OCR
RECOGNISING ACHIEVEMENT

guide to controlled assessment

Version 3 April 2011

GCSE
Art and Design

J160 - J167

This guide is designed to accompany the specification for teaching from September 2009. This guide contains the following support:

- Summary of Controlled Assessment Units
- Teacher's guidance on how to plan Controlled Assessment
- Teacher guidance on task marking
- Guidance on downloading tasks
- Frequently asked questions

OCR GCSE ART AND DESIGN

www.ocr.org.uk/art/newgcse

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1 Introduction

1.1 What is Controlled Assessment?

Controlled Assessment is a new form of internal Assessment. Following a coursework review by QCA, Controlled Assessment has been introduced as part of nearly all new GCSEs, to replace coursework.

High, medium or limited control levels are set for each of the Controlled Assessment processes: task setting, task taking and task marking. For each stage, the level of control will ensure reliability and authenticity, and make Assessments more manageable for teachers and candidates.

Weighting of Controlled Assessments is defined by QCA subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

1.2 What does 'control' actually mean?

QCA has produced a *Glossary of terms for Controlled Assessment regulations*. The levels of controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.

- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.

- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1.3 What is the purpose of this Guide?

This Guide provides detailed information for teachers about how to manage Controlled Assessment: some of the information applies to all GCSE subjects and some information provides subject specific guidance. It is important to make the point that this Guide plays a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Teaching of this qualification will vary greatly from school to school and from teacher to teacher. With that in mind, this Guide is offered as guidance but may be subject to modifications by the individual teacher.

2 Summary of the Controlled Assessment unit

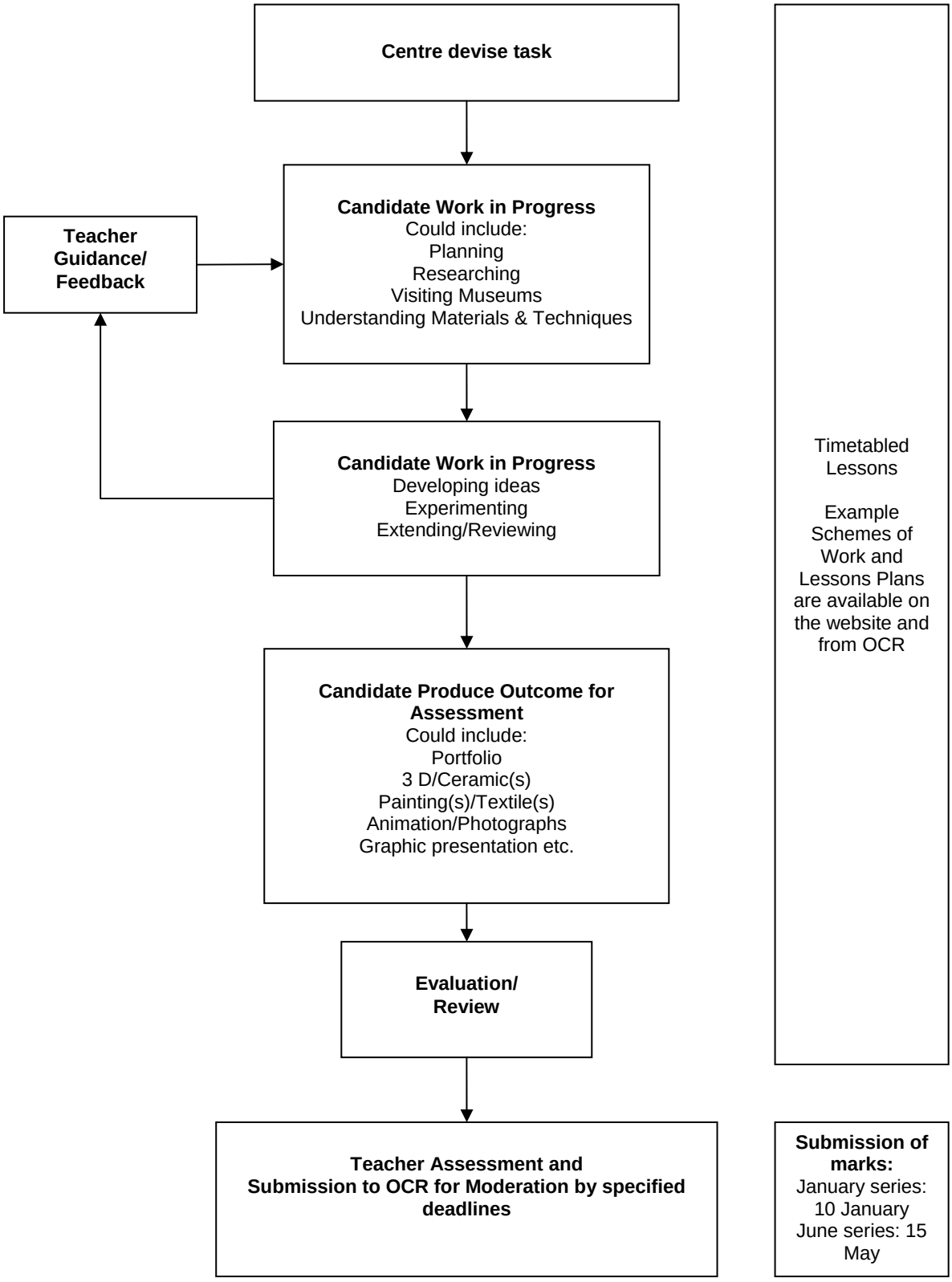
Unit A110 – A117: Art and Design Portfolio

Unit A110 – A117: Art and Design Portfolio is a centre-set and centre-assessed unit that is externally moderated by OCR. Candidates need to produce a portfolio of work for this unit that demonstrates a personal response to starting points, briefs, scenarios or stimuli. **Centres must set their own starting points, briefs, scenarios or stimuli.** OCR-produced exemplar material is provided to help centres design and set their own starting points, briefs, scenarios or stimuli but this material must not be used for assessment purposes.

The portfolio will consist of a sustained project, theme or course of study. It may be presented in an appropriate format for the area of study using, for example, annotated sketchbooks, mounted sheets, maquettes, prototypes, scale models or written work.

3 Teacher guidance on how to plan Controlled Assessment

3.1 Controlled Assessment delivery flow chart



3.2 Guidance on the release of Controlled Assessment tasks to candidates

3.2.1 Choice of Controlled Assessment task

For GCSEs in Art and Design OCR will assume a limited level of control in the production of assessment materials. OCR has produced exemplar starting points, briefs, scenarios and stimuli; this is intended to be used as guidance for centres on production of their own Controlled Assessment material. **Centres must devise their own assessment material for live assessmen**t purposes. Centre-devised material can be set by the tutor or alternatively can be based on a candidate's own idea for a starting point, brief, scenario or stimulus. Assessment material should contain suggested activities or tasks for candidates to undertake and should also outline any advice, direction and guidance that centres wish to give to candidates.

