



**British Academy**  
School Marrakech  
— Belong Achieve Become —

## **EXAM POLICY**

**BASM 20**

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## 1. CONTROLLED ASSESSMENT AT BASM – RISK MANAGEMENT PROCESS

This document examines potential risks and issues relating to the implementation of **controlled assessment** for iGCSE/GCSE and IAL/A Levels and how these might be managed and mitigated through forward planning and remedial actions.

Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (eg start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	EO LT HEAD
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 sometime between assessments	EO LT
<b>Accommodation</b>			
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	EO LT HEAD OF OP
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		EO LT Head of IT



Risks and issues	Possible remedial action		Staff
	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 schedule date of assessment	IT
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	EO and IT
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	EO and IT
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) or candidates		LT
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.  NB retakes of controlled assessment are limited	EO

risks and issues	Possible remedial action		Staff
	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	EO and LT
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 assigned after every session	EO and LT
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course		DoS, LT, EO
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are <b>not</b> 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		EO, LT

\*Not all controlled assessment will require the completion of a study diary or study plan

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Example risks and issues	Possible remedial action		Staff
	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	LT, EO, DoS
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	LT, EO, DoS
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	EO and LT
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	EO, LT
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	EO, Bursar

\*\* All tasks whether set by the awarding body must be developed in line with the requirements of the specification

Example risks and issues	Possible remedial action		Staff
	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	LT, EO



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	LT, EO
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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	LT
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	LT, EO

Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	LT, EO
Centre does not run standardization activity as required by the awarding body	Plan against the requirements for standardization for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardization event can be arranged	EO

## **2. Staff Responsibilities for Controlled Assessment iGCSE**

### **EXAMINATION OFFICER**

- 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 LTs to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- In consultation with LTs draw up and publish a calendar of events.
- Map overall resource management requirements for the year. In so doing, resolve problems over the timing or operation of controlled assessments. Identifying issues arising from the need for particular facilities (rooms, IT networks, science laboratories time out of school etc.)
- Create, publish and update an internal appeals policy for controlled assessments.
- 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, 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 SLT.

### **LEAD TEACHERS**

- Ensure that schemes of work and examination preparation, specifications adhere to the requirements of BASMs chosen awarding body and the specification therein for a particular iGCSE.
- 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.



- Standardize 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 and The CAIE handbook where appropriate.*
- 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 Examination Officer 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 Examination Officer to the awarding body when required, keeping a record of the marks awarded and supplying a duplicate to the Examination Officer
- 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.

- As the appropriate special education needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

### **SPECIAL EDUCATION NEEDS COORDINATOR/ADDITIONAL LEARNING SUPPORT**

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

### **3. Internal Assessments for External Qualifications Including Coursework and / or Controlled Assessments.**

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, whenever BASM's staff assess students' work for external qualification, they will ensure that this will be undertaken **fairly, consistently** and in **accordance with the specification** for the qualification concerned. BASM is committed to ensuring that:

- Internal assessments are conducted by staff who have the appropriate knowledge, skills and understanding.
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification;
- The consistency of the internal assessment is secured through internal moderation and standardization as necessary;
- Staff responsible for internal standardization attend any compulsory training sessions.

### **4. COMPLAINTS AND APPEALS PROCEDURE**

EDEXCEL Examination Board publishes its arrangements for appeals against its decisions. EDEXCEL specifies detailed criteria for the internal assessment of work. In addition it will moderate the assessment and determine the final judgement on a mark. Appeals against matters outside BASM's control will not be considered in the school's appeal procedure.

### **INTERNAL APPEALS POLICY FOR ENQUIRY ABOUT RESULTS (EAR) REQUESTS**

BASM has a policy to not refuse any candidate requests for these services, even if they have been advised against making an application. Any request will be processed providing that the candidate and parents have signed the necessary form (to give their permission knowing that results must be accepted even if lower, and to confirm they will meet cost).

## Stage 1 and 2 Appeals

The initial decision as to whether BASM will pursue an appeal is made by the relevant Lead Teacher and Examination Officer. If the decision is no and the candidate wishes to appeal this decision the Head (of Centre) will then be involved in the final decision.

If the School will not pursue an Appeal the parents will be informed in writing and will be provided with a copy of the schools Complaints Procedure which gives all relevant details on how to lodge a complaint with the Advisory Board of Governors.

## POST-RESULTS SERVICES POLICY

Post-results services provided by examination boards are as follows:

- A) Urgent Enquiry About Results (Priority EaR)
- B) Enquiry About Results (Non-Priority EaR)
- C) Access to Scripts Services (ATS)

## PROCEDURE

There is a single centralized procedure to apply for these services

All applications for post-results services are to be processed by the Exams Officer. Applications cannot be submitted directly to the Board by candidates, parents, teachers, tutors or Lead Teachers.

All submitted applications **must** be accompanied by a signed consent form stating that

- For EaRs the candidate's mark can go **down** as well as up
- EaRs will be charged to candidates if the mark does not change.
- Written permission from the candidate if ATS scripts are to be used for teaching and learning.

## Priority EaRs

These generally apply to departing Upper Sixth candidates who have a place in Higher Education depending on the outcome of the enquiry (or "re-mark") but may also be requested by Lower Sixth pupils because of the impact on University applications if permission is given by the Examination Officer.

