on the suitability and quality of the work submitted for assessment. All centres are required by awarding bodies to submit to moderation as described below (except where centres are accredited for a specification, e.g. in Applied GCE).

21 Procedures for External Moderation

- 21.1 The normal procedure is postal moderation, where the centre sends a sample of work in the post to the moderator. For components where work is bulky or fragile, the moderator normally visits the centre to mark the sample work.
- 21.2 Different procedures may apply where work is ephemeral (i.e. there is no permanent end-product).
- 21.3 Each centre must submit to the awarding body by the date specified:
- details of marks awarded;
 - authentication of the work submitted for assessment;
 - confirmation that internal standardisation has been carried out as required;
 - such other information as the specification may require.
- 21.4 The awarding body (or the moderator on the awarding body's behalf) normally specifies the candidates whose work is required for the moderation sample by name/number. The sample should include work from across the range of attainment at the centre.
- 21.5 For visiting moderation, a visit is arranged for a date and time convenient to both centre and moderator.
- 21.6 For both postal and visiting moderation, the moderator assesses the sample work using the published marking criteria in the specification.
- 21.7 The moderator marks are compared with the centre marks for the sample work. If any of the differences between the moderator marks and the centre marks exceeds the specified tolerance, adjustments are normally applied to the centre's marks.

- 21.8 If further evidence of the centre's marking is required, the moderator may request some or all of the remaining work.
- 21.9 If there is a significant disagreement between the centre's rank order and the moderator's rank order, the moderator's marks may be implemented for all candidates for the component at the centre.
- 21.10 In certain cases the awarding body may ask the centre to re-consider its marks (for example, if internal standardisation has not been carried out).

22 Feedback to Centres

- 22.1 The final, moderated marks (or in some cases, details of the mark adjustments) are sent to centres with the results. Feedback forms from the moderator are also sent to centres, either in hard copy format or electronically and (as a minimum) provide advice on the following:
- the appropriateness of the tasks (where set by the centre rather than the awarding body) and the coverage of the assessment objectives;
 - the accuracy of the centre's assessments against the criteria and in relation to the agreed standard for the component;
 - the efficiency of the centre's administration.
- 22.2 The advice given on the feedback forms will be constructive, objective, supported by fact or judgement and sufficiently detailed to explain any differences between the centre's assessments and the agreed standard for the component. It should enable centres to take remedial action where necessary before the next submission of internally-assessed work.
- 22.3 Comments on the accuracy of a centre's assessments may be made even if no adjustment is applied. For example, if the difference between the moderator marks and the centre marks is only just within the specified tolerance, the moderator will normally provide advice on the standard of marking.

23 Guidance for Centres where Coursework Requirements have not been met

- 23.1 Further guidance will be provided to the head of centre on a case-by-case basis where individual teachers or centres fail to meet the awarding bodies' requirements for coursework.
- 23.2 As required by the *Code of Practice*, the following actions will be taken by awarding bodies where a significant problem has not been rectified:
- further guidance for the head of centre or for individual teachers;
 - approval and monitoring of the centre's arrangements for assessment and standardisation;
 - informing the regulators;
 - informing other awarding bodies.

24 Externally-assessed Coursework

- 24.1 In some specifications, coursework is externally assessed. In such cases, the coursework of all candidates, together with the authentication statements, must be sent by a specified date to an awarding body examiner for marking.
- 24.2 A secure track and trace service is provided to examination centres in England for the collection and delivery of externally assessed coursework. Further information may be obtained from www.naa.org.uk/examsoffice/despatch/index.html
- 24.3 Centres are formally notified by awarding bodies of the outcome of marking.

- 24.4 Externally-assessed coursework may not necessarily be returned to centres automatically. Where the work is not returned to centres, it is treated in the same way as examination scripts and centres will be required to request such work under access to scripts arrangements. For further information on access to scripts arrangements, centres should refer to the JCQ document *Post Result Services, Information and guidance for Centres 1 August 2008 to 31 July 2009*. This booklet is available on the JCQ website www.jcq.org.uk/. Feedback forms will not accompany any externally assessed coursework returned to centres.

25 Return of Work to Centres

- 25.1 Moderators return work direct to centres as instructed by the awarding bodies. Coursework submitted electronically will not be returned to centres.
- 25.2 Centres are required to retain candidates' marked coursework, whether or not it was part of the moderation sample, under secure conditions until all possibility of enquiries about results has been exhausted. Where retention is a problem, because of the nature of the coursework, some form of evidence (e.g. photographic, audio-taped or videotaped) must be available. Centres are requested to keep a record of the examination numbers and names of those candidates whose work is included in the sample sent to or seen by moderators. This information may be required if there are enquiries about results at a later date. In the case of coursework stored electronically within the centre, protection from corruption should also be taken into account.
- 25.3 Some samples of work may be retained for use by an awarding body in the awarding process or for research/archive purposes. In such cases the centre concerned will be informed.

