

guide to controlled assessment

Version 3 April 2011



GCSE

Design and Technology: Product Design

J305 – Full Course

J045 – Short Course

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
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TECHNOLOGY**

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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 units

Unit A551: *Developing and Applying Design Skills*

This unit requires the candidate, working within a context set by a client, the candidate or centre, to produce a design portfolio. The context can be linked to a candidate's own interests, current trends, a particular design era or designer, industrial practice or the community. Projects may involve an enterprise activity, where candidates identify an opportunity and design to meet a particular need.

Unit A553: *Making, Testing and Marketing Products*

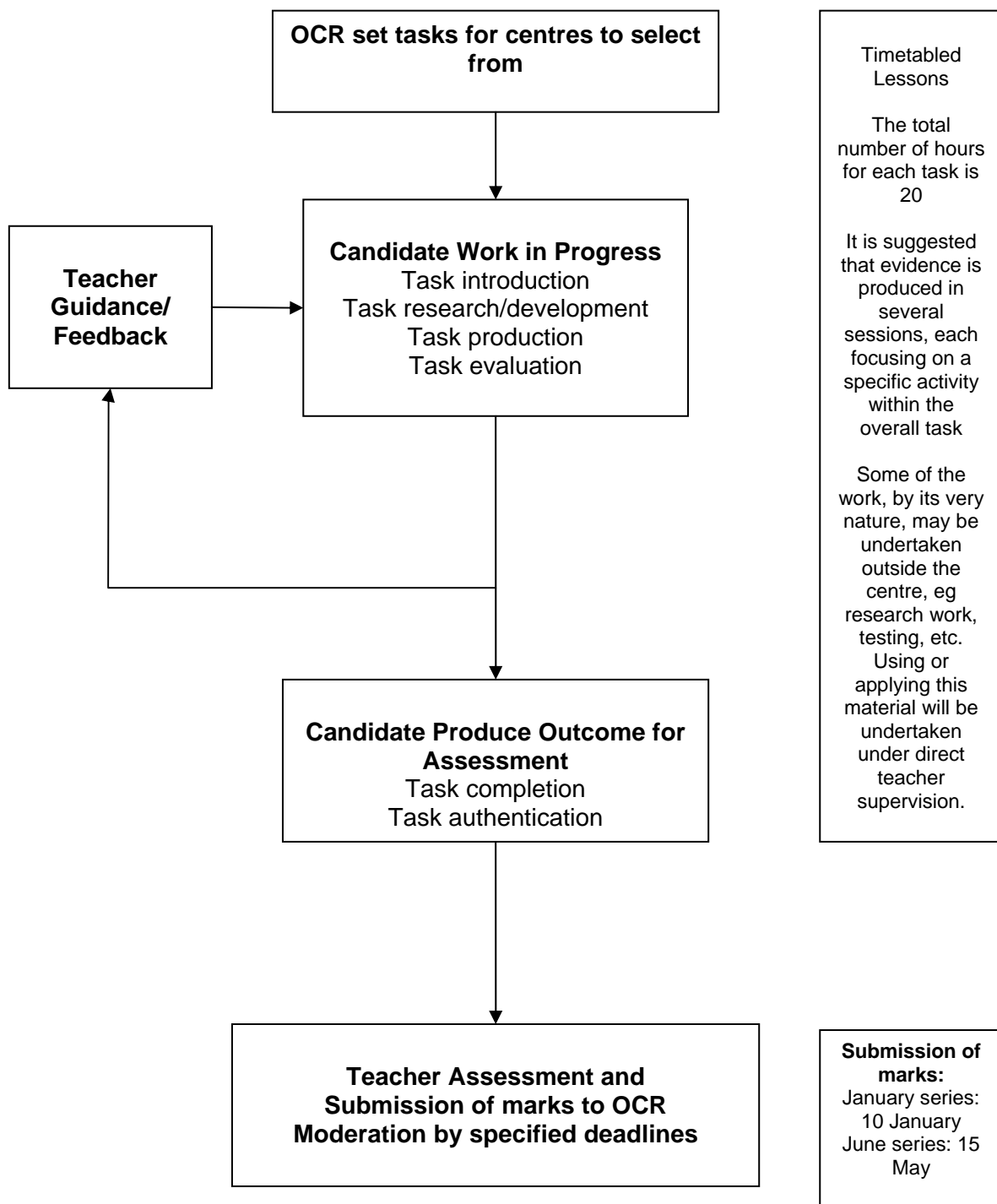
This unit requires the candidate either to develop further the work undertaken in either Unit A551 or Unit A552, or to develop an existing product or new product of the candidate's choosing.

Candidates produce:

- a 3D artefact in the form of a prototype product that can be evaluated
- a production log fully detailing the manufacture of the prototype product
- details of testing by a user / users against the specification
- suggested modifications / improvements to the prototype product
- consideration of quantity production
- a marketing presentation.

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

OCR will assume a high level of control in relation to the setting of tasks. A number of Controlled Assessment tasks will be available from OCR for the Controlled Assessment units. These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment tasks.

Centres can choose one from a number of theme based tasks offered by OCR (see Appendix C of the Specification). These tasks can be used with a minimum amount of adaptation or they can be adapted so that they allow the usage of local resources available to any centre. These tasks may also be set within overarching scenarios and briefs more relevant to centres' own environment and targeted at their particular cohorts of candidates.

