



External Examinations Information 2021



**THE BRITISH
SCHOOL
OF TASHKENT**

A NORD ANGLIA EDUCATION SCHOOL



GUIDANCE FOR CANDIDATES AND PARENTS/CARERS EXTERNAL EXAMS 2021

With the summer exam series approaching The British School of Tashkent (BST) strives to make the examination experience as stress free as possible for both candidates and parents/guardians to ensure successful outcomes for all students.

Here is our guide to exams including information on the administration process, tips on planning your revision what to expect on exam days, our approach to teacher assessed grades during the COVID-19 pandemic and information about results and post result services.

The information below will help you to understand what is required of candidates and of the Centre, but if you have any questions or need advice please do not hesitate to contact the school.

As a Centre for Examinations, the school must follow precisely the regulations set down by the awarding bodies (Examination Boards). These regulations are set to ensure that the same standards are applied consistently across all centres and we are not allowed to deviate from them.

JCQ (the body that oversees all exam regulations) have produced several information leaflets for candidates. Candidates and parents are strongly advised to read them carefully. You will find them linked in this handbook.

The school uses two examination boards:

- Cambridge (CIE)
- Pearson (Edexcel)

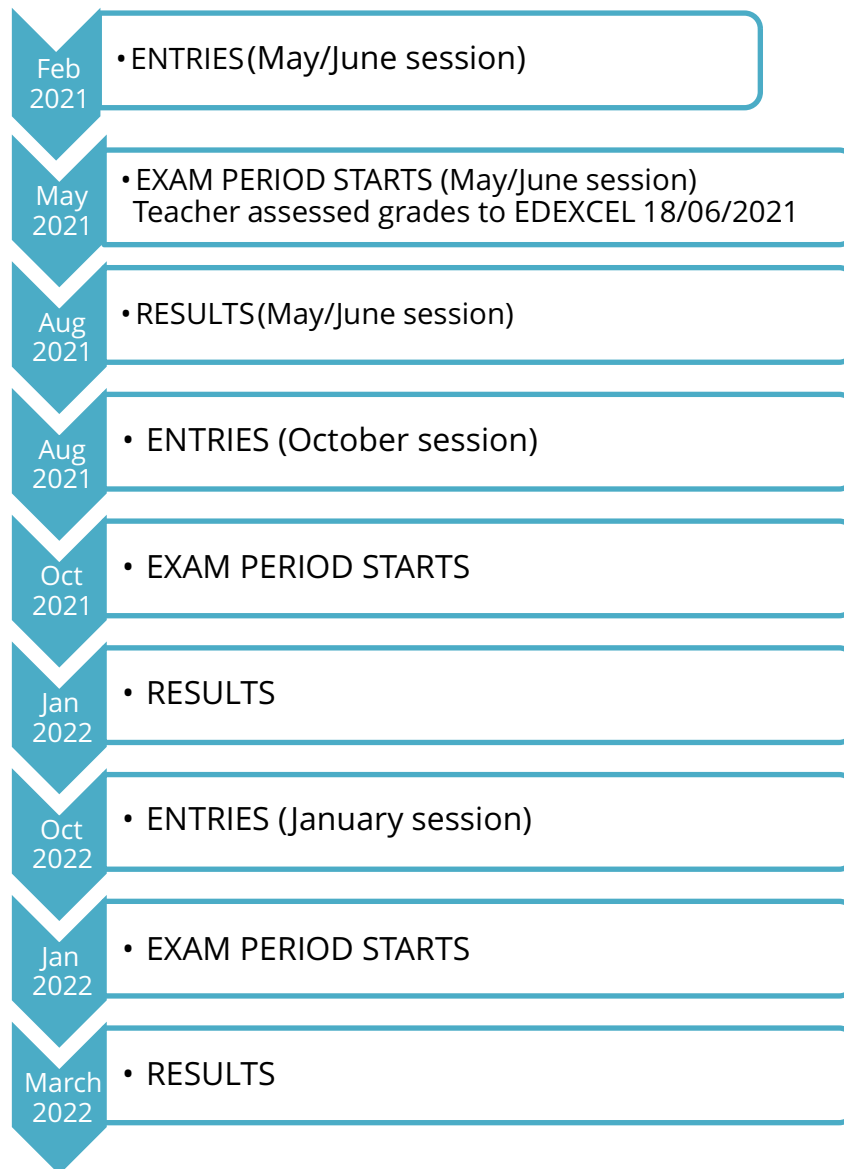
Our Centre Number is: 91861(EDEXCEL) and UZ002(CIE)

Head of Centre: Dr Andre Nel

Examinations Officer: Mr Joseph Lucas

Further information can be found from the JCQ website at: www.jcq.org.uk

TIMELINE AT A GLANCE



ENTRIES

Statements of Entry

Prior to the entries being made, each student is issued with a Candidate Statement of Entry.

Please check:

A. Legal Name

Parents/guardians and students are asked to check that legal names are listed and spelled correctly on the Candidate Statement of Entry. Examination Boards strongly recommend that candidates use their legal name as this will then prove the identity by matching their birth certificate and other documents when applying for further/higher education or for employment. The date of birth should also be checked. It is important that any errors are picked up now as exams boards will charge for any corrections. Any corrections need to be communicated to the Exams Officer before signing the statement. This is what will appear on your certificate and a charge may be made for alterations after the certificates have been produced.

B. Identification

i. Candidate Numbers: This is the four digit number given to candidates by the school and the one entered on the top of all exam papers and on controlled assessments. This is always on the candidate card on the allocated desk in the exam room.

ii. UCI (Unique Candidate Identifier): This is a 12-digit number (usually beginning with the Centre number – 91861) which is used for administrative purposes. It appears at the top of the Candidate Statement of Entry, but there is no need for candidates to remember it.



C. Entry Procedure

General criteria for entry to external examinations:

1. If a student has followed a course of study leading to an examination, the examination entry will normally follow. However, entry should not be seen as a right for all students. Where concerns exist, they will be discussed with the student and parent/guardian, where it should be understood that entry might be withdrawn.
2. If in the professional judgement of the teacher, the student is capable of achieving a grade in the examination (e.g. a grade G at IGCSE or a grade E at A/AS level or 1-9), then the student will be entered. If this is not the case, the Phase Leader and/or Head of Secondary will inform students and parents/guardians. Should parents/guardians insist on entry for examinations, the student will be entered as an external candidate at the discretion of the Phase Leader and/or Head of Secondary. Costs may then not be covered by the school.
3. If attendance for the course is below 90%, then the student will not be entered, unless there are special circumstances. In this instance of poor attendance, the Phase Leader and/or Head of Secondary will decide on entry following consultation with teaching staff. If a decision not to enter is made, the Phase Leader and/or Head of Secondary will inform the parent. Should parents/guardians insist on entry for examinations, the student will be entered as an external candidate at the discretion of the Phase Leader and/or Head of Secondary. Costs may then not be covered by the school.

The Exams Officer will set entry deadlines for each examination series, which must be adhered to by all departments and students. These will be well before the Examination Board deadlines, for administration, amendment and checking purposes. Students will be issued a Statement of Entry detailing all the examinations we expect that student to take. Students will need to check this sheet carefully and inform the examinations officer immediately of any inaccuracies. It is the responsibility of the student to ensure that their entry is correct.

A signed statement must be returned to the Exams Officer before final entries will be submitted.

The internal checking of personal details and exam details above is very important. If a student requests an amendment once his/her certificate has been issued, then the student will have to meet the Exam Board's costs.