Any Controlled Assessment material devised by centres must be designed to meet the full assessment requirements of the unit including the chance for candidates to gain marks at the highest level.

The same Controlled Assessment material must **not** be used as practice material and then again for live assessment purposes.

3.2.2 When and how to give Controlled Assessment tasks to candidates

Controlled Assessment tasks will be available from Interchange from 1 June – 15 May of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Since the Art and Design Portfolio (A110-117) may be undertaken at any point during the programme Centres have considerable freedom in designing a course that embraces local needs and gives candidates sufficient time to both develop individual skills and fully 'rehearse' the Unit.

3.3 Guidance on research/data collection

(a) Authenticity control: Candidates must complete all work being submitted for assessment under informal supervision as described in 5.3.1. This may relate to work produced within the centre, or any other appropriate supervised learning environment (for example, work done during a visit to a gallery or local business). The only possible exception to this is research (see Additional Note on Research).

(b) Feedback control: It is expected that teaching staff will supervise and guide candidates who are undertaking work which is internally assessed. During this time candidates should work independently but teachers may advise, guide and direct candidates to appropriate resources. Guidance should be given to candidates about availability and choice of materials, health and safety, avoidance of plagiarism and completion of work in accordance with specification requirements and procedures. Advice can also be given to candidates to aid their research for example guidance to relevant artist/designer/craftsperson links, processes and techniques, or taking candidates on visits to galleries, businesses, museums and workshops. However, it should

be remembered that candidates are required to reach their own judgements and conclusions and produce their own work. Advice, direction and guidance given to candidates should be recorded and form part of the **centre-produced** assessment material for this unit.

(c) Time control: Candidates may have approx 45 hours (15-18 school weeks as a guide) in which to complete *Unit 1 (A110 – A117): Art and Design Portfolio*. This unit can be taken at any time during the course; the start date and final deadline can be set and timetabled to suit centres' needs. However, centres must note that marking and internal standardisation must be completed in time to submit marks to OCR by the **15 May** deadline.

(d) Collaboration control: Candidates' work may be informed by working with others, for example working with artists in residence or visiting galleries and museums. Where working in groups, each candidate's contribution to group activities must be clearly identified. Each candidate must provide their own individual personal response for assessment that can be identified, authenticated and evidenced.

(e) Resource control: Centres must ensure that candidates have access to relevant and appropriate resources, which will facilitate their achievement of the Art and Design GCSE that they are entered for.

3.4 Guidance on the production of the outcome

3.4.1 Controls for the production of the outcome

Teachers must keep live Controlled Assessment tasks secure and confidential at all times whilst in their possession. For example, candidates may collect the results of any research or investigations undertaken in a research folder which must be handed in to the teacher before the writing up sessions begin. In such circumstances, it is the responsibility of the teacher to keep the research folders secure between the writing up sessions and that candidates do not have access to these folders outside of the allotted sessions.

3.4.2 Controlled Assessment task security

It is the responsibility of the centre to ensure that downloaded Controlled Assessment Tasks and candidates' scripts are stored securely. Any breach in security must be reported to OCR as soon a possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to OCR Quality and Standards Division detailing the circumstances, the candidates concerned and any action taken.

Candidates' scripts for all completed Controlled Assessment tasks must be stored securely and they should be available for moderation. It is suggested that they are destroyed after the last date for Enquiries about Results following the examination series in which entries for the units concerned are made.

Candidate absence at the time of assessment

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

Unexpected circumstances

If an unexpected problem (such as a fire alarm or other circumstances beyond the teachers' Controlled) occurs while a Controlled Assessment task is taking place, the task may be resumed subsequently provided the teacher ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

3.4.3 Presentation of work

Candidates are expected to evidence all of the assessment objectives whilst producing work for this unit. Candidates must select and present their own work for assessment purposes from the work that they have undertaken in response to this unit.

Candidate work may be presented in an appropriate format for the area of study using for example annotated sketchbooks, mounted sheets, maquettes, prototypes, scale models, written work, etc.

Candidates must observe certain procedures in the production of Controlled Assessments.

- any source material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for assessment and moderation should be labelled clearly with:
  - centre number and name
  - candidate number and name
  - unit code
  - title of candidate's work indicating the starting point, brief, scenario or stimulus
  - outcome(s) clearly identified.

4 Controlled Assessment candidate guidelines

4.1 Task setting

For subjects in the creative arts OCR will allow your teacher to devise material for your Controlled Assessment tasks.

OCR will produce guidance and ideas such as starting points, briefs, scenarios and stimuli and these can be used to help your teacher devise tasks and activities for you to do and give you any advice, direction or guidance you need. These tasks may be based on OCR's material, or on your teacher's material or on your own ideas for starting points, briefs, scenarios or a stimulus. Materials can be adapted to allow you to use local resources and to make them more relevant your own environment and your interests and abilities.

You will not be able to be assessed on any practice material you have worked on.

4.2 Task taking

4.2.1 What can I do in relation to research, drafting and re-drafting?

Much of your research and exploration can be done outside your centre. The requirements for this will be clearly laid down by your teacher. Make sure you know how much time you have for any research and exploration and plan how to spend your time.

Any work for assessment, including some of your research, must be completed under what it is called 'informal supervision'. This means your teacher must be able to authenticate the work you do.

Not all the research that you complete will contribute to your assessment. Some of it may just inspire you or support your learning and so this could be completed with a lower level of control from your teacher, possibly outside of your centre.

There must be individual evidence of your work, so if you are allowed to work in groups, it is vital that your teacher can identify your individual contribution in your portfolio/work for assessment, and that your teacher knows your contribution to the group work and any outcome.

You will be given either a time limit or word limit to work within and during that time you may draft and re-draft your work for assessment. During this process your teacher may give you support and guidance as outlined below.

If you include in your work any references to existing materials you must acknowledge this in your work and any quotations must be clearly marked and a reference provided where possible, so make sure you keep records of all the sources of information you intend to use.

Your teacher will advise you on appropriate formats for presenting your work for assessment and you may use ICT, new media and technologies as appropriate.

4.2.2 How much teacher support can I expect?

During your work for Controlled Assessment you must produce work/evidence independently but your teacher will be able to give you some advice, support, guidance and feedback but the amount will vary depending upon the type of task you are doing.

You must make your own judgements and draw your own conclusions but your teacher will:

- offer advice about how best to approach a task
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer guidance about the availability and choice of materials and resources, although how these are eventually used must be your responsibility
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the Specification requirements
- keep a log of the feedback they give you
- supervise any practical work you do to ensure you receive advice about health and safety.

