

Policy of Setting, Control, Printing and Distribution of Examinations

REVIEWED

18/10/2018

This revised article is included in Article 9: Evaluation and examination Rules

After Paragraph 2.9

2.9.1 Examinations Committee

1. The Examinations Committee exercises general oversight over all aspects of the Examination process at Cambridge International Schools (Sudan)
2. The membership of the *committee* shall consist of the following:
 - The Executive Manager for Academic Affairs (Chair)
 - Academic Managers
 - The IGCSE Academic Coordinator
 - The Examination Officer (Academic Office) plus four from each school

2.9.2 Setting the Examination Questions

1. The Examination Board

There shall be an Examinations Board consisting of the following:

- The Executive Manager for Academic Affairs (Mr. Owen Shamu)
- The Academic Managers of the schools (Mr. Wala, Mr. Tom, Mr. Abdur-Rasaq, Mr. Mutaz)
- IGCSE Academic Coordinator (Mr. Francis Oladugba)
- Arabic Head of Department for Secondary and Primary (Mr. Abdelgadir Abadalla, Mr. Alwali)
- Head of Department Geography/History and Global Perspectives Primary and Secondary (Mr. Yahia, Miss. Manahil)
- Head of Department Quran/Figh (Ms. Maha, Mr. Ahmed Sayed)
- Head of Department ICT (Mr. Francis Mario, Mr. Issak)
- Exam Officer and Academic Office Admin. Assistant (Miss. Wafa and Miss. Manal)

- Music (Ms. Manahi from Bahry School)

The crafting and supervision for the setting, correction and quality assurance of all examinations rests with the Examination Board.

1. The setting of examination questions depends on the academic plan for teaching, using the scheme of work and the assigned textbooks taught in each of the three terms of the academic year. All examination questions must conform strictly to the content of the established plans and required texts.
2. Teaching plans must be submitted to the Academic Office Administrative Assistant prior to the commencement of teaching activities in each term of the academic year.
3. Preliminary Meeting. There shall be a preliminary meeting of the members of the board within a reasonable time before the start of the preparation of exams for the purpose of discussing the domain of the assessment and examination questions for the term.
4. Following the preliminary meeting and after consultations with the academic managers and heads of departments of the schools, the Executive Manager for Academic Affairs will invite nominations to the board *two writers* for each subject examination in Years 1-10.

2.9.3 Development of Questions

1. Questions will be developed by the following parties after consulting Academic Managers, Heads of Departments, Key Stage and IGCSE Coordinators concerning the progress of the academic plan for the term:
 - Selected exam writers, who may consult other teachers to contribute items to include in the exams.
2. The questions chosen for inclusion in an examination must reflect strictly *the actual work accomplished* in the subject within schools; questions that presume work that an individual school or schools have not covered will be considered inadmissible. IGCSE and Key Stage Coordinators, Heads of Departments and Academic Managers are responsible for reporting variances to the Executive Manager for Academic Affairs.
3. Exam Board members are specifically charged with ensuring the quality of questions asked in examinations at all grade levels. They are expected to consult with other academic officers in the case of disputed questions.

4. Subject to the review, the Examination Board may alter any text in an examination under any of the following conditions:

- the question contains an error of fact
- the question is ambiguous or confusing
- the question falls outside the range of material covered in the term plan by a specific date
- the question requires an amount of time disproportionate to that allocated
- the question is needlessly complex
- The question contains grammatical, syntactical, spelling or punctuation errors

5. Members of the Examination Board have primary jurisdiction over the writing and selection of questions developed by examination writers. This may be exercised up to and including the final evaluation of questions in the examinations board meeting.

2.9.4 The Examination Writing Process

1. The exam and assessment writing policy must be followed by all of those who write examinations for Cambridge International (Sudan)

2. At the beginning of the writing process ideas concerning questions and questions themselves may be exchanged between subject teachers and exam writers, up to and including the formation of actual exam questions. This happens in the preliminary staff meeting to decide about the exam.

3. In the first instance, the examination writer will present questions to the Academic Manager and/or Head of Department responsible for that particular subject for appraisal. The questions should approximate in form and difficulty the questions that are finally developed for inclusion in the examination.