Tier Entry

The school will determine the tier of entry for examinations based on expected outcomes and student performance. This will be clearly communicated to parents/guardians and students. Should a parent/guardian insist on a different tier, then this must be confirmed in writing and the student will be entered as an external candidate.

Retakes

There is a standard internal application form, that needs to be collected from the Exams Officer. The form requires the signature of the subject teacher, the student, and the parent/guardian. The subject teacher's signature is required so that we are assured that they know of the retake and have had the opportunity to recommend to the student whether it is worth their while pursuing the retake.

It is the policy of this Centre to allow our students to enter for any retake that they are paying the fee for if there is parental/guardian approval.

To apply to retake an exam, the student must return the completed form to the Exams Officer. The Exam Officer will pass on the details to administration for billing purposes.

D. Fees Structure

Actions requiring expenditure over standard entries are as follows:

1. Retakes

The school will pay for the first entry for subjects.

Where the examination consists of different modules, then the school will only pay for one entry for each module for the duration of the course – any retake should be paid for by the parent/guardian.

2. Late Withdrawals

Withdrawals will only incur expenditure, when they are made after the Examination Board's withdrawal deadline dates for a particular exam series. The Exams Officer will ensure all Head of Departments are aware of this date.

- If the late withdrawal is an oversight by the school, then the school will bear the cost.
- If the late withdrawal is required by parental request, then the parent/guardian will be charged the fee.
- If the late withdrawal is required due to a student defaulting on coursework, then the parent/guardian will be charged the fee.
- If the late withdrawal is required due to medical/other genuine issues for the student, then the fee will be paid by the school.

3. Late Entry

A late entry for a candidate is one which is made after the Examination Board's entry deadline for an examination series and could be triple the cost of a correct entry. The Exams Officer will ensure all Head of Departments are aware of this date.

- If the late entry is an oversight by the school, then the school will bear the cost.
- If the late entry is required due to parent/guardian or student request, then the parent/guardian will be charged the late entry fee.

E. Timetables

Nearer the exam period students are issued with a detailed Exam Timetable, ALL STUDENTS SHOULD CHECK THE TIMETABLE CAREFULLY. If you have any questions, please see the Exams Officer immediately.

Clashes: Occasionally candidates will have exams for two separate subjects scheduled for the same session. If you are affected by this scenario, the Exams Officer will make special timetable arrangements for you on that day and will discuss them with you individually as per JCQ guidelines.

F. Equipment

Students are responsible for bringing the correct equipment in full working order to exams. School holds a limited supply in the event a candidate's equipment runs out or breaks down during the exam. We realise things do not always go to plan, but students must not rely upon school being able to supply them with this equipment.

Equipment should always be visible to invigilators (i.e. clear pencil case or sandwich bag) and include:

- Two Black Pens (blue pens/correction pens/high- lighters/gel pens are not allowed)
- Pencil
- Ruler
- Eraser
- Compass
- Protractor
- Pencil Sharpener
- Extra equipment (e.g. coloured pencils) may be required for specific exams. Your teacher will let you know if this is relevant
- Calculators may be used in exams unless stated otherwise on the front of the exam paper. For Mathematics and Science exams candidates must ensure that their calculator conforms to the exam regulations – do not bring into the exam room any calculator lids/covers or instructions. It must not have anything stored in it. If you are in any doubt, please see your teacher.

G. Exam Attendance

It is the responsibility of all candidates to check their own timetable and arrive in school 15 minutes before the start of their exam. They must wear full school uniform and be fully equipped for the exam they are about to take. Candidates arriving late may still be admitted to the exam room depending on the exam and the arrival time. However, it is at the Examination Board's discretion as to whether the paper will be accepted and marked.



Examination regulations are very strict about what can and what cannot be taken into the exam room. Candidates who break these rules will be disqualified from the exam. Some of the things you **MUST NOT** take into the exam room include coats, bags, books, paper, electronic equipment, mobile phones, and watches (even if they are switched off).

If students fail to turn up for an exam then, as per the Exams Policy, they may be invoiced for the cost of entry.

Mobile phones and smartwatches/watches must not be taken into the exam room even if switched off.

If a mobile phone or smart watch (or any other electronic device) is found in your possession during an exam it will be taken from you and the appropriate report will be made to the Examination Board. No exceptions can be made.

Only still bottled water is allowed in the exam room. This must be in a clear bottle (NOT METAL) with a secure cap and the bottle must not have a label on it. Candidates must keep the bottle on the floor beside their desk.

Information for Candidates

All candidates taking exams or assessments which contribute to final examinations are required to take responsibility for ensuring they adhere to JCQ regulations.

Students are required to read the following documentation and comply with all JCQ regulations.

Information for Candidates – Coursework – 2020-2021	Information for Candidates – Non Examination Assessments 2020-2021
Information for Candidates – On-screen Tests 2020-2021	Information for Candidates – Privacy Notice 2019 – 2020
Information for Candidates – Social Media	Information for Candidates – Written Exams 2020-2021

During and After the Exam

1. Listen carefully to the instructions and notices read out before the exam starts. There may be amendments that you need to know about.
2. Check that you have the right question paper – check the subject, the paper, and the tier of entry. Put your hand up immediately if you are in any doubt and have it checked.
3. Read the instructions carefully and number your answers clearly. Cross out any work that you do not want to be marked. Also remember to cross out any rough work.
4. Check that all exam scripts, including any extra sheets you have used have been completed clearly with the exam code, your full name, Centre number and candidate number.
5. If you finish working before the end of the exam, use the time to check your answers and your details on the front of the paper. You will not be allowed to leave the room before the end of the exam and until all papers have been collected .
6. If you need to speak to an Invigilator put up your hand and wait until the Invigilator comes to you.

You Must Not

7. Disturb or distract by any means, other candidates.
8. Communicate in any way at any time when you are in the exam room with other candidates.
9. Remove any question papers, answer booklets or additional paper from the exam room.
10. Candidates remain under exam conditions whilst papers and equipment are being collected. You must remain silent until you have left the exam room. Please show consideration for others who may still be working in the room.

Invigilators

The school trains all staff as Invigilators to conduct the exams as per JCQ regulations. Candidates are expected to follow their instructions and always behave in a respectful manner. Failure to do so may result in candidates being withdrawn from the examination. No matter how distressing to a candidate, Invigilators cannot discuss the paper, comment on it, or give an explanation or alternatives. They may only refer the candidate to re-read the front page. Candidates who behave in an unacceptable manner or cause disruption will be removed from the exam room by the Invigilator, Exams Officer or members of the Senior Leadership Team.



CONSIDERATION

Access Arrangements

A few students are granted access arrangements specifically suited to their individual needs. Access arrangements DO NOT give any candidate an advantage. They are requested purely so that all candidates can access all parts of the exam equally. Students who may need access arrangements are carefully monitored throughout their school life to assess their needs. It must be emphasised that any access arrangements in place must be the candidate's NORMAL way of working on a day-to-day basis in school.

Special Consideration

This can only be applied for in exceptional circumstances applicable at the time of the exam. Not all applications for Special Consideration are granted and the criteria is very specific. It will only be applied if all the criteria are met and a very small percentage of marks (between 0% and 5% in exceptional circumstances) are awarded to compensate for the disruption.

Like access arrangements it DOES NOT give one candidate an advantage over another.