The support given by your teacher will be to make sure you understand what it is you have to do. Your teacher will not be allowed to provide model responses for you or work through your responses or outcomes in detail.

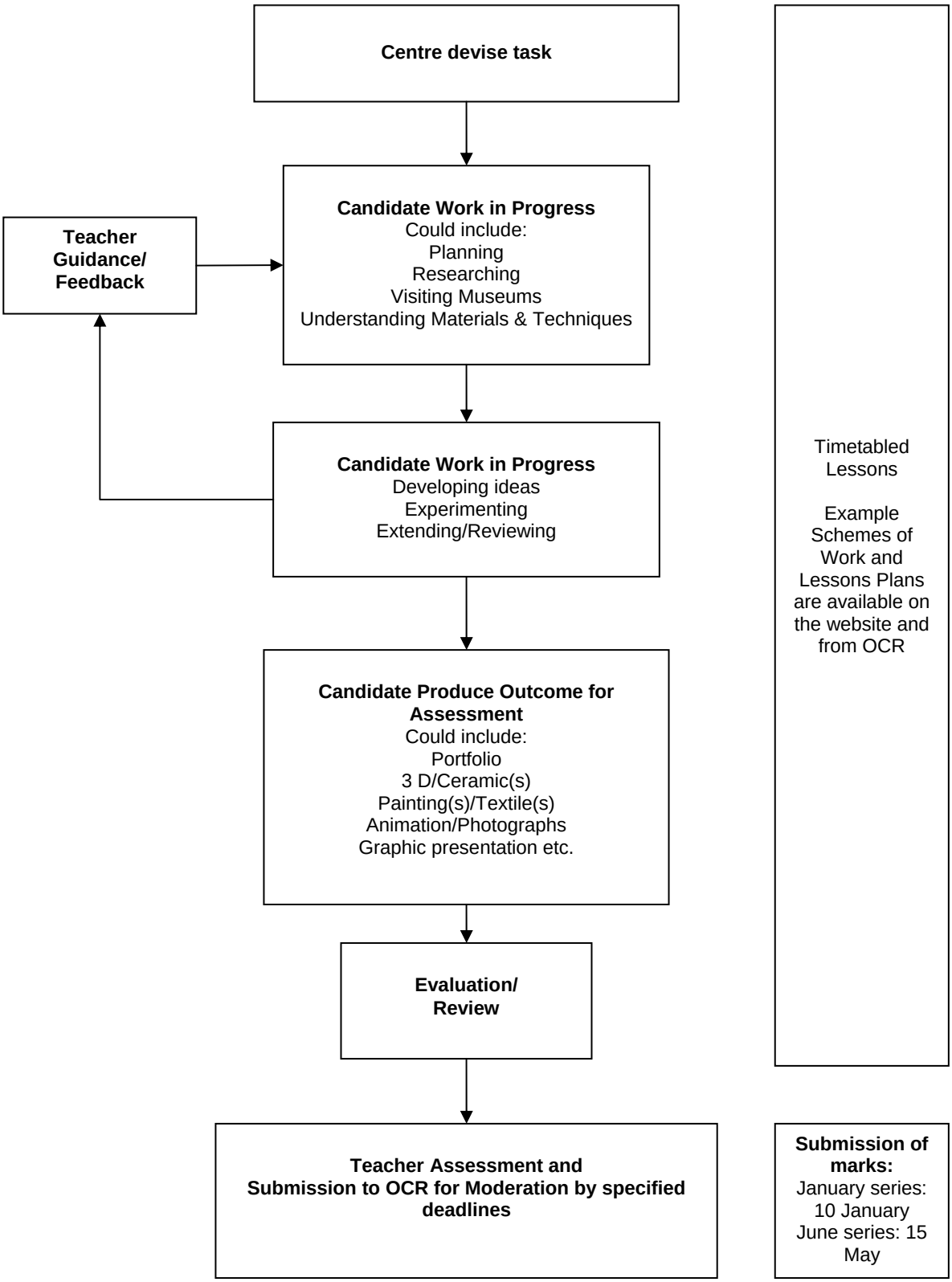
4.2.3 What can I expect in the supervised sessions?

The work that you will be assessed on will take place in these sessions in school time and you will be supervised by your teacher.

These sessions are likely to scheduled in normal classroom time, although some time performances for examples might be after school, and the task(s) will normally spread over several sessions. At the end of each session you teacher will either collect in your work, or make sure your work is kept secure, and give you your work back or allow you access to your work at the start of the next session.

The materials and equipment you will need for your assessment will be provided by your centre, as will access to resources that are appropriate for your particular task. If access to any specialist equipment and software is necessary this access will be provided.

You may wish to provide your own materials, for example, art materials, dance costumes, musical instruments etc in addition to those provided by your centre and this is acceptable.


Centre devise task
Candidate Work in Progress
Could include:
Planning
Researching
Visiting Museums
Understanding Materials & Techniques
Teacher Guidance/ Feedback
Candidate Work in Progress
Developing ideas
Experimenting
Extending/Reviewing
Candidate Produce Outcome for Assessment
Could include:
Portfolio
3 D/Ceramic(s)
Painting(s)/Textile(s)
Animation/Photographs
Graphic presentation etc.
Evaluation/ Review
Teacher Assessment and Submission to OCR for Moderation by specified deadlines
Timetabled Lessons
Example Schemes of Work and Lessons Plans are available on the website and from OCR
Submission of marks:
January series: 10 January
June series: 15 May

5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

Candidates' work for *Unit 1 (A110 – A117): Art and Design Portfolio* should be marked by the centre assessor according to the marking criteria, using a 'best fit' approach. The award of marks **must** be directly related to the marking criteria. Centre assessors use their professional judgement in selecting the descriptor that best describes the work of the candidate to place them within the appropriate band for each assessment objective strand. Marks should then be awarded as outlined below.

Where the candidate's work:

- *convincingly* meets the descriptor, the highest mark within the band should be awarded
- *adequately* meets the descriptor, the most appropriate mark in the middle range of the band should be awarded
- *just* meets the descriptor, the lowest mark in the band should be awarded
- *fails* to meet any aspect of the descriptor within the lowest band then 0 marks should be awarded.

The candidate's final mark is out of a total of 100 and is arrived at by totalling the marks awarded for each assessment objective.

5.2 Unpacking assessment objectives in Controlled Assessment tasks

Candidates are expected to demonstrate the following in the context of the content described:

5.2.1 AO1 Develop ideas

- Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.

5.2.2 AO2 Refine ideas

- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

5.2.3 AO3 Record ideas

- Record ideas, observations and insights relevant to their intentions in visual and/or other forms.

