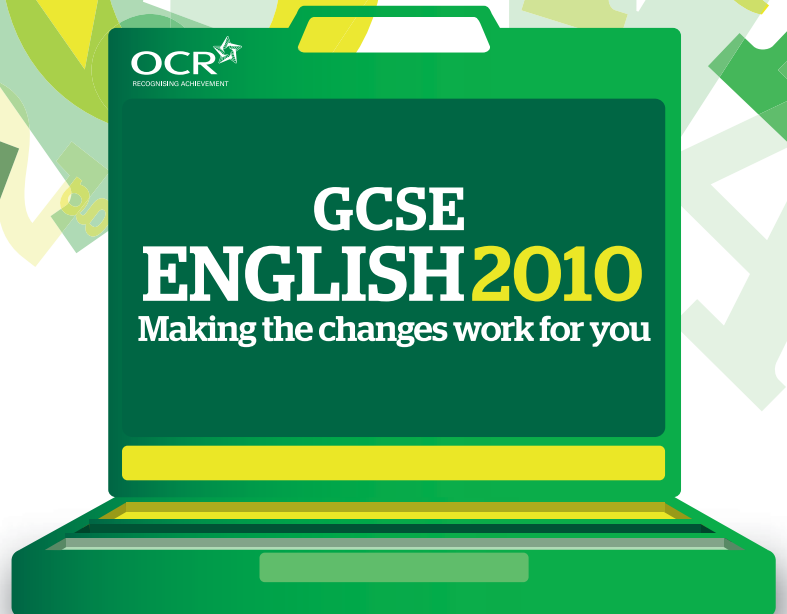


OCR GCSE in English guide to controlled assessment

This guide is designed to accompany the OCR GCSE English, English Language and English Language and Literature specifications for teaching from September 2010.



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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 QCDA, Controlled Assessment has been introduced as part of nearly all new GCSEs, to replace coursework.

High, medium or low 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.

What does 'control' actually mean?

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

1.2 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.

1.3 Task setting - GCSE English, English Language and English Literature

Regulatory requirements mean that, for these subjects, Awarding Bodies must provide Controlled Assessment tasks specific to each year of entry for the examination. OCR is aware that, in centres preparing a cohort of students for a two-year course, annual release of tasks may cause some difficulties in forward planning.

Therefore, after due consideration, and responding to concerns raised by Centres, OCR has decided to make available tasks for two years at any one time, for GCSE English, English Language and English Literature. This means that, for a two year course, tasks for both Year 10 and Year 11 will be available from June preceding the start of the course.

Centres must ensure that candidates complete all the required tasks for the year in which they will be entered for the Controlled Assessment unit. Candidates may complete pieces of work early, but centres should then retain any finished pieces of work until the candidates are ready to enter for the whole of the unit. For example, in English Language, candidates might take the Year 11 task for Spoken Language during Year 10, retain this work and then enter it alongside their Speaking and Listening tasks in June of Year 11.

Centres running a one-year course must of course use the tasks specific to the year of entry

Centres are reminded that, as there is no certification until June 2012, for the first two years of the course commencing in September 2010 all controlled assessment tasks will run for two years.

OCR hopes that these arrangements will give centres greater flexibility in their planning, greater flexibility in managing the terminal rule, and greater ability to plan a course which caters for their candidates' specific needs.

2 Summary of Controlled Assessment Unit(s)

2.1 A Breakdown of the Units

To summarise, the weightings for Controlled Assessment look like this:

GCSE English: Total 60%

- Unit A641 Reading Literary Texts 20%
- Unit A642 Imaginative Writing 20%
- Unit A643 Speaking and Listening 20%

GCSE English Language: Total 60%

- Unit A651 Extended Literary Texts & Imaginative Writing 30%
- Unit A652 Speaking, Listening & Spoken Language 30%

GCSE English Literature: Total 25%

- Unit A661 Literary Heritage Linked texts 25%

All units are available in January and June

2.2 Unit requirements, preparation and timing

GCSE English

There are **three** units done under controlled conditions. Two written units: one assessing a response to **three literary texts** and the other assessing **imaginative writing**. These two units carry a total weighting of **40%** of the final mark. The third unit contains **three Speaking and Listening** tasks which carry a total weighting of **20%** of the final mark. This means that, for GCSE English, units done under controlled conditions carry a total of **60%** of the final mark.

Unit A641: Reading Literary Texts

Teachers are reminded that tasks set by OCR will be replaced each year.

Requirements

Candidates are required to study and respond to **three** tasks from a choice of tasks and texts. Candidates need to respond to **one** task on a play by Shakespeare and two others: **one** on prose or literary non-fiction and **one** on poetry. These latter two tasks must include study of both a text from the Literary Heritage and a text from a different culture or tradition. Candidates must show an understanding of texts in their social, cultural and historical contexts

Preparation and timing

Introduction

Introduction to the task (teacher led) **1 to 1.5 hours**

This will include the choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

Preparation and research time

This will be organised by individual teachers. Time allowed: about **40 hours**.

In the preparation stage, a low level of control is required, which means that the candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates can also work in collaboration during this stage.

During the preparation phase candidates can be given support and guidance. Teachers can explain the task; give advice on how the task could be approached, give advice on resources and alert candidates to key things that must be included in the final piece.

Research materials and reference to any other source material must be acknowledged appropriately.

The final piece.

There will be a maximum of **6 hours** allowed for the production of **three responses** to a range of text types. The recommended word length is up to **3000 words**.

Candidates should have clear, unannotated copies of texts during the final assessment.

During the production of the final piece of work, candidates **are not** allowed access to dictionaries or thesauri and to grammar and spell check programs.

Unit A642: Imaginative writing.

Requirements

Candidates are required to respond to **one** exercise, completing **two** linked tasks. Candidates can choose from the following two areas:

1. **Text development**
- OR
2. **Media**

Each area contains a core task and a choice of three linked tasks.