Controlled Assessment tasks may be adapted by centres in ways which will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level. For some units this may allow for little to be adapted other than cosmetic details, eg the description and nature of a company on which a task is based. For other units the medium in which the candidates are working may be a matter of choice. Each Controlled Assessment task includes a section that briefly specifies the type and degree of adaptation that is appropriate under the heading 'Starting Point'.

The same OCR Controlled Assessment task must NOT be used as the practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance.

3.2.2 When and how to give Controlled Assessment tasks to candidates

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

The nature of a unitised qualification means that candidates may embark on a Controlled Assessment task either as a short focussed activity or as a longer on-going activity. Teachers may prefer to select appropriate themes based on knowledge of the facilities available at the centre. Other centres will give their candidates an open choice. What is essential is that the work of candidates is 'controlled' in such a way to preserve the integrity of the qualification while allowing candidates to work safely and independently.

3.3 Guidance on research/data collection

(a) **Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision. However, it is acceptable for some aspects of research and data collection to be outside the direct supervision of the teacher but the teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Food Technology, OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks
- review candidates' work, and provide advice at a general level. Teachers must not, however, provide detailed and specific advice on how the work may be improved to meet the assessment criteria
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

(c) **Time control:** The time limit available to candidates to complete the assessment task is 20 hours as specified within the unit. Tasks will be set within a broader learning programme which will allow the acquisition of subject specific knowledge and the development of appropriate practical skills.

Controlled assessed work should be completed within the time limit and supervised and marked by the teacher. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. Where group work is undertaken it is vital to be able to identify the unique individual contribution made by each candidate.

(e) **Resource control:** Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For Units A551 and A553, basic workshop equipment will be adequate; however, the use of specialist equipment and ICT may be required to enable the candidate to produce the desired outcome. Candidates may also need access to resources and process only available outside the centre environment.

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.

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focusing on a specific task within the overall task. These may be interspersed with opportunities to learn knowledge and develop appropriate practical skills

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them and that they work safely. Candidates will also need support and guidance when accessing materials provided by the centre.

Candidates may use information from any relevant source to help them with producing evidence for the tasks.

In general, candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced. Where a dataset or case material is provided, it is acknowledged that candidates in their responses will refer to situations in the assessment material but as this is fictitious this does not break any rules of confidentiality or copyright.

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 as possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to the 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' control) 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 must observe certain procedures in the production of Controlled Assessments.

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for moderation or marking must be marked with the:
 - centre number
 - centre name
 - candidate number
 - candidate name
 - unit code and title
 - task title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix C of the Specification.

4 Controlled Assessment candidate guidelines

4.1 Task setting

For this subject OCR will provide a list of tasks for you to select from. The task will be set, however you may be able to adapt the task or select your own. This should be done in consultation with your teacher.

4.2 Task taking

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

Your teacher will discuss the briefs/tasks on offer and the proposed areas of enquiry and the resources available. An induction period into the research methods, sourcing and the use of equipment may also take place. Time constraints and a programme should be adopted and this will be explained by your teacher.

Your research and planning may involve interviews, fieldwork, visits, library research, internet research or questionnaires. You should keep a record of the sources you have consulted at this stage and this will form part of your portfolio. You should provide a plan of action to the teacher which can be discussed. Your teacher will inform you what materials are appropriate and inappropriate.

Your draft piece will be discussed with your teacher and they may offer advice, answer any questions and give feedback. Throughout this process your teacher will supervise to ensure there is no plagiarism and will ensure all your work is within the Health and Safety requirements and that all candidates work is in accordance with the Controlled Assessment regulations. At no stage will model answers be provided. You should reach your own conclusions and make your own judgements and any teacher support will be recorded.

You may be given opportunity to edit, check redraft and reorganise your work. During this period your teacher may make general observations but will not give any specific advice.

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:

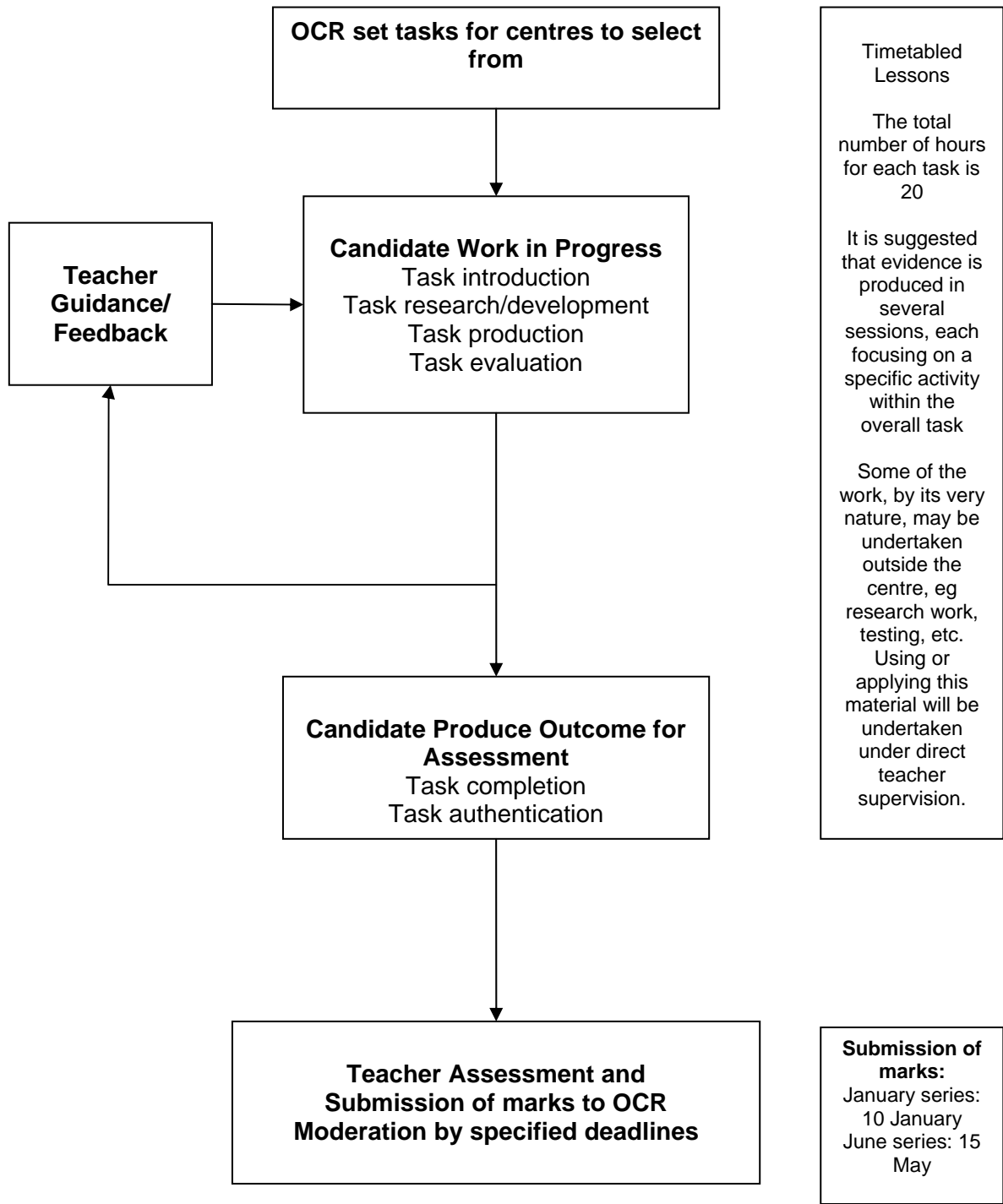
- offer advice about how best to approach a task
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your 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?

This period should include some form of evaluation either in the written form, in a teacher interview or a presentation to the group. For the last two your teacher may record these sessions. This is particularly essential in group work where the teacher will be attempting to ascertain your individual contribution within the group.

You should reference all sources used and any materials you have used in the whole piece whether in supervised or unsupervised sessions. Quotations should be clearly marked and referenced to ensure all intellectual property rights are maintained. It is unlikely that complete downloaded documents from the internet are suitable. Your teacher will sign an authentication form to complete the process. You may also be asked to sign the form.



5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

The starting point for marking the tasks is the marking criteria within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors will be looking for.

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment criteria, one of the descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

Marking should be positive, rewarding achievement rather than penalising failure or omissions. The award of marks **must be** directly related to the marking criteria.

Teachers use their professional judgement in selecting the descriptor that best describes the work of the candidate.

To select the most appropriate mark within the descriptor, teachers should use the following guidance:

- Where the candidate's work *convincingly* meets the statement, the highest mark should be awarded.
- Where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded.
- Where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band, the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

5.2 Unpacking assessment objectives in Controlled Assessment tasks

Centres are advised that assessment will be based around three main assessment objectives (AOB) these are:

- IAO1 – Identification of a need or opportunity leading to a design brief – candidates will investigate the opportunity for the design and development of a product to meet a specific need for a specific user or group of users. Centres are invited to use the OCR Controlled Assessment themes in Appendix B2 of the specification.
- IAO2 – Research into the design brief resulting in a specification for the design of the product – candidates will identify and independently conduct a range of research that is directly relevant in assisting them to address the design need. Candidates will then conclude their learning and generate a detailed specification against relevant criteria that may be driven by the design influences, for their specific product.
- IAO3 – Generation of design proposals – candidates will generate a variety of design proposals in response to the design need and the specification. To achieve the higher marks in this objective, candidates should be encouraged to explore innovative and creative ideas. For guidance on the standards of work expected please refer to the sample materials provided. The ideas will demonstrate design thinking and development against specific criteria, particular attention should be directed towards ergonomics, aesthetics, function and sustainability as well as the other relevant design influences. Candidates should make a clear choice of their final idea as a result of detailed evaluation against the criteria. Candidates need to ensure that they use a wide range of communication techniques, which will include the modelling in light weight materials as well as graphical techniques. As this is a unit for postal moderation, centres are reminded that the use of quality images in this objective to demonstrate candidate's ideas is of the best quality possible, in either a paper or electronic portfolio. Centres are reminded that the specific application of ICT should include the use of graphics or CAD programmes and should enable the candidate to develop their ideas and not just as a means of presenting them.

If you view this in the process of designing any product, it is the first part of the process up to the ideas stage. It does not require the production of a working artefact but the concept of the design should be suitably developed through the use of modelling, both with light weight materials and through the use and application of appropriate ICT.

5.3 Interpretation of the Controlled Assessment marking criteria

The marking method is best fit for each section.

The banded mark scheme recognises pupils;

basic ability

demonstrates ability

works with competently with independence

It is useful to print the mark grid for each pupil very early in the process of completing the design and make activity. The assessment can then be continuous in partnership with the pupil. Using self assessment and marking by the teacher will keep the pupil informed and how to make improvements.