4. Once aggregated as an examination, the interchange of all material between Academic Manager and Head of department responsible for a subject and a teacher (exam writer) *maybe through encryption. All material interchanged for examinations may be protected by a password* known to both parties. Ordinary, unprotected Word.doc Files and file attachments may not make the exam secure.

5. Hard copies of examinations shall not be made until the *final* phase of examination writing. All such copies are required to be secured in the hands of parties authorized to view exams and exchange information concerning examinations. *In no case and at no stage may hard copies be circulated as work papers or mock examinations* or be otherwise available to students or teachers.

6. A final, fully formatted hard copy of the examination shall be printed two days before the meeting of the examination board and deposited with the following persons:

- The Academic Manager/Head of Department in Charge of a subject, e.g., English, History/Geography, etc.
- The Executive Manager for Academic Affairs
- Exam Officer and Academic Office Administrative Assistant (Head Office)

7. The provision of hard copies of examinations to these parties is the responsibility of the Academic Administrative assistant and Exam Officer (Head Office)

See further §2.9.6: Reserve Examinations

2.9.5 Style and Domain of Questions

1. Questions must conform in style and difficulty to standards set for the key stage and the academic plan.
2. Questions must be:
 - unambiguous and specific to the data or information elicited by the topic: they should not ask the students to infer too much or to assume too much beyond the fact -domain
 - clear and not subject to confusion of interpretation
 - graduated and so designed as to measure the intellectual level of all students
 - clearly related to objectives that have already been taught
3. The examination board recognizes the following types of questions as admissible on Cambridge examinations;
 - True or False style questions
 - Multiple choice questions
 - Matching questions
 - Gap or "fill" the blank questions
 - Short answer questions
 - {From year Primary 3 } essay-style questions of graduated word length
 - For certain subjects, oral and listening questions, visual identification questions, mapping and drawing questions
4. Mark Value of a Question: a question will be marked based on an evaluation of the information required. A multipart question should normally be assigned one (1) mark per data point though other values are permissible. The overall mark for examination result is 60%, while 20% is from on-going assessments and 20% from effort in homework and class work tasks, participation, cooperation and discipline.
5. Examinations must be formatted according to the style sheet [attached] in use in all Cambridge schools. The cover page must display the Cambridge Sudan logo in the

header (two sides) and the correct Cambridge Assessment International Education logo in the footer (centered). The style sheet shall be published and made available to all Cambridge teachers.

6. Graphs, charts, illustrations and pictures must be able to be printed in high contrast in black and white. Colour printing is not available; no questions should depend on an image being available in colour.

2.9.6 Reserve Examinations

1. The writers of examinations shall produce a second examination for every primary examination written
2. The secondary examination shall be held in reserve and not printed except for cause.
3. The reserve examination shall be used as a deferred examination in the case of students who are absent on the date an examination is given.
4. The reserve examination shall be equal in scope, content and level of difficulty to the primary examination.
5. Reserve examinations will be stored in encrypted format and printed only as conditions 2 or 3 warrants.

2.9.7 The Examination Board Meeting

1. The Examination Board meets once in every term prior to the printing and distribution of examinations. It acts as a final measure of quality control over term examinations, ensures uniformity of format and can order the change of content or correction of remaining errors.
2. Following the examination board meeting, corrected copy is collected from schools and stored in the office of the Executive Manager for Academic Affairs.
3. Collection and receipt of examinations must be undertaken only by authorized individuals, namely
 - The Executive Manager for Academic Affairs
 - The Academic Managers
 - The IGCSE Coordinator
 - The selected Heads of Departments for Quran/Fiqh, Arabic and ICT
 - The Examination Officers

All collections of examinations *must be accompanied by a receipt* signed by the appropriate officer from the list above. The receipt shall contain

- a) the subject and class
- b) the total number of exams received
- c) the date and time received

2.9.8 The Printing of Examinations

1. Under the general supervision of the Examination Officers and the Executive Manager for Academic Affairs, examinations are delivered according to the timetable set for exam administration to the Department of Support Services for printing.
2. Prior to printing, the Executive Manager for Academic Affairs or his delegate must present to the Manager of Support Services *the list of examinations to be printed; the number of examinations to be printed in each lot; and the date on which service is initiated and when the work is due to be completed.*
4. The Examination Officer shall keep a record of exams printed daily during the printing process.
5. Examinations shall be packaged under the surveillance of the Examinations Officers into plain brown or foolscap envelopes and labeled with the following information in BOLD PRINT
 - The School Name
 - Exam SUBJECT and YEAR
 - The number of the paper, if more than one
 - The Date of the Examination
 - The Number of papers (+ additional)

The labelling must be consistent for all examinations.