Candidates should be able to write accurately and fluently

- choosing content and adapting style and language to a wide range of forms, media, contexts, audiences and purposes
- adapting form to a range of styles and genres.

Preparation and research time.

This will be organised by individual teachers. Time allowed: about **20 hours**.

The guidance offered in unit A641 is the same as for this unit.

The final piece.

There will be a maximum of **4 hours** allowed for the production of **two** linked writing responses. The recommended word length is up to **1200 words**. During the production of the final piece candidates **are not** allowed access to dictionaries or thesauri and to grammar and spell check programs.

Unit A643 (Unit A652 Section A): Speaking and Listening

Requirements

Candidates are required to respond to **three** tasks from tasks designed by the centre or provided by OCR. There are three assessment contexts:

1. Individual extended contribution
2. group activity
3. drama-focussed activity

One of these activities must be a real-life context in and beyond the classroom.

Preparation and research time.

This will be organised by individual teachers. Time allowed: about **15 hours**.

The final piece.

Candidates have between 15 minutes and 1 hour to complete the three tasks.

GCSE English Language

There are two units done under controlled conditions. One assesses a response to **one** literary text and to **imaginative writing** and carries a total weighting of **30%** of the final mark. The other contains three **Speaking and Listening** tasks and one Spoken Language task. These tasks carry a total weighting of **30%** of the final mark. This means that for GCSE English Language units done under controlled conditions carry a total weighting of **60%** of the final mark.

A651: GCSE English Language Unit 1: Extended Literary Text and Imaginative writing

This Controlled Assessment unit consists of two sections :

Section A : a response to an extended literary text

and

Section B: a response to imaginative writing.

Section A

Candidates are required to study and respond to **one** task from a choice of prose, drama, poetry or literary non-fiction tasks. The tasks encourage candidates to respond and study the texts in their entirety.

Candidates should be able to:

- understand how meaning is constructed through words, sentences and whole texts, recognising the effects of language choices and patterns
- evaluate the ways in which the texts may be interpreted differently according to the perspective of the reader.
- explore language variation and how it varies according to audience and reader

Section B

Candidates are required to respond to **one** exercise, completing **two** linked tasks.

Candidates can choose from the following two tasks:

1 Personal and Imaginative writing.

OR

2 Prose fiction

Each exercise contains a core task and a choice of three linked tasks.

Introduction

Introduction to the task (teacher led) **1 to 1.5 hours**

Preparation and research time

This will be organised by individual teachers.

Time allowed - **Section A:** about **25 hours**
Section B: about **15 hours**

The final piece

For **Section A** there will be a maximum of **4 hours** allowed for one response to a text. Candidates will be expected to write up to **1600 words**.

For **Section B** there will be a maximum of **4 hours** allowed for two linked activities. Candidates will be expected to write up to **1200 words**.

Candidates should have clear, unannotated copies of texts during the final assessment.

During the production of the final piece of work, candidates **are not** allowed access to dictionaries or thesauri and to grammar and spell check programs.

A652: GCSE English Language Unit 2: Section B - Spoken Language Study

Section B: a written response to spoken language

Candidates are required to study and respond to **one** task from a choice of topics.

Introduction

Introduction to the task (teacher led) **1 to 1.5 hours**

Preparation and research time

This will be organised by individual teachers.

Time allowed: **Section B:** about **15 hours**

The final piece

There will be a maximum of **4 hours** allowed for the spoken language study. Candidates will be expected to write up to **1000 words**. It is recommended that candidates submit the transcripts they have used to write the final piece to aid moderation.

During the production of the final piece of work, candidates **are** allowed access to dictionaries, thesauri and to grammar and spell check programs.

GCSE English Literature

There is **one** written unit done under controlled conditions: to assess a response to **one** Shakespeare play linked to a film or audio version or a live performance and to assess a response to **one** poet. These tasks carry a total weighting of **25%** of the final mark. This means that for GCSE English Literature the unit done under controlled conditions will carry a total weighting of **25%** of the final mark.

A661: GCSE English Literature Unit 1: Literary Heritage Linked Texts.

Requirements

Section A - Shakespeare and film

Candidates will be expected to answer **one** question on the Shakespeare text studied linked to a film, audio or live version.

Section B - Poetry

Candidates will be expected to study **one** poet from a choice of six and complete one comparative task linking two poems they have studied.

Introduction

Introduction to the task (teacher led) **1 to 2 hours**

Preparation and research time

This will be organised by individual teachers.

Time allowed:

Preparation 16 – 20 hours.

Under informal supervision, the use of resources is not tightly prescribed and group work is permitted. Effectively this will cover the normal teaching of the texts concerned.

Research 4 – 6 hours

In the preparation stage, a low level of control is required, which means that the candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates can also work in collaboration during this stage.

During the preparation phase candidates can be given support and guidance. Teachers can explain the task, advise on how the task could be approached, advise on resources and alert candidates to key things that must be included in the final piece.

Research materials and reference to any other source material must be acknowledged appropriately.

The final piece

Candidates will need to produce **two** extended pieces of work as a response to the set tasks under formal supervision.

Each task should take up to **3 hours** and write up to **1000 words**.

Candidates should have clean, un-annotated copies of texts during the assessment period. Internet and e mail access is not permitted. They **are** allowed access to dictionaries, thesauri and to grammar and spell check programs.

2.3 Supervision of the Controlled Assessment units

- The final written response must be under direct supervision at all times, either by the class teacher or another supervisor. It is up to you whether you wish to use your classroom or make other arrangements. If you choose to divide the allowed time between several sessions, you must ensure that all work is handed in at the end of each session and held securely. **Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar cabinet.**
- Candidates **are** allowed to take their preparation notes into the final assessment; however, the notes must not resemble a draft response and be purely in note form (see 3.4). Notes must be the candidates own. It is not recommended that candidates bring additional notes after the first session of the final assessment has started.

