Oxford Cambridge and RSA Examinations

OCR GCSE INFORMATION AND COMMUNICATIONS TECHNOLOGY B **1995**

OCR GCSE (SHORT COURSE) INFORMATION AND COMMUNICATIONS TECHNOLOGY B **1095**

TEACHER SUPPORT: TEACHERS' GUIDE

Contents

1   Introduction

1.1   WHY PRODUCE A TEACHERS' GUIDE?

This handbook has been developed to help teachers deliver ICT GCSE Specification B Full Course (1995) and Short Course (1095).

Please note that this handbook has the status of **guidance** only. All definitive statements about the specifications are in the QCA approved specification documents.

1.2   SUPPORT AVAILABLE FROM OCR

INSET meetings are held in the autumn and spring terms each year. They provide feedback on the performance of candidates in coursework and examinations, offer advice on teaching programmes and specification interpretation, and give an opportunity to meet teachers and senior examiners.

It is expected that Specification B will be very popular and OCR has put in place a number of support mechanisms to assist teachers in successful implementation and delivery of the specification. In addition to the specification and specimen question papers and mark schemes, we have available:

- this Teachers' Guide, which gives insight into the specification, scheme of assessment and coursework requirements, and provides some practical advice for teachers, including a portfolio of coursework exemplars;

- a complimentary copy of the full course question paper mark scheme, available each autumn term, which will be useful for mock examinations;

- a detailed Chief Examiners' Report, giving information on the performance of candidates, the effectiveness of questions, advice on examination technique and feedback on the coursework units, and how it was marked;

- an annual programme of INSET meetings to address specification teaching and assessment issues;

- Coursework Consultants to assist Centres in delivering the specification, in particular, coursework. The consultant can offer guidance on assessing the coursework units.

1.3   COURSEWORK CONSULTANCY

OCR operates a free coursework consultancy service to assist Centres with assessment of coursework and to help teachers to guide students.

The service is designed to:

• confirm Centre assessment standards as indicated by the teacher.

• provide guidance to the Centre on possible improvements that may be made to the submitted coursework.

• clarify the application of assessment criteria and provide guidance related to assessment as appropriate.

The service is designed to offer advice related to proposed coursework tasks or assessed coursework. It is operated in addition to the normal telephone support that deals with the bulk of assessment enquiries.

Coursework consultancy is a **free service**, but access to this service should be limited to one consultation per assessment unit per academic year (consisting of a maximum of two pieces of coursework per unit). In certain circumstances access to this service may be extended on application.

The response from a senior moderator will normally be received within three weeks. However, during examination series, moderation and examination marking are prioritised and feedback may be delayed.

Where a centre wishes a consultant to comment on proposed coursework tasks, worksheets or pupil guidance sheets this is best done by emailing the proposed material to **helpdesk@ocr.org.uk**. Where this is not possible, material should be posted to **ICT Coursework Consultancy, OCR, Mill Wharf, Mill Street, Birmingham B6 4BU**. Please ensure centre details, the specification number (1095 or 1995) and the unit number (2378 or 2379) are clearly shown.

If coursework is submitted for advice the centre should first mark it. A coursework cover sheet, **GCW710 (Appendix C)** should be filled in and attached to the front of the work to show the marks awarded for each assessment objective and the total mark. It is not necessary to fill in the candidate's details at this stage. Additional annotation should be made to assist the consultant in offering guidance.

Where possible an electronic copy of the submission should be retained or photocopies of originals submitted for consultation purposes. This is a precaution against accidental loss by a third party carrier.

If Centres have particular areas of the marking scheme that they are especially concerned about they should add explanation of this on a separate sheet, to enable the consultant to more directly address their concerns.

Attach a cover sheet that contains the centre details, the specification number (1095 or 1995) and the unit number (2378 or 2379).

Coursework consultancy should be addressed to **ICT Coursework Consultancy, OCR, Mill Wharf, Mill Street, Birmingham B6 4BU**. Work should be securely packaged and delivery carriage must be paid in full. Bulky files should not be used to present the work.

Submitted coursework is returned with an appropriate written report.

1.4   DO I HAVE TO TEACH THE CASE STUDIES GIVEN IN THE SPECIFICATION?

No, the case studies are provided as examples only. They are provided to show a case study that meets scale and context requirements. Teachers can choose their own exemplars to meet their own and their candidates' needs. This does not mean the ones provided will not be appropriate.

