

## **WJEC approach to Rubric Infringement - Health and Social Care and Childcare Core Qualifications**



### **What is Rubric Infringement?**

A rubric infringement occurs when the candidate does not follow the instructions set out for the particular paper or task. For example, instead of answering one question out of three optional questions, the candidate answers more than required, either two or three questions, or the candidate underlines two choices when only required to underline one.

### **What is the rubric of the paper?**

The rubric is the instructions provided to candidates at the beginning and/or throughout the question paper/task informing candidate about the questions to answer and how to answer specific questions or tasks.

### **How should we assess work where the candidate has not followed the instructions provided?**

The table on the following page provides a list of types of rubric infringements which could occur within the CCPLD suite of qualifications. The table also provides a common approach to dealing with each type.

	Type of infringement	Example	Action/Instruction	By whom?	Outcome/additional notes
1	Ticking/indicating more than the stipulated number of answers (MCQ paper format)	Select one answer from the list of 4 possible answers		WJEC examiner  Or internal staff for papers versions mock papers	MCQ papers include 50 one-mark questions. E.g. circle one correct answer. The candidate has circled two. Award no marks. The examiner cannot determine which answer is correct.
2	Where the candidate has crossed out the correct answer		Do not mark anything that has been crossed out	Assessor/tutor/examiner	Only award marks for answers which hasn't been crossed out and visible to mark.
3	Where the question requires a set number of responses and the candidate has provided more (open ended knowledge and understanding questions)	Explain three ways outdoor play can enhance development	Mark any correct answers provided up to the maximum mark	Assessor/tutor/examiner	Where the question requires three ways, if the candidate provides six ways, four of which are correct, the candidate should be awarded the maximum three marks
4	Where the question requires a set number of responses and the candidate has provided more (application of knowledge and understanding in an instance where there is a smaller number of correct answers)	State 3 areas of development	Award one mark per area of development listed.  There are only a set number areas of development, that could be referred to.	Assessor/tutor/examiner	Award one mark per correct answer.
5	Answering an English medium question paper or case study in Welsh <i>or</i> a Welsh medium question paper or case study in English		Mark response where able to or escalate for the attention of welsh medium assessor/tutor	Assessor/tutor/examiner	Marks awarded as per mark scheme
6	Answering a question in the wrong place in the answer book		If it is obvious which question is being answered, award marks for any correct response. Do not double credit by awarding marks in two places for the same response.	Assessor/tutor/examiner	Only credit marks for the response where the learner has indicated it is in the wrong place e.g. arrows numbering changed

7	Learner produces too many pages of notes to take into the question bank test	3 or more sides of A4 notes	Explain to the learner that they can only take 2 sides of A4 notes into the question and request that they need to leave one side out the controlled assessment room	Assessor/IQA/Learner	Only allow 2 sides of A4 notes
8	Learner produces notes on case study and standalone notes to use when sitting the question bank	Notes on case study and standalone notes produced by learner	Explain to the learner that they need to select which set of notes they would like to take into the question bank and disregard the remaining set	Assessor/IQA/Learner	Only allow one set of notes
9	Learner changes mind over method of recording answers to question bank (Written or typed)	One day of question bank, learner explains they would rather complete the question bank in typed format rather than written format as previously agreed	Centre should try and encourage the learner to select the method prior to the question bank day to ensure the centre has made adequate arrangement for hard copies or onscreen copies of question bank. The centre should try and accommodate the late request if possible.	Assessor/IQA/Learner	Centre to try and accommodate the preferred method of recording the question bank answers
10	Learner finishes question bank ahead of time and asks to leave the controlled assessment room	Learner complete question bank ahead of allocated time and asks to leave the controlled assessment environment	Centre should encourage learner to check question bank paper and confirm they are happy to leave to controlled assessment room	Assessor/IQA/Learner	Learner needs to confirm they are happy to leave the controlled assessment environment and from this point they cannot make any further amendments to the paper
11	Learner has not completed the question bank paper in the allocated time	Learner has requested additional time to complete the remaining unfinished questions	Centre should remind learners prior to start of assessment that they have 1 hour to complete the question bank paper. As good practice, the centre should prompt learners of remaining time left of assessment and display a clock/watch to keep track of time	Assessor/IQA/Learner	Centre should ensure that the allocated time for assessment is adhered to.
12	Learner does not return hard copy of case study on day of assessment	Learner with holds the case study	Prior to releasing the case study to the learner, the centre should instruct learners that the case study needs to be returned to centre on day of assessment and not shared or copied	Assessor/IQA/Learner	Centre should brief all learners that the hard copy case study should be returned to centre on day of assessment and disposed of correctly (if not used of revision notes)