

Slough and Eton Church of England Business and Enterprise College



Absent/Late Candidates from Examination Policy

This policy is reviewed annually to ensure compliance with current regulations


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2. Purpose of this Policy

- To ensure the management of exams is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff and candidates should a candidate be late or absent for exams

It is the responsibility of the candidates and everyone involved in the centre's exam processes to read and understand this policy.

3. Procedure

At the start of the examination: -

- Once candidates are seated and have started the examination, the invigilators will complete the attendance register which is sent at the end of the exam to the examiner / marker
- Invigilators will also record candidate absence on the seating plan by writing Absent – this is further proof of candidate absence should we need to respond to any follow up queries from awarding bodies.
- Invigilators will ensure that the register is taken to the school Attendance Officer. This will allow for the identification of absent candidates who can be contacted as to their whereabouts.

If a student is absent at the start of an exam: -

- Efforts will be made to track down absentees. The Exams Officer, Attendance Officer and admin team will contact the parent/carer of any candidate who is absent at the start of an exam.
- If the student will be attending, the parent/carer will be advised to keep the candidate under supervision at all times until the candidate is handed over to a member of the centre staff. In these circumstances the parent/carer and the candidate will be asked to sign an appropriate statement to confirm the supervision arrangements which were put in place.
- If a candidate is "late" they may be allowed to enter the examination room and sit the examination. **This is entirely at the discretion of the centre.** They should be allowed the full time for the examination provided that checks have been made that they have been supervised at all times

If a candidate is "very late" the examinations officer will:-

- Send the script to the awarding body/examiner in the normal way;
- Complete **Form JCQ/VLA-Report on candidate admitted very late to examination room** within seven days of the examination having taken place. The form must include the following information:-
 - the reason the candidate arrived late, including any details of special arrangements made for the candidate to reach the centre;
 - the actual starting and finishing times of the examination;
 - the time the candidate started the examination;
 - the time the candidate finished the examination;
 - warn the candidate that the awarding body may not accept their script. Form JCQ/VLA **must not** be sent to an examiner.
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If a student is absent for an exam:-

- **Special consideration:** if a candidate is absent from an exam for acceptable reasons, and Slough and Eton centre can verify this, special consideration may be applied for. Suitable evidence as to the reason for absence would need to be provided. Form 14, for self-certification, should only be completed where circumstances require it. (see Special Consideration Policy)

- **JCQ guidance:** “When a candidate has missed a time-tabled component/unit for acceptable reasons and Slough and Eton is prepared to support an application for special consideration, an adjustment may be made to the grade. However, the component/unit must have been missed in the terminal series and the minimum requirements of section 4.5 must be met”. (JCQ GSCP Chapter 4) Please refer to Appendix 1 for Estimating the missing mark.
- If a student feels unwell during an exam the Exams Officer and the Attendance Officer are both first aid trained so they will be able to judge the situation with the help of a member of SLT.



AQA City & Guilds CCEA OCR Pearson WJEC

Information for centres

ESTIMATING THE MISSING MARK WHEN A CANDIDATE IS ABSENT FROM AN EXAMINATION

This document explains one approach to estimating the missing mark when a candidate is absent (for an acceptable reason) from a unit or a component in either a modular or a linear specification. The same principles apply when a mark is missing because the script has been lost. Hereafter, any reference to 'component(s)' also applies to unit(s) in a modular specification.

Several other methods are available to awarding bodies and may be employed by them if necessary. Different procedures result in very similar estimates. The conditions under which an estimated mark can be awarded in the case of candidate absence are set out in Chapter 4 of the JCQ publication *A guide to the special consideration process*, which is available on the JCQ website.

Under the procedure known as the z-score method, the difference between the candidate's estimate and the performance of candidates generally on the component in question is the same as the average difference between the candidate's performance and the performance of candidates generally on the other components.

If the candidate performed on average slightly better than candidates generally on the other components, then the estimate for the missing mark will be slightly above the general performance on that component.