6. Packed envelopes must be sealed and kept in a secure, lockable location in the academic office prior to distribution to the schools.

2.9.9 The Distribution of Examinations

1. Normally examinations will be available for collection at least twenty four hours prior to administration.
2. The Office of Academic Affairs will circulate a schedule for examination pick-up which should be followed strictly by the schools. School Managers will have primary responsibility for arranging transport of examination officers to the Headquarters for collection of envelopes on the date assigned.

3. The examination officers must sign a register upon receipt of examination envelopes, to the effect that the envelopes have been counted and checked. The receipt must be countersigned by the Academic Coordinator or the Executive Manager for Schools before envelopes will be released.
4. Distributed envelopes must be kept in a secure, lockable room after delivery to the schools and prior to their release to invigilators on the date of the examination.

CHECKLIST FOR SETTING EXAMINATIONS

Make sure the examination includes:

- ✓ School logo as in the next pages
- ✓ School name, exam and academic year (font size 18)
- ✓ Subject, class, duration of exam, space for student's name, instructions
- ✓ Section for examiner's use where total mark and section total marks are stated

General Format

- Line spacing 1.5
- Type face or fon face: Times New Roman
- Align Text: Left
- Font colour: Black
- Font size: KG – (size 18); Primary 1 and 2 (size 16); Primary 3 to Year 11 (size 14)
- Number pages from cover page at the bottom of page
- Include number of marks awarded in brackets [] at the end of each question or part question
- Section titles, question numbers and marks awarded at the end of each question must be in bold
- Do not write your name at the end of the paper

CITC-Sudan Term One Examination (2018-2019)

Subject: English Paper 1

Class: Primary 3

Time Allowed: 1 hour

Student's Name:

READ THESE INSTRUCTIONS FIRST

Answer all the questions in the space provided on the question paper.

The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is **50**.

FOR EXAMINER'S USE ONLY

Section	Mark
Section A	/10
Section B	/10
Total mark	/20



CAMBRIDGE
International Examinations

Cambridge Associate School

CITC-Sudan Term One Examination (2018-2019)

Subject: English

Class: Primary 1

Time Allowed: 2 hours

Student's Name:

READ THESE INSTRUCTIONS FIRST

Answer all the questions in the space provided on the question paper.

The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is **60**.

FOR EXAMINER'S USE ONLY

Section	Mark
Question 1	/15
Question 2	/15
Question 3	/15
Question 4	/15
Total Mark	/60



Guide to Marking

Exam writers should provide marking schemes for the exams they set. These must be submitted together with the exam question papers.

