



Administration Handbook for the Key Skills Standards Levels 1 – 4 2009

Application of Number Communication Information and Communication Technology

This Administration Handbook should be read in conjunction with The key skills qualifications standards and guidance (QCA/04/1272)

AQA KEY SKILLS (9900)
COMMUNICATION (9910)
APPLICATION OF NUMBER (9930)
INFORMATION and COMMUNICATION TECHNOLOGY (9950)

The standards will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the standards, centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the standards.

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Background Information

1

Key Skills Standards

Key Skills offers candidates an opportunity to study and provide evidence of achievement in each of the three Key Skills at a level appropriate to their strengths, interests and main courses of study. Work undertaken for Entry Level, VGCSE, GCSE, GCE, AVCE, Intermediate and Foundation GNVQ and NVQ qualifications can be used, where appropriate, as evidence of achievement for Key Skills. All AQA specifications signpost where opportunities are seen to exist for the development, practice and possible generation of evidence of achievement in Key Skills.

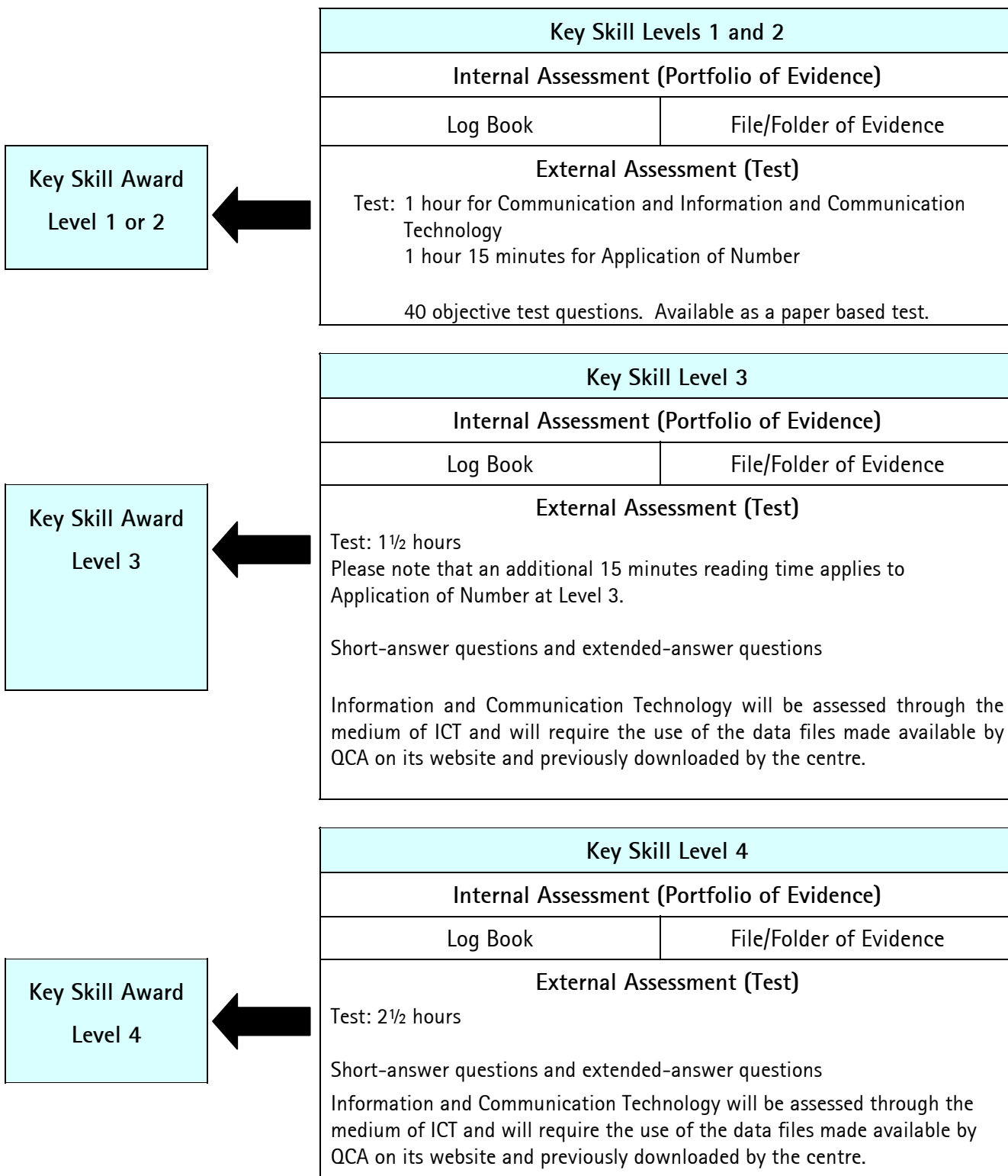
This Administration Handbook should be read in conjunction with *The key skills qualifications standards and guidance* (QCA/04/1272) which contains information on the Key Skills standards for use in programmes that started in September 2004.

2

Standards at a Glance

Key Skills

The Key Skill Award (or Unit) consists of two components: the internally assessed portfolio and the externally set test.



3

Availability of Assessments and Entry Details

3.1 Availability of Assessments

AQA will offer centres and candidates six assessment opportunities in the academic year, with the possibility of further opportunities in subsequent years, providing a flexible and attractive approach to Key Skills.

Please note that not all components and levels are available in each series offered.

3.2 Entry Codes for Components and Certification

An entry code is needed for each component, the test and portfolio, and to claim certification.

The following entry codes should be used:

COMMUNICATION		
Certificate	Internal Component (Portfolio)	External Component (Test) Paper
9910	Level 1 Level 2 Level 3 Level 4	Level 1 KCT1 Level 2 KCT2 Level 3 KCT3 Level 4 KCT4

APPLICATION OF NUMBER		
Certificate	Internal Component (Portfolio)	External Component (Test) Paper
9930	Level 1 Level 2 Level 3 Level 4	Level 1 KNT1 Level 2 KNT2 Level 3 KNT3 Level 4 KNT4

INFORMATION AND COMMUNICATION TECHNOLOGY		
Certificate	Internal Component (Portfolio)	External Component (Test) Paper
9950	Level 1 Level 2 Level 3 Level 4	Level 1 KIT1 Level 2 KIT2 Level 3 KIT3 Level 4 KIT4

PORTFOLIO CODES FOR WALES ONLY	
Communication – all levels	WSCP
Application of Number – all levels	WSNP
Information and Communication Technology – all levels	WSIP

PROXY CODES

Candidates wishing to claim a proxy qualification to replace the test or portfolio element of the qualification should be entered using the proxy codes below (See paragraph 3.5 and 3.6).