- Candidates may choose to produce a draft during the assessment period. Any drafts produced during the assessment should be marked clearly as draft and must be submitted with the final response to the task
- Teachers **cannot** feedback on work during the completion of the final written response. (see 2.3.1 below)
- Final responses may be handwritten using black ink, or where possible, word processed. If responses are word processed internet and e mail access must be disconnected.
- Electronic work must be stored securely so that students cannot access it between assessment sessions if they are split. Where electronic storage is being used appropriate checks must be undertaken to ensure that only permitted material is introduced into the assessment environment.
- Normal centre policy should apply for the use of mobile phones.
- It is advisable for centres to keep records of the dates and assessment conditions for each of the units done under controlled conditions.

2.3.1 Teacher Feedback

Teachers may give feedback during the planning phase. They can also review planning and preparation and provide advice at a general level. This can be done to evaluate progress and propose broad approaches for improvement. It is **not** recommended that further teaching takes place in between sessions of the final assessment. However, teachers **should not**:

- provide specific advice on how to improve drafts
- give detailed feedback on errors or omissions
- provide model answers or writing frames to be used during the final assessment

2.4 Re-working and re-sitting controlled assessment units

Candidates who re-sit a controlled assessment (eg. in June 2011 having previously submitted work for the unit in June 2010) may make another attempt at the task previously submitted, if it is still available. The work presented for assessment carried out under informal or formal supervision, must be entirely new. Candidates will not be allowed to amend work which was submitted previously. However candidates may re-use the research carried out previously.

2.5 Contextualisation of tasks

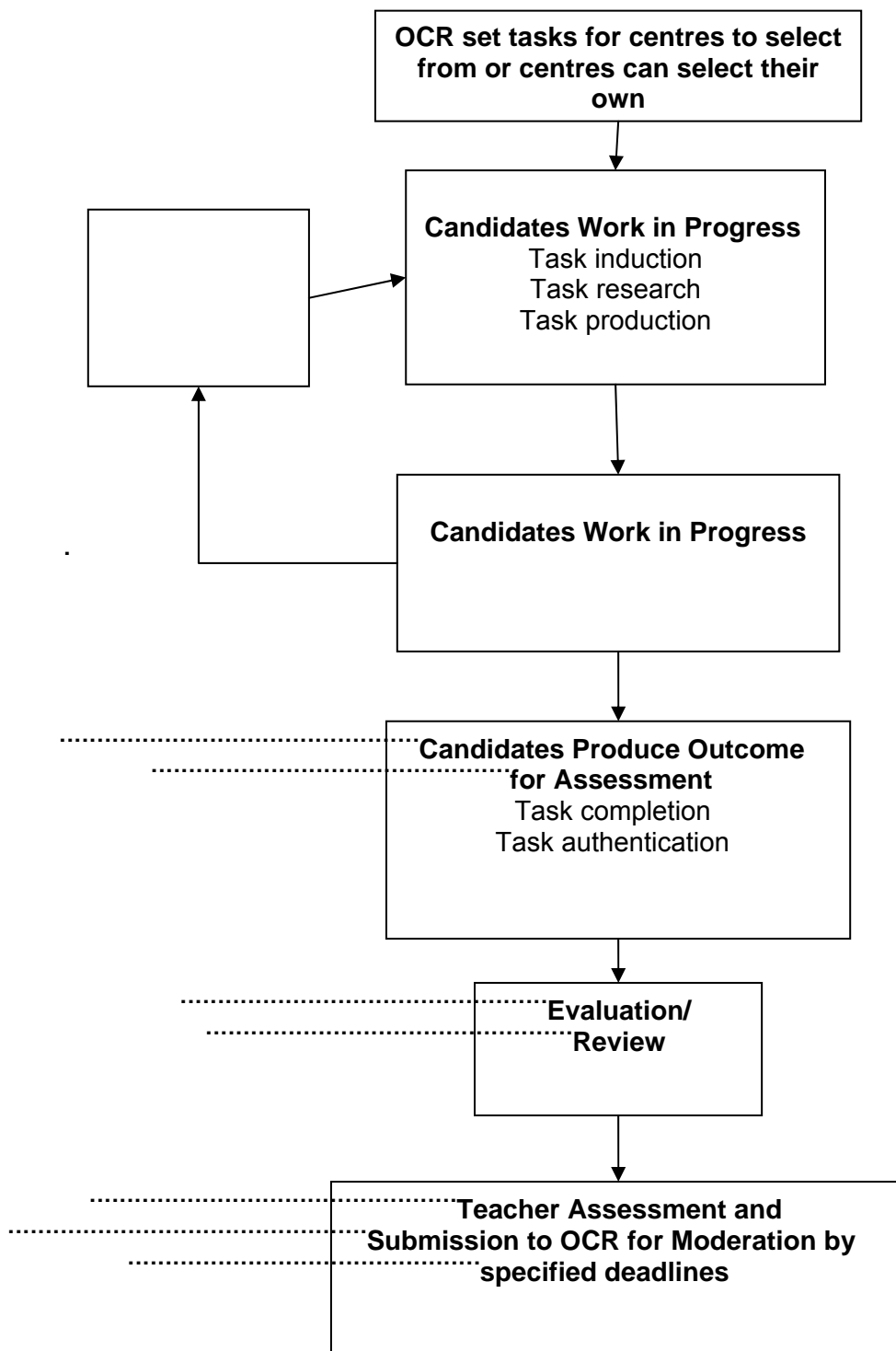
Centres are able to contextualise tasks through:

- the choice of texts/poems within the set texts lists and to fit the thematic tasks in A641 and A651
- the choice of texts within the set texts list for the Literature specification
- the choice of performed versions of a Shakespeare play in A661
- the choice of speech or data for the Spoken Language unit A652

Centres should not change the wording of the tasks.

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

The tasks will be set by OCR, except for Speaking and Listening where they will be set by teachers with guidance offered by OCR. The tasks will change every year and will be released in the late spring to allow you the time to start preparing for them to teach in the following academic year. Tasks will be set for **two years in 2010**, as first certification is not until 2012. However, texts will remain in place for longer periods.