CODE	MEANING	EXAMPLE	CORRECTION
WW	wrong word	This depends of the weather. He said me to go.	This depends on the weather. He told me to go.
P	punctuation error	She said, yes, that's right . There are four cat's .	She said, 'yes, that's right' . There are four cats .
^	missing word/add a word	They are my house.	They are at my house.
VF	verb form error	Last week I go to a concert. Tomorrow we have a party. If I will pass my exams, I will go to university.	Last week I went to a concert. Tomorrow we're having a party. If I pass my exams, I will go to university.
WO	word order error	That was a movie long . I you will see .	That was a long movie . I will see you .
~~~~~	rewrite (meaning unclear)	I <b>very often trying new</b> .	I <b>often try new things</b> .
S/Pl.	singular/plural error	I have three <b>brother</b> . The <b>mens</b> are all tired.	I have three <b>brothers</b> . The <b>men</b> are all tired.
[ ]	delete word(s)	I'm going <b>to</b> shopping. I'm <b>very</b> delighted.	I'm <b>going shopping</b> . I'm <b>delighted</b> .
Sp.	spelling	My <b>frend</b> is here. I'm <b>exsited</b> about the show.	My <b>friend</b> is here. I'm <b>excited</b> about the show.
WF	word form (part of speech) error	She was <b>hope</b> . The play was really worth <b>to see</b> .	She was <b>hopeful</b> . The play was really worth <b>seeing</b> .
SV	subject verb agreement error	She <b>like</b> swimming. The children <b>was</b> happy.	She <b>likes</b> swimming. The children <b>were</b> happy.
Art.	article error	It was hot and sun was shining. It rains a lot in <b>the</b> England.	It was hot and <b>the</b> sun was shining. It rains a lot in <b>England</b> .
Prep.	preposition error	My teacher smiled <b>to</b> me. That depends <b>of</b> the weather.	My teacher smiled <b>at</b> me. That depends <b>on</b> the weather.
/	new sentence or extra word and/or punctuation needed	I like chocolate I eat it every day.	I like chocolate. I eat it every day. I like chocolate, so I eat it every day.
//	new paragraph needed	// (start a new paragraph)	n/a
Sty.	problem with style	formal vs informal; natural vs unnatural; incorrect collocations.	n/a

## **Marking Schemes**

The mark schemes provide all the information necessary to mark the tests. The mark schemes will be issued to you by your Academic Managers.

The answers to frequently asked questions below provide general guidance that you should follow unless the mark schemes state otherwise.

### **I know what the answers should be. Do I still need to refer to the mark scheme?**

It is essential that you refer to the mark schemes when you are marking progression tests. The mark schemes provide full guidance on acceptable and unacceptable answers, including examples of typical responses to illustrate the marking points.

Where more than one mark is available for a question, the mark scheme explains how the marks should be awarded.

The learner has given an alternative right answer to the one in the mark scheme. Is this acceptable?

Sometimes a learner may produce an alternative answer to the one in the mark scheme. In these cases, you will need to use your professional judgement to decide whether the answer is acceptable. You should keep a record of any alternative responses and how you decide to mark them. This will help you apply the same judgements consistently in the future.

## **Marking the tests**

### **The learner has given more than one answer. Which one should I mark?**

If all the answers given are correct and non-contradictory (even if some are irrelevant) you can award the marks.

If both incorrect and correct answers are given you cannot award the marks for the correct answers, except where specific guidance is provided in the mark scheme.

### **The answer is almost right. Can I award half marks?**

Do not award half marks (except in Mathematics paper 3 where each question is worth 0.5 marks).

### **The answer is really good. Can I give extra marks?**

Do not award more than the maximum number of marks available, regardless of the quality of the answer.

### **The answer is really bad. Can I take marks away?**

Do not take marks away. Marks are awarded for correct answers according to the mark scheme.

### **What do I do if the answer is correct but the working out is wrong?**

A correct answer should always be awarded marks, even if the working shown is wrong. For some questions, marks are available for demonstration of the correct method even if the final answer is incorrect. You can award the method marks if the learner has used the correct method but given the wrong answer. You can also award method marks if the

learner has set up and performed a calculation correctly but using incorrect values. The mark scheme will indicate where method marks can be awarded.

Sometimes a learner uses an answer in the following parts of a question or questions. Where the carried forward answer is incorrect, you should award all the available marks for the question, provided the learner has performed the correct calculation. Any places where this is a consideration are indicated clearly in the mark scheme. In these cases you must follow the learner's working to determine whether marks should be given or not.

**The learner has given an incorrect response on the answer line or has left the answer line blank, but the correct answer appears elsewhere. Can I award the marks?**

You can award full marks if the correct answer is shown elsewhere and it is clear the learner has made a mistake in copying the answer or has left the answer line blank by mistake.