26 Centre Consortium Arrangements

This section does not apply to Principal Learning units within a Diploma, Functional Skills (English Speaking and Listening) or to Project qualifications undertaken as part of a Diploma.

These rules do apply however, to centres which are following free standing Functional Skills (English Speaking and Listening) and/or Project qualifications.

- 26.1 **In cases where candidates from different centres have been taught and are assessed together, centres must inform the awarding body of the relevant internally-assessed units/components and the centres involved.** Centres in such an arrangement are referred to as a consortium.
- 26.2 The centres in the consortium must nominate a consortium co-ordinator who undertakes to liaise with awarding bodies on behalf of all the centres.
- 26.3 Consortium co-ordinators should complete Form JCQ/CCA *Centre consortium arrangements for centre assessed coursework* for each examination series and for each specification with one or more internally-assessed components that has been taught jointly. The form is provided in the JCQ regional despatches and is also available on the JCQ website (www.jcq.org.uk/). Co-ordinators must return the form to the relevant awarding bodies by 31 January 2009 for the June 2009 examination series. For other examination series during the course of the academic year 2008/9, individual awarding bodies should be consulted.
- 26.4 The centres must carry out internal standardisation of coursework marking across the consortium.
- 26.5 The awarding body will allocate the same moderator to each centre in the consortium and the candidates will be treated as a single group for the purpose of moderation.
- 26.6 If one centre in a consortium submits an enquiry about results, the work must be available from all the centres, as it is the original sample that is re-moderated.

27 Enquiries about Results

- 27.1 As part of the JCQ awarding bodies' enquiries about results services, centres can request a re-moderation of the centre's coursework marks by a different and experienced moderator for the specification. **This service is not available if the centre's coursework marks have been accepted without change by an awarding body.**
- 27.2 The re-moderation:
- is a process in which a second moderator reviews the work of the first moderator. The second moderator sees the original marks and any annotations made by the first moderator to gain a full and clear understanding of whether the assessment criteria have been applied as intended;
 - is undertaken on the original sample of candidates' work;
 - includes feedback similar to that provided following the original moderation. (If centre marks are reinstated, feedback may not be provided.)
- 27.3 Re-moderation will not be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (unless there was a fault in the selection of the original sample, e.g. insufficient candidates included).
- 27.4 The coursework submitted for re-moderation:
- must be the original work submitted for moderation;
 - must have been kept under secure conditions;
 - must not have been returned to the candidates.
- 27.5 If the original sample of candidates' work has been lost, an equivalent sample may be requested by the awarding body.
- 27.6 Externally assessed coursework will be treated as an examination script for the purposes of Enquiries about Results.
- 27.7 For further information on the Enquiries about Results process please refer to the JCQ document *Post Result Services, Information and guidance for centres for the period 1 August 2008 to 31 July 2009*. This booklet is also available on the JCQ website (www.jcq.org.uk/).

Declaration of Authentication

Each candidate is required to sign a declaration, before submitting their coursework to their subject teachers/assessors, stating that the work is their own and that any assistance given and/or sources used have been acknowledged. **Ensuring that they do so is the responsibility of centres.**

Awarding bodies may issue Declaration of Authentication forms to centres, which will replicate some or all of the wording detailed below. Alternatively, the following text may be used as guidance by those centres who wish to create their own documentation.

The work you submit for assessment must be your own.

If you copy from someone else, allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified from at least the subject concerned.

Declaration by candidate

*I have read and understood the **Notice to Candidates (GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications: Coursework Assessments)**. I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.*

Candidate's name:.....

Candidate's signature:.....***Date:***.....

Declaration by teacher

I confirm that:

1. *the candidate's work was conducted under the conditions laid out by the specification;*
2. *I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.*

Teacher's name:.....

Teacher's signature:.....***Date:***.....



This notice has been produced on behalf of:

AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC

Notice to Centres

GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications: Coursework Assessments held during the period 1 September 2008 to 31 August 2009

Authentication of Candidates' Work

1. Background

- 1.1 Following the review of GCE and GCSE coursework arrangements undertaken by QCA in 2005, subsequent *Codes of Practice* have been strengthened to clarify the responsibilities of the awarding body, of the centre and of the candidate, relating to the authentication of candidates' work.