5.2.4 AO4 Present a response

- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

Assessment objectives are written into the marking grid and centres will be able to see that tasks in the Controlled Assessment target the assessment objectives.

5.3 Interpretation of the marking criteria

Centre assessors are to use OCR marking grids and guidance. It is advisable to maintain records of the progress of individual candidates, as these will facilitate final assessment when the Unit is completed.

Candidates' work should be marked in direct relation to the assessment criteria using a 'best fit' approach. Centre assessors should use their professional judgment in selecting the descriptor that best matches the candidate's work to place them within the appropriate band for each Assessment Objective. Consequently assessors decide which mark point within the band best suits the work. 'Convincingly', 'adequately' and 'just' meeting the descriptor reflects the 'highest', 'middle' and 'lowest' points within the band, with latitude to award a mark in between.

When Unit 1 has been completed and assessed preparatory work and outcomes are to be securely retained within Centres until, further to moderation, results are published and there is certainty that there are no post-results issues.

5.4 Authentication of Controlled Assessment outcomes

Teachers must be confident that the work they mark is the candidate's own. **This does not mean that a candidate must be supervised throughout the completion of all work** but the teacher/course tutor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied.

Additional Note on Research

Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates, as well as the potential risks of failing to acknowledge such material.

The candidate must sign a declaration to this effect. Centres should reinforce this message to ensure that candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by the candidate is authentic. The Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

5.5 Internal Standardisation of Controlled Assessment

It is important that all internal assessors, working in the same subject area, work to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place using an appropriate procedure.

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

5.6 Moderation of Controlled Assessment

All work is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria. Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each of the candidate's files.

5.7 Minimum requirements for Controlled Assessment

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

5.8 Submission date for Controlled Assessment

Candidates marks must be despatched to the Moderator and to OCR. Please refer to the OCR website for details of submission dates relevant to the current series of examinations.

6 FAQs

When can Controlled Assessment be taken?

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which Controlled Assessment has to be taken.

It is up to the centre to decide when Controlled Assessment will be taken: guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

When can teachers and candidates access the material?

There are no OCR set Controlled Assessment tasks for this subject. The Controlled Assessment tasks will be devised by the centre from information provided in the subject specification. The Controlled Assessment information will also be provided as downloads from the Controlled Assessment area of Interchange.

Can any preparation work be done out of the classroom?

Yes. Controls are set at the level of tasks setting, task taking and task marking. Preparation work comes into the task taking level, under Research and Data Collection, which have a limited level of control i.e. work can be carried out without direct supervision. More guidance on this can be found can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Is there a minimum or maximum time that can be spent on the assessments?

There are suggested time limits given in Section 5: Controlled Assessment of all revised GCSE (first teaching in September 2009).

How long is each assessment valid for, ie, can we use last year's assessment this year?

Tasks will remain the same for the duration of the specifications: Controlled Assessment tasks will be devised by the centre from information provided in the subject specification. The Controlled Assessment information will also be provided as downloads from the Controlled Assessment area of Interchange.

Where can the Mark Schemes be accessed?

Mark Schemes are included in the specifications and can also be accessed from the OCR website: Mark Schemes are attached at the end of each Sample Assessment Material.

Do we have to take the Controlled Assessment under exam conditions/teacher supervision?

Yes, but only for task taking, i.e. the last part of Controlled Assessment when candidates are producing their final piece of work – note that this can be over more than one supervised session.

More guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Are the Controlled Assessments the same as written examinations, can we resit?

Yes, candidates can be resit controlled assessed units but as with any other unit, candidates can only resit once. Also, the 40% terminal rule means that 40% of the assessment has to be taken in the examination series in which the qualification has to be awarded.

Centres have the responsibility to ensure that the correct tasks are used for a Controlled Assessment resit.

Do we mark the tasks or do OCR ?

Controlled Assessment tasks are internally marked by centres and externally moderated by OCR.

What is the Portfolio?

The Art and Design Portfolio (Unit 1)

Candidates need to produce a portfolio of work for this unit that demonstrates a personal response to starting points, briefs, scenarios or stimuli. Centres must set their own starting points, briefs, scenarios or stimuli. OCR-produced exemplar material is provided to help centres design and set their own starting points, briefs, scenarios or stimuli but this material must not be used for assessment purposes.

What is the OCR- set Task

The OCR-set Task (Unit 2)

For this unit, an early release question paper will be dispatched to centres based on provisional entries made, and will also be available on the OCR website in January. This paper can be given to candidates at the discretion of centres any time on or after 1 January. Centres may determine the amount of time for preparatory study prior to candidates undertaking their supervised, ten-hour set task.

The OCR-set task will give candidates a choice of questions in the form of written and/or visual starting points, briefs, scenario or stimuli. From this paper, candidates are expected to choose one question for which they will generate an appropriate personal response for assessment and moderation. Please see the Specimen Assessment Material for an example of the OCR-set task.

Further Information

Please refer directly to The Teachers Handbook and Sample Schemes of Work and Lesson Plans for GCSE Art and Design already available on our website.

7 Guidance on downloading Controlled Assessment task from Interchange

Before you start

Controlled Assessment materials will be available to download from OCR Interchange from June 2009.