CONTROLLED ASSESSMENTS

In addition to written exams, candidates may also have Non-Examination Assessments (NEAs) in some subjects. These may take place in the classroom during lessons and are arranged by the class teachers. These are timed, assessed pieces of coursework, marked by school staff to a standard set by the Examination Boards. The marks are submitted to the Examination Boards, who then ask for a sample of the work (taken from a range of results within the cohort) and who check to make sure that the marking is consistent with the Examination Board's expectations. All staff are required to attend regular moderating training to ensure that their marking is accurate and consistent. The Examination Boards can raise or lower the marks for the whole group, not just the sample sent to them for checking.



RESULTS

Exam results will be available to students when they are released by the Examination Boards on the dates below:

- Cambridge IGCSE and International A Level: 12/08/2021
- IAL Edexcel: 19/08/2021
- IGCSE Edexcel: 27/08/2021

Students **must** collect their results in person. If you wish any family members to collect results on your behalf, he/she must bring your written permission with them to school (the appropriate authorisation form is at the back of this hand- book or available from our website). Results will not be released without this authority and your results will then be kept in school until students can collect them in person.

Results will not be given out by telephone or email under any circumstances.

- Uncollected results will not be posted out by regular mail but can be sent by courier at the students request and expense. Please make arrangements with the Exams Officer, to arrange delivery and payment of the shipment.

POST RESULTS

- a. **Post Results Advice:** Teaching staff and members of the Senior Leadership Team will be on hand on results day if you need post-results advice or help regarding your next steps.
- b. **Enquiries About Results:** If you think that you have been unfairly marked it is your right to ask the Examinations Board to review the marking of your paper or to ask for a clerical check (i.e. the addition of the marks to be checked). You might also wish to request a copy of the exam script. Further information is available below:

Enquiries about Results Options

Clerical Re-check: This will check that all parts of the script have been marked; the totaling and recording of marks is correct.

A Review of Marking: This is NOT a re-mark. An Examiner checks to see that the marking guidelines have been correctly followed by the original Examiner.

A Review of Marking: Of coursework (A level) or controlled assessment (IGCSE) work;; BUT this can only be requested if the Examination Board Moderator has changed the teachers' marks and all candidates are willing for this process to be carried out. This service is not available to individuals.

Access to Scripts: This allows you to have your script returned. Original scripts may not be returned until mid-November. If you want to see the script earlier than this (especially if you want to see it with a view to asking for a Review of Marking or Clerical Check) a photocopy of the script can be requested (IGCSE only).

You should be aware that there is a cost involved for each of these options – a cost you will have to meet. Also be aware that marks and thus grades can go down as well as up in any check made. Grades are not considered final until certificates are published at the end of October.

- c. If you think that you may need any of your papers reviewing, you should first discuss the matter with your teacher and the Exams Officer in school who will have access to the breakdown of your marks. Based on this information, and how close you are to the grade boundary, your teacher can then make a recommendation.

Candidates must sign a form at the time of a request, acknowledging that by requesting a review of marking, their marks may go down as well as up, or they may stay the same. This form must be signed by the candidate and not by a relative. The costs for a review of marking vary between Examination Boards, but average approximately £40 per paper (not subject). School will require payment which may be returned depending on the result of the request. The Examination Boards do not charge if the overall grade is raised and under these circumstances a refund will be given. For candidates requiring an urgent review of marking (with a University place at stake) may request a Priority Review of Marking. These need to be submitted within one week of the results day and are expected to be processed within 10 days.

The deadline to submit applications is mid-September and applications are made by the school online. Candidates cannot make individual applications.

Please note that you cannot request a review of marking of NEAs and you cannot request a review of any units taken in a previous series. It is not possible to ask for a review of group activities (e.g. Drama Performance).

It takes approximately four weeks to get the results of a review of marking and you will be notified of the outcome by email. Further information is available on the JCQ website at www.jcq.org.uk

PRESENTATION OF CERTIFICATES

Year 13 leavers and their families will be invited to a Presentation Evening in December 2021/January 2022. Year 11 students are invited to a Presentation Gathering in mid-November, where they will receive all the IGCSE certificates they have been awarded during their time at The British School of Tashkent. Candidates who are unable to attend the presentations may collect their certificates in person from school at another time (please arrange with the Exams Officer).

Certificates are quite literally irreplaceable, and students will need to produce them when applying for further/higher education or for employment. The Examination Boards charge a substantial fee for a replacement letter (not a certificate) and for this reason we prefer not to post them out to students. You are urged to collect them quickly and keep them safe.

Study Leave

Study leave is an essential component of independence and preparation for external examinations. For study leave to be effective, students must be allowed time at home to prepare for examinations, but the impact on curriculum time and in school revision should be minimised.

Students are responsible for knowing when and where their examinations will be held. They must always be at the exam location as per the instructions of the Exams Officer. Students who prefer to attend school during study leave are welcome to do so and quiet workspaces are available in the Library and the Sixth Form rooms.

Official lessons will end at the end of April and students can then prepare for their exams at home. All staff remain available to students as per the normal timetable and students can drop into school to meet staff as required. Any students coming into school must sign in and out at the front desk.

Note that staff might request students to come to school to complete courses in the Sixth Form or to create more evidence for teacher assessed grades. It is vital that students attend school for the lessons staff have requested, as it will impact on their grades if they do not attend these sessions.



The Impact of COVID-19 on 2021 Exams



COVID-19 continues to have an impact on our students' external examinations. The UK government cancelled all external examinations, but the Examination Boards took their own approach on how to deal with the pandemic in International Centres. OFQUAL has provided guidance to Examination Boards on how to determine grades for students. The school continues to follow all guidance from the Uzbekistan government, and will keep you informed of any changes affecting examinations.

Further details from Ofqual

Ofqual - Decisions on how GCSE, AS and A level grades will be determined

Ofqual - How qualifications will be awarded in 2021

How the Examination Boards Responded to OFQUALS Announcements.

CIE has announced that where possible external examinations will continue as per schedule and therefore, we will continue with external exams for all CIE exams for IGCSE, and GCE subjects that follow a CIE syllabus.

COVID-19 Updates: Cambridge

EDEXCEL has announced that their external exams are cancelled and that schools will submit teacher assessed grades for their students.

COVID-19 updates: International Centres | Pearson qualifications

Based on the guidance from EDEXCEL and OFQUAL we will continue to gather evidence for students who will receive a teacher assessed grade this summer. EDXCEL will provide the school with some unseen examination material, we aim to do internal examinations with this material, and we will use it if required as part of our evidence to support student grades. It is vital that students are in school to help generate the evidence required. Poor attendance can have a major impact on students' final grade.

How GCSEs, AS and A levels will be awarded in summer 2021



Ofqual/21/6751/2

Working out your grade	Evidence	Results and appeals
<ul style="list-style-type: none"> Graded by teacher judgement Not graded by an algorithm School and college assessments can continue You'll only be assessed on what you've been taught Your teacher will tell you what evidence is used to grade you Private candidates to work with a school, college or exam centre to support their studies 	<ul style="list-style-type: none"> Mocks, tests and work already done can be used as evidence Non-exam assessment should continue Non-exam assessments can be used as evidence even if incomplete Art & design grade based only on your portfolio Teachers can use question banks provided by exam boards if they want to Results will be based on completed and future work 	<ul style="list-style-type: none"> Results days AS and A level: 10 August GCSE: 12 August If you're unhappy with your grade, you can appeal it. First step is to submit an appeal to your school or college. You can find out more details from your school, college or exam board, or by visiting the Ofqual website www.gov.uk/ofqual

When the government in the UK announced that external examination in the UK will be cancelled, the exam board Pearson followed announcing that they will cancel examinations for international centres as well. As such we have created a rigorous process to ensure that grades are assigned fairly based on evidence from students and within the guidelines set by the exam board.

