

Invigilating Cambridge exams

Training notes for UK exams officers

Training course name:	Invigilating Cambridge exams
Training course length:	1.5–3.5 hours
Target audience:	New or experienced invigilators in UK schools
Trainer:	Exams officer in school
Location of training:	In schools

Training aims:

By the end of the training, invigilators will:

1. Be more confident in their role and responsibilities as invigilators.
2. Understand important regulations for running Cambridge exams.
3. Know how to deal with the unexpected in an exam.

Materials as part of the training:

- Presentation – *Invigilating Cambridge Exams* PowerPoint
- Training notes
- Links to resources (in this document)
- Task instructions

Notes about the training

This presentation is designed to help exams officers train their invigilators. The trainer can decide how much information to give to invigilators. For example, if invigilators are new to invigilating we recommend showing them the whole presentation and concentrating on the key terms. However, if this is a refresher course and invigilators are confident on key terms, concentrate on the regulations.

Please do not edit any of the regulations in this presentation as this may affect the security and integrity of the exams. The presentation is correct and regularly updated so it complies with the current *Cambridge Handbook*. Any school-specific information (e.g. where the exam room is) should be given verbally.

How long the training takes will depend on how much of the information you use and how interactive you make it. In the training notes there are suggested activities to make this training more interactive. They are optional.

This presentation is not animated (except for certain slides), but please feel free to animate it to make it more dynamic. If you do not know how to do this, here are some helpful videos:

- PowerPoint 2010: www.youtube.com/watch?v=WFLbAulU3fM
- PowerPoint 97–2003: <https://www.youtube.com/watch?v=F87IHNG9r08>

To operate the animation, you need to have the presentation on full slideshow (press the F5 key). Once you click the mouse or push the space bar the animation will begin.

Words in blue denote language that will be explained later in the presentation, so try to avoid questions about what they mean. If your invigilators are more experienced, you could just check they know the meaning and skip the explanation.

Presentation	What to say to invigilators	Instructions to trainer	Timing (minutes)
Title slide Compulsory slide	Please welcome your invigilators to the room and thank them for taking the time to be here.	Suggested activity: Ask invigilators what they expect from the training and what they want to know. (This could be done before the session to help you tailor the training (e.g. by email) or when the invigilators first enter the room to make sure all questions are answered at the end.) Put all expectations on pieces of paper. Use these at the end as a summary exercise to make sure the session has met their expectations.	
Agenda slide Compulsory slide	Go through the agenda of the training and any further points you would like to make.	Animated slide – each point arrives as you are talking about it.	5
Your role and responsibilities Section break slide	We are now going to look at your role and responsibilities as an invigilator. Does anyone have any questions before I begin? What do you think your role and responsibilities are as an invigilator?	Suggested activity: In between each section of the training: <ul style="list-style-type: none"> • have five minutes for questions and answers about the previous section, and/or • have five minutes to ask what invigilators expect from this section, and/or • brainstorm what this section will be about. 	5
Your role Compulsory slide	As an invigilator you must: <ul style="list-style-type: none"> • give all your candidates the same exam experience • make sure the security of the exam is maintained before, during and after an exam • prevent and report suspected 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, helping prevent administrative errors. 	Suggested activity: <ul style="list-style-type: none"> • Animate the slide so each bullet point comes one at a time. • Ask invigilators: ‘What do you think your role is?’ See if you can get your invigilators to suggest all the points before showing them the list on screen.	2
Your responsibilities Compulsory slide	As an invigilator you must also: <ul style="list-style-type: none"> • be clear about the times and days you are working • arrive on time • carry identification • dress appropriately and wear soft-soled shoes • be familiar with Parts 4 and 5 of the <i>Cambridge Handbook</i> 	Show them the <i>Cambridge Handbook</i> if they have not seen it before. Suggested activity: <ul style="list-style-type: none"> • Animate the slide so each bullet point appears one at a time. 	2

