

# guide to controlled assessment

Version 4 April 2011



## GCSE

### Expressive Arts

J367 – Full Award

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  
**EXPRESSIVE  
ARTS**

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# 1 Introduction

## 1.1 What is Controlled Assessment?

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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?

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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?

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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 A691: Expressive Arts: Working in Response to the study of Artworks by Practitioners*

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This unit represents 30% of the total assessment and has a maximum of 60 marks. This unit will reflect approximately 20 hours of assessed work.

The work can be carried out and assessed at any time during the course.

In this unit, candidates will have the opportunity to work in groups, pairs or individually.

The unit encompasses all Visual, Language, Media and Performance Arts and provides opportunities to work across traditionally separate disciplines. The precise content of the unit will be determined by centres but candidates will be expected to contribute work in at least two artforms from: Art and Design; Music; Drama; Dance; Creative Writing. Media-related skills such as those with still and moving images and digital media including new technologies should be explored and seen as tools that operate within any of the above artforms as appropriate.

No one artform may contribute more than 50% to the total assessment of the candidate across Units A691 and A692 taken as a whole.

#### **How the candidate will be assessed**

Candidates must produce a final realisation which integrates at least **two** artforms.

Candidates must also keep a portfolio of evidence. The portfolio must show how candidates have:

- Planned
- Contributed to the devising process
- Explored skills, techniques
- Selected genre and style with their thoughts and ideas on shaping and overall design
- Considered each Area of Study in their study of works of art by the different practitioners
- Communicated using the artforms, recognising and understanding their interaction
- Used this understanding to help them plan, explore and develop processes
- Created their realisation
- Reflected on their final realisation with ideas on future development.

Candidates must provide evidence to show they have considered each of the Areas of Study, and how the minimum demands have been met.

Portfolio evidence from the candidate will be in the form of either:

- About 700 words of continuous prose or
- A 'compendium', containing continuous writing, which may include notes or jottings

- Between eight and ten minutes of compact disc or DVD commentary and visual evidence with some accompanying explanation in continuous writing, which may include notes or jottings or
- A mixture of elements from the above.

The portfolio should support the final realisation and it is therefore essential that any of the above used in the portfolio are integrated with the realisation.

For example, a candidate may produce a piece of dance that is performed to a backdrop of a recording of moving image.

Or a candidate may have produced a children's educational book and produced storyboards which are accompanied by music the candidate has devised to enhance the child's learning experience.

The outcomes and evidence must reflect that the artforms are integrated into a unified whole.

In each of the above options, candidates should include views and ideas of self and others, as appropriate, and must make detailed reference to the three contrasting works studied, showing what knowledge or skills have been transferred to the work in progress. In addition, the completed realisation(s) will be included in the evidence.

Teachers will observe the process of devising, planning, experimenting, rehearsing or drafting, performance or completion during the assessed 20 hours (approximately), and will keep notes on evidence that meets assessment objectives, and the level of attainment reached.

The evidence that forms the portfolio must have been prepared and undertaken by the candidate in the presence of the teacher within a dedicated 20-hour period of time. Material that has been prepared at home or outside of the direct supervision of the teacher, may inspire or support the learning process, but may only be used as evidence for meeting assessment criteria if the teacher is able to authenticate the work and sources are acknowledged and referenced.

### **Summary of evidence for Unit A691:**

- The practical work of the candidates in the whole process
- The portfolio
- Teacher evidence to support objectives and attainment for both process and final outcomes
- The realisation or a photograph or recording of it
- The scheme of study for the unit showing the practitioners chosen and how the demands of the unit have been met.

Teachers will use all of the above evidence in coming to their conclusions on the marks to be awarded for each objective. They will record and summarise their evidence on assessment forms provided by OCR, for each candidate.

## *Unit A692: Expressive Arts: Working in Response to a Stimulus*

### *This unit represents*

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30% of the total assessment and has a maximum of 60 marks. This unit will reflect approximately 20 hours of assessed work.

The work can be carried out and assessed at any time during the course.

In this unit, candidates must work individually.

This unit assesses candidates' knowledge and understanding of the Expressive Arts process as they respond to a contextualised starting point, explore the Areas of Study and how they impact upon their ideas; and consider the influence of the ideas, intention, skills and techniques of existing practitioners.