We will gather evidence, assign grades and quality assure the assignment of grades in six phases to ensure that we meet the exam boards regulations and adhere to the school's policy regarding the examinations for the Summer of 2021.

A brief outline of each Phase follows below.

Phase 1 – Evidence collection

Staff responsible: Teaching Staff.

Deadline: 18th May 2021

Teaching staff will collect a minimum of three pieces of evidence for each student. The Evidence needs to be consistent for the Unit and students and should be in line with the guidance from the Exam board. Head of departments will work alongside staff to ensure that the evidence meet the requirements stipulated by the exam board. Teaching staff will discuss the range of evidence that will be used with each student. Staff should not discuss any grade proposals with students as this will be considered as exam malpractice.

A final internal examination will be scheduled for each unit in May – June.

Phase 2 – Grade proposal, Moderation and Data analysis.

Staff responsible: Heads of department and Teaching Staff

Deadline to be confirmed.

Heads of department will moderate samples of evidence and ensure that evidence meets the required criteria. Heads of department will work with teaching staff to evaluate the evidence and propose a grade.

Heads of department will then perform a full Data analysis for their subject and report on any anomalies.

Phase 3 – Grade Moderation, Data Analysis.

Staff responsible: Phase leaders, Heads of Department and Teaching staff

Deadline: 21 May – 7th June

Heads of department will present data analysis to Phase leaders, and samples of evidence as requested by Phase leaders. Final moderation of evidence and data to ensure unbiased and fair grade allocation.

Phase leaders will then look at individual student data across all subjects and report on any anomalies.

Phase 4 – Student Sign Off

Staff responsible: Phase leaders

Deadline: 11th June

Phase leaders to review evidence with all students.

Phase 5 – Head of Centre Approval

Staff responsible: Dr. Andre Nel

Deadline: 11th June

Grades and data reviewed in line with policy. Final approval for grade submission from Head of Centre.

Phase 6 – Grade Submission

Staff responsible: Exams Officer

Deadline: 18th July

Grades to be submitted to the exam board.

The following is an outline of the school's policy that we have submitted to Pearson, for approval. It's important that staff, students, and parents are aware of the processes and guidance in this policy to ensure full compliance and understanding of what is required in the coming months.

1. Roles of responsibilities.

Head of Centre (Dr Andre Nel)

- Our Head of Centre, Dr Andre Nel will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by Pearson.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.
- Sign off during Phase 6 to approve final grade submissions on all grades.

Phase Leaders (Jacques Krige, Wendy Spence, Jean - Pierre Le Grange)

Heads of Departments (Science: Mr. Jeyhun Jabarov, Mathematics: Mr. Melvin Jones, English: Mr Triston Weston, PE: Mr Andrew Baldwin, Languages: Mr Simon Lock)

Our Phase Leaders and Heads of Departments will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- Head of department Phase 2 sign off (Monitor / Moderate and analyse Teacher evidence and Grading and historical data checks)
- Phase Leaders Phase 3 Sign off (Monitor / Moderate Quality of evidence, accuracy of grading, Analyse student performance)
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade. All staff are to discuss individual student evidence with Heads of department and agree on a proposed grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by Pearson.
- ensure teachers have the information required to make accurate and fair judgments, Heads of department will monitor the strength and validity of evidence being gathered by teaching staff during Phase 1 and Phase 2.
- ensure that the data is tracked and check for each qualification that they are submitting. Documentation and checklists will follow our process through each phase, that needs to be signed off by relevant staff.

Teachers

Our teachers will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy to provide teacher assessed grades for each

student they have entered for a qualification.

- ensure that the teacher assessed grade they assign to each student is a fair, valid, and reliable reflection of the assessed evidence available for each student.
- Collaborate with Heads of departments and Phase leaders in assigning a proposed grade.
- Collect and present historical grades. (Mocks, class assessments, assignments).

2. Training support and guidance.

- Teachers involved in determining grades in our school will attend school-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by Pearson.
- Training provided: Bias, Conflict of interest, Assigning grades, Moderation, Malpractice, Internal Quality assurance, External quality assurance.

Support for newer and teachers less familiar with assessment

- We will provide mentoring from experienced teachers to newer and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for newer and other teachers as appropriate.
- Staff will make use of subject advisors from EDEXCEL.

3. Use of appropriate evidence.

Our Centre is based in Uzbekistan since the start of April there has been a steady increase in COVID-19 cases in the city. As such we are expecting some response from the government in regards COVID-19. Having specific dates for students to do exams under full exam conditions will be difficult to guarantee. As such we will be working towards getting at least three pieces of evidence that is consistent across students claiming a grade this Summer.

In gathering evidence:

- Teachers making judgements will have regard to the guidance provided by Pearson.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals. This evidence will be kept by the exams officer in secure conditions.
- We will be using student work produced in response to assessment materials provided by Pearson, including past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed. This option will only be used in specific subjects where there is a practical element. (Art, Music, Drama, PE)
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as Pearson materials, and have been marked in a way that reflects Pearson's mark schemes.
- We will use limited class or homework (We will not include work that took place during remote learning). This option will only be used in specific subjects where there is a practical element. (Art, Music, Drama, PE)
- We will use internal tests taken by pupils where we have ensured that work is the candidates own.
- We will use mock exams taken over the course of study.
- We will run an internal exam session under full exam conditions (April/May/June) for all subjects claiming grades. (COVID-19 permitting)

We will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, the evidence was produced under high control. Assessment task and examinations will be

completed under timed, fully supervised exam conditions.

- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school. (Work completed outside of school will be limited to practical subjects)
- We will not consider evidence that have been redrafted unless it is a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- All evidence will be checked and verified in Phase 1-3 by Teaching Staff, Heads of department and Phase leaders.
- During evidence collection Heads of department will monitor the range of evidence collected by teaching staff to ensure that they meet the criteria of the exam board.

4. Determining Teacher assessed grades.

This section outlines the approach we will take to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is at the standard at which a student is performing, i.e., their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.
- Where possible our teachers will not be assigning grades in isolation. Where a Head of department is available, grades will be proposed in consultation with the Head of department where all evidence have been considered during Phase 2.
- Teacher will assign grades based on evidence and not potential achievement.

5. Internal quality assurance.

This section outlines the approach we will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness, and objectivity of decisions.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand our school's policy for assigning teacher grades.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades.
 - Marking of evidence.
 - Reaching a holistic grading decision.
- Applying the use of grading support and documentation
 - We will conduct internal standardisation across all grades.
 - Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by Pearson.
 - Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by Pearson.
 - Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.

6. Comparison of teacher assessed grade to Historical Data.

This section outlines the approach we will take to compare our teacher assessed grades in 2021

with results from previous cohorts.

- We will compile information on the grades awarded to our students in past series in which exams took place.
- We will consider the size of our cohort from year to year.
- We will consider the student intake and variations from session to session.
- We will consider both subject (phase 2-3) and centre level variation (Phase 3) in our outcomes during the internal quality assurance process.

7. Recording decisions and retention of evidence.

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with Pearson.

8. Authenticating evidence.

This section details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms, which will include (Evidence completed in Class under supervision, Internal exam sessions), will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that Pearson will investigate instances where it appears evidence is not authentic.

9. Confidentiality.

This section of our outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential. Discussed in Phase 1, signed off in Phase 3)

10. Malpractice.

This section outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

- Our centre will follow the policies regarding malpractice, maladministration and conflicts of interest as stated in. Malpractice_20-21_v2-1.pdf (jcq.org.uk)
- All staff involved have been made aware of these policies and have received training in them,

as necessary.

- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security.
 - deception.
 - improper assistance to students.
 - failure to appropriately authenticate a student's work.
 - over direction of students in preparation for assessments.
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate.
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series.
 - failure to engage as requested with Pearson during the External Quality Assurance and appeal stages.
 - and failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration includes the risk of a delay to students receiving their grades, up to, and including, removal of centre status has been outlined to all relevant staff.

11. Conflict of Interest.

This section outlines the measures in place to address potential conflicts of interest.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

12. Private Candidates

- We do not consider private candidates for teacher assigned grades.

13. External Quality Assurance.

This section outlines the arrangements in place to comply with Pearson's External Quality Assurance of teacher assessed grades in a timely and effective way.

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the Pearson requirements for External Quality Assurance as set out in the Pearson Guidance.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with Pearson during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional

requirements/reviews that may be identified because of the External Quality Assurance process.

- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by Pearson, including the withholding of results.

14. Results.

This section outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of international A/AS and international GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance, and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from Pearson, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Student results will be released in accordance with Pearson's guidance and dates.

15. Appeals.

This section outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance. <https://www.jcq.org.uk/wp-content/uploads/2020/11/JCQ-Appeals-Booklet-2020.pdf>

Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.

All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.

Leaners have been appropriately guided as to the necessary stages of appeal.

Arrangements will be in place for the timely submission of appeals to Pearson, including any priority appeals, for example those on which university places depend.

Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.

Examination Guide for Parents and Students.

We want our children to do well in exams and effective revision plays a crucial role. Whilst you cannot revise for your child, there are lots of ways you can help them. This ranges from checking what they know and helping them remember things, to providing the right home life so that they can be at their most alert, healthy and resilient.

Taking external exams is a big step in a teenager's development. They are working toward actual qualifications which will affect decisions they make later about their future. This is an ideal time for you to help them form good habits that will set them up for the future, not only in terms of lifestyle (eating the right foods, being active, building resilience) but also in helping them discover which ways of learning suit them most and which environments limit them versus which help them flourish.

Effective revision also requires growth and developing essential life skills, such as good time management; the ability to deal with situations when things go wrong; and finding the right balance between work and play. These are areas where parents have lots of experience and can help children develop systems that work best for them.

This guide explores how you can support children in making revision time as productive and helpful as possible, helping them keep a balanced lifestyle, and hints and tips on providing a home life that encourages success. We have mostly focused on long-term support, but there are also some pointers on how you can help just ahead of examinations when the pressure is especially high.

Keeping Healthy

Sleep

Sleep is an essential element for optimum health, so make sure your child is getting enough rest. Teenagers need a lot of sleep given the huge changes taking place in their bodies – somewhere between eight and ten hours each night. Tempting though it may be for them to revise into the small hours, they will be much better off putting work aside and settling down for an early night. Work backwards! If they must get up at 7.00 am, then they need to be asleep by 11.00 pm – which probably means being in bed much earlier.

Mobiles, Screens, and Sleep

Getting enough sleep can be severely impaired by ready access to a 24/7 online community via their phones such as Instagram, Snapchat, Tumblr, Telegram, WhatsApp and other messaging services, not to mention their compulsion to play games and catch up with box sets late into the night.

To combat this, you may want to minimise the number of screens they have in the bedroom, encourage them to have at least 30 mins screen-free time before settling down to sleep and get them to use night screen settings in the evening to reduce glare (white light on bright screens prevent sleepiness). Phones should be set to silent at bedtime so that sleep is not interrupted by regular pinging with alerts and messages. Encourage them to use the “do not disturb” feature if their phone has one, which will automatically silence alerts at the same time each night.

Eating

Food is fuel for the body, so making sure they eat at regular intervals with plenty of healthy ingredients is vital. Try to ensure they have a healthy breakfast before leaving the house (even if it is only cereal) and a nutritious supper in the evening.



A balanced diet

As well as their “five a day” (about a third of the overall diet), everyone should have some starchy carbohydrate (another third), and the remaining third split between protein and milk/dairy with a small amount of fat. Ensure vegetarians and vegans are getting enough protein with plenty of protein rich vegetables (such as peas, sprouts, sweet corn, asparagus, broccoli, and avocado) as well as nuts, pulses, and beans.

Good food choices to maximise concentration include green leafy vegetables, herbs, oily fish, and pulses so try to include these as a regular part of their diet – it will be good for the whole family too!

Cook together.

Whilst it may not be possible every night, it is great if you can include some home-cooked meals (from scratch) regularly throughout the week. Not only is this much healthier and cheaper than buying ready-meals and take-aways, but it is also one of the best lifestyle habits to teach your child which they will benefit from throughout their adult life.

Cooking together provides a very good opportunity to spend time together and bond. It is a non-pressurised space for them to talk to you about things that may be troubling them without making it the central focus – you can catch up on good news too.

Hydration

The teenage body is made up of around 60% water. Not drinking enough water reduces productivity, both mentally and physically, and symptoms can include tiredness, confusion, reduced energy levels and the temptation to snack when not actually hungry.

Other drinks

Natural fruit juices are great, but can be high in natural sugar, so why not dilute them? Herbal teas or honey with a dash of lemon offer hot, caffeine free alternatives. Limit your child's fizzy drink intake – whether calorie controlled or not, including energy drinks. They are all unhealthy if drunk in large quantities.

Eight glasses a day

Health experts recommend adults drink at least two litres of water each day. This equates to roughly eight 250ml glasses.

Caffeine

Caffeine affects us in different ways, and different people are more sensitive to it than others. On average, adults should not consume more than 400mg of caffeine a day and adolescents should have much less.

Look out for caffeine consumption! Caffeine is present in coffee, tea, energy drinks and chocolate so keep an eye on how much of these your child consumes. Energy shots are often very high in caffeine and a firm favourite with teens. Drinks with high caffeine (more than 150mg per litre) need to show this on the label, although it is not always clear – and it does not apply to drinks bought in coffee shops. Lots of products high in caffeine are available in health food shops which can give the impression that they are good for wellbeing but, like many things, can be harmful if taken in large quantities.

Coffee

If your child regularly drinks one or two cups of coffee each day, it is absolutely fine to continue this, even during exam time, as their body will be used to it. What is not good is introducing changes, so they should not start drinking a cup of coffee during revision periods to help keep them alert if this is not something they do regularly. It is more likely to make them jittery and unable to concentrate.



Routines

Environment

Finding the right space

Help them find a calm space to revise. Things to consider are noise levels, lighting, ability to store their papers tidily, not being disturbed by other family members. Different people have different needs, for some, background music is helpful to studying, for others it is a distraction. Different locations can help some children, so rather than always working in their bedroom, they might like to use the dining room, or living area from time to time. Give your child space to work out what works best for them (which may not be what works best for you).



Routine

Routine is important when it comes to creating a revision timetable, but also for home life in general. People respond well to routine and by creating regular activities at regular times, you are creating your own family rituals and traditions.

Home timetable

Try to set breakfast, dinner, family time, family activities at similar times to create stability and familiarity. It can be difficult when everyone has their own schedule, but it is worth having some anchor points throughout the week when you all get together, such as breakfast at 7.15 am on weekdays or at 9.00 am at weekends, or family dinners on Monday, Wednesday, and Friday at 6.30 pm.

Keeping routines

It is also much more difficult to “duck out” of activities when they are part of the regular routine rather than occasional exceptions. For example, if the family always spends half-an-hour together to eat

and chat at around 6.00 pm, it is much more difficult to take food upstairs while revising or snack in another room than it would be if the regular routine were to eat in different places at different times. As far as you can, do not encourage your teen to take mealtimes in their room (or in front of the television).