KEY SKILLS – PROXY ENTRY CODES

APPLICATION OF NUMBER	PROXY ENTRY CODE
Application of Number External Test <u>Proxy</u> Entry (candidates must already hold the proxy qualification).	
Level 1	KNX1
Level 2	KNX2
Level 3	KNX3
Concurrent External Test Proxy Entry <i>For candidates with a concurrent AQA GCE AS/A entry. This applies only to the June series.</i>	KNXX
Application of Number Unit Award <u>Proxy</u> Entry (candidates must already hold the proxy qualification)	
Unit Award Proxy Entry This code must be used when claiming a certificate using a proxy for the test and portfolio.	Level 3 8933
Concurrent Unit Award Proxy Entry <i>For candidates with a concurrent AQA GCE AS entry in Use of Mathematics only. This applies only to the June series.</i>	8939
COMMUNICATION	
Communication External Test <u>Proxy</u> Entry (candidates must already hold the proxy qualification)	
Level 1	KCX1
Level 2	KCX2
Level 3	KCX3
Concurrent External Test Proxy Entry <i>For candidates with a concurrent AQA GCE AS/A entry. This applies only to the June series.</i>	KCXX

KEY SKILLS – PROXY ENTRY CODES

INFORMATION AND COMMUNICATION TECHNOLOGY	PROXY ENTRY CODE
Information and Communication Technology External Test <u>Proxy</u> Entry (<i>candidates must already hold the proxy qualification</i>)	
Level 1	KIX1
Level 2	KIX2
Level 3	KIX3
Concurrent External Test Proxy Entry <i>For candidates with a concurrent AQA GCE AS entry. This applies only to the June series.</i>	KIXX
Information and Communication Technology Unit Award Proxy Entry (<i>candidates must already hold the proxy qualification</i>)	
Unit Award Proxy Entry	Level 1
This code must be used when claiming a certificate using a proxy for the test and portfolio	8951
	Level 2
	8952
	Level 3
	8953
Concurrent Unit Award Proxy Entry <i>For candidates with a concurrent AQA GCE A or VCE entry. This applies only to the June series.</i>	8959

3.3 Private Candidates	The Key Skills standards are not available to Private Candidates.
3.4 Exemptions from the Key Skills	<p>The regulatory authorities (QCA, DELLS and CCEA) have been asked to ensure that candidates who have taken or who are taking English, Gaelige, Welsh, Mathematics and ICT GCE, VGCSE, GCSE and GNVQ qualifications should not be involved in unnecessary double assessment when seeking their Key Skills.</p> <p>A list of exemptions as of September 2008 is printed in Appendix A. Please refer to the QCA website for the current, definitive list (www.qca.org.uk). To apply for an exemption, the candidate must be entered for the relevant proxy code (see Section 3.2).</p>
3.5 Currency of Qualification Standards and of exemptions provided by Proxy Qualifications	<p>The exemptions referred to in paragraph 3.5 (and given in Appendix A) have been confirmed for those standards accredited by the regulatory authorities. Revision to accredited standards would result in the exemptions offered by that subject being reviewed and, if necessary, revised or removed.</p> <p>The currency of exemptions provided by proxy qualifications must be no longer than three years from the date of award to the date of claim of the Key Skills award.</p>
3.6 Access arrangements and Special Consideration	<p>Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances. The appropriate form and all relevant information should be forwarded to the AQA office for the centre concerned.</p> <p>Special arrangements may be provided for candidates with special needs.</p> <p>Details are available in the JCQ document <i>Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations GCSE , GCE, GNVQ, AEA, Entry Level, Basic Skills and Key Skills</i></p>
3.7 Language of Examinations	All assessment components are provided in English.

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Scheme of Assessment

- 4.1 **Prior Level of Attainment** There are no prerequisites in terms of stipulated attainments in specific subjects. However, Key Skills build on basic skills and knowledge acquired in other subjects including, but not exclusively, English, Mathematics and Information and Communication Technology.
- 4.2 **Assessment Components** The scheme of assessment for each Key Skill at each level is made up of two components: the internally assessed portfolio of evidence and the externally assessed test. Candidates must pass both assessment components at the same level to be successful in a Key Skill at the relevant level. However, if candidates achieve different levels of success in the internal and external components for a Key Skill, they may be awarded a certificate at the lower of the two levels. Candidates may enter for the separate components on different assessment occasions.
- Centres can enter to claim certification with the second component or in a certification series after results are received.
- 4.3 **Internal Assessment: Portfolio** The portfolio of work comprises two parts.
- 1. The candidate's Log Book.** This enables a candidate to record the context of evidence generated, its exact location in the file/folder, the date upon which work has been assessed and by whom, thus enabling confirmation of the achievement of the Key Skills requirements for the Internally Assessed Component.
The Specimen AQA Log Book for Information and Communication Technology Level 2 is attached as Appendix B.
 - 2. A file or folder** containing all other material to be submitted as evidence of achievement, including witness statements where required.
Please see Section 6 'Nature of the Internally-Assessed (Portfolio) Components' for further details.
- 4.4 **External assessment: Test** The external assessment component will comprise tests that will be externally set by QCA, and marked by AQA. The tests are designed to enable candidates to show what they know and can do, i.e. that they can apply the knowledge gained in Part A of the relevant Key Skill to an appropriate task in a given context.
- Levels 1 and 2
- Levels 1 and 2 will each be assessed by means of a test of 1 hour's duration for Communication and Information and Communication Technology and 1 hour 15 minutes for Application of Number. Candidates will be required to answer 40 compulsory objective test questions. The questions will be based on a number of themes linked to common, everyday situations.

Levels 3 and 4

Level 3 will be assessed by means of a test of 1 hour 30 minutes' duration while Level 4 is assessed by a test of 2 hours 30 minutes' duration. Please note that an additional 15 minutes reading time applies to Application of Number at Level 3. The test will comprise both short-answer questions and structured questions which will provide opportunities for extended writing. The questions will be linked to a number of themes. Additional source material may be provided with test papers.

Information and Communication Technology (ICT)

Information and Communication Technology, at levels 3 and 4, will be assessed through the medium of IT. In September of each year, centres must download the data files for levels 3 and 4 from the QCA website (www.qca.org.uk) and make these available to candidates. A set of these data files will be used in each test.