	<ul style="list-style-type: none"> be familiar with the contents of the <i>Notice to Candidates</i> and <i>Candidate Warning</i> poster. 	<ul style="list-style-type: none"> Ask invigilators: ‘What do you think your responsibilities are?’ <p>See if you can get your invigilators to suggest all the points before you show them the list on screen.</p>	
<p>Number of invigilators</p> <p>Compulsory slide</p>	<p>There are specific Cambridge regulations about the number of invigilators that must be present in the exam room.</p> <p>Written exam – At least 1 invigilator to 30 candidates</p> <p>Practical exam – At least 1 invigilator to 20 candidates. One invigilator must be present for every 20 candidates and at least 2 invigilators must be present when a test is being conducted, even if you have fewer than 20 candidates sitting the test.</p> <p>Full Centre Supervision – At least 1 supervisor to 30 candidates</p> <p>***Add centre-specific information here***</p>	<p>Go through the numbers on the slide.</p> <p>Suggested activity: Depending on how big your school is and the average number of candidates in a room, you could ask invigilators to predict how many invigilators will be in each exam.</p> <p>***If you have any other centre-specific rules, e.g. always having an extra invigilator present, tell them at this point***</p>	2
<p>Helpful resources for the exam room</p> <p>Compulsory slide</p>	<p>Cambridge International provides several documents to make sure exams run smoothly.</p> <p><u>Exam Day Checklist</u> A guide for exams officers and their invigilators. Use it to check you are ready for each exam and that you are following all our regulations.</p> <p><u>What to Say to Candidates in an Exam</u> To make sure all Cambridge candidates have the same exam experience you must read aloud our instructions at the start and end of the exam. This guide tells you exactly what to say and when.</p> <p><u>Instructions for Scribes</u> Outlines what scribes can and cannot do during an exam.</p> <p><u>Instructions for Readers</u> Outlines what readers can and cannot do during an exam.</p> <p><u>Good Practice Guide: Running Exams Involving Access Arrangements</u> To help you prepare for exams that involve candidates using access arrangements and candidates with disabilities.</p> <p>Other resources: <u>What to expect on the exam day</u></p>	<p>Suggested activity: Show invigilators hard copies of these documents.</p> <p>You can print them from the links on the left.</p>	5–10

	An animated video for candidates explaining the main rules they need to understand before sitting a Cambridge exam.		
<p>Cambridge International vs JCQ</p> <p>This is an optional slide depending on if you think it is useful for your invigilators to know the differences</p>	<p>Cambridge International is not a member of JCQ and therefore does not follow the same regulations as JCQ. This leads to some differences:</p> <ul style="list-style-type: none"> • Five-minute warning – Cambridge International states you must give candidates a five-minute warning before the end of their exam. JCQ allows a five-minute warning, but does not require this. • Posters inside and outside the room – Cambridge posters should be displayed inside and outside all exam rooms. JCQ only requires posters to be displayed outside. To make things easier, you can display JCQ posters outside and Cambridge posters inside. • Key Times – Cambridge International operates a security system called Key Times rather than start times like JCQ. We will look at this further in the training. • Full Centre Supervision – Cambridge candidates must be supervised if they start their exam after the Key Time or end their exam before the Key Time. JCQ does not require this. We will look at this further in the training. • Keep question paper packets – We must keep all question paper packets until the enquiries about results period is over. This is a security measure. JCQ does not request this. • Separate inspections – Because Cambridge International is not a member of JCQ, there is no data sharing, so Cambridge International carries out its own inspections. 	<p>Run through the differences for invigilators' information.</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> • Photocopy pages 16–21 of the <i>Cambridge Handbook</i> so invigilators have the differences as a handout for future reference. 	5 (20-25)
<p>Key definitions</p> <p>Section break slide</p>	<p>We are now going to look at key definitions. Does anyone have any questions before I begin?</p> <p>What key definitions do you think we need to be aware of?</p>	<p>Suggested activity:</p> <p>In between each section of the training:</p> <ul style="list-style-type: none"> • have five minutes for questions and answers about the previous section, and/or • have five minutes to ask what invigilators expect from this section, and/or • brainstorm what this section will be about. 	5
<p>Who is who in an exam</p> <p>This is an optional slide depending on how experienced/knowledgeable your invigilators are.</p>	<p>Exams officer – The person with specific responsibility for administering Cambridge exams.</p> <p>Invigilator (sometimes known as supervisor) – The person in the exam room responsible for the conduct of an exam. The supervisor is responsible for supervising candidates during periods of Full Centre Supervision.</p> <p>Candidate –</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so only the role title appears first. • Ask invigilators: 'How would you describe each role?' <p>See if you can get your invigilators to suggest all the definitions before showing them the slide.</p>	2

