

Exam Invigilation

Checklist for Invigilators

For use in written examinations.
Effective from 1 September 2024.

This checklist summarises the most essential actions for invigilating written examinations. It must be issued to invigilators as part of their preparation and training. Invigilators must be familiar with the current [Instructions for conducting examinations](#) in advance of the examinations.

A Arranging the examination room	
1	Check that any charts, diagrams, etc. have been cleared from the walls. <input type="checkbox"/>
2	<p>Check that you have the following on display:</p> <ul style="list-style-type: none"> ■ an analogue and/or digital clock that all students can see clearly; <input type="checkbox"/> ■ a board/display showing the centre number, subject title, paper number and the actual starting and finishing time, and date of each examination. <input type="checkbox"/>
3	<p>Check that you have:</p> <ul style="list-style-type: none"> ■ for the main examination hall/room a printed paper copy or an electronic copy, accessible via a laptop or tablet, of the <u>Instructions for conducting examinations</u>; <input type="checkbox"/> ■ any subject specific instructions and/or stationery lists issued by OxfordAQA; <input type="checkbox"/> ■ a seating plan of the examination. <input type="checkbox"/>
4	Check that your mobile phone has been switched to silent mode. This is to be used in emergencies only. <input type="checkbox"/>

B Identifying students	
1	Make sure you have checked the identity of every student in the examination room. <input type="checkbox"/>
2	<p>Check the documentary evidence that private candidates provide. <input type="checkbox"/></p> <p>You must ensure that they are the same people who were entered/registered for the examination/assessment.</p>

C Before the examination	
1	Check the front of the question paper for the exact requirements for authorised materials, particularly calculators, dictionaries (see F on page 5), anthologies and set texts. <input type="checkbox"/>
2	Tell students that they must now follow the regulations of the examination. <input type="checkbox"/>
3	Warn students that they must give you any unauthorised materials. This includes AirPods, earphones/earbuds, iPods, mobile phones, MP3/4 players or similar devices and any watch. <input type="checkbox"/>
4	<p>Tell the students:</p> <ul style="list-style-type: none"> • to check that they have been given the correct question paper for the examination; <input type="checkbox"/> • to read the instructions on the front of the question paper; <input type="checkbox"/> • to fill in the details on the front of the answer booklet and any supplementary sheets, e.g. full name, candidate number and centre number in black ink. <input type="checkbox"/> <p>You must ensure that students do not write anything else and do not open the question paper until they are told to do so.</p>
5	Tell the students about any erratum notices. <input type="checkbox"/>
6	Remind students to write clearly using black ink, not to use highlighters or gel pens in their answers and to write in the designated sections of the answer booklet. <input type="checkbox"/>
7	Tell students when they may begin and how much time they have. <input type="checkbox"/>

D During the examination		
1	Carefully complete the attendance register – see section 22 of the <i>Instructions for conducting examinations</i> .	<input type="checkbox"/>
2	See section 21 of the <i>Instructions for conducting examinations</i> if a student arrives late.	<input type="checkbox"/>
3	Be vigilant. Always supervise the students to prevent cheating and distractions.	<input type="checkbox"/>
4	Do not give any information to students about: <ul style="list-style-type: none"> • suspected mistakes in the question paper unless an erratum notice has been issued or permission has been given by OxfordAQA; • any question on the paper or the requirements for answering particular questions. 	<input type="checkbox"/> <input type="checkbox"/>
5	See section 23 of the <i>Instructions for conducting examinations</i> as to when a student may leave the examination room.	<input type="checkbox"/>
6	Make sure that a question paper is not removed from the examination room during the examination.	<input type="checkbox"/>
7	Make sure that an appropriate member of staff is available to accompany any students who need to leave the room temporarily.	<input type="checkbox"/>
8	In an emergency see section 25 of the <i>Instructions for conducting examinations</i> and your school's emergency evacuation procedure.	<input type="checkbox"/>
9	Keep a record of any incidents which arise during the examination.	<input type="checkbox"/>
10	Tell students to stop writing at the end of the examination.	<input type="checkbox"/>

E After the examination	
1	Check and sign the attendance register. <input type="checkbox"/>
2	Tell students to check that they have: <ul style="list-style-type: none"> • written all the necessary information on their scripts including supplementary answer sheets; <input type="checkbox"/> • crossed out rough work or unwanted answers; <input type="checkbox"/> • placed any loose additional answer sheets inside the answer booklet. <input type="checkbox"/>
3	Collect all scripts, question papers and any other material before students leave the examination room. <input type="checkbox"/>
4	Arrange scripts in the order students appear on the attendance register. <input type="checkbox"/>
5	Make sure that scripts are stored securely before being sent to OxfordAQA. <input type="checkbox"/>

F Use of calculators and dictionaries	
1	Students can use calculators, unless the specification or front of the question paper says otherwise. <input type="checkbox"/>
2	Students are not allowed to use dictionaries in any examinations, unless the specification or front of the question paper says otherwise. <input type="checkbox"/>
3	Students who meet the JCQ regulations may use bilingual dictionaries. <input type="checkbox"/>

G**Access arrangements**

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Check in advance with the exams officer which students, if any, have been granted access arrangements, and what they are.

e.g. 25% extra time, supervised rest breaks.

Ensure you understand the nature and delivery of the arrangement(s) and that you are aware of any materials the student is allowed access to,

e.g. a bilingual dictionary, a coloured overlay, a modified enlarged question paper.

Ensure that students who have access arrangements are identified on the seating plan.