Ideally requests for priority EaRs should be submitted to the Exams Officer on A-level results day or as soon as possible afterwards. The Boards' deadline for priority EaRs is usually within a week of the publication of results; but pupils will be given the appropriate deadline on a letter sent out with results.

Requests for priority EaRs should be made following consultation between the candidate and PJD.



## **Non-priority EaRs**

These generally apply to departing Upper Sixth candidates whose place in Higher Education **does not** depend on the outcome of the EaR, to Lower Sixth pupils with more marginal concerns and to all iGCSE candidates. Requests for non-priority EaRs should be submitted to the Exams Officer within five days of the relevant results day for iGCSE. The deadlines for applications are given in the letter sent to all candidates with results.

## **Outcomes of EaRs – priority and non-priority**

The Exams Officer is responsible for ensuring that pupils receive information relating to their EaR. Copies of this are to be given to the relevant Lead Teacher. Once the outcome of an EaR has been received, the Exams Officer will publish it on the Examinations notice Board in the Staff Common Room if the subject grade has changed so that this is accessible by all members of staff.

## **EaR Charges**

These are paid for by the candidate **unless** whole-cohort EaRs have been submitted on the basis of concerns about consistency of marking etc.

## **Access to Scripts**

Applications for Access to Scripts must be submitted by Lead Teachers or candidates to the Exams Officer as soon as possible and in all cases by the deadline set out in the letter accompanying result information. The Exams Officer will process applications and deliver returned scripts electronically or in hard copy to candidates or Lead Teachers as they are received from the examination boards.

Where scripts are ordered by Lead Teachers are intended to be used for teaching and learning purposes, or as examples for other students, prior written permission must be obtained from the candidates concerned. These scripts must only be seen by teachers who are members of staff at BASM.

## **ATS Charges**

If Access to Scripts has been requested by the candidate, the service will be charged to the candidate. If Access to Scripts has been requested by a Lead Teacher, the service will be charged to the relevant Department.

## **Disputes**

A candidate may request an EaR against the advice of academic and pastoral staff but this fact must be noted in writing when the consent form is signed. An EaR will not be submitted under any circumstances if the candidate does not explicitly consent to it and sign a consent form.

## **INTERNAL APPEAL**

An appeal can be made directly to the school concerning the internal



assessment at BASM. The written appeals procedure is as follows:

- The appeal must be made in writing to BASM's Examinations Officer at least two weeks before the date of the last externally assessed paper of the series;
- An appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgement themselves;
- Any enquiry into the internal process will normally be led by either the Examinations Officer, provided he/she has played no part in the original internal assessment process and the Head will be informed of the result. If the Examination Officer is unable to investigate for any reason the Head will nominate another suitably independent and competent member of staff to complete an investigation.
- The enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirement of the Awarding Body and the 'Code of Practice'.
- The appellant will be informed in writing of the outcome of the appeal within 7 working days of the investigation being completed, including;
- Relevant communications with the Awarding Body;
- Any steps taken to further protect the interests of the candidates;

## **PROCEDURE FOR VERIFICATION OF CANDIDATE IDENTITY**

### **Internal Candidates**

For IGCSE and international A-Level examinations all candidates will have photo ID card on the desks. Centre staff will be present at the start of the exam to help identify candidates. Invigilators can check against the photo ID card at any time. If external invigilators are unsure about a candidate's identity the Examinations Officer should be contacted immediately.

### **External Candidates**

All External candidates will be required to produce a passport at the start of their exam. A member of the Exams office staff will check the identity of the candidate against the passport. If there is any doubt the Examinations Officer should be contacted immediately, and before the candidate is admitted to the exam hall.

SIGNED BY: HEAD

Head's Signature.....



REVIEWED: JUNE 2022, NOVEMBER 2023, September 2025

NEXT REVIEW DATE: September 2026 REVIEW BY: Head of Centre





Joint Council for  
Qualifications

AQA

City & Guilds

CCEA

Edexcel

OCR

SQA

WJEC

**Produced on behalf of: AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC**

## **Public Interest Disclosure Act (Whistleblowing)**

### **Guidance in relation to suspected malpractice in examinations and assessments**

This guidance is principally for centre staff who may witness malpractice in examinations and assessments, but may be unsure about what action to take.

The Public Interest Disclosure Act (PIDA) gives legal protection to employees from being dismissed or penalised by their employers as a result of publicly disclosing ("blowing the whistle on") certain serious concerns.

It is probable that your organisation has a whistleblowing policy. If it does not, you will still be protected under the PIDA. This allows you the opportunity to bring to your Senior Management Team's attention possible corruption or non-conformance with legal obligations for example, but also when you suspect malpractice is taking place.

### **What should you do if you see malpractice taking place in examinations or assessments?**

If you believe that your management team will take action to remedy the situation then informing your line manager may be the best solution. However, if you believe that your Senior Management Team is involved, or you believe that you may be victimised by raising the issues with them, then you may wish to talk to the relevant awarding body.

You will still be protected by the PIDA if:

- you reasonably believe that by making the disclosure to your employer you will be victimised; or
- you reasonably believe that by making the disclosure to your employer there is likely to be a cover-up; or
- the matter has previously been raised internally or with the sector regulator.