The written examination for the full course is based around the OCR case study theme. This is sent to Centres in the form of pre-released materials, and should be used to prepare candidates for the examination. The pre-release material for January and June of the same year will be the same.

1.5   PLANNING A PROGRAMME OF STUDY

Coherence

It is important to ensure the Programme of Study has a clear overall framework which is a legitimate approach to ICT. It should present a logical progression of study and cover all aspects of the specification.

Structure

The Programme of Study should be presented in manageable and clearly identified sections that have a place in the overall framework.

Variety

To interest and boost candidates' motivation, the Programme of Study should permit a variety of teaching methods and provide opportunities for active learning through an enquiry approach.

Examinations

Planning of the programme of study should take account of the examination structure.

1.6 COURSEWORK ISSUES

Selecting tasks and guiding candidates as they complete their coursework is a vital part of the teacher/tutor role.

The candidate is expected to work on at least one task, although OCR does not stipulate the number of tasks or projects that a Centre decides to set. Some Centres may endeavour to achieve the assessment criteria through one project, where other Centres may feel that combining a number of projects or by breaking a task down into smaller sub-tasks would better suit their candidates.

Whilst some candidates are capable of generating their own task, others will find it too difficult. This specification recognises this and the assessment awards marks for the candidate being able to research a context from a set task. Therefore, all candidates will benefit from guidance at the outset.

The teacher needs to:

- introduce concepts, ideas, procedures and skills to the candidate;
- allow candidates to develop their own ideas with support, intervening when appropriate;
- stimulate, challenge and support candidates and fellow staff;
- cater for all candidates, adapting strategies as needed;
- ensure all candidates have equal opportunities, throughout the course, to develop their capability in ICT;
- carry out assessments throughout the activities.

Wherever possible, assessment should be carried out whilst the coursework is being undertaken. Teachers should judge which of the assessment statements best fits the candidate's performance. Each description should be considered alongside descriptions for adjacent levels. Teachers will arrive at judgements by taking into account strengths and weaknesses in performance across a range of sub-activities over a period of time, rather than focusing on a single sub-activity or paper output. Each sub-activity will probably provide partial evidence of attainment in one or more aspects of the assessment descriptors.

Some of the evidence about attainment may be ephemeral and gained from observation and discussion with candidates. This must be recorded to provide evidence of attainment for moderation purposes. For example, the decision making that occurs as a pupil uses ICT to develop ideas may not be evident in the final print out, but could be recorded on a witness statement sheet (Appendix A). A moderator will look at this witness statement sheet alongside other pieces of work covering a range of candidate output and be able to make a judgement about which statements best fit a candidate's overall performance.

Lesson Planning

Over the past few years many schools have developed successful schemes of work, with detailed lesson notes and plans.

If candidates have been given a good foundation in KS3, they usually do well in KS4. It is therefore essential to give candidates every opportunity to develop ICT capability in Years 7, 8 and 9, so that they are able to embark upon their GCSE with confidence.

To structure the delivery of this specification the following should be borne in mind:

Candidates should:

- be given ample opportunity to discuss their ideas and their progress with staff and their peers;
- have the opportunity to work individually and in pairs or groups;
- draw on their knowledge and skills gained outside their ICT lessons.

Activities should:

- involve the candidate in work related contexts;
- be meaningful;
- enable candidates to develop their confidence, allowing them to become autonomous users of ICT;
- allow candidates the opportunity to discover new concepts;
- be varied;
- move from familiar to unfamiliar contexts, increasing in complexity;
- offer open ended choices, at various stages of a project;
- allow candidates to carry out in-depth investigations into existing ICT use;
- give candidates the opportunity to use their initiative;
- address moral, ethical and social issues.

There may also be aspects of the coursework assessment criteria that candidates will not meet within their own activities. Where this is the case it is acceptable for Centres to set discrete activities, which can be assessed against the criteria. These marks can then be added to the candidates' other assessment marks and the combination of marks and coursework submitted as a portfolio.

As the course progresses, the candidates will also need specific knowledge to help them with the examination. Some of this knowledge may be covered in their coursework, but some will not. Individual Centres must decide which aspects of the assessment criteria for the written paper will need to be taught didactically and which can be learnt through the candidate's own endeavours.

Candidates will need to use a range of forms of communication to show what they can do. In planning units of work and classroom approaches, teachers will need to provide opportunities for candidates to display their achievements in different ways, and to work in a range of situations.