Dictionaries

English dictionaries may **not** be used in the tests at Levels 1 to 4 for Communication, Application of Number and Information and Communication Technology.

Calculators

Calculators may **not** be used in the Application of Number tests at Levels 1 and 2.

The use of a calculator is permitted in the Application of Number test at Level 3 and Level 4. Any calculator may be used provided that it conforms to the information about the standard scientific calculator contained in Appendix C.

4.5 Key Skills Certification

Candidates who complete the assessment requirements (internal and external assessment) for a Key Skill at Level 1, 2, 3 or 4 may claim a certificate. Claims are made using the appropriate entry codes (see Section 3.2).

Subject Content

5

Summary of Subject Content

5.1 Key Skills

The standards for the Key Skills of Communication, Application of Number and Information and Communication Technology comprise two parts.

Part A What you need to know.

Part B What you must do.

Part A of the Key Skill tells candidates what they need to learn and practise to feel confident about applying the Key Skills in their studies, work or other aspects of their lives.

Part B of the Key Skill describes the skills candidates must show. All of the candidates' work for this section will be internally assessed. Candidates must have evidence that they can do all the tasks listed in the bullet points. Please refer to *The key skills qualifications standards and guidance (QCA/04/1272)* for clarification.

5.2 Key Skills Levels

The broad aim of the three Key Skills is for candidates to develop and recognise their skills in:

- obtaining and interpreting different types of information;
- using, developing and communicating information to meet the purpose of their studies, work or other activities;
- effectively presenting the results of their work.

As candidates move up the levels (1 to 4), they are expected to take more responsibility for decisions on how to use their skills to suit different tasks, problems and situations. At Levels 1 and 2, candidates will work with straightforward subjects and activities in familiar situations. At higher levels, candidates will deal with complex subjects and activities that are more demanding. Candidates will need to think about how to go about tasks, what materials and help will be needed, and how work will be checked.

5.3 Opportunities to generate evidence through other courses of study

Opportunities to develop, practise and generate evidence of attainment in aspects of all of the Key Skills are given in a variety of AQA specifications.

Key Skills links are identified in two ways: Key Skills signposting and Keys to Attainment.

Key Skills signposting indicates naturally occurring opportunities for the development of Key Skills during teaching, learning and assessment.

Keys to attainment, where appropriate, identify Key Skills or aspects of Key Skills which are central to vocational achievement. If a candidate has met the indicated vocational requirements of the Unit, the specified Key to Attainment shows that the relevant aspect of the Key Skill has also been achieved. Any such achievement is subject to assessment by the centre against the relevant Key Skills.

More specific signposting guidance is given in the relevant AQA subject support materials for GCE, and GCSE among other specifications.

Internally-Assessed Components

6

Nature of the Internally-Assessed (Portfolio) Components

6.1 Checklist of the main items required.

The following should be used as a quick check list of the main items required before submission of portfolios for moderation:

1. **The portfolios themselves**
2. **Candidate Log Books (One per portfolio)**
3. **Candidate Record Forms (One per portfolio)**
4. **Centre Declaration Sheet (One for the centre)**
5. **Centre Assessment Sheet or equivalent (e.g. a current print out of the EDI entries with candidate levels indicated)**

These items are expanded upon in Section 6.2 below.

6.2 Content and Structure

1. The portfolios

The candidate's portfolio of evidence must demonstrate that s/he has successfully met all the requirements of Part B of the relevant Key Skill at the appropriate level as identified in Part A of the Standards for that Skill and level. See *The key skills qualifications standards and guidance (QCA/04/1272)* for clarification. The portfolio will be assessed by the teacher/lecturer and moderated by the Board (see Section 11 Moderation).

Evidence can be generated from a candidate's main course of study (e.g. a History assignment, Geography fieldwork, science practicals, classwork or homework activities) or experience of work, community activities, etc.

The types of evidence submitted can range from and include: witness statements, audio/video tapes of discussions and presentations, notes, essays, reports, printouts of screen displays, etc. (N.B. The types of evidence listed above are neither prescriptive nor exhaustive.)

2. A Candidate's Log Book.

The Log Book should prove to be of value to both the candidate and assessor in ensuring that the progress of portfolio work is monitored. The Log Book enables candidates to record the context of evidence generated and its exact location in the file/folder, the date upon which work has been assessed and by whom.

AQA has developed Log Books for each of the Key Skills at Levels 1, 2, 3 and 4 which will form part of AQA's Key Skills support materials, issued separately. The use of AQA Log Books is not prescriptive; centres may develop their own Log Books. The AQA Log Books serve to illustrate the information that is required for moderation purposes. They may be obtained from www.aqa.org.uk

3. A Candidate Record Form

A completed *Candidate Record Form* (Appendix D).

Please note that the 2008 Code of Practice has been strengthened in relation to the authentication of candidate's work. Awarding bodies must now award a mark of zero or absent where there is no candidate signature on the CRF.

4. Centre Declaration Sheet

Although not part of the portfolio of evidence, a completed *Centre Declaration Sheet* (Appendix E) does need to be attached and sent with the requested samples to the moderator.

5. Centre Assessment Sheet

This is provided by AQA in advance of the moderation period and should be completed by the centre.

6.3 Portfolio Advisers

The services of a Portfolio Adviser are available once AQA is informed that the centre intends to enter candidates for the portfolio component. The availability of an Adviser is in addition to the provision of the QCA guidance. Portfolio Advisers provide a contact point for centres for advice and support on setting, resourcing and marking internally assessed work.

Advisers also run annual centre standardising meetings, free to delegates, which are compulsory for new centres to attend. Portfolio Advisers may be contacted by telephone or e-mail and will be available to give advice on specific queries which the centre may have. However, they do not mark portfolios nor do they visit centres. Should a centre visit be required, please contact AQA's Key Skills subject team in the first instance.

6.4 Advice to Candidates

The collection of evidence for portfolio work (e.g. for C3.1.1, N3.1.2, ICT3.2.1) can be carried out in a group of two or more candidates. If taking part in a group activity, each individual candidate must indicate the part played by her/himself in the collection of evidence. Such evidence must be authenticated by a teacher/supervisor, by means of a witness statement, or audio/video tapes, etc. All evidence must be in the medium of English. The work to be submitted for assessment must be the candidate's own unaided work. Any assistance and sources of information must be acknowledged.