3.2.2 When and how to give Controlled Assessment tasks to students

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 2010 for assessment in June 2011 series.

The tasks for each of the units can be completed in years 9, 10 or 11, but you must make sure that you do the correct task for that year. You can complete the task at any point in the academic year, provided that you meet the deadline for submission.

Different tasks will have different time allocations.

You can decide when to complete the final assessment and the organisation of the final assessment time. **For example**, if 4 hours are allowed, you may wish to have students sit this as one session, or split the time up throughout several different sessions (eg two sessions of two hours each or four sessions lasting one hour each). This allows Centres to work Controlled Assessment around their existing timetables.

You can also decide how to build Controlled Assessment into the modular structure you are following.

3.3 Guidance on the production of the outcome

3.3.1 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.

3.3.2 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 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.

3.3.3 Candidate absence and access arrangements

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. Teachers should be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed controlled assessment. An alternative supervised session may be organised for such candidates. For longer absences, centres should contact OCR to see whether special consideration can be given. Teachers must only mark what students produce, unless instructed otherwise.

It is possible for OCR to agree arrangements so that candidates with particular requirements can access the controlled assessment(s). These arrangements **must** be made in advance of examinations and assessments. Centres **must** ensure that, in controlled assessments marked by teachers, credit is given only for those skills demonstrated by the candidate working independently and that access arrangements do not undermine the integrity of the qualification. Centres should refer to the guidance published in the JCQ document 'Access Arrangements, Reasonable Adjustments and Special Consideration'. This is published on the JCQ website http://www.jcq.org.uk/exams_office/accessarrangements/.

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.

3.3.4 Presentation of work

Candidates must observe certain procedures in the production of the controlled assessment tasks

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the document at the appropriate place.
- Any copied material must be suitably acknowledged. If candidates use the same wording as a published source they must place **quotation marks** around the passage and state where it came from. Candidates **must** give **detailed references** even where they paraphrase the original material.

A reference from a printed book or journal should show the name of the author, the year of the publication and the page number, preferably in a bibliography. For example: (Morrison, 2000, page 29). **For material taken from the internet** any reference must show the precise web page, not the search engine used to locate it. This can be copied from the address line, eg.

<http://www.bbc.co.uk/schools/16/sosteacher/english/40766.shtml>

- 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;
 - assignment 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 A of the Specification.

All word limits are recommendations only - candidates will not be penalised for exceeding word limits.

3.3.5 Controlled Assessment exemplar notes

The exemplar notes on 'Of mice and men' featured at the end of this guide are purely demonstrative of the type of note-taking students *may* make. There is no page restriction as to the amount of notes students can take into the final assessment, although centres may wish to give their own guidance on this. Notes should not resemble in any way, shape or form, a draft response. It is recommended that students submit the notes they have used with their final response.

4 Teacher guidance on task marking

4.1 Generic guidance on how to mark Controlled Assessment tasks

The starting point for marking the tasks is the marking criteria (see Sample Controlled Assessment Materials). 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 should be looking for when awarding marks.

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

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 band descriptor that best describes the work of the candidate.

To select the most appropriate mark within the band 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.

Teachers should use the full range of marks available to them and 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.

Only one mark per assessment objective/criteria will be entered. See section 4.3.2 of the Specifications.

All controlled assessed units are marked by teachers using OCR's marking criteria and guidance and are moderated by the OCR appointed moderator. External moderation is either by postal moderation or e-moderation where evidence in a digital format is supplied (this can be done on Interchange).

Centres must standardise the marking of their teachers to make sure that all candidates at the Centre have been marked to the same standard. **One person should be appointed within the centre to be responsible for the internal standardisation of final submissions for Controlled Assessment.**

Where centres are working within a consortium, they must standardise the marking within each subject area across the consortium.

4.2 Interpretation of the Controlled Assessment marking criteria

The starting point for marking the tasks is the marking Band Descriptors. 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 moderators will be looking for when moderating marks.

4.3 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 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 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.

Each candidate is required to sign a declaration, before submitting their work to their subject teachers/assessors, stating that the work is their own and that any assistance given and/or sources used have been acknowledged. The declaration forms at the back of this guide can be used for this purpose. **Ensuring that candidates complete the declaration of authentication is the responsibility of the centre.**

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.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the work submitted is beyond the talents of the candidate. If teachers have reservations about signing the authentication statements the following action should be taken:

- if a teacher is unable to sign the authentication statement in respect of a particular candidate, then the candidate's work cannot be accepted for assessment. A mark of zero should be recorded on the mark sheet;
- if malpractice is suspected the centre's examinations officer should be consulted about the procedure to follow.

The following actions constitute malpractice, for which a penalty, (eg disqualification from the assessment) will be applied. **It is the responsibility of teachers to inform candidates of the regulations concerning malpractice.**

Candidates **must not**:

- Submit work which is not their own;
- Lend work to others or allow their work to be copied;
- Allow others access to, or then use of, their own independently sourced material (this does not mean that candidates may not lend their books to one another, but candidates must not plagiarise others' research.);
- Include work copied directly from books, the internet or other sources without acknowledgement or attribution;
- Submit work word processed by a third party without acknowledgement.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the OCR website www.ocr.org.uk and Interchange <https://interchange.ocr.org.uk>.

4.4 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. The exercise can take place at appropriate stages during the course and has three beneficial effects:

- 1 it helps to bring greater comparability in the marking standards;
- 2 it may identify at an early stage any teachers whose standards are out of line with that of their colleagues;

3 it alleviates a heavy marking load at the end of the course.

Where standards are found to be inconsistent, the discrepant teacher(s) should make adjustments to their marks or re-consider the marks of all candidates for whom they were responsible. The new marks should be checked by the teacher in charge of internal standardisation.

Following the completion of internal standardisation, the work must be retained by the centre and not returned to the candidates. Centres should retain evidence that internal standardisation has been carried out.

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. Then the appropriate mark should be awarded, which may be zero.