**The learner has answered one part of a question correctly and the other part incorrectly. Can I award the marks?**

You should consider each question and part question independently. Do not disallow marks for a correct answer if it is contradicted by another answer to a different question or part question.

**The learner has recorded their answer in the wrong place. Can I mark the answer?**

If the answer line is blank but you can see the correct answer somewhere else, for example an annotation on a graph or at the end of the working out, you may award the marks, provided it is clear that the learner has understood the requirements of the question.

**The learner has given a correct answer and crossed it out. Can I award the marks?**

You can mark any legible crossed-out work that has not been replaced. Ignore crossed-out work that has been replaced. If additional information contradicts the first answer, the marks should not be awarded, but marks for correct working out can still be gained.

**The learner has indicated a correct answer but not in the specified way. Can I award the marks?**

You can award marks for an unambiguous indication of the correct answer, for example where the learner has circled or ticked the correct answer instead of using underlining.

**The learner has given a correct answer and an incorrect answer on the answer line. Can I award the marks?**

No, you should not award the marks.

**How should I record the marks?**

Each question on the test paper has a box beside it for you to record the mark you have awarded. This helps your learners and others looking at the test papers see clearly where marks have been awarded. You will find that recording the marks in the boxes will make the process easier when you enter data into Progress Checker.

You can use the page total boxes to help you add up the marks awarded for a paper.

Use a pen of a different colour to that used by learners so that the marks and your comments are easy to see.

## **How should I expect learners to present their answers for Science and Mathematics?**

Learners may use diagrams, symbols or words for explanations or responses.

Any part of speech is acceptable, for example, refraction, refracting, refracted and singular and plural forms are acceptable unless otherwise stated, for example, alveolus, alveoli.

For general vocabulary, do not penalise spelling errors where the meaning is clear. However, in the case of specific scientific vocabulary, only accept misspellings if the learner's response is phonetically equivalent to the correct answer.

If a learner's response is numerically or algebraically equivalent to the answer in the mark scheme, you should award the mark unless a particular form of answer was specified by the question.

For Mathematics, the mark schemes start with a table giving general guidelines on marking answers involving number and place value, and units of length, mass, money or duration.

If the mark scheme does not specify the correct unit for an answer, refer to these general guidelines.

For Science, the mark schemes start with a table giving general guidelines on marking answers involving length.

For questions involving other quantities, correct units are given in the answers.

Any method of setting out working should be accepted

## Summary of Student's End of Term Academic Result

At all Cambridge International Schools (Sudan), a student's End of Term or Year Academic Results is categorized into three main components as stated in the table below:

<b>Examination = 60%</b>	<b>On-going Assessment = 20%</b>	<b>Effort Grade based on homework, class work, participation, attitude and personal conduct = 20%</b>
<p>Usually subject examinations have two papers, whose total marks can be 100 or more than 100, for example, Stage 6 Primary English has two exam papers, each out of 50 marks. Total of the two papers is 100 marks.</p> <p>This total mark is calculated to an overall exam mark of 60%.</p> <p>Exam totals and number of papers usually follow the Cambridge Primary and Secondary Checkpoint, Progression tests and IGCSE formats to make sure that exam meaningfully, adequately and effectively assess the student.</p>	<p>All on-going assessments taken by a student are summed up and calculated to 20% of overall mark.</p>	<p>Based on teacher observations on:</p> <ol style="list-style-type: none"> <li>1. Completion of homework and class work tasks.</li> <li>2. Active participation in lessons</li> <li>3. Positive attitude towards school work.</li> <li>4. Positive cooperation with teachers.</li> <li>5. Self-direction.</li> <li>6. Being polite and respectful.</li> <li>7. Possession of appropriate tools e.g. books and equipment expected. See the awarding of marks below.</li> </ol>



## **Calculating Effort Grades/Assessment**

Effort grades provide a snapshot of how teachers at Cambridge International Schools (Sudan), should assess the effort a learner is putting in to each subject on a scale from 20 (high) to 0 (low). A detailed description of the criteria for awarding each grade is found below:

### **Effort: Excellent: (16 - 20 marks)**

- Learner has a very positive attitude towards learning and participates enthusiastically in all aspects of work.
- Learner cooperates fully with the class teacher and actively supports the learning of others.