The work completed by the pupil should be positively marked, giving reward where work is completed. It is possible the pupil will be in move bands in different sections of the unit.

A teacher should use professional judgement to place the pupils in the bands

Next stage is to use the mark levels available within the band to judge how the work fits to;

- just fits the statements in the band – giving the bottom mark
- comfortably fits the statement – giving the middle mark
- fully fits the statements in the band – giving the top mark

If there is only a two mark bands a teacher will need to judge whether the work just meets the demands of the band or is the work up to the highest level in the band.

A well ordered design folder where the work flows between sections will make the process of marking more easy than a folder where the work is randomly placed. To make a concise folder the school may consider providing a structure and frames. Using the school's web network a pupil can pull down a page to complete.

When individual pupils have been marked it is always useful to look at the rank order within the class. Is the teacher happy with the order, does it reflect the amount of work the pupil has completed. OCR needs the school to present a rank order of marks which the teacher feels is the most accurate. The purpose of moderation is to fit the school's list into the mark levels standardised for assessment.

Unit A551 is worth 30% or 60% if studying the short course option and should not exceed 20hours of candidate activity. Centres are advised to be mindful about the length of time that is spent on each assessment objective and should plan candidate activity carefully to suit the needs of the centre and the content of the activity whilst not to compromising the time allowance.

The following information is a guide to assist centres in the planning and time allocation for the Controlled Assessment

IAO1 – Candidates are advised that this should be around an hours work and should be represent no more than 2 A3 pages or slides, if done electronically. Work should be detailed and concise in order to cover the requirements for this objective. By the end of this activity candidates should present a detailed description of their design need, describe in detail their specific users to include information about their specific needs, develop a suitable method of marketing their product to their specific users and describe their intentions in a design brief. Candidates are invited to use a variety of communication to present their work and may choose to include data or supporting information to further communicate their design need. Candidates are advised to work with design briefs that will best allow them the flexibility and independence to address them in the most innovative and creative way possible.

IAO2 – Candidates are advised that this should represent around 7-9 hours of work and should represent around 8 A3 pages or slides, if done electronically. Research should be independently undertaken and should be directly relevant to the candidates project focus. Centres are advised that all research should be suitably concluded and any learning that has taken place should be recorded within the work. Particular care should be taken when collecting data that relevant information is collected, concluded and then considered in AOB3. When evaluating existing products, candidates should ensure any products that are analysed are supportive and relevant to their specific design need. Centres are advised that the specification aspect of this assessment objective should be detailed, relevant and justified to meet the design need and ergonomics, aesthetics, function and the other design influences.

IAO3 – Candidates are advised that this should represent around 8-10 hours of work and should be represent around 10 A3 pages. Ideas should demonstrate a wide variety of innovative and creative solutions that have been independently developed by the candidate to meet the initial design need and specification directly. These should demonstrate depth and design thinking. Candidates are advised that when evaluating their designs, direct and detailed reference to the specification needs to be made whilst using the correct terminology to reference aspects of their work. In particular candidates should be aware of ergonomics, aesthetics, function and the other design influences in the generation and evaluation of their designs. Comments must be meaningful and provide opportunity for reflection and development in order for the design to progress. When making a decision upon an idea candidates are advised to consult their specific user/s to ensure that the choice is meaningful. Presentation of design work could include written or graphical communication but there should be clear evidence of modelling in 2D and 3D form. Candidates should have the opportunity to explore their ideas using a range of modelling and light weight materials that should provide opportunities to work with a number of different materials.

ICT – Centres are advised to provide a range of opportunities for candidates to develop and communicate their design ideas and development through the effective and appropriate use of ICT. This could include the creative use of digital photography, development of design on graphics packages or for the top grade responses, the use of CAD programmes to develop and model ideas.

5.4 Authentication of Controlled Assessment outcomes

Teachers/course tutors 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.

Wherever possible, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to check authenticity of the work and provide general feedback.

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. 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.

Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received. Failure to provide centre authentication could result in candidates being penalised.

5.5 Internal Standardisation of Controlled Assessment

It is important that all internal assessors, working in Design and Technology, 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

Teachers mark the tasks using the assessment criteria and guidelines provided by OCR.

OCR moderators externally moderate the teachers' marking to ensure that the assessment criteria have been applied fairly and consistently to the national standard. On the basis of this moderation, scaled adjustments may be recommended.

Following marking and internal standardisation by the centre, candidate marks are submitted to OCR by 10 January for the January examination or 15 May for the June examination, after which moderation takes place in accordance with OCR procedures. 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 defined in Appendix B of the Specification.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for each task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each 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, for work worthy of no marks will 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

What are the dates in which the Controlled Assessments can 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?

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

Tasks will be reviewed every two years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every two years.

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 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?

Suggested time limits vary per subject: there are suggested time limits given in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Where can the Controlled materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

Centre access to the Interchange Controlled Assessment area will be available to the registered Centre User (normally the Examinations Officer). However, the Centre User can set access permissions to others within their centre, eg HODs, subject leaders or subject teachers.

How long is each assessment valid for i.e can we use last year's assessment this year?

Tasks will be reviewed every two years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every two years.

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 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.

Are materials sent based on estimated entries or can we download them from Interchange ?

Tasks will only be available as downloads from Interchange: they will not be sent in hard copy to centres.

Do we mark them or do OCR ?

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

When do we start and finish the Controlled Assessment?

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. Tasks are available from Interchange from 1 June of the year prior to an assessment series.

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).

Can I devise my own Tasks?