2. Code of Practice

- 2.1 Paragraph 5.13 of the 2008/9 *Code of Practice* states that:

"The awarding body must require centres to obtain from each candidate a signed declaration that authenticates the work they produce for internal assessment as their own. A mark of zero or absent must be recorded if a candidate cannot provide confirmation of the authenticity of the work they have produced for internal assessment."

- 2.2 The content of the above paragraph, as well as the action that must be taken if authentication cannot be provided, should be drawn to the attention of teachers and internal assessors who are responsible for the supervision and authentication of candidates' work. Candidates themselves should have been made aware that they are responsible for ensuring that the work submitted for assessment is their own. The *JCQ Notice to Candidates, GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications: Coursework Assessments*, which is circulated each September, at the start of the academic year, and posted on the JCQ website (www.jcq.org.uk/), provides instructions and guidance.
- 2.3 Centres are also reminded of the *Code of Practice* requirement to show how credit has been assigned in relation to the criteria defined in the specification.

3. Authentication Forms

- 3.1 Authentication forms are provided by each awarding body either in a generic or subject-specific format. If a teacher feels unable to authenticate the work of a particular candidate, then that candidate's work cannot be accepted for assessment. A mark of zero should be recorded on the optical mark sheet or encoded on the EDI file.
- 3.2 If irregularities in coursework are discovered **prior** to the candidate signing the declaration of authentication, this should be dealt with under the centre's internal procedures and need not be reported to the awarding body.
- 3.3 If irregularities in coursework are identified by a centre **after** the candidate has signed the declaration of authentication, the head of centre **must** submit full details of the case to the relevant awarding body at the earliest opportunity. Guidance is provided in the JCQ booklet *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* together with Form JCQ/M1. Copies of this booklet can be found on the JCQ website (www.jcq.org.uk/).
- 3.4 In accordance with the *Code of Practice*, awarding bodies will not be able to accept marks where authenticity has not been confirmed by both the teacher and the candidate.
- 3.5 If, during the external moderation process, there is no evidence that the work has been properly authenticated the awarding body will set the associated mark(s) to zero.

4. JCQ Documents – Further Information

- 4.1 As well as the two JCQ documents mentioned (*Notice to Candidates GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications Coursework Assessments* and *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*), the attention of teachers and assessors responsible for the assessment of coursework is drawn to the JCQ booklet *Instructions for conducting coursework* and *Plagiarism in Examinations: Guidance to Teachers/Assessors* which are also posted on the JCQ website (www.jcq.org.uk/).

Please note that all enquiries about the administrative procedures to be followed during the submission of coursework samples and marks should be addressed to the individual awarding body concerned.



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Notice to Candidates

GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications: Coursework Assessments

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

Before 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 or lecturer.

Coursework provides you with an opportunity to do some independent research into a topic. The research you do will involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio, and the world wide web.

Using information from published sources (including the internet) as the basis for your coursework is a good way to demonstrate your knowledge and understanding of a subject, but 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, pg.29.)

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

(<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 12 February 2009.

You must also include a bibliography at the end of your work, which lists the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) "Mary, Queen of Scots", London: Weston Press.

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

Preparing your coursework — good practice

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

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, 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 for submitting drafts and final pieces of work. Your teachers are there to guide and assist you — showing them your work as it progresses will allow you and your teacher time 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. 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 don't need.

Don't be tempted to use essays from online essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

Plagiarism

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

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

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay 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.

Your awarding body will decide which penalty is appropriate.

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

SUPPORTING DOCUMENTS

GCSE, GCE, and AEA Code of Practice 2008/9 (QCA, DCELLS, CCEA)

JCQ Statement Coursework in Examinations, November 2005 (www.jcq.org.uk/)

JCQ Plagiarism in Examinations, Guidance to Teachers/Assessors (www.jcq.org.uk/)

JCQ Notice to Centres: Re-using Coursework Marks when an Examination is Re-taken (www.jcq.org.uk/)

JCQ Centre Consortium Arrangements (www.jcq.org.uk/)

JCQ Suspected Malpractice in Examinations and Assessments: Policies and Procedures (www.jcq.org.uk/)

JCQ Notification of Potential Malpractice form JCQ/M/01 (www.jcq.org.uk/)

JCQ Access Arrangements, Reasonable Adjustments and Special Consideration (www.jcq.org.uk/)

JCQ Post Results Services: Information and guidance for centres (www.jcq.org.uk/)

Coursework; a Guide for Parents (QCA, DELLS, CCEA)

Authenticating Coursework: A Teacher's Guide (QCA, DELLS, CCEA)

The Plagiarism Advisory Service (www.jiscpas.ac.uk)