	The person who is entered for an exam.		
<p>Candidates in need of extra support</p> <p>This is an optional slide depending on how experienced/knowledgeable your invigilators are.</p>	<p>If a candidate needs extra support during their exam due to a pre-existing physical or learning difficulty, certain arrangements can be put in place.</p> <p>These are called access arrangements.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Extra time – when a candidate gets more time to complete the exam. • Scribe – when a candidate has a person to write their answers for them. • Reader – when a candidate has a person to read the questions to them. • Modified papers – when a candidate is given papers in a different format. • Word processors – when a candidate has a disability that affects their ability to write. • Prompters – when a candidate finds it difficult to concentrate or time keep in an exam. • Practical assistants – when a candidate has a physical disability and needs support in practical exams. <p>I (the exams officer) have already arranged the logistics of access arrangements; it is your role as the invigilator to provide the support to the candidate as necessary.</p> <p>We (the centre) will tell you if there are any candidates with access arrangements in an exam and explain the specific policy that relates to them.</p> <p>***Add centre-specific information here***</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so each bullet point comes one at a time. • Ask invigilators: ‘What extra support do you think is available to candidates in an exam?’ • See if you can get all the points from your invigilators first. <p>***If you have any specific disability training or evacuation information in your school, now would be a good time to give it to invigilators or arrange a separate session to go through it***</p>	2
<p>Key Times</p> <p>Compulsory slide</p>	<p>Cambridge exams are run in different time zones across the world. Key Times make sure the exams stay secure and that candidates cannot communicate information about the exam until everyone in the world has completed it.</p> <ul style="list-style-type: none"> • Key Times are a defined point in a timetabled session when candidates must be in the exam or under Full Centre Supervision • The Key Times are specified by Cambridge International • Our Key Times are based on our centre’s location • Key Times are important because they prevent confidential exam information being shared: <ul style="list-style-type: none"> - with our candidates before their exams - or, by our candidates after their exams 	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so each bullet point comes one at a time. • Ask invigilators: ‘What do you think Key Times are?’ <p>See if you can get your invigilators to suggest all the points before showing them the slide.</p> <p>Show invigilators the video which explains more about Key Times. Click the link embedded in the image.</p>	5

	<ul style="list-style-type: none"> Everyone involved in administering and conducting exams need to understand and be able to correctly implement Key Times and Full Centre Supervision. <p>If a candidate finishes early and wants to leave the room before the Key Time, they need to be kept under Full Centre Supervision until the Key Time has passed.</p> <p>To learn more watch the video at www.cambridgeinternational.org/timetablingexams</p> <p>***Tell your invigilators your centre's Key Times***</p>		
<p>Full Centre Supervision</p> <p>Compulsory slide</p>	<p>Full Centre Supervision is a defined type of supervision for candidates that is conducted by trained members of staff.</p> <p>If candidates are not in their exam at the Key Time they must be under Full Centre Supervision.</p> <p>This means that they must be supervised and that they cannot have access to any form of external communication, for example, a mobile phone or the internet.</p> <p>Candidates can:</p> <ul style="list-style-type: none"> be kept under Full Centre Supervision in the exam room or any other suitable room have access to books and revision notes during Full Centre Supervision talk to each other, as long as they do not disturb other candidates. <p>Candidates must not:</p> <ul style="list-style-type: none"> communicate with anyone who is not under Full Centre Supervision or anyone who has already sat the exam have access to any communication device with or without access to the internet. <p>If a candidate leaves the room they must be accompanied by a supervisor (the correct ratios of supervisors to candidates must still be in place in the Full Centre Supervision room).</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> Animate the slide so each bullet point appears one at a time. Ask invigilators: 'What do you think Full Centre Supervision is?' <p>See if you can get all the points from your invigilators before showing them the slide.</p>	2
<p>Key Time scenario 1</p> <p>Compulsory slide</p>	<p>Is Full Centre Supervision required during the period of time indicated by the yellow arrow?</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> Give invigilators (in pairs) two minutes to work out the answer. 	5