1.7   WHEN SHOULD COURSEWORK BE UNDERTAKEN?

The point(s) in the course at which coursework is produced are entirely at the Centre's discretion, to judge:

- when any relevant background teaching has been completed;
- when teaching staff can satisfy the supervision requirements of the QCA Code of Practice;
- that there will be sufficient time for the marking and moderation of the coursework.

In many Centres, an important timing consideration is that coursework demands from all subjects are spread throughout the GCSE course to reduce pressure.

Teachers should note that the time during the course in which the coursework was produced must not be taken into account when the coursework is marked. There can be no compensation for work having been done early in the course. All coursework must be marked according to the assessment criteria.

Checklist for Teachers

1   **(a)**   Which unit(s) of the specification does it investigate?

    (b)   What background teaching will be preparation for it?

2   At what point in Year 10 or 11 does it fit?

3   If advice is to be sought, by what date should the proposal be sent to the Coursework Consultant?

4   What is the title / subject of the investigation?

5   **(a)**   Where will fieldwork data be collected?

    (b)   What other primary data will be collected?

    (c)   What secondary data will be useful / required? Where from?

6   **(a)**   How can candidates be introduced to a variety of techniques?

    (b)   What different techniques are appropriate for different ability levels?

7   What arrangements need to be made to ensure there is adequate supervision?

8   **(a)**   How will it be appropriate for different abilities?

    (b)   Where is there scope for candidates to show initiative?

9   What time allocation and deadlines should be planned for the follow-up?

2   Coursework Units

The course leading to these qualifications may be delivered through distinct teaching and learning activities. The course could be delivered through a taught course or across the curriculum.

Short Course candidates will undertake one piece of coursework of 12 hours' duration. This work will involve the use of a range of software applications in the relevant context for the year of assessment.

Full course candidates should produce an additional piece of coursework, either a new project of their choosing or an extension of their 2378 coursework, in which case candidates must identify where the extension task begins.

An example of "best practice" is for candidates to complete two different pieces of coursework for 2378 and 2379. It is **not** good practice for candidates to complete one portfolio and photocopy it as evidence for 2378 and 2379. However it is possible for candidates to submit one portfolio for both 2378 and 2379. Candidates must identify where 2378 ends and where the extension task for 2379 begins.

Although both of these units are marked against the same set of criteria, and use the same mark sheet, the tasks undertaken by the candidates are different. For unit 2378 candidates can develop straightforward documents and/or systems, considering some alternatives when they make decisions. Unit 2379 work should use a wider range of software features and considering a wider range of alternatives when making decisions.

Before candidates can undertake their coursework activities they will need the necessary ICT capability. The course could be divided into two distinctive stages for Short Course candidates and three distinct stages for Full Course candidates.

Stage one: Candidates will need to be taught ICT user techniques, through conventional approaches. These could be unit based and, if so desired, tied into other assessment schemes that recognise ICT skills. Centres may wish to focus upon specific software and provide candidates with skills-focused tasks. Schools may wish to base practical skill based activities on the set coursework context. This material could then be used as part of the evidence requirements for the coursework.

The amount of time that an individual Centre gives to the development of basic knowledge and skills will depend to a large extent on the starting point of candidates. Centres may wish to allocate basic skill acquisition to other areas of the curriculum. For the purpose of the GCSE examination, skills will be tested only in the context of their application in the set activity and examination paper(s).

Stage two: Candidates tackle the assessed coursework for Unit 2. A context for the coursework is recommended by the Awarding Body. It focuses upon a business and its use of ICT. The coursework is supported by Awarding Body materials and information. This is sent to centres and is available on the OCR website (www.ocr.org.uk) Teachers may wish to structure the coursework in stages.

Stage three: (Full Course candidates only) Candidates work on the case study in preparation for the externally set examination papers. Documentation will be made available to Centres before the examination paper, and candidates should be supported in their investigation of the context set for the examination paper. Preparation work carried out can be taken into the examination room. The work must be candidate's own and not exceed 8 sides of A4.

Time Allocation

Each coursework unit should be taken in semi-controlled conditions, with at least 12 hours of computer time available for the production of the items / systems required for each. Candidates may log their time spent in this way, both in school / college and at home, to complete the task.