4.5 Moderation of Controlled Assessment

All work for Controlled Assessment 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 defined in the Sample Controlled Assessment Materials.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

The moderator will compare his/her marks with those of the Centre for the sample selected. If any of the differences between the moderator's marks and the Centre marks exceeds the specified tolerance, adjustments are normally applied to all of the Centre's marks.

The final moderated marks will be sent to Centres with the results. Feedback forms from the moderator will also be sent to Centres and provide advice on the following:

- the coverage of the assessment objectives;
- the accuracy of the centre's assessments against the criteria for each unit;
- the efficiency of the centre's administration.

The advice given on the feedback forms will be constructive, objective, supported by fact or judgement and sufficiently detailed to explain any differences between the Centre's assessments and the agreed standard of OCR. It should enable Centres to take remedial action where necessary before the next submission of internally assessed work.

Comments on the accuracy of a Centre's assessments may be made even if no adjustments have been applied. For example if the difference between the moderator's marks and the Centre's marks is only just within the specified tolerance, the moderator will normally provide advice on the standard of marking.

Where Centres wish to conduct Controlled Assessments as a Consortium information with specific guidance is available from OCR on request.

Moderators will normally return work directly to centres unless it has been submitted electronically and then it will be retained by OCR.

Centres are required to retain candidates' marked work, whether or not it has been part of the moderation sample, under secure conditions, until all possible enquiries about results have been exhausted. Centres are also requested to keep a record of the examination numbers and names of those candidates whose work was included in the sample sent to the moderator. This information may be required if there are enquiries about results at a later date. In the case of work stored electronically within the Centre, protection from file corruption should also be ensured.

OCR may use extracts from Centre-assessed material on an anonymous basis for the purposes of training and to exemplify standards. OCR reserve the right to use extracts from Centre-assessed material on an anonymous basis for such a purpose.

4.6 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. Then the appropriate mark should be awarded, which may be zero.

4.7 Submission of Controlled Assessment marks

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. Forms for recording final marks for internally assessed controlled assessments will be supplied by OCR. Guidance will be given as to how these forms should be filled in.

In order to ensure that all candidates are treated consistently and in an equitable fashion, extensions to mark submission dates will not normally be granted. It is important that Centres are aware that the timely release of examination results will be put at risk if the deadlines for the submission of marks is not adhered to. OCR may not accept work from Centres that arrives too late to be moderated.

The Centre may inform candidates of the marks that have been submitted to OCR, but in doing so must make it clear that those marks are subject to change through the moderation process.

5 English - Controlled Assessment FAQs

Timings for planning in CA - How do teachers account for the number of hours? What if a student is ill?

There will be potential to go for Special Consideration if the student is ill, but in the main the student would have to make up the time and possibly sit the test at a later stage.

Will teachers have to fill a form in to confirm that the prep time has been fulfilled?

Teachers manage CA so no forms need to be filled in. The only form that needs to be filled in is the authorisation form at the end of the process, which is similar to what we have now.

Do centres have to provide any evidence that students haven't been assisted in the CA?

The authorisation form CCS 160 will need to be filled in by all Centres for their cohort of candidates.

If you do two of the CA units in June for year 11 do they count towards the 40% required as part of the terminal rule?

Yes, as long as it is the final session for those students prior to certification.

Is OCR producing samples of work to illustrate what for example would be representative of a foundation or higher piece of work?

Yes, candidate-style responses at a range of levels have been produced for each of the units and will be available shortly.

How often will the set texts in Literature change?

They will be reviewed but our intention is not to change them for at least three years and then only those that have a small uptake. QCA may introduce a policy that would be across the awarding bodies.

If a student fails a CA task "miserably", does the student have the opportunity of doing the same question again?

Prior to submission, students have to take a different task. After submission, they may re-take the same task but without access to the previous version. If the task is part of a unit, the whole unit must be re-taken.

Is it correct that students CAN take notes into CA assessment?

Learners will be able to take notes, references and plans, but no draft or part already written notes into the session,

English (Language & Literature) Unit 1 (Controlled Assessment) - will students need to study the whole text and then be given extracts to study, or will they only study extracts identified by the teacher when they are given their CA task?

Students need to have knowledge of the whole text for the Literature CA. For the English Literary Texts unit they will concentrate on parts of the play, novel or a few of the poems. In the English Language Extended Literary Texts they will concentrate on the study of the whole text.

Can students study the same text for GCSE English Literature & GCSE English Language where there is a cross over?

Yes, for instance 'Of Mice and Men' can be covered for the English Language Extended Literary Text and for the Literature exam - Prose from Different Cultures. There is total crossover of texts. However, QCDA have specified that the tasks they complete on crossover texts must be different for each specification.

How will it be possible to submit work electronically?

Work can be submitted on a disc or memory stick and uploaded onto the e-repository for OCR to moderate.

Will electronic work have to be marked as a hard paper copy?

No. Teachers can either mark the hard copy and scan the final annotated text, or add comments to the electronic document. Teachers upload CA electronically or send it in traditionally as a hard copy, but they can't do both.

Will centres be disadvantaged when candidates can only hand write and cannot word process?

Not at all, OCR is expecting a lot of Centres to go back to hand written work due to the difficulties of mass production of word processed work in controlled conditions

What happens when students are missing from some or all of the final supervised assessment completion and how do we manage this?

Normal absence procedures apply or students may re-sit the CA session at the Centre's discretion. Centres may choose to hold 'mop-up' sessions for various subjects to address this.

Why should we be cheap "unpaid" examiners?

The move to Controlled Assessment is QCDA's decision. As a result candidate entry will now cost less.

What do I do about candidate's who have special requirements?

Candidates are entitled to whatever provision they would normally get in an exam, including a scribe, extra time, or any other provision. However, as in the exam, we cannot allow spell check or dictionaries. You should administer this within your centre, and apply for access arrangements

for both the candidate's examined and CA units. Please show clearly on the candidate record sheet what special provisions were made. Apply before the candidate sits their first CA or exam.