6.5 The submission of drafts

Communication

Some types of document that might be included in Communication portfolios and are likely to be the outcome of a process of drafting and development such as job applications, leaflets and brochures - are by their nature documents that would be checked and proof-read by the candidate. It is assumed that outcomes that are 'public' documents of this kind will have been prepared in this way. Draft material is not required in Communication portfolios but centres may choose to include it to reflect candidates' independent proof-reading and revising ability.

The moderator would look for evidence that the student had learned from the help given in formative comments and had not simply copied corrections. The portfolio should convince the moderator that the candidate has independently reached the required standard.

Information and Communication Technology

Candidates' portfolios need to demonstrate the processes they have used to produce the final product hence evidence of revising or redrafting may be provided in the form of draft work or notes, for example. For further clarification, please see page 78 (for Level 1), page 83 (for Level 2), page 88 (for Level 3) of *The Key Skills qualifications standards and guidance* (QCA/04/1272).

Application of Number/Information and Communication Technology at Level 4

At Level 4, the portfolio can include annotated working drafts as evidence of application and development. Please see page 52 for further information on Application of Number level 4 and page 75 of *The Key Skills qualifications standards and guidance* (QCA/04/1272) for Information and Communication Technology Level 4.

6.6 Redrafting

The following advice is taken from *The Instructions for conducting coursework/portfolios 1 September 2007 to 31 August 2008* (JCGQ), paragraphs 4.1 to 4.7, which may be consulted for further information:

*Candidates are free to **revise** and **redraft** a piece of coursework without teacher involvement before submitting the final piece.*

Teachers may review coursework before it is handed in for final assessment. Provided that advice remains at the general level, enabling the candidate to take the initiative in making amendments, there is no need to record this advice as assistance.

Generally one review would be expected to be sufficient to enable candidates to understand the demands of the assessment criteria. Advice may be given in either oral or written form.

6.7 Other Aspects

Portfolio work should be presented in lightweight folders with the contents loosely fixed. Bulky, hard-backed folders or files should **not** be used.

7

Assessment of Portfolio Evidence

7.1 Assessment of Portfolio Evidence

The candidate's portfolio of evidence must demonstrate that s/he has successfully achieved every requirement and produced all the evidence specified in Part B of the relevant Key Skill at the appropriate level, as reflected in Part A of the relevant Key Skill. Please refer to *The key skills qualifications standards and guidance* (QCA/04/1272).

A candidate who successfully completes the requirements for the internal assessment component (i.e. produces all the evidence specified in Part B of the relevant Key Skill at the appropriate level), will be recorded as having a *Pass* at the relevant level.

In certain circumstances, it may be possible for the centre's assessments of level to be amended.

A candidate who fails to complete the requirements for the internal assessment component (i.e. does **not** produce all the appropriate evidence specified in Part B of the relevant Key Skill at the appropriate level), will be recorded as *Unclassified*.

7.2 Evidence to Support the Award of Levels

During the course, teachers should keep records of their assessments in a format which facilitates the complete and accurate submission of the final overall assessments at the end of the course.

When the assessments are complete, the levels submitted for the internal assessment component must be entered on the *Candidate Record Form*. The completed *Candidate Record Form* for each candidate must be attached to the work to be made available to AQA on request.

It is important that centres advise AQA of their intention to enter candidates as early as possible in the course so that AQA can despatch any record forms required and appoint a Portfolio Adviser.

8

Supervision and Authentication

8.1 Supervision of Candidates' Portfolio Work

Candidates' portfolio work for assessment must be undertaken under conditions which allow the teacher/supervisor to endorse its authenticity. If some of the assessed portfolio work is undertaken outside the centre, sufficient work must take place under direct supervision to allow the teacher/supervisor to authenticate the candidates' portfolio work with confidence.

It is acknowledged that, on occasions, teachers/supervisors might not be in a position to exercise close control over the candidates' complete portfolios of work. The teacher/supervisor should, however, be able to verify that every reasonable step has been taken to ensure that the portfolio work submitted for assessment is that of the candidates concerned and must sign the *Centre Declaration Sheet*, accordingly.

8.2 Guidance by the Teacher/Supervisor

The work assessed must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the *Candidate Record Form*.

8.3 Unfair Practice

At the start of the course, the teacher/supervisor is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of portfolio work to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

8.4 Authentication of Candidates' Portfolio Work

Both the candidate and the teacher/supervisor are required to sign declarations confirming that the work submitted for assessment is the candidate's own. Any additional assistance received by the candidate must be identified and acknowledged on the *Candidate Record Form*. Where candidates work as a group, the teacher/supervisor must be able to identify and authenticate the individual contribution of each candidate (e.g. by provision of a witness statement, audio/video tapes, etc).

9

Standardisation

9.1 Standardising Meetings

Annual standardising meetings will be held, usually in the autumn term.

At these meetings, support in assessment procedures will be provided for centres. Centres will receive advice on best practice particularly in the collection of evidence for portfolio work.

Centres entering candidates for the first time must send a representative to one of the meetings. Attendance is also mandatory in the following cases:

- where a centre's assessment of portfolio work, submitted at a previous assessment opportunity, is inappropriate;
- where there has been a serious misinterpretation of the standards.

Otherwise, attendance is at the discretion of centres.

9.2 Internal Standardisation of Marking

The centre is required to standardise the assessment:

1. within each Key Skill, at each level; and
2. across different teachers/supervisors and teaching groups to ensure that all candidates' work at the centre has been judged against the same standards. If two or more teachers are involved in assessing portfolios, one teacher must be designated as responsible for internal standardisation. It would be good practice to standardise assessment criteria at an early stage in the Key Skills course. Ideally, all teachers involved in the preparation of key skills evidence should receive this training, even though they will not all take decisions about the success or failure of complete portfolios. Common pieces of work should be assessed on a trial basis and differences between assessments discussed at a training session in which all teachers involved should participate.

The standardisation of assessment criteria may be achieved by different methods. For example, a representative sample of portfolios may be taken from each assessor's teaching group and second-marked by all the assessors for that skill. These assessments are then discussed in order to agree a common standard. In centres where there is a small number of entries for a Key Skill, all the portfolios may be double-marked where practical and the outcomes discussed and recorded. Classroom observation may also take place among colleagues. A sample of candidates' oral presentations could be observed and double-marked across the skill being assessed.

Where more than one teacher makes final portfolio assessments, a formal standardisation exercise must be followed.

Portfolios that fail to meet the requirements and deemed unworthy of a pass must be withdrawn.

The centre must complete an *Internal Standardisation Form* giving details of the teachers involved, the portfolios standardised and the outcomes. The form must be retained by the centre and be available to submit to AQA upon request. An example of a completed form is given in Appendix F. Centres may use this form or adapt it to meet their own requirements. A separate form for each skill and level must be completed.

