

**Excerpt from Cambridge Handbook 2020 (International), Page 52, Paragraphs 3.2.1 and 3.2.2**

**3.2.1 Authenticating Coursework**

*“...You are responsible for supervising candidates when they are completing coursework. You must also authenticate their work before you submit the marks. If you discover plagiarism in a candidate’s work during the course, you may resolve this internally...”*

**3.2.2 Supervising Coursework**

We do not expect candidates to undertake coursework without guidance and continuing teacher supervision.

*(a) Teachers may:*

- (i) help to choose subjects for investigations, models and topics*
- (ii) give sources of information, for example, materials, places to visit and references, organisations, or people who might be able to help*
- (iii) advise whether the candidates’ ideas will work*
- (iv) advise on length, approach and treatment*
- (v) treat coursework as an integral part of the course and give candidates regular class work and/or homework relating to it, as appropriate.*

*(b) Teachers must also:*

- (i) continuously supervise work to monitor progress*
- (ii) make sure candidates avoid plagiarism by stating their sources and advise them how to reference published materials*
- (iii) make sure work is completed in line with the syllabus and can be assessed against the criteria....*

*(c) Coursework must be a candidate’s own, unaided work. Unless there is subject-specific guidance in syllabus documents and coursework training handbooks that says otherwise, teachers can review candidates’ work before it is handed in for final assessment. They can do this orally or in writing. Their advice should be kept at a general level so the candidate leads the discussion and suggests any changes. Teachers must not give detailed advice to individuals or groups on how they can improve their work to meet the assessment criteria. Teachers must not change candidates’ work.*

*(d) Candidates must not use online tools which act as writing assistants in the production of their coursework. Online writing assistant tools identify specific sections of the candidate’s work where a correction or improvement to style or tone should be made and may propose specific words that should be used instead.*

*(e) Teachers must record full details of any other help they give to individual candidates, or any evidence that the candidate has received specific or detailed advice and correction to their work. They should record this information on their Individual Candidate Record Card, which is in the samples database ([www.cambridgeinternational.org/samples](http://www.cambridgeinternational.org/samples)). Teachers must consider this help when they give marks for the work.*