Evidence to be Submitted

In order to reduce the need for *unnecessary* paper based evidence each unit is assessed by means of a portfolio. Candidates may also make a presentation to a teacher / tutor from which a witness statement may be produced. Whilst *excessive* paper evidence is not required, it is necessary to provide moderators with evidence for all marks allocated and it is expected that this will normally take the form of printouts, screen prints, word-processed text, handwriting and diagrams as appropriate.

Sometimes work produced cannot be effectively shown on paper. Examples where this might happen include interactive / multimedia presentations and control / monitoring applications. In these cases it might be more appropriate to include CD-ROMs, floppy disks and / or videotapes as *supplementary* evidence.

In cases where centres consider it necessary to submit electronic media to the moderator in order to confirm assessment standards they must apply in writing to the OCR using the Request for Electronic Submission form (Appendix B) or email the OCR help desk (helpdesk@ocr.org.uk). This should be done well in advance of the submission of coursework marks, if possible before the work is started. Where disk-based evidence is in PC format using a web browser or standard software (e.g. Microsoft Office) it is not anticipated that there will be a problem gaining approval.

If teachers are allocating marks for a presentation observed or a discussion with a candidate this needs to be documented using the witness statement sheet (Appendix A). This form must be included within the candidate's portfolio. It is anticipated that the standard of marks awarded from observation / discussion will be consistent with the assessment criteria. The completed task(s) is marked by the teacher/tutor in line with guidance given by the Awarding Body, and will be externally moderated.

To help teachers to plan for future years' contexts, these are set out below.

Year	Session	Unit	Type	Context
2005	January	2378 & 2379	Coursework	Use of ICT in Retailing
2005	January	2380	Examination	Use of ICT in Retailing
2005	June	2378	Coursework	Use of ICT in Retailing **or** Use of ICT in the Health Service *
2005	June	2379	Coursework	Use of ICT in Retailing
2005	June	2380	Examination	Use of ICT in Retailing
2006	January	2378 & 2379	Coursework	Use of ICT in the Health Service
2006	January	2380	Examination	Use of ICT in the Health Service
2006	June	2378 & 2379	Coursework	Use of ICT in the Health Service
2006	June	2380	Examination	Use of ICT in the Health Service
2007	January	2378 & 2379	Coursework	Use of ICT in the Health Service
2007	January	2380	Examination	Use of ICT in the Health Service
2007	June	2378	Coursework	Use of ICT in the Health Service **or** Using ICT to aid Travel *
2007	June	2379	Coursework	Use of ICT in the Health Service
2007	June	2380	Examination	Use of ICT in the Health Service
2008	January	2378 & 2379	Coursework	Using ICT to aid Travel
2008	January	2380	Examination	Using ICT to aid Travel
2008	June	2378 & 2379	Coursework	Using ICT to aid Travel
2008	June	2380	Examination	Using ICT to aid Travel
2009	January	2378 & 2379	Coursework	Using ICT to aid Travel
2009	January	2380	Examination	Using ICT to aid Travel
2009	June	2378 & 2379	Coursework	Using ICT to aid Travel
2009	June	2380	Examination	Using ICT to aid Travel

* The coursework submission for Unit 2 only in this session may be based either on the current context or may address the context for the following year.

3   Coursework Administration

This section is designed to accompany the GCSE ICT B specifications (Full and Short Course).

The forms are for use with the following specifications:

- **ICT B**   **(1995)**
- **ICT B (Short Course)**   **(1095)**

Guidance on the assessment of coursework will be found in Section 7 (pages 40-43) of the specification.

Centres are permitted to copy materials from this section for their own internal use.

Alternatively, additional copies may be downloaded from the OCR website www.ocr.org.uk.

Contents:

- Witness Statement Form – one to be attached to the work of each candidate for whom witness statements are needed as evidence of meeting one or more objectives (Appendix A)
- Request for Submission of Non-paper Based Material – one to be submitted for each different type of evidence for which approval is requested, preferably before the work is undertaken (appendix B)
- Coursework Cover Sheet – one to be attached to the front of each candidate's work (Appendix C)
- Centre authentication sheet – one must be completed and sent with the MS1 to the moderator by 10th January or 15th May as applicable to the submission (Appendix D).

The following documents are needed during the January and June examination series and will automatically be sent to Centres once entries have been made:

- Centre authentication sheet

- Candidate authentication sheet

- Mark sheet (MS1)

Organisation of portfolios

Coursework evidence sent to moderators should be well organised and clearly presented.