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 2010).

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 2010 for assessment in June 2011 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 2010).

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 2010).

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 they use last year's one 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.

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 2010).

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 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 2010).

How will speaking and listening and spoken language be moderated?

For unit A643 of GCSE English, marks for speaking and listening are submitted. This is the same as A652 for GCSE English Language, although the spoken language mark must also be submitted at the same time. In addition, centres will also receive a visit from an external moderator once every three years. For spoken language the moderation process will be the same as for the other written CA units.

6 Guidance on downloading Controlled Assessment tasks from Interchange

6.1 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.

6.2 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.

6.3 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.

The screenshot shows the OCR Interchange website. At the top, there is a header with the OCR logo and 'interchange' text, along with 'RECOGNISING ACHIEVEMENT' and navigation links for 'Help' and 'Log out'. Below the header, a breadcrumb trail indicates 'You are here: Home'. The main content area is divided into several sections:

- By task:** A vertical list of links including 'Entries', 'Coursework and tests', 'e-assessment', 'Certification claims', 'Results', 'Post results', 'Centre information', 'Assessors', 'Search', 'Resources', and 'Admin'.
- By qualification:** A vertical list of links including 'GCE, GCSE, Principal Learning...', 'OCR Nationals', 'Functional Skills', 'Skills for Life', 'NVQ', 'Vocationally related', and 'CLAIT and iPro'.
- Support material:** A section with sub-sections: 'Controlled assessment materials' (with a link to 'Sign of our secure website, Interchange, which has been redeveloped following your feedback. Find out more.'), 'Science co-ordinator materials', 'Tests' (with a link to 'Science to help teachers review the performance of individual candidates or whole schools. Find out more'), and 'Moderation' (with a link to 'OCR Repository').
- What's new?:** A section with a link to 'Sign of our secure website, Interchange, which has been redeveloped following your feedback. Find out more.'
- Tell us what you think:** A section with a link to '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'.

At the bottom right of the page, there is a 'Print page' link.

6.4 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 PDF documents:

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

6.5 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 'Back', 'Forward', 'Home', 'Search', 'Favorites', and 'PDF' options. The PDF viewer toolbar shows 'Save a Copy', 'Search', and 'Select' options. The document content is as follows:

OCR
RECOGNISING ACHIEVEMENT

SPECIMEN

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

B562 CA

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').

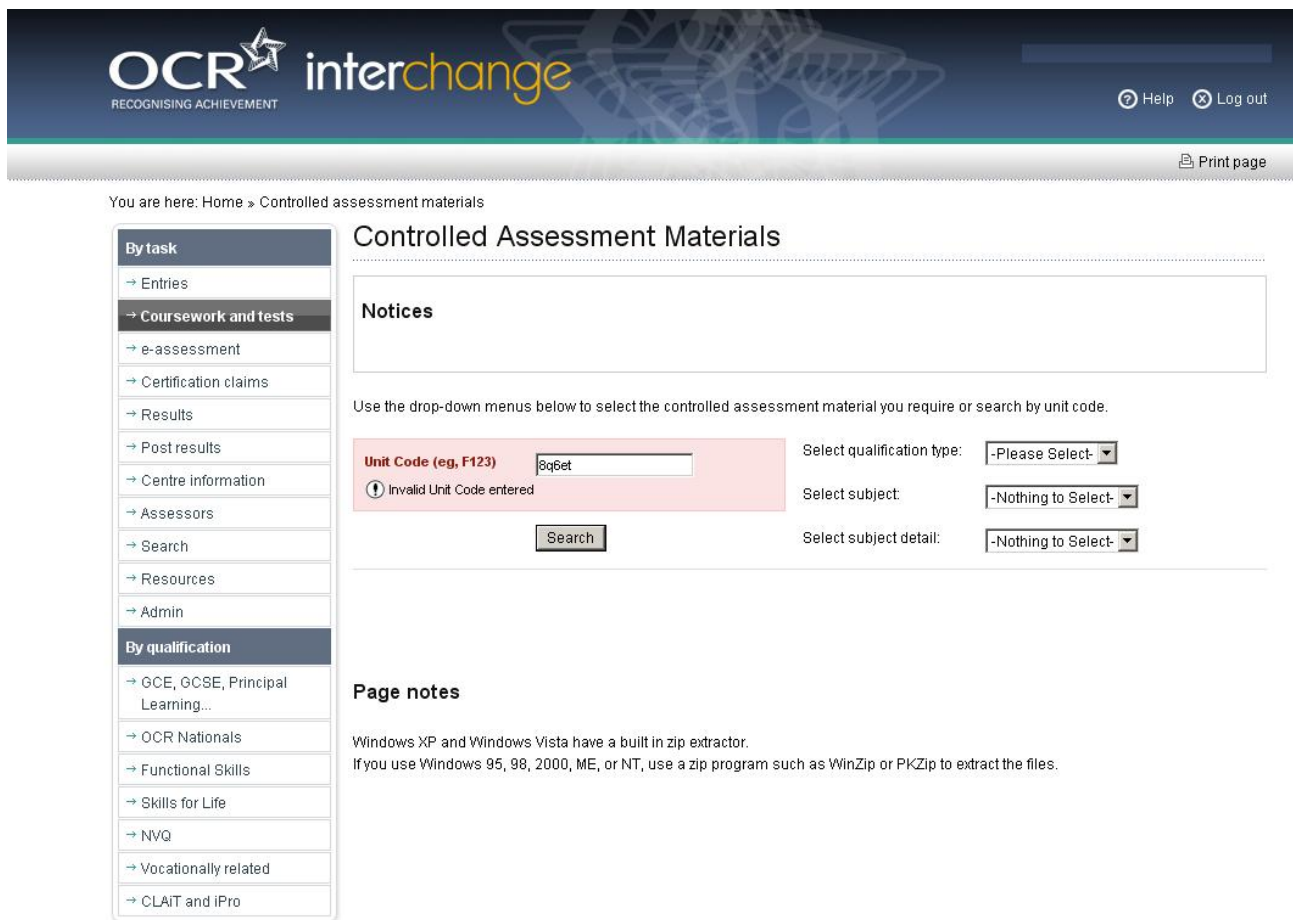
The maximum mark for these tasks is a total of 60

