



# EXTERNAL EXAMINATIONS POLICY (Senior School)

(This document is available on the school website or on request)

*Reviewed June 2017*

## ENTRIES

The cost of all GCSE/IGCSE, AS and A2 exam entries will be borne by the candidate.

### **GCSE/IGCSE**

Candidates in Year 11 will be entered for full or half GCSE/IGCSE awards in all subjects they are studying full-time at QE.

In instances where a student wishes to be entered as a QE candidate for a subject not normally available at KS4, the Headmaster must be consulted as to whether this can proceed.

### **A Level**

Candidates will be entered for three (or occasionally two or four) A-level subjects.

### **AEA, STEP, EPQ, L2PJ, FSMQ and DELF**

The candidate will meet the cost of entries for these examinations. Parents may apply in writing to the Headmaster for financial assistance.

### **Admissions Tests: BMAT, ELAT, HAT, MAT, MLAT, PAT, TSA etc.**

The cost of entries for these examinations (if applicable) will be borne by the candidate. The entry for many of these tests must be made by the Examinations Officer. QE will not act as an open centre for these examinations (see External candidates).

### **Late withdrawal**

Candidates who ask to have an exam entry withdrawn after the late entry deadline has passed will be expected to bear the cost.

### **External candidates**

QEH will not normally accept external candidates. We will allow ex-Year 13 candidates to re-sit units as external candidates. This will take place in the June session after the candidate has left the school. There may be additional costs incurred for invigilation.

### **Billing internal candidates for entries**

Once entries have been made for any exam session, the Examinations Officer will report to the Bursar on the costs of making these entries. The Bursar will then add these costs to the next end of term bill.

### **Billing external candidates for entries**

External candidates will be required to meet the full entry fees for their examinations. We would normally require external candidates to pay for these entries in advance due to the difficulty in recovering costs afterwards.

### **Failure to pay**

Chasing debts is the responsibility of the Bursar not the Examinations Officer.

### **Invigilation**

Invigilation costs will be met by the school except in circumstances where a candidate has to be housed in a separate room incurring additional invigilation. The costs for this extra invigilation will be borne by the candidate.

### **Enquiries about results**

Who is to bear the cost of such enquiries must be established before they are set in motion.

Whenever a re-mark or re-moderation is requested the candidate must sign a form (see [www.jcq.org.uk](http://www.jcq.org.uk) Post Results Services booklet) to show he appreciates that, as a result of the enquiry, his mark may be raised, lowered or remain the same. He should be informed of the cost and if the candidate has left QEH, payment should be forwarded via the Examinations Officer to the Bursar prior to the enquiry being set in motion. If the grade is improved the candidate will be reimbursed.

The Headmaster must approve any departmental enquiry request generated within QEH. The Examinations Officer must ensure that the candidate(s) has/have given permission for the enquiry and signed the appropriate form and the Bursar must be told which Department will meet the cost should the grade not be improved.

### **Appeals**

Appeals against failed result enquiries can only be made if there is some procedural failure by the Awarding Body (examination board). Such appeals may only be made with the support of the Headmaster, whose decision in such matters is final.

## **Access to Scripts**

Who is to bear the cost of such enquiries must be established before they are set in motion.

If the candidate is requesting the service, he should be told the cost and if the candidate has left QEH, payment should be forwarded to the Examinations Officer prior to the access to scripts being set in motion. If a department is requesting scripts, the Examinations Officer must ensure that the candidate has signed the appropriate form granting permission for his work to be used (see [www.jcq.org.uk](http://www.jcq.org.uk) Post Results Services booklet) and the Bursar must be told which Department will meet the cost.

## **Cashing-in GCE and GCSE awards (Certification)**

Cashing-in for GCSE and IGCSE awards takes place in the June session of Year 11.

Cashing-in for GCE A-level awards takes place in the June session of Year 13.

There is no fee for cashing-in.

## **Contingency Planning**

Contingency planning for exams administration is the responsibility of the Head of Centre/Examinations Officer.

Contingency plans are available and are in line with the guidance given by Ofqual, JCQ and awarding organisations.

## **Equal Opportunities and Disability**

Please see the separate *Equal Opportunities and Disability Policy* on the school website.

The school will make reasonable adjustments for disabled pupils and those with Special Educational Needs to ensure that such pupils are not placed at a substantial disadvantage in comparison with other pupils. Reasonable adjustments do not include physical alterations to buildings but may include reasonable requests for auxiliary aids and services to allow a pupil to access the curriculum.

## Appendix

### Access Arrangements Policy

#### Word Processor Use

We are allowed to provide a laptop (with spelling and grammar check, predictive text and internet access disabled) without processing an application or even recording the arrangement, for exams and controlled assessments. There are two guidelines:

There must be a **need** the candidate has, requiring an additional or alternative method for him to be able to access the exam and content. It must be the case that without this arrangement the pupil would be significantly disadvantaged. So there are two conditions:

1. Candidates cannot simply opt to type their exams, even if they can type more quickly than they can write. They must have a need such as:
  - a learning difficulty which has a substantial and long term adverse effect on the ability of the candidate to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - illegible handwriting or work that contains many crossings out or insertion marks, rendering it very difficult to interpret.
2. The use of a word processor, however, must be the candidate's **normal way of working**. This means he uses a word processor regularly in class when asked to produce lengthy pieces of writing, and has used one in written tests or examinations and benefited from doing so.

In order to be able to apply the second guideline with confidence the decision to allow use of a word processor in appropriate exams should be taken as early as possible, at the start of the course in year 10 or 12. At least one internal examination or timed piece of work must have been done with a word processor and it must have been observed that the candidate benefited from the provision.

This policy applies to all who are diagnosed as in need of word processor use from September 2015.

#### 25% extra time

In order to be able to award this, QEH must do two things:

1. Provide standardised scores in an educational assessment of 84 or fewer in one or more of the areas of *processing*, *spelling*, or comprehension *speed or accuracy*. This may be done by an outside agency.

2. QEH must “paint a picture of the candidate’s **normal way of working**, clearly demonstrating the need for 25% extra time. Extra time of 25% must not be awarded only for examinations and controlled assessments.” (JCQ)

So again, having this allowance must be the candidate’s **normal way of working**. Therefore wherever practical, especially in internal examinations, 25% extra time should have been allowed since the need was detected, ideally before the beginning of year 10 or year 12. In each subject for which the allowance is made, at least one internal examination or timed piece of work must have been done with 25% extra time and it must have been observed that the candidate benefited from the provision.

“The documentation presented for inspection purposes must show a compelling case for 25% extra time (as opposed to other access arrangements) with a clear and detailed picture of current need.” (JCQ). So this picture of need must be prepared even when a candidate has a statement of special educational needs or where an educational psychologist has produced a report indicating such needs. Such a picture is made up of a folder of work, from two or three departments where time constraints would be a problem, or have been shown problematical, such as an examination paper, where there is some indication of what has been achieved in the extra time, an exam or piece of work where the teacher clearly states that the candidate did not have the time to write down all that he was able to write down – probably indicated in a conversation between teacher and pupil after the exam.

There may be cases, therefore, when a need for extra time has been diagnosed by an outside educational psychologist, but no such need has been in evidence in his school work, and because of the constraints put on us by JCQ we are unable to award the extra time. In such cases a decision will be made and will be communicated to the pupil’s parents or guardians.

This policy does not cover other access arrangements such as scribes and readers.