No. OCR has chosen a high level of control for task setting giving centres much more freedom to decide for themselves how candidates approach their work and centres manage facilities.

Unit A551 Developing and Applying Design Skills

How long should candidates spend on Unit A551 work?

Centres are advised that candidate work submitted for this unit should represent no more than 20 hours for both the Full Course and Short Course option of entry.

How is Unit A551 graded and assessed?

Unit A551 will go to form part of either a Short Course or Full Course examination. Centres will internally assess candidate work and award a mark in line with the marking criteria for this unit, out of 90 (120 UMS) against the Internal Assessment Objectives 1, 2 and 3. A sample of this work will then be selected for external moderation. As this is initially an internally assessed unit centres should apply the principles of Controlled Assessment and undertake the necessary standardisation of marking within the centre. Please refer to section 5.1 to 5.5 and 6.5 to gain an understanding as to what is meant by Controlled Assessment, grading and task marking. Guidance on the mark criteria for the Controlled Assessment and Internal Assessment Objectives 1, 2 and 3 for this unit can be found in Appendix B and B3. Appendix A will provide a detailed breakdown of grade descriptors.

Should all candidates submit A551 work if they are on a Short or Full Course?

Yes. Unit A551 is a mandatory Controlled Assessment that should be submitted as part of either the Short Course or Full Course option. It is important to note that the weighting for Unit A551 will depend upon which qualification the centre is offering (Short or Full Course). For a Short Course entry, Unit A551 will have a weighting of 60% and for a Full Course entry it will have a weighting of 30% but the time allowance or 20 hours for completion of this unit is the same for both.

Can a centre submit both Paper Portfolios and Electronic Portfolios?

Yes. Centres are able to make a reasoned decision based upon available resources and candidate need as to how Unit A551 work will be submitted for marking and assessment to the exam board. Centres are advised to verify in section 6.1 of the specification for specific entry codes for paper based and electronic portfolio submission and liaise with the EO or dedicated colleague within the centre who is responsible for examination entries. Extra guidance and support can be found in the accompanying teacher guide to this specification and in Appendix C of the specification.

Can a candidate use a mixture of both electronic and paper based portfolios to submit Unit A551 work?

No. Centres are advised that single candidates should be entered for either a paper based (A551/01) OR an electronic portfolio (A551/02) format. For example: a candidate should not submit a Paper Portfolio with other work to be found for A551, electronically on a CD.

How would a candidate entered for a paper portfolio submit work done using ICT?

Work completed electronically using ICT should be printed off and presented on A3 paper.

Can pupils change how they present their work after being entered?

No. Centres are advised that once a candidate has been entered for either a Paper Portfolio (A551/01) or an Electronic Portfolio (A551/02) this is the registered entry for either the January or June examination session and work should be submitted appropriate to the method of entry stated by the centre. However, should the candidate wish to submit their Unit A551 work again in a re-sit situation, it may be possible for the candidate to submit the work in another format as this will effectively be a new examination entry, at the centres discretion.

Should Unit A551 be attempted before A553 as part of the Full Course J305?

Not necessarily. The Product Design specification has been developed to enable the centre flexibility in the creative delivery and organisation of the GCSE units: A551, A552, A553 and A554 for the Full Course qualification in particular. Centres following the Full Course are able for example to undertake Unit A553 before Unit A551. However, centres must follow the Terminal Rules (6.2) of entry as outlined in the full specification documentation.

Does work completed as part of Unit A551 need to then follow the same theme onto Unit A553?

No. As the specification for both the Short Course and Full Course are unitised, each unit is classed as a separate examination entry. The specification has been developed to help support and develop opportunities for creativity and the innovative approach to problem solving of each candidate as fully as possible. Unit A551 and Unit A553 do not need to follow on as a linear framework. The focus for each unit can be totally unique to each other.

Are there any project choices candidates should avoid for Unit A551?

Yes. Centres should be advised that stimulus themes for Unit A551 can be found in Appendix B2 of the specification for use as a starting point. These are available for adaptation by the centre in order to provide the opportunity to develop individual creativity and innovation amongst the candidates. Centres are advised to support candidates in the careful choice of their project focus to enable the most effective response to the Internal Assessment Objectives, enabling candidates to develop thoughts and ideas through effective communication and evaluation. For example, projects that can be considered unsuitable, restrictive and in cases too general for this activity are: designing a football stadium, buildings, cars, boats etc. as they do not allow the candidate the best opportunity to respond the Internal Assessment Objectives. OCR Controlled Assessment consultants are available for advice if required.

Can Unit A551 work be submitted for a re-sit?

Yes. Unit A551 can be submitted as a re-sit once before entering for certification for a GCSE (Full Course) or GCSE (Short Course) in line with the January or June examination sessions. It is advised that centres plan carefully their unit delivery and re-sit arrangements for candidates, based upon individual centre timetables and schedules and candidates needs.

Could candidates consider the Design Influences in their work?

Yes. In order to support the response to the Internal Assessment Objectives, centres might consider using the relevant aspects of the Design Influences 3.4 to assist candidates with the project focus or theme, development of research and specifications, the generation and evaluation of ideas.

Do candidates have to produce a working product?

No. Candidates have to develop a range of ideas through to a final solution and modelling forms an integral part of this. Centres are advised to read carefully the Internal Assessment Objectives in particular AO3. Candidates are required to demonstrate their ideas through the use of modelling and should use a wide variety of communication methods in order to achieve this. Candidates should be encouraged to use a number of different materials, fabrics, ingredients or components to explore and develop their ideas. In particular, the effective and appropriate use of ICT, as a design and development tool should be positively encouraged in both a Paper and Electronic Portfolio and in all material areas.