	<p>***Exercise for example only so Key Time may not be correct for the UK***</p> <p>Answer: The exam finishes before the Key Time. Supervise candidates as they leave the exam room and keep them under Full Centre Supervision until the Key Time passes.</p>	<ul style="list-style-type: none"> • Get feedback from the pair who thinks they have worked out the correct answer first. 	
<p>Key Time scenario 2</p> <p>Compulsory slide</p>	<p>Is Full Centre Supervision required during the period of time indicated by the yellow arrow?</p> <p>***Exercise for example only so Key Time may not be correct for the UK***</p> <p>Answer: The Key Time falls before the start of the exam. Keep the candidates under Full Centre Supervision from the Key Time until the start of the exam. They can leave the room at the end of the exam. They do not need any further supervision.</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Give invigilators (in pairs) two minutes to work out the answer. • Get feedback from the pair who thinks they have worked out the correct answer first. 	5
<p>Key Time scenario 3</p> <p>Compulsory slide</p>	<p>Is Full Centre Supervision required during the period of time indicated by the yellow arrow?</p> <p>***Exercise for example only so Key Time may not be correct for the UK***</p> <p>Answer: There is a timetable clash for this exam but they can be run in the same session. This means the second exam starts after the Key Time. Keep the candidates under Full Centre Supervision from the Key Time until the start of the second exam. They can leave the room at the end of the exam. They do not need any further supervision.</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Give invigilators (in pairs) two minutes to work out the answer. • Get feedback from the pair who thinks they have worked out the correct answer first. 	5 (30)
<p>Dealing with the unexpected</p> <p>Section break slide</p>	<p>We are now going to look at dealing with the unexpected. Does anyone have any questions before I begin?</p> <p>What situations do you think we need to be aware of?</p>	<p>Suggested activity:</p> <p>In between each section of the training:</p> <ul style="list-style-type: none"> • have five minutes for questions and answers about the previous section, and/or • have five minutes to ask what invigilators expect from this section, and/or • brainstorm what this section will be about. 	5
<p>Late arrivals</p> <p>Compulsory slide</p>	<p>A candidate is classed as a 'late arrival' if they arrive for an exam or period of Full Centre Supervision after it has started. Whether we (the centre) have to tell Cambridge International depends on whether they arrive before or after the Key Time.</p> <p>If a candidate arrives late but before the Key Time, you may allow them into the exam and we (the centre) do not have to tell Cambridge.</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so only the title appears first. • Ask invigilators: 'What do you think a late arrival is?' • Ask invigilators: 'What do you think you need to do if there is a late arrival?' 	5