Both the preliminary training and final assessment must be guided by reference and archive materials such as work from a previous year or examples provided by AQA. The centre is required to send to the moderator the *Centre Declaration Sheet*, duly signed, to confirm that the assessment of portfolio work at the centre has been standardised. If only one teacher has undertaken the assessment, the outcomes should be verified by a colleague. The sole assessor may then sign the form.

10

Centre Administrative Procedures

10.1 Recording Assessments

When the internal assessments of portfolios are complete, the final level awarded for each Key Skills component must be entered on each individual *Candidate Record Form*.

The completed *Candidate Record Form* for each candidate must be attached to the portfolio work and made available to AQA on request.

10.2 Submitting Sample Portfolio Work for Moderation

Please refer to Section 6.1 for a list of the main items required when submitting work for moderation.

The level submitted for the internal assessment component must be sent to AQA, and to the designated AQA Moderator, on the Centre Assessment Sheet (CAS) provided by the specified date for each series.

The centre will be informed which candidates' portfolio work is required in the sample of evidence to be submitted to the Moderator.

The work should be assessed, standardised and readily available in the centre so that it can be sent to the Moderator within five working days of receipt of the sample request.

10.3 Problems with Individual Candidates

Teachers should be able to accommodate the occasional absence of candidates by ensuring that the opportunity is given for them to make up stages of assessments which have been missed.

Special consideration should be requested for candidates whose portfolio work has been affected by illness or other exceptional circumstances. Information about the procedure is issued separately by JCQ in the document *Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations..*

If portfolio work is lost, AQA should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. AQA will advise on the procedures to be followed in such cases.

Where special help goes beyond normal learning support given, AQA must be informed so that such help can be taken into account when assessment and moderation take place.

Candidates who move from one centre to another during the course sometimes present a problem for a scheme of internal assessment. Possible courses of action depend on the stage at which the move takes place. If the move occurs early in the course the new centre should take responsibility for assessment. If it occurs late in the course it may be possible to accept the assessments made at the previous centre. Centres should contact AQA at the earliest possible stage for advice about appropriate arrangements in individual cases.

10.4 Retaining Evidence

The centre must retain the portfolio work of all candidates, with *Candidate Record Forms* attached, under secure conditions from the time it is assessed, to allow for the possibility of an enquiry upon results. The portfolio work may be returned to candidates after the issue of results provided that no enquiry upon results is to be made which will include re-moderation of the work in the portfolio (i.e. centre-assessed component). If any enquiry upon result is to be made, the portfolio work must remain under secure conditions until requested by AQA.

11

Moderation

11.1 Moderation Procedures

Moderation of portfolio work is by inspection of a sample of candidates' work, sent by post from the centre to a moderator appointed by AQA. The centre assessments must be submitted to AQA and the Moderator must receive the sample of portfolio work by a specified date.

Following the review of the sample portfolio work, the moderator's assessments are compared with those of the centre to determine whether the centre's assessments *either* can be confirmed *or* the level of assessment amended *or* the level of assessments rejected. In some cases it may be necessary for the moderator to call for the work of other candidates. In order to meet this possible request, centres must have available the portfolio work and *Candidate Record Form* of every candidate entered for Key Skills internal assessment components and be prepared to submit it on demand.

11.2 Post-Moderation Procedures

On the publication of results, the centre is supplied with details of the final results for the internally assessed (portfolio) component(s). The candidates' portfolio work is returned to the centre after moderation. The centre receives a report giving feedback on the accuracy of the centre's assessments. Some candidates' portfolio work may be retained by AQA for archive purposes.

Awarding and Reporting

12

Awarding, Shelf-Life and Re-sits

- | | |
|---|--|
| 12.1 Awarding System | Candidates who complete the assessment requirements for a Key Skill (i.e. pass both the internal and external components) at Levels 1, 2, 3 or 4 may claim, by appropriate entry code, the certificate for the award. |
| 12.2 Currency of exemptions from the Key Skills Award | The currency of exemptions provided by proxy qualifications must be no longer than three years from the date of award to the date of claim of the Key Skill award. |
| 12.3 Shelf-Life of Individual Component Results | The shelf-life of individual component (i.e. internal or external) results, prior to the award of the Key Skill, is limited only by the shelf-life of the Standards. |
| 12.4 Assessment Component Re-sits | There is no limit placed on the number of times a candidate can re-sit an individual (i.e. internal or external) component. |
| 12.5 Common Code of Practice | The regulatory authorities, in consultation with awarding bodies, have developed a Code of Practice for GCSE, GCE, AVCE, GNVQ and AEA qualifications. This Handbook complies with the awarding and reporting requirements of this common Code of Practice and will be revised in the light of any subsequent changes for future years. |
| 12.6 Quality Assurance | AQA is committed to the maintenance of national standards and will provide advice about, and moderate, the assessment of candidates' work in centres. |

A

Proxy Qualifications

To apply for a proxy exemption, the candidate must be entered for the relevant proxy code. For the latest information on proxies go to www.qca.org.uk

These provide exemptions from the Key Skills or their components.

Communication key skill: proxy exemptions

<i>The qualification below</i>	<i>at</i>	<i>exempts a candidate from the Communication:</i>					
		L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
GCE A Level English Language	A-E	Yes	No	Yes	No	Yes	No
GCE A Level English Literature	A-E	Yes	No	Yes	No	Yes	No
GCE A Level English Language and Literature	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level English Language	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level English Literature	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level English Language and Literature	A-E	Yes	No	Yes	No	Yes	No
GCSE English	A*-C	No	No	Yes	No	Yes	No
GCSE English	D-G	No	No	No	No	Yes	No
GCSE English Literature	A*-C	No	No	Yes	No	Yes	No
GCSE English Literature	D-G	No	No	No	No	Yes	No
AQA GCSE General Studies	A*-C	No	No	Yes	No	Yes	No
AQA GCSE General Studies	D-G	No	No	No	No	Yes	No
Certificate in Adult Literacy level 2**	Pass	No	No	Yes	No	Yes	No
Certificate in Adult Literacy level 1**	Pass	No	No	No	No	Yes	No
GCE A level Welsh	A-E	Yes	No	Yes	No	Yes	No
GCE A level Welsh Second Language	A-E	No	No	Yes	No	Yes	No
GCE AS level Welsh	A-E	Yes	No	Yes	No	Yes	No
GCE AS level Welsh Second Language	A-E	No	No	Yes	No	Yes	No
Advanced Subsidiary VCE in Welsh Second Language	A-E	No	No	Yes	No	Yes	No
GCSE Welsh	A*-C	No	No	Yes	No	Yes	No
GCSE Irish (Gaeilge)	A*-C	No	No	Yes	No	Yes	No
GCSE Welsh	D-G	No	No	No	No	Yes	No
GCSE Irish (Gaeilge)	D-G	No	No	No	No	Yes	No
GCSE Welsh Literature	A*-C	No	No	Yes	No	Yes	No
GCSE Welsh Literature	D-G	No	No	No	No	Yes	No
GCSE Welsh Second Language	A*-C	No	No	No	No	Yes	No