In this unit, candidates will have to respond to a stimulus set within a context and apply their knowledge of the Areas of Study. They will use a range of skills, some of which have been learnt through exposure to or study of practitioners. Practitioners will not drive the response and outcome as they do in Unit A691, but may:

- Impact upon the way areas of study are reflected
- Influence the type of response
- Allow candidates to apply what is learnt about ideas and intention from works by practitioners, and reflect this in the development of their own skills in a realisation
- Allow candidates to develop their own individual styles and techniques by integrating aspects from practitioners with the candidate's own unique skills and interpretation.

The context will suggest and then define the nature of the audience, which must be considered carefully in this unit.

The unit encompasses all Visual, Language, Media and Performance Arts and provides opportunities to work individually across traditionally separate disciplines. The precise content of the unit will be determined by centres but candidates will be expected to contribute work in at least two artforms from: Art and Design; Music; Drama; Dance; Creative Writing. Media-related skills such as those with still and moving images and digital media including new technologies should be explored and seen as tools that operate within any of the above artforms as appropriate.

No one artform may contribute more than 50% to the total assessment of any candidate across Units A691 and A692 taken as a whole.

#### **How the candidate will be assessed**

Candidates must produce a final realisation that integrates at least **two** artforms.

Candidates must also keep a portfolio of evidence. The portfolio must show how candidates have:

- Planned
- Contributed to the devising process
- Explored skills, techniques
- Selected genre and style with their thoughts and ideas on shaping and overall design
- Considered each Area of Study in response to the chosen stimulus
- Determined their ideas, intention and audience, reflecting the artworks considered

- Communicated using the artforms, recognising and understanding their interaction
- Used this understanding to help them plan, explore and develop processes
- Created their realisation
- Reflected on their final realisation with ideas on future development.

Portfolio evidence from the candidate will be in the form of either:

- About 700 words of continuous prose or
- A 'compendium', containing continuous writing, which may include notes or jottings
- Between eight and ten minutes of compact disc or DVD commentary and visual evidence with some accompanying explanation in continuous writing, which may include notes or jottings or
- A mixture of elements from the above.

The portfolio should support the final realisation and it is therefore essential that any of the above used in the portfolio are integrated with the realisation.

For example, a candidate may devise a piece of drama and make the properties (props) to enhance the performance.

The outcomes and evidence must reflect that the artforms are integrated into a unified whole.

In each of the above options, candidates should include views and ideas of self and others, as appropriate, and must make detailed reference to the three contrasting artworks studied showing what knowledge or skills have been transferred to the work in progress. In addition the completed realisation(s) will be included in the evidence.

Teachers will observe the process of devising, planning, experimenting, rehearsing or drafting, performance or completion during the assessed 20 hours (approximately), and will keep notes on evidence that meets assessment objectives, and the level of attainment reached.

The evidence that forms the portfolio must have been prepared and undertaken by the candidate in the presence of the teacher within a dedicated 20-hour period of time. Material that has been prepared at home or outside the direct supervision of the teacher may be used as evidence for meeting assessment criteria if the teacher is able to authenticate the work and sources are acknowledged and referenced.

### **Summary of evidence for Unit A692:**

- The practical work of the candidates in the whole process
- The portfolio
- Teacher evidence to support objectives and attainment for both process and final outcomes
- The realisation or a photograph or recording of it
- The scheme of study for the unit, showing the stimulus chosen and how the demands of the unit have been met.

Teachers will use all of the above evidence in coming to their conclusions on the marks to be awarded for each objective. They will record and summarise their evidence on assessment forms provided by OCR, for each candidate.

# 3 Teacher guidance on how to plan Controlled Assessment

Both Units A691 and A692 have been designed to be internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessments so that validity and reliability are ensured and the assessors (teachers) can confidently authenticate their candidates' work. These controls take a variety of forms in each of the stages of the assessment process: task setting, task taking and task marking, and within each of these three stages there are different levels of control. The Scheme of Assessment sections of these units include more detail and specific requirements.