	<p>However, if a candidate arrives after the Key Time there is a set procedure that you as the invigilators must follow. It is important to follow this procedure as I (the exams officer) will need certain information to complete <i>Exam Day – Form 3</i> for Cambridge International.</p> <p>If a candidate arrives late and after the Key Time:</p> <ul style="list-style-type: none"> • Allow the candidate into the exam. • Tell them Cambridge may not be able to accept their work. • You may allow the candidate the full time for the exam. • Mark the finishing time on the completed script. • Record the reason the candidate was late, plus the time they arrived, started and finished their exam. • Inform me (the exams officer) as soon as you can so I can tell Cambridge International. 	<p>See if you can get all the explanations/procedures from your invigilators first.</p>	
<p>Emergency situations</p> <p>Compulsory slide</p>	<p>An emergency situation is anything that would mean an exam room being evacuated.</p> <p>It is important that yours, your colleagues' and candidates' safety is put first in any emergency situation.</p> <p>Follow the emergency procedure for keeping the exam secure only if it is safe to do so.</p> <p>Remember to record all details so I (the exams officer) can tell Cambridge International as soon as possible after the exam.</p> <p>If there is an emergency, for example, a fire alarm:</p> <ul style="list-style-type: none"> • Evacuate the room • Tell the candidates to leave the room calmly and in silence • Make sure candidates are fully supervised while they are out of the exam room, so there can be no collusion or external communication • Leave the scripts and question papers in the exam room • Once the room is empty lock the door if safe to do so • On your return, if possible, indicate on the scripts the point where the emergency occurred and note the length of the interruption • Allow the candidates the full time for the exam • Record the details of the situation and report this to me (the exams officer) as soon as possible (include details of whether anyone might have had access to the question papers and scripts). • Remember – health and safety is the most important thing! 	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so the bullet points appear one at a time. • Ask invigilators: 'How would you define an emergency situation?' • Ask invigilators: 'What do you think you need to do if there is an emergency situation?' <p>See if you can get all the explanations/procedures from your invigilators first.</p>	<p>5</p>

<p>Malpractice</p> <p>Compulsory slide</p>	<p>Malpractice is <i>any action that breaks our regulations and potentially threatens the integrity of our exams and certification. Malpractice can happen before, during or after timetabled exams or other assessments.</i></p> <p>Malpractice can be intentional and aim to give an unfair advantage in an exam or assessment. Malpractice can also be caused through carelessness, forgetfulness, or ignorance of our regulations.</p> <p>A variety of individuals could be involved in malpractice, for example, candidates, centre staff or other third party individuals.</p> <p>Look out for signs of suspected malpractice during the exam.</p> <p>Under exam conditions candidates are not allowed to:</p> <ul style="list-style-type: none"> • use any unauthorised materials • copy or attempt to copy another person's work • impersonate another person • include inappropriate or offensive material in scripts • talk to other candidates. <p>Unauthorised materials include:</p> <ul style="list-style-type: none"> • mobile phones/smartphones/computers/smartwatches • calculator cases • notes • mp3 players or iPods • any food or drink in packaging with labels. <p>If you suspect a candidate of malpractice:</p> <ul style="list-style-type: none"> • warn them that they may be excluded from the exam • record what has happened and keep the evidence • call for help if necessary • inform me (the exams officer) so I can report the incident to Cambridge. <p>Cases of suspected malpractice must be reported to Cambridge immediately, which means on the same day or no later than 12 PM local time the following day.</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so only the title appears first. • Ask invigilators: 'What do you think counts as malpractice?' • Ask invigilators: 'What do you think you need to do if you suspect malpractice?' <p>See if you can your invigilators to suggest all the explanations and procedures before showing them the slide.</p>	<p>5</p>
<p>Special consideration</p> <p>Compulsory slide</p>	<p>Special consideration is a post-exam adjustment made to a candidate's mark, by Cambridge International, to make allowances for some adverse circumstances. These circumstances include illness, bereavement and temporary injury.</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so only the title appears first. • Ask invigilators: 'What do you think special consideration is?' 	<p>5 (25)</p>