Each candidate's portfolio should consist of:

- Candidate authentication sheet, completed and signed by the candidate;
- A coursework cover sheet, GCW710, completed by the teacher, showing the candidate's details and the breakdown of marks awarded;
- Any Witness Statement forms (Appendix A) explaining marks awarded where there is no other evidence submitted;
- Printouts, screen prints, word processed and/or hand-written explanations produced by the candidate, in an order that will allow the moderator to see and understand how work has progressed and what has been produced. If candidates are also submitting non-paper evidence this should be referenced in their work so that it is clear what material moderators need to look at.

All these papers should be fastened together in a way that prevents pages becoming separated and allows a moderator to view each page easily. This is best done by using plain manila folders or by hole punching and tagging pages together. Work should not be submitted in bulky folders, such as ring binders, or systems such as slide binders, which do not allow pages to be opened flat on a desk.

Where candidates' work is sent on any form of disk this should be organised in directories labelled with the candidates' names and numbers. All non-paper evidence should be clearly labelled with the candidates' names and numbers and the Centre number.

Internal Standardisation

Where more than one teacher is involved in the marking of work, an internal standardisation meeting must have taken place to ensure consistent standards of marking across the whole cohort. This is best done before marking is started by looking together at the mark scheme and at least three pieces of work – one high mark, one mark in the middle of the mark range and one low mark. Marking should not begin until the centre is happy that all teachers have a common understanding of the application of the mark scheme.

Once marking is complete, checks should be made to ensure that marking has been consistent amongst all teachers. It is the centre's responsibility to produce a reliable order of merit for their candidates.

Annotation of Coursework

It is a requirement that coursework should be annotated by the teacher to show where marks have been awarded. Teachers may use whatever method(s) of annotation that they feel is appropriate. Sometimes it is appropriate to comment at a particular point in the candidate's work, indicating the objective and mark level evidenced by that part of the work. Sometimes it is more appropriate to make a comment on a separate sheet at the front of the work; this may be best if the teacher has given the candidate the 'benefit of the doubt' in awarding a mark.

Teachers should complete the coursework cover sheet (Appendix C) using page numbers to direct the moderator to teacher annotations within the candidate's coursework. The objective of annotation is to enable the Moderator to see where and why a teacher has awarded marks, enabling the Moderator to easily verify the Centre's assessment.

Submission of Marks

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are as follows:

January Series – **10th January**

June Series – **15th May**

Centres must ensure that they keep a copy of their coursework marks.

Moderation

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has eleven or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator with the moderator copy of the MS1 Form together with the centre authentication form (CCS160 – Appendix D). Where there are more than eleven candidates, the Centre should send the MS1 form to the Moderator together with the centre authentication form (CCS160 – Appendix D) by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should send the sample to the Moderator within three working days of receiving the request. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

General Coursework Regulations and Procedures

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the OCR *Handbook for Centres*.

4 Coursework Enquiries

Coursework enquiries for ICT B should be sent to OCR at the following address:

ICT B Subject Officer

OCR

Mill Wharf

Mill Street

BIRMINGHAM

B6 4BU

Correspondence should be marked 'Coursework Enquiry 1995' or 'Coursework Enquiry 1095'.

BLANK PAGE

5 Appendices

APPENDIX A

*Witness statements GCSE ICT (B) 2378/2379**

* Delete as appropriate

Centre Name	
Centre Number	
Candidate Name	
Candidate Number	
Witness Name and position	

Assessment Objective and Descriptor	
Mark awarded	
Evidence:	

NOTE: A copy of this form should be enclosed with each portfolio where witness evidence forms part of the assessment.

Assessment Objective and Descriptor	
Mark awarded	
Evidence:	

Assessment Objective and Descriptor	
Mark awarded	
Evidence:	

Assessment Objective and Descriptor	
Mark awarded	
Evidence:	

Assessment Objective and Descriptor	
Mark awarded	
Evidence:	

APPENDIX B

Request for submission of non-paper based material for moderation.
GCSE ICT (B) 2378/2379*

* Delete as appropriate

Centre Name	
Centre Number	
Contact Name	
Medium you wish to submit (CD-ROM, floppy disk, video etc)	
Number of candidates	
Format	
Hardware / software required to view material	
Name and version of anti-virus software used to check any disks	
Reason why it is necessary to submit material in this form	

OCR response:

NOTE: A copy of this form should be filled in for each different type of evidence for which approval is requested. Completed forms should be sent to:
The Principal Moderator, ICT B, OCR, Mill Wharf, Mill Street, Birmingham, B6 4BU
as soon as possible, preferably before the work is undertaken.