## **Task Setting:**

Centres will choose the practitioners and stimulus material for the tasks within Units A691 and A692 respectively, and can make use of local resources available to any centre. The tasks may be set within overarching scenarios more relevant to centres' own environment and targeted at their particular cohorts of candidates.

It is not permitted to use the same stimulus material for the assessment as has been used already for practice or background material. Centres should devise their own practice material using the OCR specimen controlled task as guidance.

## **Task Taking:**

It is vital that centres refer to Section 5.3 in the Specification and in particular the definitions of the controls that must be exercised when candidates are completing the tasks.

It is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

## **Task Marking:**

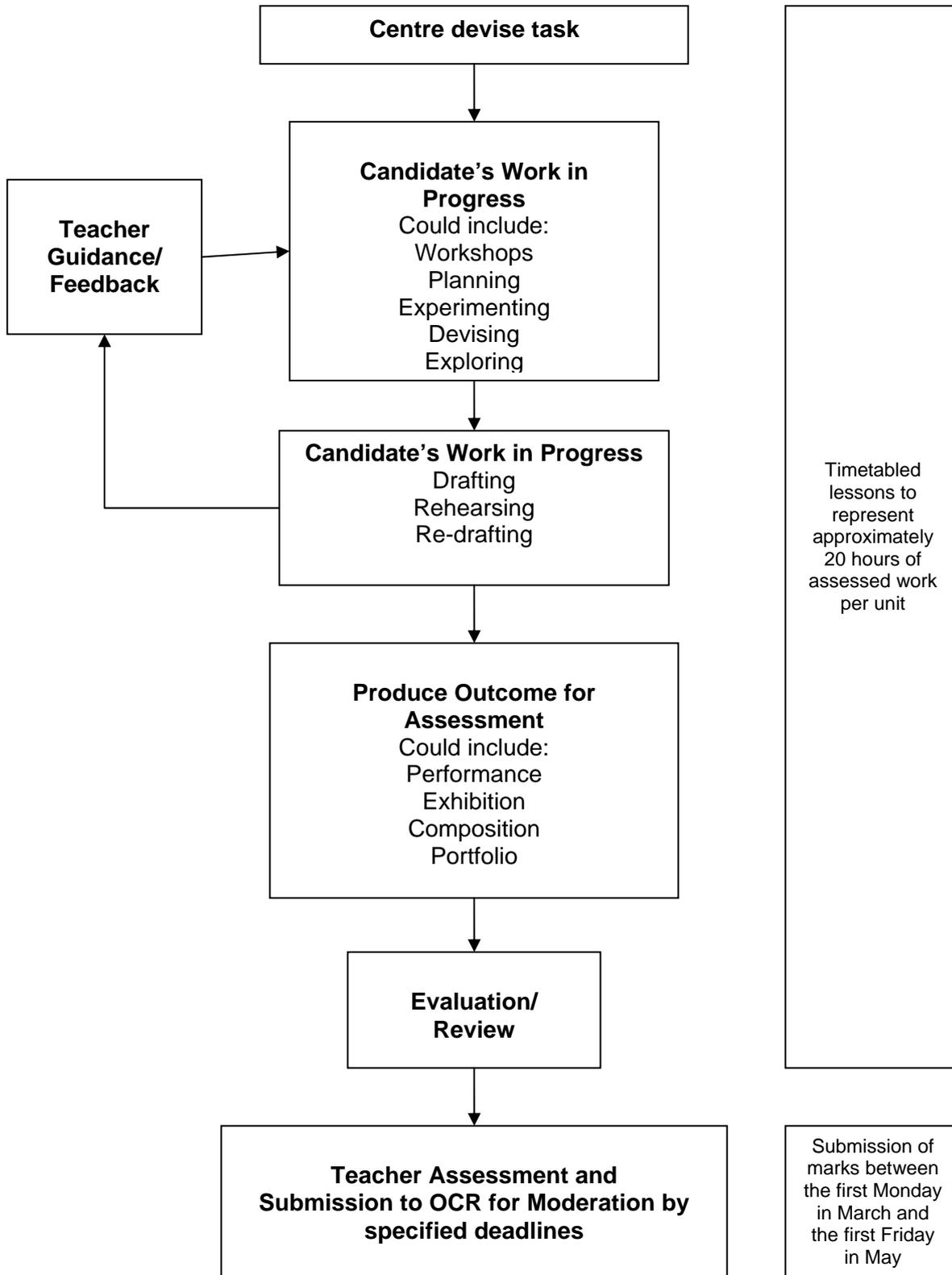
The starting point for marking the tasks is the Marking Grids within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

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 objectives/criteria, select the descriptors that most closely describe the quality of the work being marked.