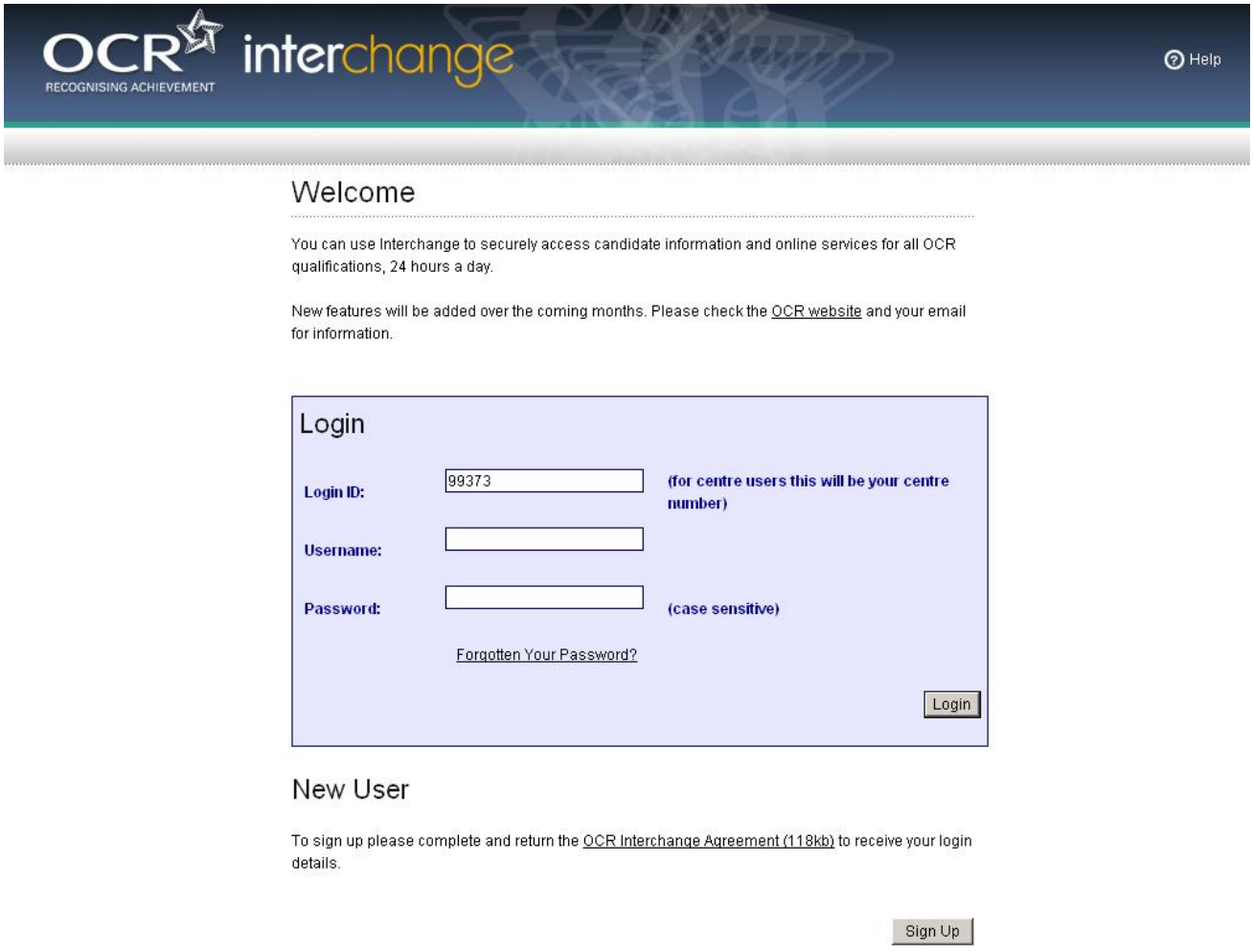
In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at http://www.ocr.org.uk/interchange

If your centre already has an Interchange user account, you will need to be assigned the 'Tutor / teacher' Interchange role to access Controlled Assessment materials. Your Interchange Centre Administrator can assign this for you.

Step 1 – Log into Interchange

Click on the following link https://interchange.ocr.org.uk

Enter your log in details

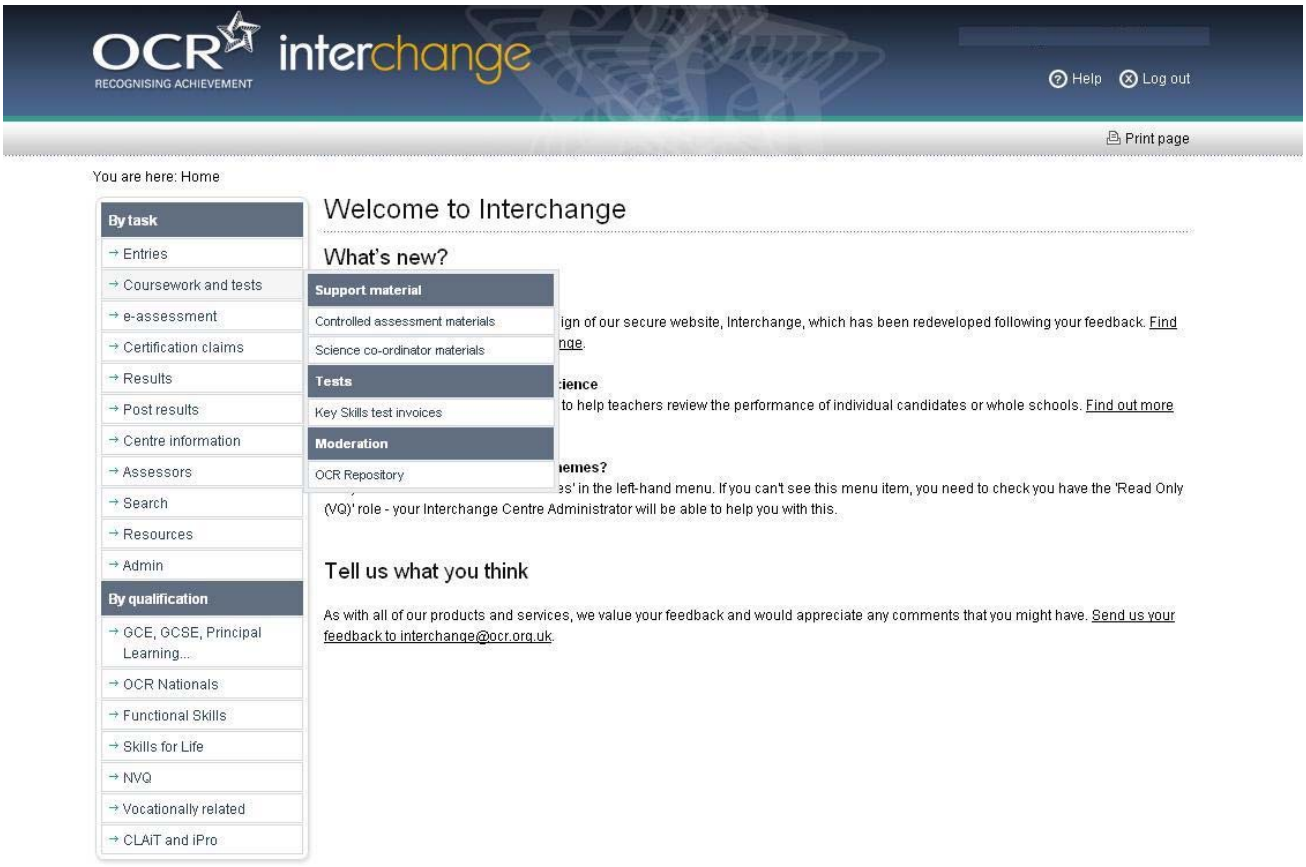


Step 2 – Navigate to Controlled Assessment materials area

Click on ‘Coursework and tests’

Click on ‘Controlled Assessment materials’

** If you are unable to see either of these menu items then it is likely that you do not have the ‘Tutor / teacher’ role assigned to you.