APPENDIX C

**UNIT 2/UNIT 3* – PROBLEM SOLVING USING ICT
(1095/1995*)**

GCSE

Coursework Cover Sheet – Project 2/3*

*Delete as appropriate

Please read the instructions printed overleaf before completing this form. One of these cover sheets, suitably completed, should be attached to **each** piece of assessed work of **each** candidate in the moderation sample.

		Year	2	0	0	

Centre Name		Centre Number					

Candidate Name		Candidate Number					

AOs	Assessment Descriptors	Page numbers where evidence can be found	Maximum Mark	Mark
AO1 **(25)**	Choosing and Describing Applications		**5**	
	Using Hardware		**5**	
	Using Software		**5**	
	Inputting Data		**5**	
	System Output		**5**	
AO2 **(25)**	Analysis		**5**	
	Design, Implementation, Testing		**10**	
	Evaluation, Applications and Effects		**5**	
	Documentation		**5**	
AO3 (5)			**5**	
AO4 (5)			**5**	
		Quality of Written Communication	**4**	
		Total	**64**	

INSTRUCTIONS FOR COMPLETION OF THIS FORM

1. One cover sheet should be used for each candidate in the sample sent to the Moderator.

2. Please ensure that the appropriate boxes at the top of the form are completed.

3. Complete the Mark column for each of the six sections.

4. Place the total in the Total box. This mark should not be above 64.

5. In the appropriate box insert the page numbers where the evidence for the mark given for each section can be found.

6. This form should only be used for recording coursework marks. A printout from a suitable software package is an acceptable alternative to this form if all the same information is given.

7. Carry out internal standardisation to ensure that there is agreement on the standards.

8. Retain a copy of every form that is sent to the Moderator.

9. A copy of this form may be found on the OCR website. This may be downloaded and completed using a computer.

OCR

APPENDIX D

Centre Authentication Form For Coursework

This form, completed and signed by the appropriate person(s), must accompany the coursework or portfolios sent to the moderator/examiner or inspected by the visiting moderator for Entry Level, GCSE, GNVQ, VCE and GCE qualifications.

It is now a requirement of the Code of Practice (Para 87) that this authentication form is signed.

*'**Authentication of candidates' work** – The internal assessor must present a written declaration that the candidates' work was conducted under the required conditions as laid down by the specification.'*

Specification code/title

Unit/component code   **Centre No**

Session   **Year**

Moderated unit
(please tick box if Yes)   *In this case the form must accompany the sample posted to the moderator or inspected by the visiting moderator*

Examined unit
(please tick box if Yes)   *In this case the form must accompany the packet of coursework which is posted to the examiner or assessed by the visiting examiner*

Signature(s) of internal assessor(s) – ie person(s) responsible for carrying out internal assessment and/or supervision (in the case of examined coursework) of work:

Signature:…………………………………   Print name:……………………………………………

Signature:…………………………………   Print name:……………………………………………

Signature:…………………………………   Print name:……………………………………………

Please continue on a separate sheet if required.

In order to support internal assessors in authenticating their students' work a standard Candidate Authentication Statement is set out on the reverse of this form. This may be copied or downloaded from the web site. Alternatively centres may wish to continue to use their own internal arrangements for candidate authentication.

<u>*Notes*</u>

In the case of private candidates or distant tutored candidates, the centre must ensure that:

- *the tutor/teacher has acquainted themselves thoroughly with the general standard of candidates' work before accepting coursework for Internal Assessment;*
- *sufficient on-going regular monitoring of the candidates' examination coursework has taken place.*

Candidate Authentication Statement

NOTICE TO CANDIDATE

The work you submit for assessment must be your own.

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

1.   Any help or information you have received from people other than your subject teacher(s) must be clearly identified in the work itself.

2.   Any books, information leaflets or other material (e.g. videos, software packages or information from the Internet) which you have used to help you complete this work must be clearly acknowledged in the work itself. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.

Declaration by candidate

I have read and understood the **Notice to Candidate** (above). I have produced the work without any help from other people apart from that which I have declared in the work itself. I have acknowledged all source materials in the work itself.

Candidate's signature:…………………………………………………..

Date:………………………………………….