GCSE Welsh Second Language	D-G	No	No	No	No	No	No
Welsh Second Language GNVQ units (intermediate)	Pass-Distinction	No	No	No	No	Yes	No
Welsh Second Language GNVQ units (foundation)	Pass-Distinction	No	No	No	No	No	No
Foundation Award in Welsh Second Language	Pass-Distinction	No	No	No	No	No	No
Intermediate Award in Welsh Second Language	Pass-Distinction	No	No	No	No	Yes	No

*Those qualifications in **bold** do not act as proxies for the key skills tests, but are within suites of qualifications where different levels or grades do act as proxies.

Application of number key skill: proxy exemptions

	<i>at</i>	<i>exempts a candidate from the Application of number:</i>					
		L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
GCE AS Use of Mathematics	A-E	Yes	Yes	Yes	Yes	Yes	Yes
GCE A Level Mathematics	A-E	Yes	No	Yes	No	Yes	No
GCE A Level Pure Mathematics	A-E	Yes	No	Yes	No	Yes	No
GCE A Level Further Mathematics	A-E	Yes	No	Yes	No	Yes	No
GCE A Level Statistics	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level Mathematics	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level Pure Mathematics	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level Further Mathematics	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level Statistics	A-E	Yes	No	Yes	No	Yes	No
GCE AS Mechanics	A-E	Yes	No	Yes	No	Yes	No
GCE AS Discrete Mathematics	A-E	Yes	No	Yes	No	Yes	No
GCE AS Applied Mathematics	A-E	Yes	No	Yes	No	Yes	No
GCSE Mathematics	A*-C	No	No	Yes	No	Yes	No
GCSE Mathematics	D-G	No	No	No	No	Yes	No
GCSE Use of Mathematics	A*-C	No	No	Yes	No	Yes	No
GCSE Use of Mathematics	D-G	No	No	No	No	Yes	No
Certificate in Adult Numeracy level 2**	Pass	No	No	Yes	No	Yes	No
Certificate in Adult Numeracy level 1**	Pass	No	No	No	No	Yes	No

Information and communication technology key skill: proxy exemptions

The qualification below	<i>at</i>	<i>exempts a candidate from the Information and Communication Technology:</i>					
		L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
EDEXCEL Level 1 Award in Digital Applications for IT Users (New for September 2006)	Pass	No	No	No	No	Yes	Yes

EDEXCEL Level 2 Award in Digital Applications for IT Users	Pass	No	No	Yes	Yes	Yes	Yes
EDEXCEL Level 1 Certificate in Digital Applications for IT Users (New for September 2006)	Pass	No	No	No	No	Yes	Yes
EDEXCEL Level 2 Certificate in Digital Applications for IT Users	Pass	No	No	Yes	Yes	Yes	Yes
EDEXCEL Level 1 Diploma in Digital Applications for IT Users (New for September 2006)	Pass	No	No	No	No	Yes	Yes
EDEXCEL Level 2 Diploma in Digital Applications for IT Users	Pass	No	No	Yes	Yes	Yes	Yes
OCR Level 2 Certificate for IT Users (CLAiT Plus)	Pass	No	No	Yes	No	Yes	No
OCR Level 3 Certificate for IT Users (Advanced CLAiT)	Pass	Yes	No	Yes	No	Yes	No
BCS Level 2 Certificate for IT Users (ECDL)	Pass	No	No	Yes	No	Yes	No
GCE A Level Computing	A-E	Yes	Yes	Yes	Yes	Yes	Yes
GCE A Level ICT	A-E	Yes	Yes	Yes	Yes	Yes	Yes
GCE AS Level Computing	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level ICT	A-E	Yes	No	Yes	No	Yes	No
GCE AS Level in Applied ICT	A-E	Yes	Yes	Yes	Yes	Yes	Yes
GCE AS Level in Applied ICT (Double Award)	AA-EE	Yes	Yes	Yes	Yes	Yes	Yes
GCE A Level in Applied ICT	A-E	Yes	Yes	Yes	Yes	Yes	Yes
GCE A Level in Applied ICT (Double Award)	AA-EE	Yes	Yes	Yes	Yes	Yes	Yes
GCSE Computer Studies	A*-C	No	No	Yes	Yes	Yes	Yes
GCSE Computer Studies	D-G	No	No	No	No	Yes	Yes
GCSE ICT	A*-C	No	No	Yes	Yes	Yes	Yes
GCSE ICT	D-G	No	No	No	No	Yes	Yes
GCSE in Applied ICT (Double Award)	A*A*-CC	No	No	Yes	Yes	Yes	Yes
GCSE in Applied ICT (Double Award)	DD-GG	No	No	No	No	Yes	Yes
GCSE Information Systems	A*-C	No	No	Yes	Yes	Yes	Yes
GCSE Information Systems	D-G	No	No	No	No	Yes	Yes
Vocational A Level ICT Double Award	A-E	Yes	Yes	Yes	Yes	Yes	Yes
Vocational A Level ICT	A-E	Yes	Yes	Yes	Yes	Yes	Yes
Vocational Advanced Subsidiary ICT	A-E	Yes	Yes	Yes	Yes	Yes	Yes
Advanced GNVQ (Part Award, Single Award or Double Award) ICT	Pass/Merit/Distinction	Yes	Yes	Yes	Yes	Yes	Yes
Intermediate GNVQ (full award or part one award) ICT	Pass/Merit/Distinction	No	No	Yes	Yes	Yes	Yes
Foundation GNVQ (full award or part	Pass/Merit/Distinction	No	No	No	No	Yes	Yes

one award) ICT							
----------------	--	--	--	--	--	--	--

*Please note that for qualifications pre-2003 the terms ICT and IT are interchangeable.