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.

All work for Units A691 and A692 is marked by the teacher and internally standardised by the centre. Marks are then submitted, after which moderation takes place in accordance with OCR procedures. The Moderator/Examiner will moderate Units A691 and A692 by a sample of candidates and will, in the same visit to the centre, also examine all candidates for Unit A693.

### 3.1 Controlled Assessment Delivery Flow Chart



## 3.2 Guidance on the release of Controlled Assessment tasks to candidates

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### 3.2.1 Choice of Controlled Assessment task

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OCR will assume a limited level of control in relation to the setting of tasks. The criteria and parameters for setting the task are set by OCR and the centre sets the task according to these criteria. The structure of the tasks has 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 assessment tasks.

Centres will choose the practitioners and stimulus material for the tasks and can make use of local resources available to any centre. The tasks may be set within overarching scenarios 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. It is not permitted to use the same stimulus material for the assessment as used for practice or background material. Centres should devise their own practice material using the OCR specimen controlled task as guidance.

## 3.3 Guidance on research/data collection

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There should be a limited level of supervision when candidates research and collect information in preparation for carrying-out their task. Relevance to the task needs reinforcing at this stage.

**Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates should have access to the most appropriate materials and equipment to allow them full access to the marking criteria. Candidates may often provide their own materials, for example, dance costumes, musical instruments, to enrich those provided by the centre and this is acceptable.

## 3.4 Guidance on the production of the outcome

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### 3.4.1 Controls for the production of the outcome

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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.

There must be a high level of supervision throughout the production of the outcome. Centre staff must be able to authenticate all parts of the candidates' outcomes and, ultimately, it is the responsibility of the Head of Centre to ensure that the controls set out in the specification and the individual units are imposed.

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to 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 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. It is not acceptable for teachers to provide model outcomes or to work through outcomes in detail.

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 used from a source is appropriately and rigorously referenced.

**Authenticity control:** Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE in Expressive Arts most, but not all, work for assessment would be during normal timetabled lessons under direct teacher supervision. It is acceptable for some aspects of exploration 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.

**Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Expressive Arts, 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
- 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
- Keep a record of feedback given to candidates either using a teacher log or recorded on assessment material provided by OCR. This could follow the format below.

Date	Progress	Notes (including advice given, targets etc.)

**Time control:** The time limit available to candidates to complete the assessment task is as specified within each 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. Some of the work, for example exploration and research, may be undertaken outside the centre, but it is likely that using or applying this material will be undertaken under direct teacher supervision. 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.

**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. However, where candidates are working in groups it is vital to be able to identify the individual contribution in the candidate's portfolio and the realisation, and their contribution to each process must be supported by teacher evidence. Candidates must provide an individual response.

### **Completing the tasks**

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to 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 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. It is not acceptable for teachers to provide model outcomes or to work through outcomes in detail.

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 used from a source is appropriately and rigorously referenced.

## **3.4.2 Controlled Assessment task security**

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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 Qualifications Manager 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 result enquiries following the examination series in which entries for the units concerned are made.

### **Candidate absence at the time of assessment**

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

### **Unexpected circumstances**

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

### 3.4.3 Presentation of work

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

- Designs, diagrams, sketches, photographs, moving images, animations, PowerPoint and other presentation modes may be produced using appropriate ICT, new media and technologies.
- 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 labelled with the:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code
  - unit title.

Work submitted on paper for moderation or marking must be secured by treasury tags or in artbook/portfolio. Work submitted in digital format (CD/DVD) must be in a suitable file structure with each file clearly named with the unit code, centre number and candidate number.