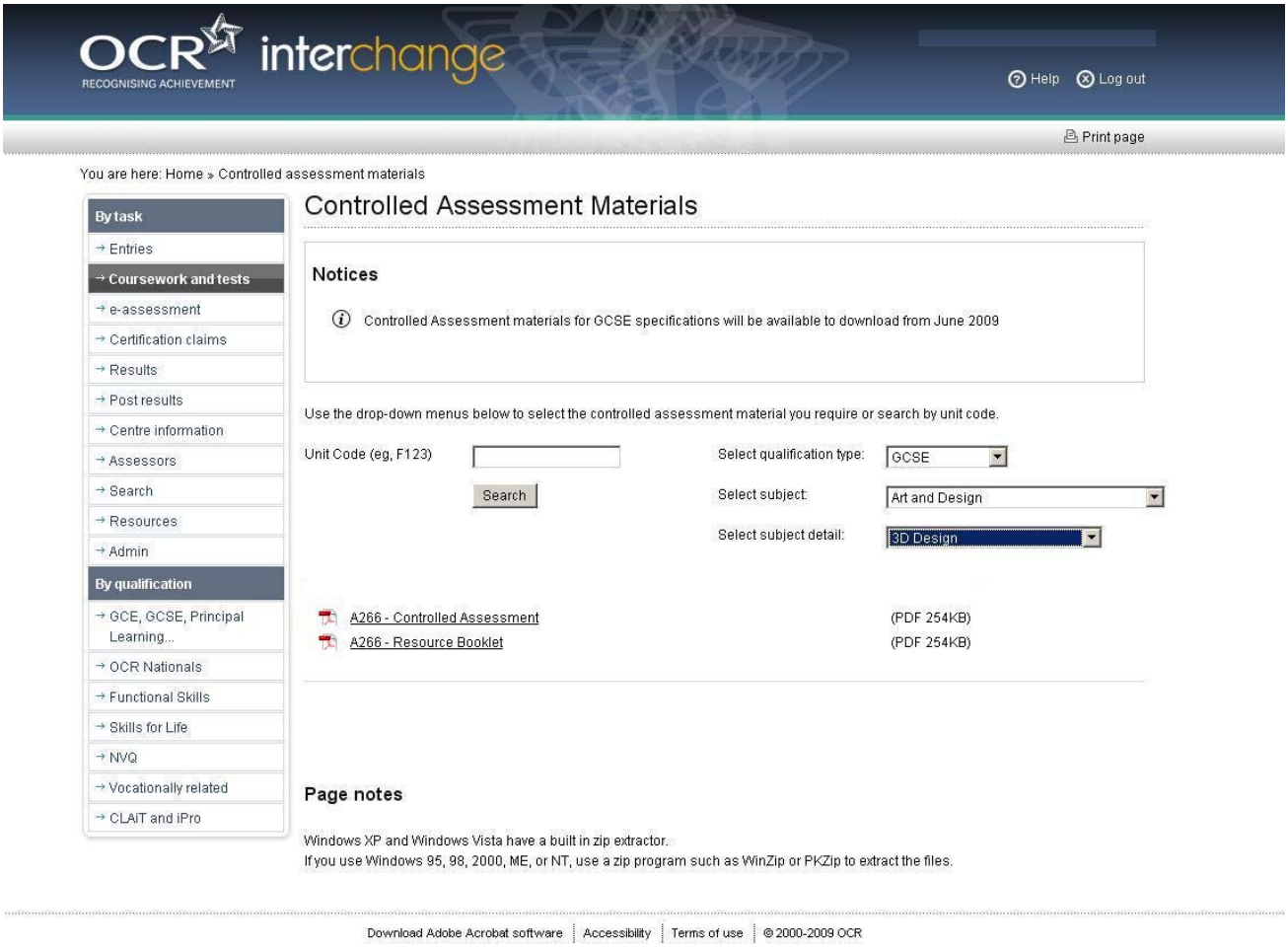


Step 3 – Search for materials

You can search for materials by unit code. Enter the unit code and click on the ‘search’ button.

Or, you can search for materials by subject information by selecting from the ‘drop down’ options.

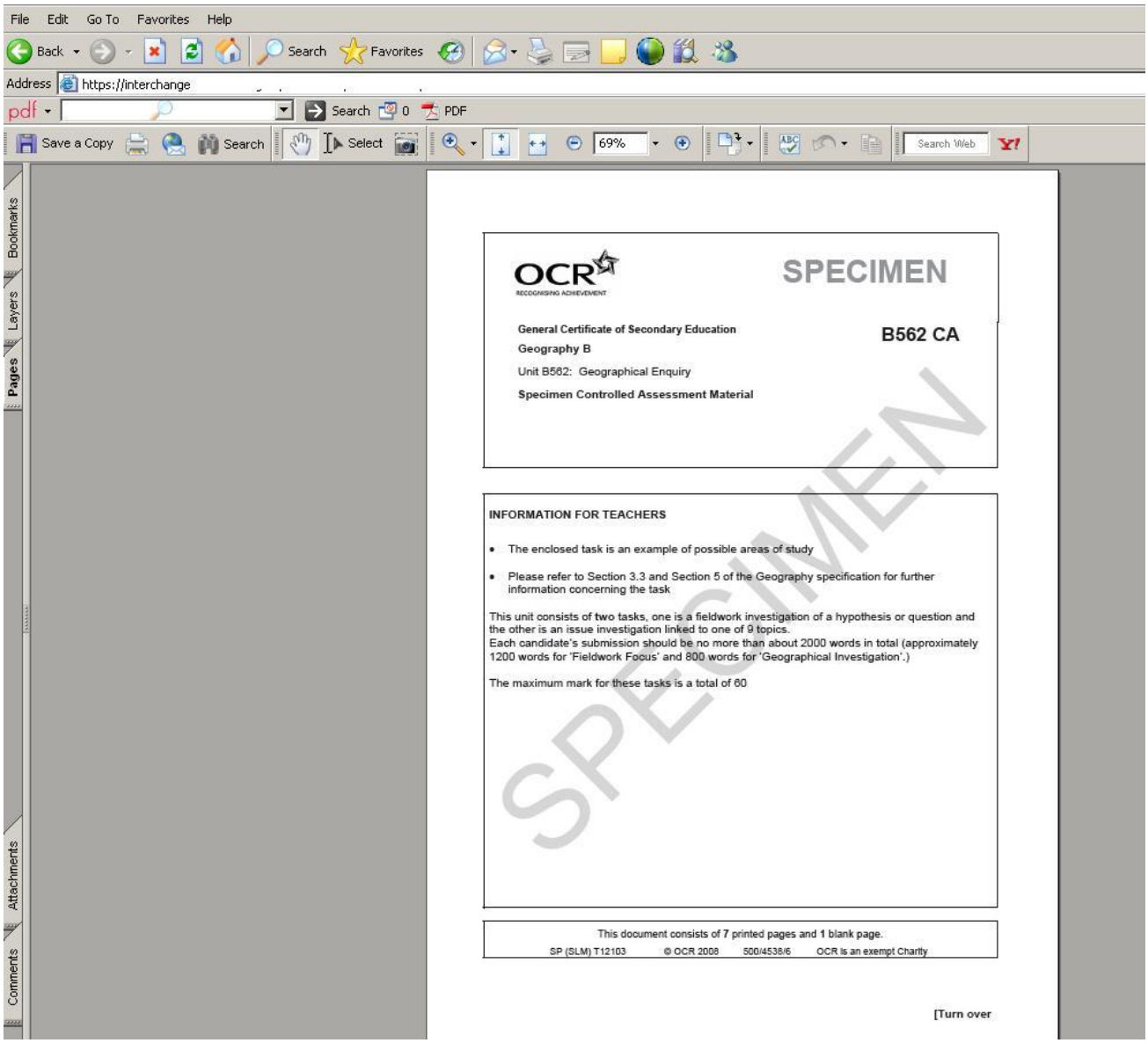
All available documents will be displayed below the search.