**Although this qualification is included on the proxy list, the test that is used for this qualification is the same as the key skills test. Therefore, this is not a standard proxy. It is included on the proxy list only so that it is clear that candidates that have this qualification do not have to also pass a separate key skills test

Special note for GCSE short course ICT and GCSE short course information technology

<i>The qualification below</i>	<i>at</i>	<i>exempts a candidate from the Information Technology:</i>					
	Grade	L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
GCSE Short course ICT	A*-C	No	No	Yes	Yes	Yes	Yes
GCSE Short course ICT	D-G	No	No	No	No	Yes	Yes

<i>The qualification below</i>	<i>at</i>	<i>exempts a candidate from the Information technology:</i>					
	Grade	L3 Test	L3 Portfolio	L2 Test	one of the two specified purposes in the L2 portfolio?	L1 Test	one of the two specified purposes in the L1 portfolio?
GCSE Short Course Information Systems	A*-C	No	No	Yes	Yes	Yes	Yes
GCSE Short Course Information Systems	D-G	No	No	No	No	Yes	Yes

Scottish Qualifications Authority (SQA) national courses that act as proxies for key skills

Following discussion between the Regulatory Authorities for England (QCA), Wales (ACCAC) and Northern Ireland (CCEA) and the Scottish Qualifications Authority (SQA) it has been agreed that certain SQA qualifications will act as proxies for the key skills tests. These arrangements mirror those already agreed for GCSEs and A/AS levels in England, Wales and Northern Ireland. Please check the tables below for details.

Communication key skill: proxy exemptions

<i>The qualification below</i>	<i>at</i>	<i>exempts a candidate from the Communication:</i>					
	Grade	L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
Standard Grade English	General	No	No	No	No	Yes	No
English and Communication	Intermediate 1	No	No	No	No	Yes	No
Standard Grade English	Credit	No	No	Yes	No	Yes	No
English	Intermediate 2	No	No	Yes	No	Yes	No
English and Communication	Higher	Yes	No	Yes	No	Yes	No
English (Previously English and Communication)	Advanced Higher	Yes	No	Yes	No	Yes	No

Application of number key skill: proxy exemptions

<i>The qualification below</i>	<i>at</i>	<i>exempts a candidate from the Application of number:</i>					
		L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
Standard Grade Mathematics	General	No	No	No	No	Yes	No
Mathematics	Intermediate 1	No	No	No	No	Yes	No
Standard Grade Mathematics	Credit	No	No	Yes	No	Yes	No
Mathematics	Intermediate 2	No	No	Yes	No	Yes	No
Mathematics	Higher	Yes	No	Yes	No	Yes	No
Mathematics	Advanced Higher	Yes	No	Yes	No	Yes	No
Applied Mathematics	Advanced Higher	Yes	No	Yes	No	Yes	No

Information and communication technology key skill: proxy exemptions

<i>The qualification below</i>	<i>at</i>	<i>exempts a candidate from the Information Technology:</i>					
		L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
Standard Grade Computing Studies	General	No	No	No	No	Yes	No
Computing Studies	Intermediate 1	No	No	No	No	Yes	No
Standard Grade Computing Studies	Credit	No	No	Yes	No	Yes	No
Computing	Intermediate 2	No	No	Yes	No	Yes	No
Information Systems	Intermediate 2	No	No	Yes	No	Yes	No
Computing	Higher	Yes	No	Yes	No	Yes	No
Computing	Advanced Higher	Yes	No	Yes	No	Yes	No
Information Systems	Higher	Yes	No	Yes	No	Yes	No
Information Systems	Advanced Higher	Yes	No	Yes	No	Yes	No

Proxy arrangements for the Irish leaving certificate

<i>The qualification below</i>	<i>at</i>	<i>exempts a candidate from the Communication:</i>					
		L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
Leaving Certificate English (higher level)	A1-C2	Yes	No	Yes	No	Yes	No
Leaving Certificate English (higher level)	C1-D3	No	No	Yes	No	Yes	No
Leaving Certificate English (ordinary level)	A1-B3	No	No	Yes	No	Yes	No
Leaving Certificate English (ordinary level)	C1-D3	No	No	No	No	Yes	No

<i>The qualification below</i>	<i>at</i>	<i>exempts a candidate from the Application of Number:</i>					
		L3 Test	L3 Portfolio	L2 Test	L2 Portfolio	L1 Test	L1 Portfolio
Leaving Certificate Maths (higher level)	A1-C2	Yes	No	Yes	No	Yes	No
Leaving Certificate Maths (higher level)	C1-D3	No	No	Yes	No	Yes	No
Leaving Certificate Maths (ordinary level)	A1-B3	No	No	Yes	No	Yes	No
Leaving Certificate Maths (ordinary level)	C1-D3	No	No	No	No	Yes	No

B

Specimen AQA Log Book for ICT Level 2

Carry out two activities which include tasks for all three of ICT2.1, ICT2.2 and ICT2.3.

Overall, through two or more activities you must:

- Include at least one ICT based information source
- Include at least one non-ICT based information source
- Use at least one example of text, one example of image and one example of number
- Present evidence of purposeful use of e-mail

ICT2.1 *Search for and select information to meet your needs.*

Use different information sources for each task and multiple search criteria in at least one case.

ACTIVITY 1		
	Page Number	COMMENTS AND EVIDENCE
2.1.1 Select information relevant to the tasks		Sources ICT source: Non-ICT source:

ICT2.2 *Enter and develop the information to suit the task and derive new information.*

ACTIVITY 1		
	Page Number	COMMENTS AND EVIDENCE
2.2.1 Enter and combine information using formats that help development		Software format used:
ACTIVITY 1		
	Page Number	COMMENTS AND EVIDENCE
2.2.2 Develop information and derive new information as appropriate		New information derived (e.g. graph):

ICT2.3 *Present combined information such as text with image, text with number, image with number.*

ACTIVITY 1		
	Page Number	COMMENTS AND EVIDENCE
2.3.1 Develop the presentations so that the final output is accurate and shows consistent use of formats.		Please tick which combined evidence has been used: Text/image Text/number Image/number
ACTIVITY 1		
	Page Number	COMMENTS AND EVIDENCE
2.3.2 Use layout appropriate to the types of information.		Layout used (e.g. report):

E-mail used in this activity Yes/No (*please delete*). Location of evidence- page _____

Carry out two activities which include tasks for all three of ICT2.1, ICT2.2 and ICT2.3.