# 4 Controlled Assessment candidate guidelines

## 4.1 Task setting

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

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

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

## 4.2 Task taking

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

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

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

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

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

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

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

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

## 4.2.2 How much teacher support can I expect?

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

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

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

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

## 4.2.3 What can I expect in the supervised sessions?

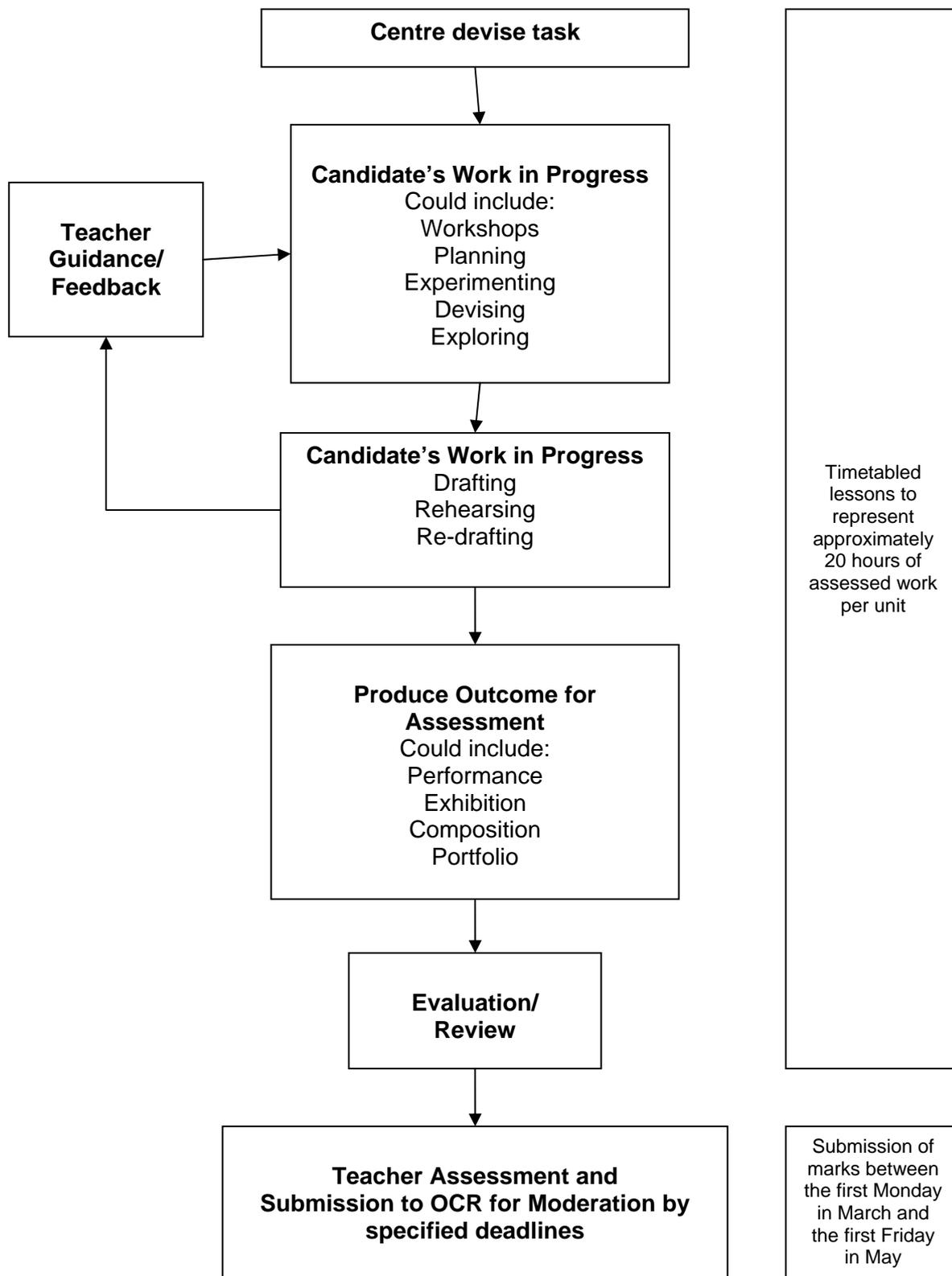
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The work that you will be assessed on will take place in these sessions in school time and you will be supervised by your teacher.