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

6.6 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 left-hand navigation menu is organized into 'By task' and 'By qualification' categories. The main content area is titled 'Controlled Assessment Materials' and features a 'Notices' section. Below this, a search form is shown with a red error message: 'Invalid Unit Code entered' next to the input field containing '8q6et'. To the right of the search form are three dropdown menus for 'Select qualification type', 'Select subject', and 'Select subject detail', all currently set to '-Please Select' or '-Nothing to Select'. A 'Search' button is located below the input field. At the bottom of the page, there is a 'Page notes' section with text about zip extractor compatibility for different Windows versions.

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)

Invalid Unit Code entered

Select qualification type:

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



OCR **interchange**
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

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 unit code.

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.

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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7 Guidance for the Production of Electronic Controlled Assessment

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 (SEE 7.2.1), so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for Controlled Assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's Controlled Assessment portfolio should be stored in a secure area on the Centre's 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. A candidate who chooses to use only word documents will not be disadvantaged by that choice.

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

8 Controlled Assessment student guidelines

8.1 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.

8.2 Task taking

8.2.1 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.

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 students 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.

8.2.2 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.

8.2.3 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.



Controlled Assessment Candidate Declaration Form

Each candidate is required to sign a declaration, before submitting their work to their subject teachers/assessors, stating that the work is their own and that any assistance given and/or sources used have been acknowledged. The following forms can be used for this purpose. Ensuring that candidates complete the declaration of authentication is the responsibility of centres.

GCSE English (J350)

Centre Number _____

Centre name _____

Candidate's full name _____

Notice to candidate The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

To be completed by the candidate

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? Yes No

2. If you answered yes, give details below and on a separate sheet if necessary.

3. Any books, leaflets or other materials (eg DVDs, software packages, Internet information) used to help you complete this work and not clearly acknowledged in the work itself must be listed below. Presenting materials copied from books or other sources without acknowledgement will be regarded as deliberate deception.

Brief details of controlled assessment(s), including texts and / or other stimulus materials used.

Unit	AO	Details
A641 Reading Literary Texts	AO2	
Mark out of 40:		
A642 Imaginative Writing	AO3	
Mark out of 40:		
A643 Speaking and Listening	AO1	
Mark out of 40:		

Candidate declaration I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

As part of OCR's commitment to assist students, OCR may make your controlled assessment work available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. If you have any concerns please contact OCR.

Candidate signature

Date

Teacher declaration I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher signature

Date

This form should be attached to the candidate's work and retained at the centre or sent to the moderator as required



Controlled Assessment Candidate Declaration Form

Each candidate is required to sign a declaration, before submitting their work to their subject teachers/assessors, stating that the work is their own and that any assistance given and/or sources used have been acknowledged. The following forms can be used for this purpose. Ensuring that candidates complete the declaration of authentication is the responsibility of centres.

GCSE English Language (J355)

Centre Number _____

Centre name _____

Candidate's full name _____

Notice to candidate The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

To be completed by the candidate

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? Yes No

2. If you answered yes, give details below and on a separate sheet if necessary.

3. Any books, leaflets or other materials (eg DVDs, software packages, Internet information) used to help you complete this work and not clearly acknowledged in the work itself must be listed below. Presenting materials copied from books or other sources without acknowledgement will be regarded as deliberate deception.

Brief details of controlled assessment(s), including texts and / or other stimulus materials used.

Unit	AO	Details
A651 – Section A Extended Literary Text Mark out of 30:	AO3	
A651 – Section B Imaginative Writing Mark out of 30:	AO4	
A652 – Section A Speaking and Listening Mark out of 40:	AO1	
A652 – Section B Spoken Language Mark out of 20:	AO2	

Candidate declaration I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

As part of OCR's commitment to assist students, OCR may make your controlled assessment work available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. If you have any concerns please contact OCR.

Candidate signature

Date

Teacher declaration I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher signature

Date

This form should be attached to the candidate's work and retained at the centre or sent to the moderator as required

Controlled Assessment Candidate Declaration Form

Each candidate is required to sign a declaration, before submitting their work to their subject teachers/assessors, stating that the work is their own and that any assistance given and/or sources used have been acknowledged. The following forms can be used for this purpose. Ensuring that candidates complete the declaration of authentication is the responsibility of centres.

GCSE English Literature (J360)

Centre Number _____

Centre name _____

Candidate's full name _____

Notice to candidate The work you submit for assessment must be your own. If you copy from someone else or allow another candidate to copy from you, or if you cheat in any other way, you may be disqualified.

To be completed by the candidate

1. Have you received any help or information from anyone other than your subject teacher(s) in the production of this work? Yes No

2. If you answered yes, give details below and on a separate sheet if necessary.

3. Any books, leaflets or other materials (eg DVDs, software packages, Internet information) used to help you complete this work and not clearly acknowledged in the work itself must be listed below. Presenting materials copied from books or other sources without acknowledgement will be regarded as deliberate deception.

Brief details of controlled assessment(s), including texts and / or other stimulus materials used.

Unit	AO	Details
A661 – Section A Shakespeare and film/audio/live performance	AO1 AO3	
A661 – Section B Poetry		
Mark out of 40:		

Candidate declaration I have read and understood the above and can confirm that I have produced the attached work without assistance other than that which is acceptable under the scheme of assessment.

As part of OCR's commitment to assist students, OCR may make your controlled assessment work available on a strictly anonymous basis to teachers, examining staff and students in paper form or electronically, through the Internet or other means, for the purpose of indicating a typical mark or for other educational purposes. If you have any concerns please contact OCR.

Candidate signature

Date

Teacher declaration I confirm that the candidate's work was conducted under the conditions laid out by the specification. I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate.