	<p>If you think a candidate is eligible for special consideration, please speak to me (the exams officer) and I will make a decision and tell Cambridge International.</p> <p>Special consideration must be applied for no later than seven days after the last exam affected, so please discuss anything with me as soon as possible.</p>	<ul style="list-style-type: none"> Ask invigilators: 'What do you think you need to do if you think a candidate needs special consideration?' <p>See if you can get your invigilators to suggest all the explanations/procedures before showing them the information on the slide.</p>	
<p>Before the exam</p> <p>Section break slide</p>	<p>We are now going to look at what happens before the exam. Does anyone have any questions before I begin?</p> <p>What do you think you need to do before the exam?</p>	<p>Suggested activity:</p> <p>In between each section of the training:</p> <ul style="list-style-type: none"> have five minutes for questions and answers about the previous section, and/or have five minutes to ask what invigilators expect from this section, and/or brainstorm what this section will be about. 	5
<p>Preparing the room</p> <p>Compulsory slide</p>	<p>To give all candidates the same experience each room needs to be set up in exactly the same way:</p> <ul style="list-style-type: none"> Desks 1.25 m apart in all directions. No helpful display material visible. A clock that all candidates can see. Appropriate heating, lighting and ventilation. Noise levels outside the exam room at a minimum. Display the centre number, start and finish time and the <i>Notice to Candidates</i> and <i>Candidate Warning</i> posters so all candidates can see them. 	<p>Suggested activity:</p> <ul style="list-style-type: none"> Animate the slide so the image appears second. Ask invigilators: 'What do you think the exam room should look like?' Ask invigilators: 'What else should be in the room?' and 'What else should you consider about the room?' <p>See if you can get all the points from your invigilators first.</p>	5
<p>What is wrong with this exam room?</p> <p>Compulsory slide</p>	<p>What is wrong with this exam room?</p> <p>See if you can find eight things wrong with this room.</p> <p>Answers</p> <ol style="list-style-type: none"> Incomplete information on the board. All candidates should be able to see: <ol style="list-style-type: none"> the Centre number the full name of the exam with syllabus and component information the start and finish time of the exam. There is potentially helpful display material on the wall. The Notice to Candidates and Candidate Warning posters are not displayed. Bright sunlight is coming through the windows, which may cause candidates difficulty. 	<p>Animated slide</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> This slide is animated so red circles appear where there are problems with the exam room. Give invigilators (in pairs) two minutes to find all the answers. Ask pairs for the answers. 	5

	<p>5. The desks are not set up according to Cambridge regulations.</p> <p>6. There is rubbish on the floor and the room is generally untidy.</p> <p>7. There is no clock.</p> <p>8. The desks have shelves underneath – while Cambridge regulations do not exclude the use of these desks, we would recommend that alternatives are used if available. If not, invigilators must be very vigilant and ensure that candidates are not storing unauthorised items on the shelves.</p>		
<p>Candidates</p> <p>Compulsory slide</p>	<p>Before candidates enter</p> <ul style="list-style-type: none"> • Is the exam room set up correctly? • Do you have the right question papers and candidate materials? • Do you have the attendance register? • Is there the right number of invigilators? • Do you have a tested method of calling for assistance? • Is your mobile phone switched off? • Do you have the Exam Day Checklist ready to complete? • Do you have the read-aloud document for the start and end of the exam called What to Say to Candidates in an Exam? <p>When candidates enter</p> <ul style="list-style-type: none"> • Tell them that the exam is in progress as soon as they enter the room. • Seat them using the seating plan provided. • Complete the attendance register and tell the exams officer if any candidates are not there. • Check the identification of each candidate. • Remove any unauthorised materials from candidates and place the unauthorised materials outside the examination room. <p>When candidates are seated</p> <ul style="list-style-type: none"> • Make sure candidates are seated according to your seating plan. • Check that they have the items they need for the exam. • If any of the question paper packets are damaged or open you must complete and return <i>Before the Exams – Form 3</i>. • Two members of staff must check that they have the correct question paper packets before opening them in front of the candidates. Do not throw away the question paper packet. • Place one question paper per candidate upwards on each desk. You must ensure that candidates do not open the question paper until you instruct them to do so. • Read aloud the specific instructions from the What to Say to Candidates in an Exam document. 	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so each bullet point comes one at a time. • Ask invigilators: ‘What questions do we need to ask ourselves to make sure we are ready?’ • Ask invigilators: ‘What do you think we need to make sure we do when candidates enter the exam room?’ • Ask invigilators: ‘What do we need to do when candidates are seated?’ <p>See if you can get all the points from your invigilators first.</p> <p>Show the <i>What to Say to Candidates in an Exam</i> document.</p>	<p>10 (20)</p>