Step 4 – Open materials

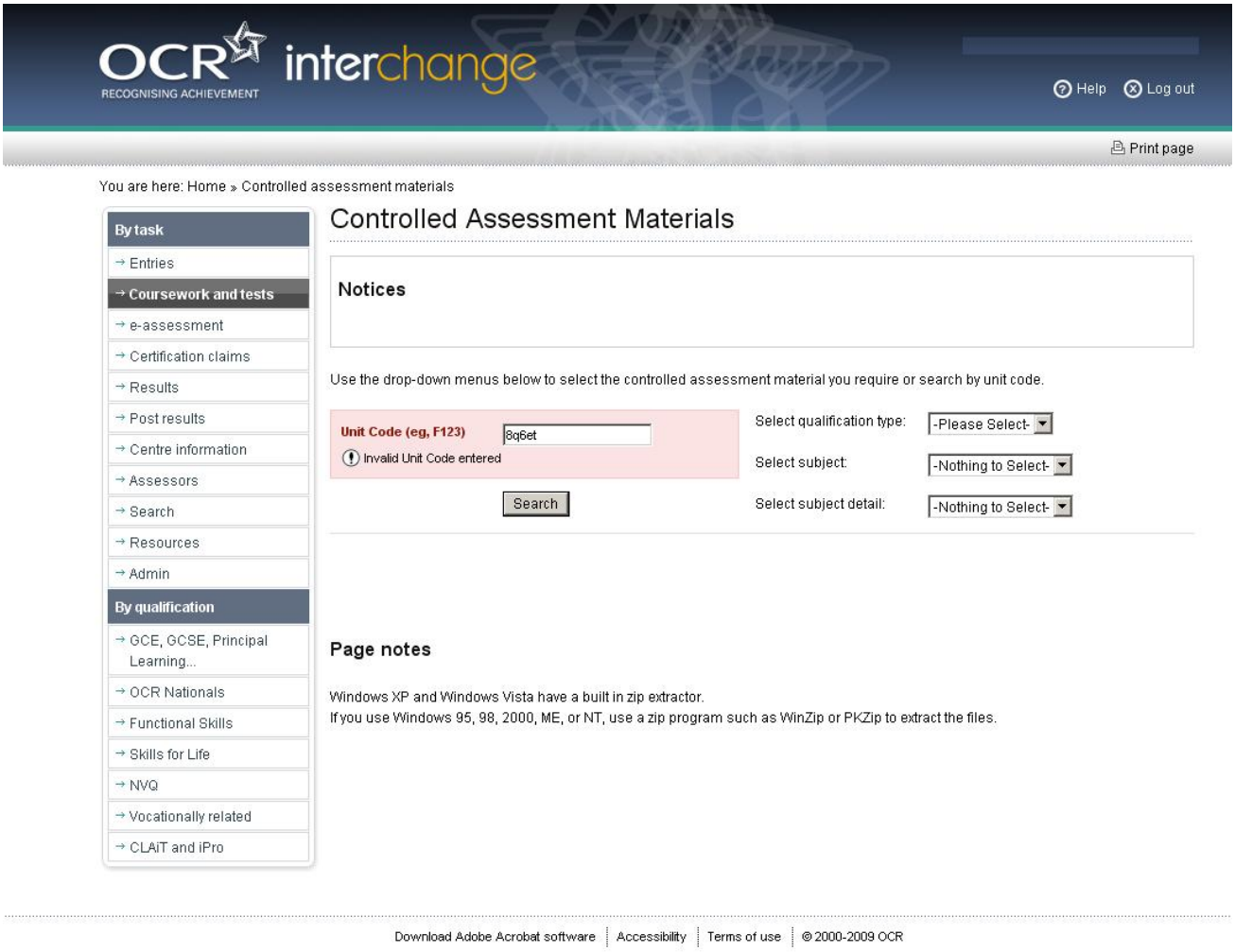
Click on the document link, the document will open in your browser

Click on ‘Save As’ to save to a location of your choice.