The difference between the performance of the candidate in question and the performance of candidates generally is measured in terms of standard deviations. For example, a candidate whose performance on a component is slightly above the performance of candidates generally on that component might be half a standard deviation above the mean mark for that component. On another component, however, where his/her performance is slightly below the performance of candidates generally, he/she might be half a standard deviation below the mean mark. The number of standard deviations above or below the mean is called the z-score.

In linear GCEs in England, and in both linear and modular GCSEs throughout the UK, if a z-score approach is employed, it is standard practice for the calculation to use the available marks from all components in the specification it. Occasionally there will be exceptions to this practice for technical reasons.

In modular GCEs, the standard for AS and A2 units is different. Therefore, only AS marks are normally used in the z-score calculations for AS units and similarly only A2 marks are normally used in the z-score calculations for A2 units. This restriction on the use of AS and A2 units is waived for two-unit A Level qualifications. For these, a missing mark for the AS unit is estimated using the result for the A2 unit; a missing mark for the A2 unit is estimated using the result for the AS unit.

A similar method may be used in other situations where a mark needs to be estimated.

It should be recognised that the z-score approach may not prove suitable for some small entry options. In such cases awarding bodies reserve the right to employ alternative approaches if necessary.

In the examples below the means and standard deviations are exact whole numbers. Of course this would be unlikely to occur in practice but it makes the principles easier to understand. The examples refer to linear qualifications and raw marks, but the same calculations would apply, in terms of uniform marks, for modular qualifications.

Example 1

In a two component linear specification the mean raw mark for all candidates on component 1 is 53 and the standard deviation is 5, while the mean on component 2 is 34 and the standard deviation is 3.

A candidate scores 43 on component 1 but is absent for component 2.

| | <i>Mean</i> | <i>Standard deviation</i> | <i>Candidate's mark</i> |
|--------------------|-------------|---------------------------|-------------------------|
| Component 1 | 53 | 5 | 43 |
| Component 2 | 34 | 3 | Absent |

The candidate's mark on component 1 is 10 marks, or 2 standard deviations, below the mean. Therefore the estimate for component 2 is also 2 standard deviations below the mean. This is

$$34 - (2 \times 3) = 28$$

Example 2

In a three component linear specification the mean raw marks for all candidates on components 1, 2 and 3 are 50, 80 and 38 respectively, with standard deviations of 8, 12 and 3. Component 1 accounts for 30% of the assessment, component 2 for 50% and component 3 for 20%.

A candidate scores 58 on component 1 and 104 on component 2 but is absent for component 3.

| | <i>Weighting</i> | <i>Mean</i> | <i>Standard deviation</i> | <i>Candidate's mark</i> |
|--------------------|------------------|-------------|---------------------------|-------------------------|
| Component 1 | 30% | 50 | 8 | 58 |
| Component 2 | 50% | 80 | 12 | 104 |
| Component 3 | 20% | 38 | 3 | absent |

The candidate's mark on component 1 is 8 marks or 1 standard deviation above the mean and the candidate's mark on component 2 is 24 marks or 2 standard deviations above the mean. The average (taking account of the weightings) is

$$\frac{(30 \times 1) + (50 \times 2)}{(30 + 50)}$$

$$= 1.625$$

Thus, the estimate for component 3 is

$$\text{mean mark} + (1.625 \times \text{standard deviation})$$

$$= 38 + (1.625 \times 3)$$

$$= 42.875, \text{ which is rounded to } 43.$$

Appendix 2

Definition of Late

A candidate is **late** if they arrive within one hour of the published start time on their timetable (unless the exam is only one hour long). (JCQ ICE section 21)

Definition of Very Late

A candidate will be considered **very late** if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination. (JCQ ICE section 21)

For examinations that last less than one hour, a candidate will be considered very late if they arrive after the awarding body's published finishing time for the examination.