<p>During the exam</p> <p>Section break slide</p>	<p>We are now going to look at what happens during the exam. Does anyone have any questions before I begin?</p> <p>What do you think you need to do during the exam?</p>	<p>Suggested activity:</p> <p>In between each section of the training:</p> <ul style="list-style-type: none"> • have five minutes for questions and answers about the previous section, and/or • have five minutes to ask what invigilators expect from this section, and/or • brainstorm what this section will be about. 	<p>5</p>
<p>During the exam</p> <p>Compulsory slide</p>	<p>During the exam all invigilators must remain alert, move around the room and supervise the candidates to make sure they do not cheat or distract other candidates.</p> <p>Do not try and complete other tasks at the same time.</p> <p>Respond as quickly as possible when a candidate raises their hand for help:</p> <ul style="list-style-type: none"> • Only answer questions about information on the front of the paper. • Do not give any advice to the candidate about the content of the question paper – check with the exams officer if you are not sure. <p>Look out for any malpractice or candidates looking unwell.</p> <p>Be particularly vigilant for candidates who may be trying to use hidden electronic communication devices such as smartwatches or earpieces.</p> <p>If a candidate is disruptive remove them from the room while you resolve the issue.</p> <p>Do not forget to maintain the required number of invigilators.</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so each bullet point comes one at a time. • Ask invigilators: ‘What is your role during the exam?’ <p>See if you can get all the points from your invigilators first.</p>	<p>10 (15)</p>
<p>At the end of the exam</p> <p>Section break slide</p>	<p>We are now going to look at what happens at the end of the exam. Does anyone have any questions before I begin?</p> <p>What do you think you need to do at the end of the exam?</p>	<p>Suggested activity:</p> <p>In between each section of the training:</p> <ul style="list-style-type: none"> • have five minutes for questions and answers about the previous section, and/or • have five minutes to ask what invigilators expect from this section, and/or • brainstorm what this section will be about. 	<p>5</p>
<p>At the end of the exam</p> <p>Compulsory slide</p>	<p>Read aloud the specific instructions from the What to Say to Candidates in an Exam document.</p> <p>Candidates must stay seated until you have collected, and accounted for, all the question papers, scripts and any additional continuation sheets.</p>	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so each bullet point comes one at a time. • Ask invigilators: ‘What do you think you should do at the end of the exam?’ 	<p>5</p>

	<p>If the Key Time has passed candidates can leave the room when you have collected all the exam materials.</p> <p>If the Key Time has not passed candidates must be kept under Full Centre Supervision either in the exam room or in another suitable room.</p> <p>Dismiss the candidates row by row, in silence to make sure no other candidates are disturbed.</p>	See if you can get all the points from your invigilators first.	
<p>Sorting and packing scripts</p> <p>Compulsory slide</p>	<p>After you have dismissed the candidates:</p> <ul style="list-style-type: none"> Sort the scripts into the order shown on the attendance register Do not leave scripts unattended at any time Do not read or allow anyone else to read any of the scripts Collect any unused stationery or equipment Hand the scripts and attendance registers to me (the exams officer) immediately for despatch Hand the empty question paper packets to me (the exams officer) to keep. 	<p>Suggested activity:</p> <ul style="list-style-type: none"> Animate the slide so each bullet point comes one at a time. Ask invigilators: 'What do you think you should do when sorting and packing scripts?' <p>See if you can get all the points from your invigilators first.</p>	5 (15)
<p>Consolidation</p> <p>Section break slide</p>	<p>We are now at the end of this presentation. Does anyone have any questions before we go on to consolidate what we have discussed today?</p>	<p>Suggested activity:</p> <p>In between each section of the training:</p> <ul style="list-style-type: none"> have five minutes for questions and answers about the previous section, and/or have five minutes to ask what invigilators expect from this section, and/or brainstorm what this section will be about. 	5
<p>Test your knowledge</p> <p>Compulsory slide</p>	<p>1. What is the correct minimum distance between desks in the examination room? 1.25 m in each direction from the centre of one candidate's chair to another's. A greater distance may be needed for multiple-choice examinations (candidates must not be able to see the work of others) and different arrangements may be needed for practical and on-screen exams.</p> <p>2. What is the correct ratio of invigilators to candidates? Written exam – At least 1 invigilator to 30 candidates Practical exam – At least 1 invigilator to 20 candidates Full Centre Supervision – At least 1 supervisor to 30 candidates</p>	<p>Animated slide</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> This slide is animated so the answers appear in green between the questions. Give your invigilators (in pairs) a minute to come up with the answer. Get the answer from the first pair who think they have it. 	5
<p>Test your knowledge</p> <p>Compulsory slide</p>	<p>3. What are some of the key features of Full Centre Supervision? Supervision (1 supervisor to 30 candidates), no internet access, no</p>	<p>Animated slide</p> <p>Suggested activity:</p>	5