Overall, through two or more activities you must:

- Include at least one ICT based information source
- Include at least one non-ICT based information source
- Use at least one example of text, one example of image and one example of number
- Present evidence of purposeful use of e-mail

ICT2.1 *Search for and select information to meet your needs.
Use different information sources for each task and multiple search criteria in at least one case.*

ACTIVITY 2		
	Page Number	COMMENTS AND EVIDENCE
2.1.1 Select information relevant to the tasks		Sources ICT source: Non-ICT source:

ICT2.2 *Enter and develop the information to suit the task and derive new information.*

ACTIVITY 2		
	Page Number	COMMENTS AND EVIDENCE
2.2.1 Enter and combine information using formats that help development		Software format used:

ACTIVITY 2		
	Page Number	COMMENTS AND EVIDENCE
2.2.2 Develop information and derive new information as appropriate		New information derived (e.g. graph):

ICT2.3 *Present combined information such as text with image, text with number, image with number.*

ACTIVITY 2		
	Page Number	COMMENTS AND EVIDENCE
2.3.1 Develop the presentations so that the final output is accurate and shows consistent use of formats.		Please tick which combined evidence has been used: Text/image Text/number Image/number

ACTIVITY 2		
	Page Number	COMMENTS AND EVIDENCE
2.3.2 Use layout appropriate to the types of information.		Layout used (e.g. report):

E-mail used in this activity Yes/No (*please delete*). Location of evidence- page _____

Centre Number

Candidate's signature: Date

I have assessed this portfolio and confirm that it meets the assessment criteria and component specifications for Level 2 Information and Communication Technology.

Assessors Initials

Used for internal standardisation? YES/NO (circle as appropriate)

Internal Standards Moderator Initials Date

C

Scientific Calculators

The scientific calculators permitted as a calculating aid in the Application of Number test at Level 3 and Level 4 must meet the description set out below. They must incorporate all the *Required functions*, and must possess none of the *Functions which are not permitted*.

B.1 Required functions

add, subtract, multiply, divide
factorial

π

${}^n C_r$

brackets

standard deviation

Square, square root

n th power and root

reciprocal

sin, cos, tan and their inverses

degrees and radians

logarithms and exponentials

standard index notation

sign change

memory

execute/enter or =

cancel

clear all

B.2 Functions which are not permitted

graph plotting

equation solving

symbolic manipulation

numerical integration

complex numbers

memory capable of storing formulae

memory capable of storing expressions

vector and matrix handling

D



Internally assessed (Portfolio) components

Candidate Record Form 2009

Key Skills 9900

Centre name:

Centre no:

--	--	--	--	--

Candidate name:

Candidate no:

--	--	--	--	--

This side is to be completed by the candidate

Sources of advice and information

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? (Write YES or NO)
2. If you have answered YES, give details. Continue on a separate sheet if necessary.
.....
3. If you have used any books, information leaflets or other materials (e.g. videos, software packages or information from the Internet) to help you complete this work, you must list these below, unless they are clearly acknowledged in the work itself. Continue on a separate sheet if necessary. To present material copied from books or other sources without acknowledgement will be regarded as deliberate deception.
.....
.....

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.

Declaration by candidate

I have read and understood the Notice to Candidate (above). I have produced the attached work without any help apart from that which I have stated on this sheet.

As part of AQA's commitment to assist students, AQA may make your coursework available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the internet or other means, for the purpose of indicating a typical mark or for other educational purposes. In the unlikely event that your coursework is made available for the purposes stated above, you may object to this at any time and we will remove the work on reasonable notice. If you have any concerns, please contact crf@aqa.org.uk

Candidate's signature:

Date:

This form should be completed and attached to the candidate's work and retained at the Centre or sent to the moderator as required.

This side is to be completed by the teacher(s)

Please complete the boxes to show the Key Skill(s) submitted together with the Level(s) submitted and use the spaces to make any summative comments which seem appropriate.

Key Skill	Submitted (✓)	Level	Teacher's supporting statement
Communication			
Application of Number			
Information and Communication Technology			

Concluding comments

Details of additional assistance given (if any)

Record here details of any assistance given to this candidate which is beyond that given to the class as a whole and beyond that described in the Standards. Continue on a separate sheet, if necessary.

Teacher's signature:

Date:

Teacher's signature:

Date:

Teacher's signature:

Date:

E



Internally assessed (Portfolio) components
Key Skills: Centre Declaration Sheet
2009

Centre Name.....Centre No.

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Authentication

This is to certify that assessments have been made in accordance with the requirements of the Standards and that every reasonable step has been taken to ensure that the portfolio work presented is that of the candidates named.

Any assistance given to candidates beyond that given to the class as a whole and beyond that described in the standards has been recorded on the *Candidate Record Form* and has been taken into account. The levels given reflect accurately the unaided achievement of the candidates.

Signature(s) of teacher(s) responsible for assessment

Teacher 1.....

Teacher 2.....

Teacher 3.....

Teacher 4.....

Teacher 5.....

Teacher 6.....

(continue overleaf if necessary)

Internal standardisation of marking

Each centre must standardise the assessments of Key Skills across different teachers and teaching groups to ensure that all candidates at the centre have been judged against the same standards. If two or more teachers are involved in assessing Key Skills, one of them must be designated as responsible for standardising the assessments of all teachers at the centre.

The following declaration must be signed by the teacher responsible for ensuring standardisation. If all the portfolio work has been assessed by the same person, that person should sign below.

I confirm that (tick either (a) or (b))

(a) *I have assessed the work of all candidates for the portfolio component

(b) *the procedure described in the Standards has been followed at this centre to ensure that the assessment is of the same standard for all candidates.

Signed..... **Date**.....

Signature of Head of Centre..... **Date**.....

This form should be completed and sent to the Moderator with the sample of centre-assessed work.

F

Example Internal Standardisation Form

Name of Teacher designated with responsibility for standardisation: J Thompson

Date of Standardising meeting 10/06/08

Skill Communication

Level One

Assessors

Portfolios Standardised	1 N. Omar	2 T. Gorman	3 J. Thompson	4 P. O'Shea	5 L. Szabo	6 T. Taafe	7 C. Macduff	Outcome	Action Required
Candidate 8414	✓	✓	✓	×	×	×	×	Requirements not met	Reassess C1.3 Text needs to be legible
Candidate 8416	✓	✓	✓	✓	×	✓	✓	Pass @ Level 1	Submit
Candidate 8420	×	×	✓	✓	✓	✓	✓	Pass @ Level 1	Submit
Candidate 8430	×	×	×	×	×	×	✓	Requirements not met.	Withdraw