Is there a particular material focus for Unit A551?

No. The Product Design specification has been specially developed to help support centres in the delivery of a common Design and Technology GCSE, across a range of material areas to include Electronics, Food, Graphics, Resistant Materials and Textiles. Candidates should be encouraged where possible to explore their ideas in a wide range of media that best supports the resources, tools, equipment and facilities that are internally and externally accessible to the centre.

Unit A553 Making, testing and marketing products

How long should candidates spend on Unit A553 work?

Centres are advised that candidate work submitted for this unit should represent no more than 20 hours.

How is Unit A553 graded and assessed?

Unit A553 will form Full Course examination. Centres will internally assess candidate work and award a mark in line with the marking criteria for this unit, out of 90 (120 UMS) against the Internal Assessment Objectives 4 and 5. A sample of this work will then be selected for external postal moderation. As this is initially an internally assessed unit centres should apply the principles of Controlled Assessment and undertake the necessary standardisation of marking within the centre. Please refer to section 5.1 to 5.5 and 6.5 to gain an understanding as to what is meant by Controlled Assessment, grading and task marking. Guidance on the mark criteria for the Controlled Assessment and Internal Assessment Objectives 4 and 5 for this unit can be found in Appendix B. Appendix A will provide a detailed breakdown of grade descriptors.

Should all candidates submit A553 work if they are on a Short Course?

No. Unit A553 is a mandatory Controlled Assessment that only forms part of the Full Course.

Can a centre submit both Paper Portfolios and Electronic Portfolios?

Yes. Centres are able to make a reasoned decision based upon available resources and candidate need as to how Unit A553 work will be submitted for marking and assessment to the exam board. Centres are advised to verify in section 6.1 of the specification for specific entry codes for paper based and electronic portfolio submission and liaise with the EO or dedicated colleague within the centre who is responsible for examination entries. Extra guidance and support can be found in the accompanying teacher guide to this specification and in Appendix C of the specification.

Can a candidate use a mixture of both electronic and paper based portfolios to submit Unit A553 work?

No. Centres are advised that single candidates should be entered for either a paper based (A553/01) OR an electronic portfolio (A553/02) format. For example: a candidate should not submit a Paper Portfolio with other work to be found for A553, electronically on a CD.

Should Unit A553 be attempted before A551 as part of the Full Course J305?

Not necessarily. The Product Design specification has been developed to enable the centre flexibility in the creative delivery and organisation of the GCSE units: A551, A552, A553 and A554 for the Full Course qualification in particular. Centres following the Full Course are able for example to undertake Unit A553 before Unit A551. However, centres must follow the Terminal Rules (6.2) of entry as outlined in the full specification documentation.

Does work completed as part of Unit A553 need to then follow the same theme onto Unit A551?

No. As the specification for both the Short Course and Full Course are unitised, each unit is classed as a separate examination entry. The specification has been developed to help support and develop opportunities for creativity and the innovative approach to problem solving of each candidate as fully as possible. Unit A553 and Unit A551 do not need to follow on as a linear framework. The focus for each unit can be totally unique to each other.

Are there any project choices candidates should avoid for Unit A553?

Yes. Centres should be advised that stimulus themes for Unit A553 can be found in Appendix B2 of the specification for use as a starting point. These are available for adaptation by the centre in order to provide the opportunity to develop individual creativity and innovation amongst the candidates. Centres are advised to support candidates in the careful choice of their project focus to enable the most effective response to the Internal Assessment Objectives, enabling candidates to develop thoughts and ideas through effective communication and evaluation. For example, projects that can be considered unsuitable, restrictive and in cases too general for this activity are: designing a football stadium, buildings, cars, boats etc. as they do not allow the candidate the best opportunity to respond the Internal Assessment Objectives. OCR Controlled Assessment consultants are available for advice if required.

Can Unit A553 work be submitted for a re-sit?

Yes. Unit A553 can be submitted as a re-sit once before entering for certification for a GCSE (Full Course) or GCSE (Short Course) in line with the January or June examination sessions. It is advised that centres plan carefully their unit delivery and re-sit arrangements for candidates, based upon individual centre timetables and schedules and candidates needs.

Could candidates consider the Design Influences in their work?

Yes. In order to support the response to the Internal Assessment Objectives, centres might consider using the relevant aspects of the Design Influences 3.4 to assist candidates with the project focus or theme, development, modification or improvements.

Can you make a model for Unit A553?

No, the product has to be a working prototype that can be evaluated in context.

Do candidates have to produce a working product?

Yes. The product must be completed to a high quality and function as intended. The product should have working features that allows it to be tested in context.

Is there a particular material focus for Unit A553?

No. The Product Design specification has been specially developed to help support centres in the delivery of a common Design and Technology GCSE, across all material. Candidates should be encouraged where possible to explore their ideas in a wide range of media that best supports the resources, tools, equipment and facilities that are internally and externally accessible to the centre.

It is allowed that staff may take the photos for Unit A553?

Yes, with these alone they will only achieve the lower marks, because candidates need to take ownership of their own work, explaining in detail the techniques and processes they have undertaken to construct the product. The final images of the finished product should be annotated, showing the quality of the product.

Where is the starting point for A553?

You can start from anywhere for A553, that is the attraction. It could be from A551 or A552. It could even to continue from a KS3 project. Any product candidates have seen and would like to have a go at making.