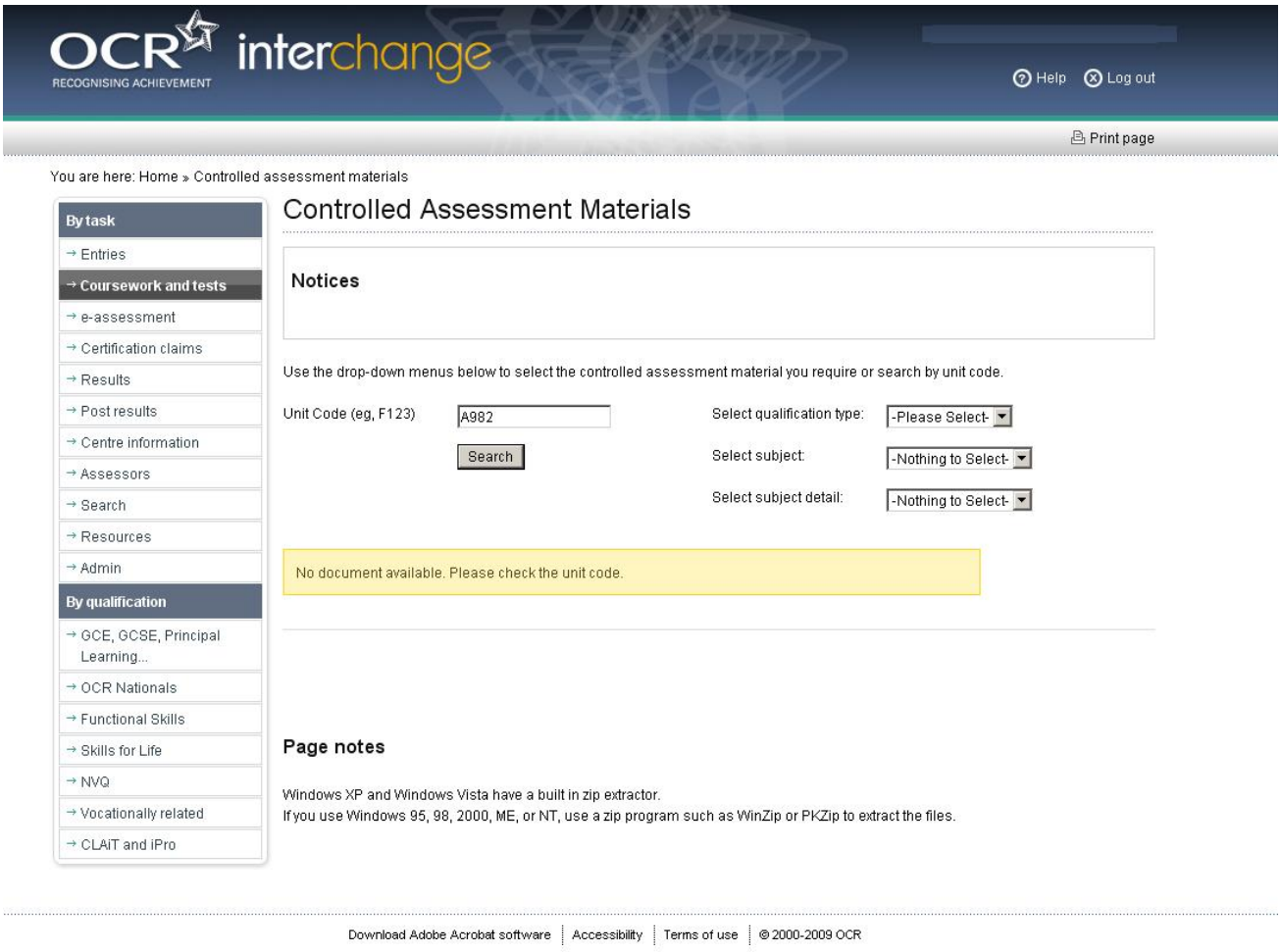


Step 5 – Troubleshooting

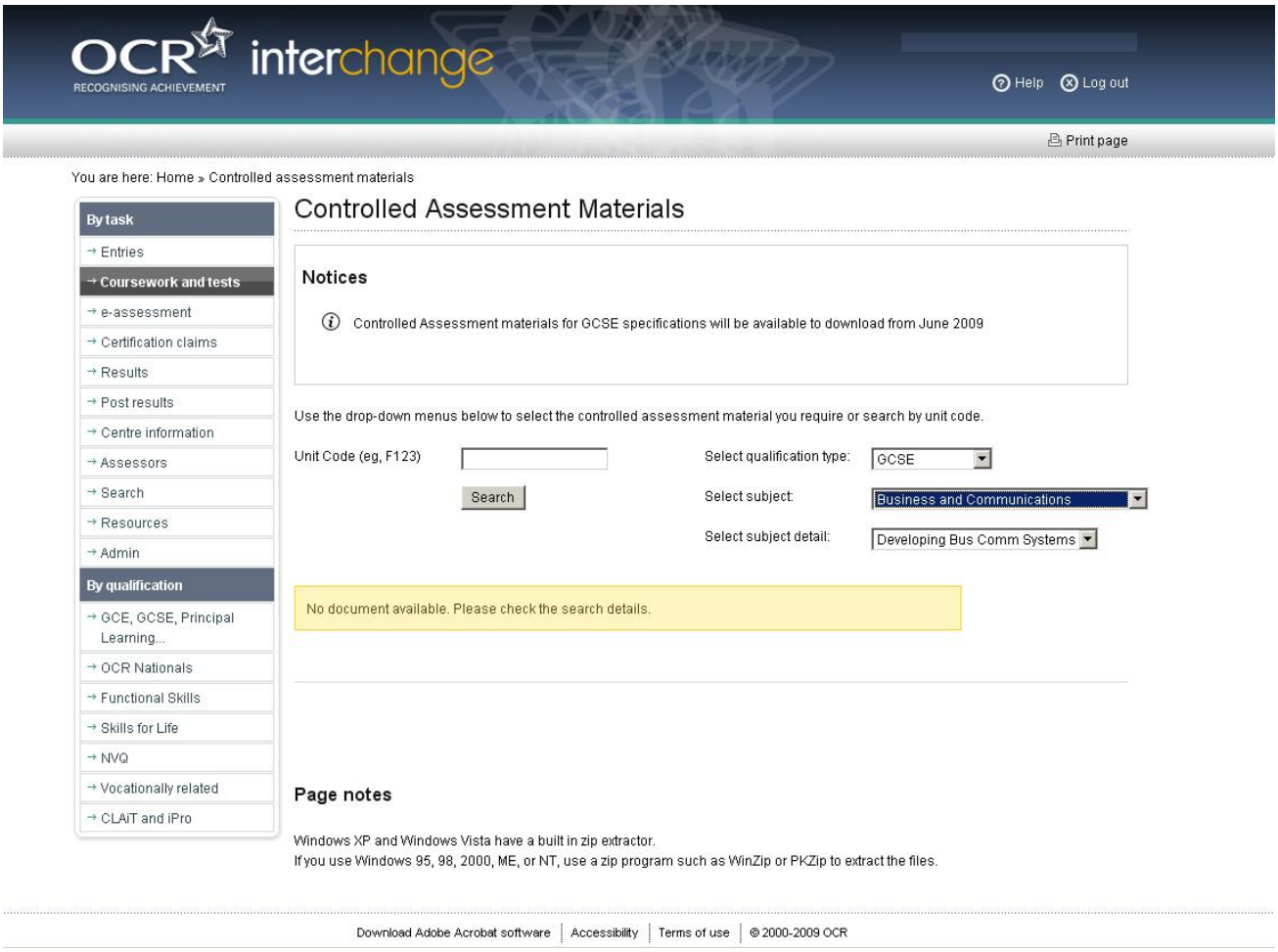
If you search for an invalid unit code, the following error message will be displayed.



If you search for a valid unit code but there is no document currently available, the following message will be displayed.



If you search via the ‘drop down’ menus but there is no document currently available, the following message will be displayed.



www.ocr.org.uk
OCR customer contact centre

Vocational qualifications
Telephone 024 76 851509
Facsimile 024 76 421944
Email vocational.qualifications@ocr.org.uk

General qualifications
Telephone 01223 553998
Facsimile 01223 552627
Email general.qualifications@ocr.org.uk

OCR
1 Hills Road, Cambridge CB1 2EU
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Facsimile 01223 553377

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