Improve time management.

Creating regular activities at regular times of the day will help your child take breaks from revising as well as improve their time-management skills by having to organise revision around these times.





Taking a Break

It is vital for effective study that your child takes regular breaks (both long and short) – without feeling guilty!

Short breaks

When helping your child create a revision timetable, ensure they factor in five- or ten-minute breaks within 30- or 60-minute study sessions. Short bursts of studying produce much better results than long stretches. Even if they must study all day or all evening, they should not do more than an hour at a time without having a short rest.

Long breaks

It is important for your child to take time out and do things they enjoy – such as watching a film, being part of their regular sports team, attending a concert, spending time with friends and family. Not only does this give the brain a chance to switch off, refocus and assimilate information, it is an important way to find an appropriate work-play balance to ensure a productive and happy life in the long

term. Try and help them ensure their breaks include a variety of different activities (not just staying in their room watching a Netflix series)

Ideas for revision breaks

Encourage your child to:

- Get creative, such as painting, puzzling, sewing, or drawing.
- Get active, such as going to the gym or playing sport.
- Get some fresh air by taking a walk or sitting outside.
- Go screen free and read a book or magazine.
- Interact with others by chatting to a friend or family member.
- Relax by taking a bath, watching an episode of their favourite TV series, or listening to some music.
- Re-fuel by preparing a healthy snack and eating it away from their desk or computer.
- Recharge by having a power nap.

Being Active

Being active is a key component in healthy living – both for mental and physical health. If you can arrange some outdoor activities with your child this will not only give you some quality time together, but it will also ensure they are getting out in nature, taking a break from being online and getting some exercise. Active hobbies release “happy” hormones that are fantastic for regulating mood, promoting self-confidence, and reducing stress.

Planning

Sit with your child and help them work out a revision timetable, planning months ahead of exam time - not just weeks before! Smaller, regular revisions sessions are usually much more productive than cramming (or leaving everything to the last minute, which increases stress) so starting revision well in advance is a good strategy. Also, it leaves time to adjust and adapt if what seemed like a good idea in theory does not prove as helpful in practice.

If your child is well organised and wants to create their own timetable without your help, fantastic! If possible, get them to share it with you and talk through why they have structured it the way they have so you can help tweak it early on if you spot areas that could be improved.



Revision

Ways You Can Help.

Practise and repetition

If you have the time and it is something they will find helpful, give them the chance to recite, repeat and practise what they have learnt with you. Even if you do not know the answers, the opportunity to say out loud what is in their mind can help clarify whether they have grasped the concepts or whether they are still hazy. This style of revising might not appeal to those who prefer reading/writing, but it is especially useful to aural and tactile learners.

Other ways you might be able to help is using quizzes, mind maps, white boards, multiple choice, or sound bites to see what they have learned.

Timed exams / questions

Closer to the exams your child will benefit from completing several past exam questions. Help them prepare by creating an environment that resembles the conditions they are likely to experience in the exam hall - minimise external sounds, setup a clear desk and if you can, locate a single clock to encourage your child to time manage under test conditions. Once the allocated time has come to an end, get your child to stop writing as they may be tempted to continue. If they did not finish get them to reflect on the reasons why. Do they need to do more revision, improve their time management or work on their exam technique?

Host a revision day.

Revising together can also help, so encourage them to revise with friends if it is something they enjoy. This gives them a chance to test one another, swap revision notes and revise in different atmospheres. But do not compare! Everyone is different, so whilst it is fine to hear how other children are revising (either directly from them or via their parents) it does not mean they are doing better or worse than your child.

Act as the student

Another effective revision technique is to encourage your child to speak through their subject knowledge. By taking on the role of the student, ask your child to explain a topic from one of their subjects. Listen carefully and do not be afraid to ask them a question if you do not fully understand what they are saying. Studies have shown that one of the best ways to revise is by teaching others.

Exam Nerves

Exam Time

Feeling in control will be very important to your child's mindset when entering an exam. Being late, rushed and forgetting things they need to bring with them has the opposite effect. Spend time with them the evening before the exam going through all the things they will need and making sure they have packed them in their bag (pens, pencils, ruler paper, dictionary, calculator etc).

Getting there

Whether they are travelling alone, or you are taking them, allow plenty of time in case there are delays on the way. Do not assume that the journey will be traffic or

accident free, even if it is a route you take on a regular basis, allow extra time. Your child will want to familiarise themselves with their surroundings, may wish to use the rest room, perhaps have a snack before the exam (food is not usually allowed).

Be positive.

Be positive and reassure them about what they have achieved to help boost their confidence before going to an exam. Do not add to their stress by telling them they have not done enough (even if that is what you think!) and remind them that failing the exam is not the end of the world. They can always retake it or choose to do something else.

Be interested.

Give your child an opportunity to chat with you after each exam to talk through how they felt it went if that is what they want to do. Focus on the positives where you can – rather than the areas they struggled with. Remember, once an exam is over, they cannot change their answers, so focus on what is coming up and can be positively influenced.

General health.

Getting enough sleep, eating well, drinking plenty of water, being active, taking time out are all essential for performing well during exams, so pay special attention to these areas and try to help your child do as many of the right things as possible.

Cramming

The night before or morning of the exam is not the right time to start trying to learn new information, so as far as you can, help them to avoid this type of panicked learning. It is fine for them to go over notes they have already made and reviewed several times already but it's better to avoid trying to learn something new.

Household chores

Give your children a break from household chores during exam time. They are under enough pressure, so let them off the extra work until exams are over.

Talk about exam nerves.

Exams make some people more nervous than others. If they are nervous, reassure them that it is completely natural to feel anxious about taking exams and give them space to explain to you how they are feeling and whether the nerves are manifesting in physical or mental symptoms. Do not make them feel anxious about feeling anxious!





Anxiety.

It is perfectly natural for your child to be worried about taking exams and how they will perform—you might even be a little worried too! In small doses, anxiety can be a good thing; helping your child to focus, get motivated to study and even recall answers they were unaware they had learnt.

Signs of anxiety and stress

It is good to be aware of the signs of anxiety and stress so you can watch out for them. A change in behaviour for a day or two might be nothing to worry about, but if you notice a regular change, then it is usually a sign that something is wrong. Some of the more common signs of anxiety include:

- Losing interest in things they've previously enjoyed.
- Behaving in the opposite way to usual – quiet children can become very chatty, chatty children can get withdrawn.
- Being grumpy and irritable.
- Lots of headaches and digestive problems (stomach aches, diarrhoea, constipation, vomiting etc).
- Worrying all the time, this can show itself in only picturing negative outcomes (what if I fail, I am going to fail, I cannot do this).
- Talking over and over the same concern and being unable to either stop thinking about it or to find relief.
- Physical symptoms (sweaty palms, shaking, fast heartbeat, aching muscles).
- Restlessness and being unable to stay still.
- Inability to concentrate (such as taking in what is happening in a TV programme).
- Panic attacks.
- Not sleeping.

Remember to keep perspective. If they have had several late nights, they are likely to be tired and this increases irritability. If they have been exercising, they might have aching muscles. If they have just run to meet you, they will have a fast heart rate. Individual or a short-term combination of the above symptoms are normal.

How to Help

If you notice your child is suffering, it is time to help them. That does not always mean you stepping in (that could add to the anxiety) although it is good to let them know you have noticed something is wrong and give them a chance to talk to you if they want to. Avoid broaching the subject in front of others, this could make them feel embarrassed or inadequate and make them feel worse (they might think they are doing a good job of hiding it). Do not forget, the aim is not to eliminate anxiety but to teach them how to manage it.