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



Welcome

You can use Interchange to securely access candidate information and online services for all OCR qualifications, 24 hours a day.

New features will be added over the coming months. Please check the [OCR website](#) and your email for information.

Login

Login ID: **(for centre users this will be your centre number)**

Username:

Password: **(case sensitive)**

[Forgotten Your Password?](#)

New User

To sign up please complete and return the [OCR Interchange Agreement \(118kb\)](#) to receive your login 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.

OCR **interchange**
RECOGNISING ACHIEVEMENT

Help Log out

Print page

You are here: Home

By task

- Entries
- Coursework and tests
- e-assessment
- Certification claims
- Results
- Post results
- Centre information
- Assessors
- Search
- Resources
- Admin

By qualification

- GCE, GCSE, Principal Learning...
- OCR Nationals
- Functional Skills
- Skills for Life
- NVQ
- Vocationally related
- CLAIT and iPro

Welcome to Interchange

What's new?

Support material

- Controlled assessment materials [Sign up our secure website, Interchange, which has been redeveloped following your feedback. Find out more.](#)
- Science co-ordinator materials [Find out more.](#)

Tests

- Key Skills test invoices [Science](#) to help teachers review the performance of individual candidates or whole schools. [Find out more](#)

Moderation

- OCR Repository [Items?](#) as' in the left-hand menu. If you can't see this menu item, you need to check you have the 'Read Only (VQ)' role - your Interchange Centre Administrator will be able to help you with this.

Tell us what you think

As with all of our products and services, we value your feedback and would appreciate any comments that you might have. [Send us your feedback to interchange@ocr.org.uk](mailto:interchange@ocr.org.uk)

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.

The screenshot shows the OCR Interchange website interface. At the top, the logo reads "OCR interchange" with the tagline "RECOGNISING ACHIEVEMENT". Navigation links for "Help" and "Log out" are visible. Below the header, a breadcrumb trail indicates "You are here: Home » Controlled assessment materials".

The main content area is titled "Controlled Assessment Materials". It features a "Notices" section with an information icon and the text: "Controlled Assessment materials for GCSE specifications will be available to download from June 2009".

Below the notice, a search instruction reads: "Use the drop-down menus below to select the controlled assessment material you require or search by unit code." The search interface includes:

- A text input field for "Unit Code (eg, F123)" with a "Search" button.
- A "Select qualification type:" dropdown menu set to "GCSE".
- A "Select subject:" dropdown menu set to "Art and Design".
- A "Select subject detail:" dropdown menu set to "3D Design".

Search results are displayed as a list of links:

- [A266 - Controlled Assessment](#) (PDF 254KB)
- [A266 - Resource Booklet](#) (PDF 254KB)

At the bottom of the page, there is a "Page notes" section with the following text: "Windows XP and Windows Vista have a built in zip extractor. If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files."

The footer contains links for "Download Adobe Acrobat software", "Accessibility", "Terms of use", and "© 2000-2009 OCR".

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.

The screenshot shows a web browser window with the address bar displaying <https://interchange>. The browser's toolbar includes a 'pdf' icon and a 'Save a Copy' button. The document content is as follows:

OCR
RECOGNISING ACHIEVEMENT

SPECIMEN

General Certificate of Secondary Education **B562 CA**
Geography B
Unit B562: Geographical Enquiry
Specimen Controlled Assessment Material

INFORMATION FOR TEACHERS

- The enclosed task is an example of possible areas of study
- Please refer to Section 3.3 and Section 5 of the Geography specification for further information concerning the task

This unit consists of two tasks, one is a fieldwork investigation of a hypothesis or question and the other is an issue investigation linked to one of 9 topics. Each candidate's submission should be no more than about 2000 words in total (approximately 1200 words for 'Fieldwork Focus' and 800 words for 'Geographical Investigation').