Teacher signature

Date

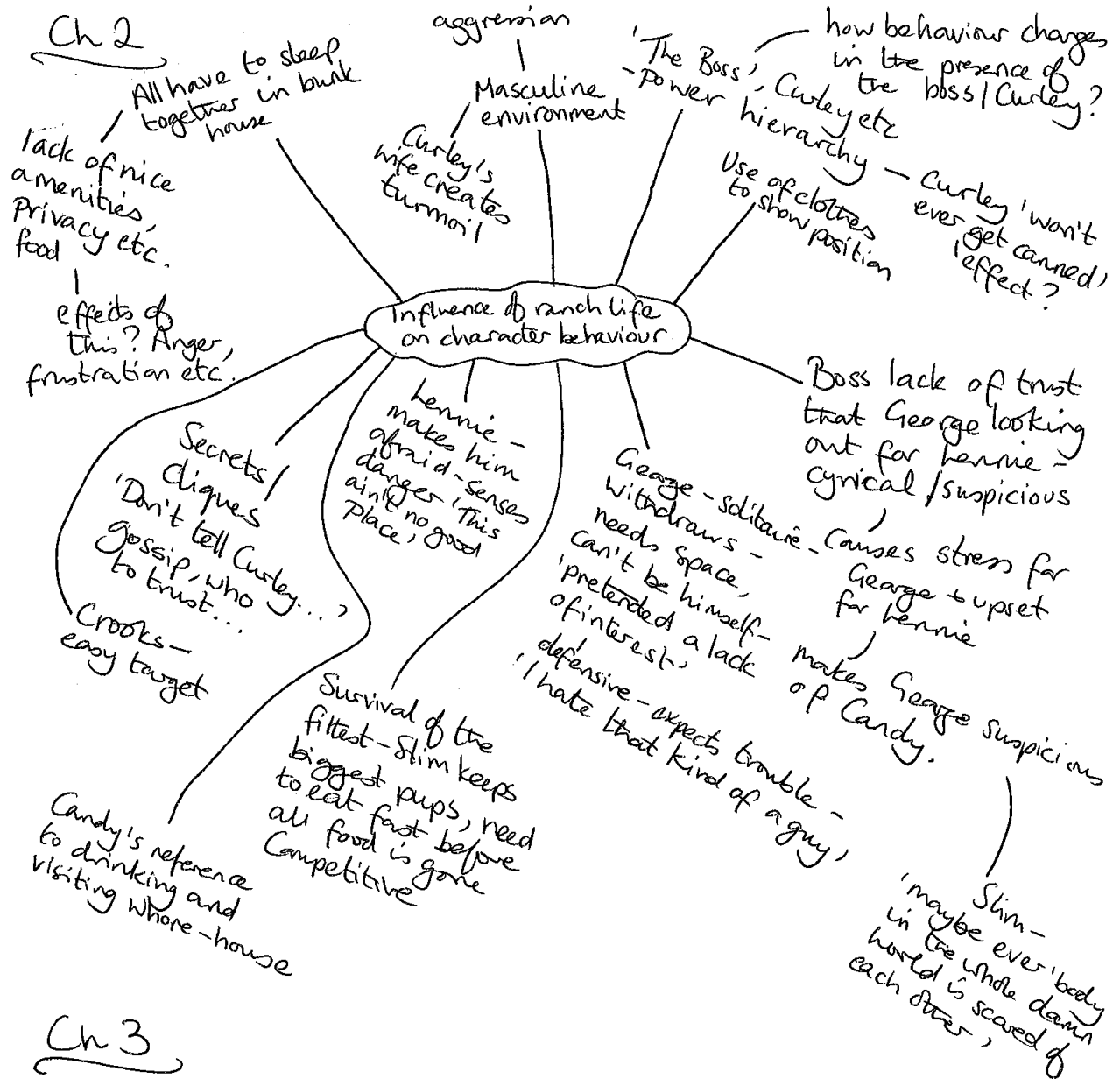
This form should be attached to the candidate's work and retained at the centre or sent to the moderator as required

Controlled Assessment notes

These notes are purely demonstrative of the type of note-taking students *may* make. There is no page restriction as to the amount of notes students can take into the final assessment, although centres may wish to give their own guidance on this. Notes should not resemble in any way, shape or form, a draft response. It is recommended that students submit the notes they have used with their final response.

English CA task - Of Mice & Men (Notes) 22/2/10

Unit A641 - Q3 - How does John Steinbeck show the influence of ranch life on the behaviour of the characters in chapter 2 and elsewhere in the novel?



The Dream - Despite harshness of ranch life, Lennie & George still enthusiastic about dream throughout and other men influenced by it, eg Candy, Crooks.

↓
Also shows how desperate they are to escape the ranch: Candy - 'I'd make a will and leave my share to you guys...'
Curley's wife always thinks 'What if...'
↓
'Coulda been in the movies...'

Ch 3 cont...

- Brutality of ranch life - Lennie has to defend himself against Curley.

Ch 4

- Crooks physically separated from the others - prejudiced environment
↓ When Lennie tries to befriend him he is mean to him at first
↓ Says it's a lonely environment, 'A guy needs somebody - to be near him'
↓ May lose touch with reality 'A guy goes nuts...'

Opposite situation to the men crammed in the bunkhouse -
'Must be nice to have a room all to yourself...' (Candy)

↓ Different perspectives

- Curley's wife also isolated - angry - '...talkin' to a bunch of bindle
↓ 'feels excluded' (mean) 'stiffs...'

↓ feels trapped but ridicules their dream - 'Baloney'

↓ Threatens Crooks 'You know what I can do'

↓ Crooks obeys as no power 'Yes, ma'am'

Ch 5

- Isolation of Curley's wife leads her to seek out Lennie - leads to her death - 'I never get to talk to nobody. I get awful lonely!'

- George kills Lennie himself → knows Curley & the others would make Lennie suffer more → brutality of the ranch.

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