- Learner has a full homework record with no late, incomplete or missing pieces of work.
- Learner always has the appropriate books and equipment expected of him/her at any time.
- Learner is willing and able to take responsibility for his/her own behaviour.
- Learner makes a significant contribution towards the establishment of a positive ethos in the classroom.

### **Effort: Good: (11 - 15 marks)**

- Learner has a positive attitude towards learning and participates in all aspects of work.
- Learner cooperates with the class teacher and, as directed, supports the learning of others.
- Learner has a full homework record with at most one or two late but no incomplete or missing pieces of work.
- Learner usually has the books and equipment expected at any time.
- Learner is polite and respectful towards all adults and fellow students.
- Learner responds positively to correction in response to isolated incidents of inadequate behaviour.

**Effort: Needs improvement (6 - 10 marks)**

- Learner's attitude towards learning occasionally dips below expectations and at times there are aspects of work where learner fails to participate fully.
- Learner can cooperate with the class teacher and, with supervision, can work effectively with others in the group.
- Learner has an incomplete homework record with late, incomplete or missing pieces of work.
- At times learner does not have the books and equipment needed to support learning.
- Learner is at times impolite or disrespectful towards others.
- Learner responds appropriately to correction in response to incidents of inadequate behaviour.

**Effort: Unacceptable: (0 - 5 marks)**

- Learner's attitude towards learning is often below expectations and consistently fails to participate in aspects of work as fully as possible.
- At times learner can be uncooperative with the class teacher and can often fail to work effectively with others in the group.
- Learner has a poor homework record, with many late, incomplete or missing pieces of work.
- Learner often does not have the books and equipment needed to support learning.
- Learner can be impolite, disrespectful or challenging towards others.
- Learner can respond inappropriately to correction in response to incidents of inadequate behaviour.

## **Guide to Examination Invigilation**

As invigilators, teachers must:

- Give all candidates the same exam experience
- Make sure each exam is secure – before, during and at the end
- Prevent possible malpractice
- Know how to deal with the unexpected
- Help organise candidates at the start and end of the exam
- Provide the correct information and material for each exam
- Be clear about the times and days they are working
- Arrive on time
- Dress smartly and wear soft-soled shoes

At least 1 invigilator to 30 candidates must be present in the exam room for written exams.

At least 1 invigilator to 20 candidates must be present in an exam room for practical exams.

If a candidate arrives late after the exam has started, allow the candidate into the exam. Warn them that, the academic manager may not accept their script. Record reason for being late, start and finish times and notify the academic manager and exam officer.

Follow the emergency procedure for keeping the exam secure only if it is safe to do so. Candidates and invigilator's safety is the most important thing.

Malpractice by a candidate or invigilator can happen before, during or after the exams. Such actions must be reported to the academic manager and exam officer.

Special consideration circumstances include illness, bereavement and injury. Notify the academic manager if you think a candidate is eligible for special consideration.

Before the exam, check if the exam room is set properly. Check you have everything prepared.

When candidates enter, remove all unauthorized materials and items and check the attendance. Make sure candidates are sitting in the correct place and have all the items they need. Check and open the question paper distribute and start the exam.

During the exam, be alert to malpractice. Respond to requests to leave the room. Do not give advice to candidates on the content of exam. Remove disruptive candidates; maintain the required number of invigilators in the room. Always call for help if necessary. Please note:

1. **Primary 1, 2 and 3** invigilators **MUST** read the text **aloud twice** with children **listening and following** in their examination/assessment papers.
2. Invigilators also read each **question twice**, **wait** for children to answer before moving to the next question. Allow reasonable time for children to answer questions.
3. Invigilators **MUST** check whether all children have answered or attempted to answer **ALL** questions in the examination/assessment.
4. Invigilators and assistants should keep to their allocated class where they invigilate.

At the end of exam, collect, collate and check all the answer scripts and question papers. Make sure candidates do not disturb others still taking exams.

Sort the scripts, separate used and unused scripts. Do not show anyone else to read any of the scripts and hand the scripts to the academic manager.

Always remain calm and vigilant. Prepare in advance and be aware of Cambridge invigilation regulations. Keep a record of any relevant circumstance

Maintain the right ratio of invigilators to candidates.

Examinations must be corrected within 72 hours of receiving the scripts with a few exceptions in Geography and History.