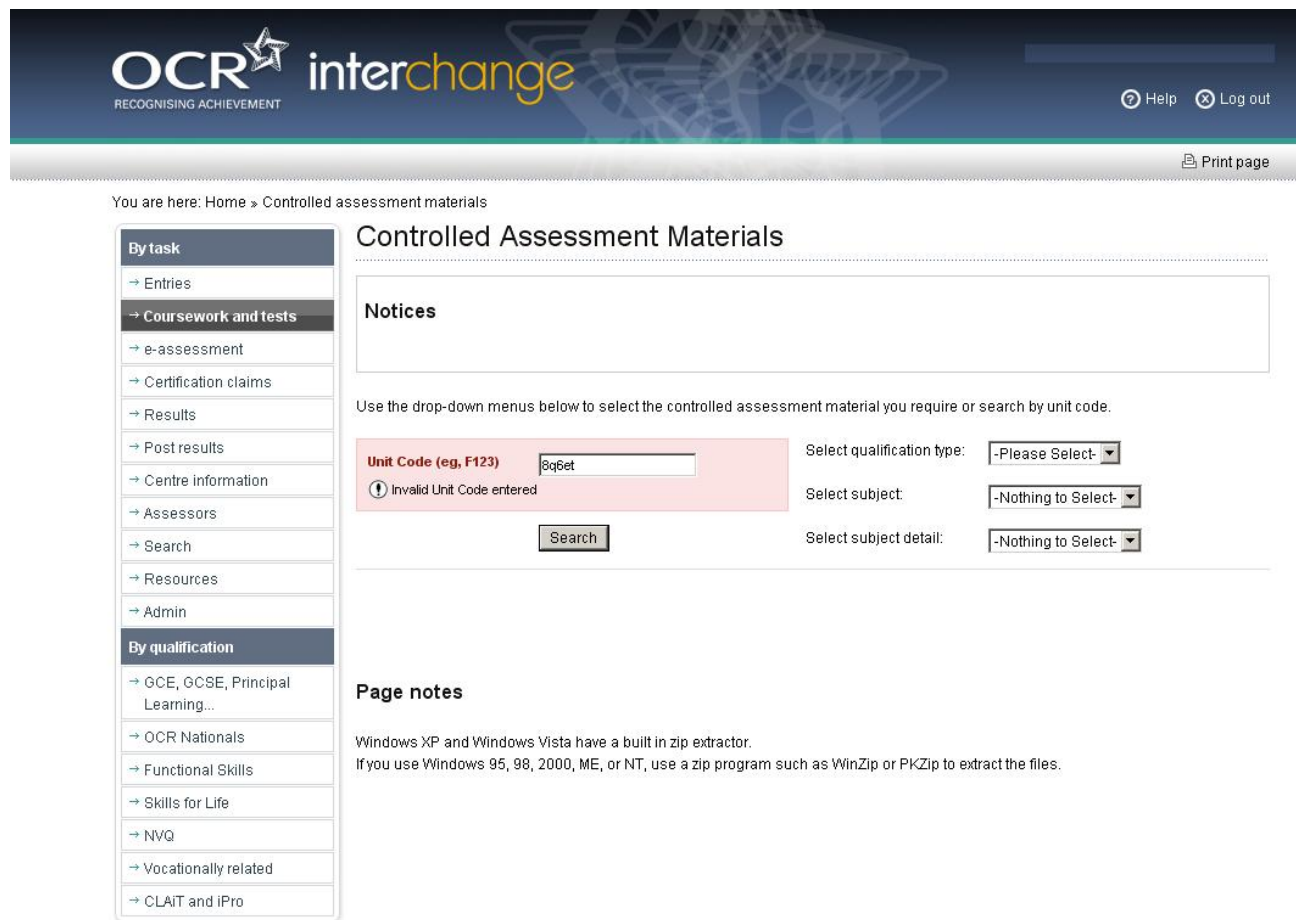
The maximum mark for these tasks is a total of 60

This document consists of 7 printed pages and 1 blank page.
SP (SLM) T12103 © OCR 2008 500/4538/6 OCR is an exempt Charity

[Turn over

Step 5 – Troubleshooting

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



The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR (Recognising Achievement) and Interchange is displayed. Navigation links for Help and Log out are visible. A breadcrumb trail indicates the user is in the 'Controlled assessment materials' section. A sidebar menu on the left lists various navigation options, including 'By task' (Entries, Coursework and tests, e-assessment, Certification claims, Results, Post results, Centre information, Assessors, Search, Resources, Admin) and 'By qualification' (GCE, GCSE, Principal Learning..., OCR Nationals, Functional Skills, Skills for Life, NVQ, Vocationally related, CLAIT and iPro). The main content area is titled 'Controlled Assessment Materials' and contains a 'Notices' section. Below this, a message instructs the user to use drop-down menus to select a material or search by unit code. A search form is shown with the 'Unit Code (eg, F123)' field containing '8q6et'. A red error message box displays 'Invalid Unit Code entered'. To the right of the search form are three drop-down menus: 'Select qualification type: -Please Select-', 'Select subject: -Nothing to Select-', and 'Select subject detail: -Nothing to Select-'. A 'Search' button is located below the search form. At the bottom of the page, there is a 'Page notes' section with text about zip extractors on Windows XP, Vista, 95, 98, 2000, ME, or NT.

You are here: Home » Controlled assessment materials

Controlled Assessment Materials

Notices

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg, F123) Select qualification type:

Invalid Unit Code entered Select subject:

Select subject detail:

Page notes

Windows XP and Windows Vista have a built in zip extractor.
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

Download Adobe Acrobat software | Accessibility | Terms of use | © 2000-2009 OCR

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

OCR RECOGNISING ACHIEVEMENT

Help Log out

Print page

You are here: Home » Controlled assessment materials

Controlled Assessment Materials

By task

- Entries
- Coursework and tests**
- e-assessment
- Certification claims
- Results
- Post results
- Centre information
- Assessors
- Search
- Resources
- Admin

By qualification

- GCE, GCSE, Principal Learning...
- OCR Nationals
- Functional Skills
- Skills for Life
- NVQ
- Vocationally related
- CLAIT and iPro

Notices

Controlled Assessment materials for GCSE specifications will be available to download from June 2009

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg, F123)

Select qualification type:

Select subject:

Select subject detail:

No document available. Please check the search details.

Page notes

Windows XP and Windows Vista have a built in zip extractor.
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

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8 Guidance for the production of electronic Controlled Assessment

The materials produced for Controlled Assessment in Units A551 and A553 form a Controlled Assessment portfolio, stored electronically.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page.'

There should be a top level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code e.g. A551, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the Controlled Assessment. The evidence for each element of the Controlled Assessment should be contained within a separate folder within the portfolio. Each of these folders is likely to contain separate files.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment portfolio to OCR, the centre should add a folder to the folder tree containing Controlled Assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues, it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats.

Evidence submitted is likely to be in the form of word-processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

PDF (.pdf)

Comma Separated Values (.csv)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

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General qualifications

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