There are two ways to help. Encourage them to take part in an activity that will provide a distraction, so they stop thinking about whatever is making them anxious. Giving the brain some time out from worrying can help obtain a better perspective later.

Physical activities: It does not matter what the activity is (dancing, football, swimming, walking, etc), so long as it is something they enjoy, gets their endorphins flowing and requires focus so the mind is concentrating on something different. Team games are great, as connectivity and communications with others is restorative.

Music: Music has an amazing ability to transport you to a different time and place. Anything that evokes positive memories and experiences is a good thing. To reduce anxiety, it is better to listen to relaxing and calming music rather than something that stimulates.



Talking

It may not be to you! A sibling, grandparent, family friend or friend at school or perhaps a charity chatline. Expressing worries out loud can sometimes make them feel less significant than when they are playing on loop in the mind. Talking aloud also encourages finding their own solutions, prompts such as 'what would need to happen to make you feel better', can help them reframe to seek solutions rather than dwelling on troubles.

Stimulants like bright lights, loud music, caffeine, sugar, alcohol, too much excitement (a thrilling computer game, exciting movie) can all promote adrenaline production and increase feelings of anxiety, so these are best avoided.

Reducing lighting (have dimmable lights or table lamps in the bedroom) also helps to increase feelings of calm and can help prepare for sleep.

Reflecting on your own behaviour

A common reason for children being anxious is the expectation their parents have and the worry that they cannot live up to that and will let everyone down. You may unwittingly be putting pressure on your child by being positive about how well they will do. You may think you're being reassuring by saying, "of course you're going to pass every exam" and expressing your faith in them; they may misinterpret what you mean and take it that if they don't pass every exam, you'll be disappointed and think less of them. That is why it's a good idea to focus on effort rather than outcomes; "I'm really impressed that you finished your revision this afternoon" gives positive reinforcement for something good that's been achieved, rather than "Well done, all that revision's really going to help you pass your exams" which sets an expectation for a future event yet to be achieved.

There are other options

As an adult with your own life experience, you know that doing well in exams will open doors and provide lots of opportunities to succeed. You are keen to make their life easier. But exams are not for everyone, and if your child does not do well in theirs, there are plenty of other options and lots of routes to success. Keep this front of mind so you do not give them the impression the world starts and ends with their exams.



Retake Application

Name: _____

Exam Session : May/June October January (Please circle the correct session)

Unit Information		Signatures required for each unit.		
Unit Name	Unit Code	Teacher	Parent	Student
CIE/Edexcel				
CIE/Edexcel				
CIE/Edexcel				
CIE/Edexcel				
CIE/Edexcel				
CIE/Edexcel				
CIE/Edexcel				
CIE/Edexcel				
CIE/Edexcel				

Please consider the impact of a retake on your other subjects and discuss the choice to do a resit with teachers to ensure that it is the best pathway to follow.

Once the form has been signed by students, staff and parent/guardians, return it to the Exams Officer.

Please note that students will be charged for any retake examinations, currently the cost per exam is £40 if it is done before the Examination Board entry deadline. Additional cost will be charged for late fees. The Exams Officer will inform administration who will contact you for payment.

For administrative use only.

Date received: _____

Exams Officer: _____

Entry Completed: _____

Administration Completed: _____

Examination Timetable June 2021

The table below contains all the CIE external examinations for the May/June 2021 examination. Once we have the question banks and unseen material from Edexcel, we will update the timetable to include a final exam to help us gather evidence for students undertaking Edexcel courses.

Qualification	Code	Syllabus	Component Title	Exam Date	Session	Duration
IGCSE	0510/52	English as a Second Language (Speaking Endorsement)	Speaking 52	8-Apr-21	AM	
IGCSE	0511/52	English as a Second Language (Count-in Speaking)	Speaking 52	8-Apr-21	AM	
IGCSE	0520/03	Foreign Language French	Speaking 03	14-Apr-21	AM	
IGCSE	0521/12	First Language Korean	Reading 12	28-Apr-21	AM	2h
GCE AS & A Level	9093/12	English Language	Reading Paper 12	29-Apr-21	AM	2h 15m
IGCSE	0580/12	Mathematics (Without Coursework)	Paper 12 (Core)	4-May-21	PM	1h
IGCSE	0580/22	Mathematics (Without Coursework)	Paper 22 (Extended)	4-May-21	PM	1h 30m
IGCSE	0610/62	Biology	Alternative to Practical 62	4-May-21	AM	1h
IGCSE	0460/12	Geography	Geographical Themes 12	5-May-21	PM	1h 45m
IGCSE	0510/12	English as a Second Language (Speaking Endorsement)	Reading and Writing (Core) 12	5-May-21	AM	1h 30m
IGCSE	0510/22	English as a Second Language (Speaking Endorsement)	Reading and Writing (Extended) 22	5-May-21	AM	2h
IGCSE	0511/12	English as a Second Language (Count-in Speaking)	Reading and Writing (Core) 12	5-May-21	AM	1h 30m
IGCSE	0511/22	English as a Second Language (Count-in Speaking)	Reading and Writing (Extended) 22	5-May-21	AM	2h
GCE AS & A Level	9389/12	History	Document Question 12	5-May-21	PM	1h
GCE AS & A Level	9489/12	History	Document Question 12	5-May-21	PM	1h 15m
GCE AS & A Level	9609/12	Business	Short Answer and Essay 12	5-May-21	PM	1h 15m
GCE AS & A Level	9696/12	Geography	Core Physical Geography 12	5-May-21	AM	1h 30m
IGCSE	0580/32	Mathematics (Without Coursework)	Paper 32 (Core)	6-May-21	PM	2h
IGCSE	0580/42	Mathematics (Without Coursework)	Paper 42 (Extended)	6-May-21	PM	2h 30m
IGCSE	0620/32	Chemistry	Theory (Core) 32	6-May-21	AM	1h 15m
IGCSE	0620/42	Chemistry	Theory (Extended) 42	6-May-21	AM	1h 15m
IGCSE	0470/12	History	Paper 12	7-May-21	PM	2h
IGCSE	0510/32	English as a Second Language (Speaking Endorsement)	Listening (Core) 32	7-May-21	AM	40m
IGCSE	0510/42	English as a Second Language (Speaking Endorsement)	Listening (Extended) 42	7-May-21	AM	50m
IGCSE	0511/32	English as a Second Language (Count-in Speaking)	Listening (Core) 32	7-May-21	AM	40m
IGCSE	0511/42	English as a Second Language (Count-in Speaking)	Listening (Extended) 42	7-May-21	AM	50m
GCE AS & A Level	9093/22	English Language	Writing Paper 22	7-May-21	AM	2h
GCE AS & A Level	9389/22	History	Outline Study 22	7-May-21	PM	1h 30m
GCE AS & A Level	9489/22	History	Outline Study 22	7-May-21	PM	1h 45m
IGCSE	0520/12	Foreign Language French	Listening (Multiple Choice) 12	10-May-21	AM	50m
IGCSE	0520/42	Foreign Language French	Writing 42	10-May-21	AM	1h
GCE AS & A Level	9609/22	Business	Data Response 22	10-May-21	PM	1h 30m
GCE AS & A Level	9696/22	Geography	Core Human Geography 22	10-May-21	AM	1h 30m
IGCSE	0508/01	First Language Arabic	Reading	11-May-21	PM	2h