	<p>computers, no phones etc., no external contact, no disturbance to exams in progress.</p> <p>4. What should you do if you suspect that a candidate is committing malpractice? Warn them that they may be asked to leave the exam. Record what has happened and keep the evidence. Call for help if necessary. Inform the exams officer so they can report the incident to Cambridge International using <i>Exam Day – Form 9c</i>.</p>	<ul style="list-style-type: none"> • This slide is animated so the answers appear in green between the questions. • Give your invigilators (in pairs) a minute to come up with the answer. • Get the answer from the first pair who think they have it. 	
<p>Test your knowledge</p> <p>Compulsory slide</p>	<p>5. Which of the following are unauthorised materials?</p> <p>Mobile phone Bag Transparent pencil case Ruler Calculator in a case Fluffy toy mascot Clear plastic bottle of water</p> <p>Answers:</p> <p>The unauthorised materials on the list are:</p> <ul style="list-style-type: none"> • Mobile phone • Bag • Calculator in a case (the calculator itself is not an unauthorised item unless it is not permitted in the particular exam that is being taken) • Fluffy toy mascot* <p>Explain that transparent pencil cases are allowed in the exam room. Non-transparent pencil cases are not.</p> <p>*In the <i>Cambridge Handbook</i>, unauthorised materials are those that potentially enable candidates to conceal or access information in the examination room. Candidates can only bring items into the examination room which are listed in the instructions on the question paper, in the additional exam materials database or in the syllabus booklet. A fluffy toy mascot is therefore an unauthorised item.</p>	<p>Animated slide</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> • This slide is animated so the correct options turn to green. • Try to get the answers from your invigilators first. 	5
<p>And finally...</p> <p>Compulsory slide</p>	<p>Always:</p> <ul style="list-style-type: none"> • remain calm and vigilant • prepare in advance – be aware of the Cambridge invigilation regulations 	<p>Suggested activity:</p> <ul style="list-style-type: none"> • Animate the slide so each bullet point comes one at a time. 	5

	<ul style="list-style-type: none"> keep a written record of any relevant circumstances – who/what/when maintain the right ratio of invigilators to candidates have a briefing with your exams officer before each exam. <p>Never make assumptions – if in doubt ask your exams officer.</p>	<ul style="list-style-type: none"> Ask invigilators: ‘What are the really important things to remember and do as an invigilator?’ See if you can get all the points from your invigilators first. <p>This is a good final summary exercise.</p>	
<p>Any questions?</p> <p>Compulsory slide</p>	<p>Are there any questions?</p>	<p>This is the final slide to remind invigilators where they can check any questions they may have after the training and before the exam series.</p> <p>Suggested activity:</p> <ul style="list-style-type: none"> Go through expectations and questions from the beginning of the session to make sure everything is answered. <p>Ask if there are any further questions.</p>	<p>5 (30)</p>
<p>Thank you for listening</p> <p>Compulsory slide</p>	<p>Remember where you can find many of the answers:</p> <ul style="list-style-type: none"> <i>Cambridge Handbook</i> www.cambridgeinternational.org/examsofficers 	<p>This is the end of the presentation. Thank invigilators for attending and remind them to read Parts 4 and 5 of the <i>Cambridge Handbook</i> before they arrive for any exams.</p> <p>If you as a trainer have any questions or feedback on this presentation, please email us at info@cambridgeinternational.org</p>	<p>Approx. 145 minutes’ running time</p>