IGCSE	0516/01	First Language Russian	Reading	11 - May -21	PM	2h
IGCSE	0625/62	Physics	Alternative to Practical 62	11 - May -21	AM	1h
IGCSE	0653/62	Combined Science	Alternative to Practical 62	11 - May -21	AM	1h
IGCSE	0654/62	Co -ordinated Sciences (Double Award)	Alternative to Practical 62	11 - May -21	AM	1h 30m
IGCSE	0521/22	First Language Korean	Writing 22	12 - May -21	AM	2h
IGCSE	0610/32	Biology	Theory (Core) 32	12 - May -21	AM	1h 15m
IGCSE	0610/42	Biology	Theory (Extended) 42	12 - May -21	AM	1h 15m
IGCSE	0470/22	History	Paper 22	14 - May -21	PM	2h
IGCSE	0478/12	Computer Science	Paper 12 Theory	14 - May -21	AM	1h 45m
IGCSE	0520/22	Foreign Language French	Reading 22	17 - May -21	AM	1h
IGCSE	0460/22	Geography	Geographical Skills 22	18 - May -21	PM	1h 30m
IGCSE	0478/22	Computer Science	Paper 22 Problem -Solving and Programming	18 - May -21	AM	1h 45m
GCE AS & A Level	9609/32	Business	Case Study 32	18 - May -21	PM	3h
IGCSE	0508/02	First Language Arabic	Writing	19 - May -21	PM	2h
IGCSE	0516/02	First Language Russian	Writing	19 - May -21	PM	2h
IGCSE	0625/32	Physics	Theory (Core) 32	19 - May -21	AM	1h 15m
IGCSE	0625/42	Physics	Theory (Extended) 42	19 - May -21	AM	1h 15m
IGCSE	0653/32	Combined Science	Core Theory 32	19 - May -21	AM	1h 15m
IGCSE	0654/42	Co -ordinated Sciences (Double Award)	Extended Theory 42	19 - May -21	AM	2h
IGCSE	0620/62	Chemistry	Alternative to Practical 62	20 - May -21	AM	1h
IGCSE	0450/12	Business Studies	Short Answer/Data Response 12	21 - May -21	AM	1h 30m
IGCSE	0470/42	History	Alternative to Coursework 42	21 - May -21	PM	1h
GCE AS & A Level	9093/32	English Language	Language Analysis Paper 32	21 - May -21	AM	2h 15m
GCE AS & A Level	9389/32	History	Interpretations Question 32	21 - May -21	PM	1h
IGCSE	0495/12	Sociology	Paper 12	24 - May -21	PM	2h
GCE AS & A Level	9696/32	Geography	Advanced Physical Geography Options 32	24 - May -21	AM	1h 30m
IGCSE	0606/12	Additional Mathematics	Paper 12	25 - May -21	AM	2h
IGCSE	0450/22	Business Studies	Case Study 22	26 - May -21	AM	1h 30m
IGCSE	0460/42	Geography	Alternative to Coursework 42	27 - May -21	PM	1h 30m
GCE AS & A Level	9696/42	Geography	Advanced Human Geography Options 42	27 - May -21	AM	1h 30m
IGCSE	0495/22	Sociology	Paper 22	28 - May -21	PM	1h 45m
GCE AS & A Level	9389/42	History	Depth Study 42	28 - May -21	PM	1h 30m
IGCSE	0606/22	Additional Mathematics	Paper 22	2 - Jun -21	AM	2h
GCE AS & A Level	9093/42	English Language	Language Topics Paper 42	4 - Jun -21	AM	2h 15m
IGCSE	0620/12	Chemistry	Multiple Choice (Core) 12	8 - Jun -21	AM	45m
IGCSE	0620/22	Chemistry	Multiple Choice (Extended) 22	8 - Jun -21	AM	45m
IGCSE	0625/12	Physics	Multiple Choice (Core) 12	9 - Jun -21	AM	45m
IGCSE	0625/22	Physics	Multiple Choice (Extended) 22	9 - Jun -21	AM	45m
IGCSE	0653/12	Combined Science	Multiple Choice Core 12	9 - Jun -21	AM	45m
IGCSE	0654/22	Co -ordinated Sciences (Double Award)	Multiple Choice Extended 22	9 - Jun -21	AM	45m
IGCSE	0610/12	Biology	Multiple Choice (Core) 12	11 - Jun -21	AM	45m
IGCSE	0610/22	Biology	Multiple Choice (Extended) 22	11 - Jun -21	AM	45m



AUTHORISATION FOR COLLECTION OF RESULTS - SUMMER EXAMINATIONS 2021

Please complete the forms below.

- This form is to be retained by the person you want to collect results on your behalf.
- The second form is to be returned to Student Services.

COPY TO BE HELD BY AN AUTHORISED REPRESENTATIVE OF CANDIDATE	
Please bring this form with you on Results Day to collect results for the below named candidate.	
Name of candidate:	
Authorisation:	I hereby authorise the person named below to collect the results for the candidate named above from The British School of Tashkent in person on their behalf. S/he will present a copy of this letter together with his/her own identification upon collection.
Candidate signature:	
Name of receiver:	
Relationship of receiver: (friend/parent/uncle etc.)	
Signature of receiver:	

This form should only be used in exceptional circumstances – students are strongly encouraged to be available on Results Day.



AUTHORISATION FOR COLLECTION OF RESULTS - SUMMER EXAMINATIONS 2021

COPY TO BE RETURNED TO THE EXAMS OFFICE	
Name of candidate:	
Authorisation:	I hereby authorise the person named below to collect the results for the candidate named above from The British School of Tashkent in person on their behalf. S/he will present a copy of this letter together with his/her own identification upon collection.
Candidate signature:	
Name of receiver:	
Relationship of receiver: (friend/parent/uncle etc.)	
Identity checked from valid ID:	<input type="checkbox"/> Passport <input type="checkbox"/> Driver's license <input type="checkbox"/> Other official document (with signature):
Signature of receiver: (DO NOT SIGN - signed upon receipt of results)	



1. A satellite makes a circular orbit around the Earth with a radius $r_1 = 2R$. It makes a circular orbit around the Earth with a radius $r_2 = 2R$. Which of the following choices best represents the magnitude of a satellite's acceleration. Which of the following choices gives the correct relation between the speeds and accelerations of the satellite?

(A) $a_2 = \frac{1}{4} a_1$ $v_2 = \frac{1}{2} v_1$
 (B) $a_2 = \frac{1}{2} a_1$ $v_2 = \frac{1}{2} v_1$
 (C) $a_2 = \frac{1}{4} a_1$ $v_2 = \frac{1}{4} v_1$
 (D) $a_2 = \frac{1}{2} a_1$ $v_2 = \frac{1}{4} v_1$

2. A car turns with constant speed around a horseshoe-shaped path at a constant speed v to the left. Which one of the following choices best describes the direction of the average acceleration of the car in traveling from W to Y?

(A) \swarrow (B) \uparrow (C) \searrow (D) There is no average acceleration.

3. A person in a car on a banked curve has a gravitational force F_g and a force applied by a person F_p . The car is moving up the incline. Which one of the following choices best describes the direction of the net force on the car?

(A) \swarrow (B) \uparrow (C) \searrow (D) \nearrow



**THE BRITISH
SCHOOL
OF TASHKENT**

A NORD ANGLIA EDUCATION SCHOOL

Sayrem Campus: Bld.30a, Sayram street,
Kalandar Campus: Bld. 3, Kalandar street,
Mirzo-Ulugbek district, 100170, Tashkent, Uzbekistan,
T.: +99871 262 6020/+99871 268 5561
E: info@britishschool.uz