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

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

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



# 5 Teacher guidance on task marking

## 5.1 Generic guidance on how to mark Controlled Assessment tasks

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The starting point for marking the tasks is the Marking Grids within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. 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 the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, select the descriptors 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 descriptors that best describe the work of the candidate.

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

- Where the candidate's work meets the all of the statements in a band, and no others in a higher band, the highest mark should be awarded in that band.
- Where the candidate's work meets all of the statements in the lower of two adjacent bands and one of the statements in a higher band, the lowest mark in the highest band should be awarded.
- Where the candidate's work meets all of the statements in the lower of the two adjacent bands and some of the statements in the higher band, an appropriate mark in the highest band should be awarded.
- Where the candidate's work meets statements across three or more bands then professional judgement should be used to attain the best fit, which is likely to be somewhere in the middle band.

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'.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for Units A691 and A692 is out of a total of **60** and is found by totalling the marks for each of the marking objective/criteria strands.

## 5.2 Unpacking assessment objectives in Controlled Assessment tasks

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### **AO1 Recall, select, use and communicate**

Recall, select, use and communicate their knowledge and understanding of the work of practitioners and the connections between their works, demonstrating an understanding of contextual influences.

*In doing this it is important that learners do not allow themselves to be taken over by the detailed study of practitioners or of extensive works. It is the style and nature of their work, and the way the areas of study are exemplified that are the important features.*

### **AO2 Apply skills, processes and techniques**

Apply skills, processes and techniques, and shape and structure ideas, reviewing, modifying and refining their work as it progresses.

*This objective stresses the importance of trying things out, exploring and experimenting, but also applying the skills and resources discovered through the previous objective. It frees learners to take risks and to see what works and what doesn't.*

### **AO3 Communicate ideas**

Communicate ideas through chosen artforms, applying knowledge and understanding of how artforms relate and interact with each other, using relevant skills, techniques and compositional elements.

*This objective takes everything learnt through the previous two and applies it to an outcome, with a strong sense of intention and audience. In the externally examined unit this is focused through a stated community and so the purpose and audience will be very closely defined. The objective implies something that is finished and polished.*

### **AO4 Analyse and evaluate**

Analyse and evaluate the effectiveness of their work at all stages, in relation to the work of others, their intentions and the intended audience.

*Reflecting on what has been done is important, not just at the conclusion of creating, but as an integral part of the process. In fact, it is its use as part of the process that is most important, and whilst it will be identified separately within coursework, in the examination it will be assumed to be an intrinsic part of the creative process of exploring and developing and then deciding on an outcome to communicate.*

Mark	AO1
Accomplished 17–20	<ul style="list-style-type: none"> <li>• Demonstrates depth in the understanding of the role played by contextual influences on ideas, their development and the use of skills, making connections wherever appropriate.</li> <li>• Chooses ideas and artforms after thought and thorough review, with a sense of clear intention. There is a deep understanding of the artforms used, and extensive application of the Areas of Study to the work of practitioners. There is strong and consistent focus and clarity.</li> <li>• There is evidence of detailed understanding and use of contexts and influences of the work of practitioners in the development of ideas.</li> <li>• Produces creative, imaginative, detailed and workable ideas with deliberate and effective refinement, reflecting a sophisticated response to the influences from the practitioners' works studied, which provides an excellent basis for future exploration and development. Subject-specific vocabulary is embedded throughout, with accurate spelling, punctuation and grammar.</li> </ul>
Skilful 13–16	<ul style="list-style-type: none"> <li>• Has a clear understanding of the role played by contextual influences on ideas, their development and the use of skills, with some reference to connections between them.</li> <li>• Chooses ideas and artforms after thought and in a deliberate way, demonstrating sound knowledge and confidence in applying the Areas of Study to the work of practitioners. There is consistent focus and clarity.</li> <li>• References to contexts and influences of the work of practitioners are thorough and made use of in the development of ideas.</li> <li>• Produces workable and detailed ideas with deliberate and effective refinement, reflecting clearly influences from the practitioners' works studied. The use of subject-specific vocabulary is apparent with mostly accurate spelling, punctuation and grammar.</li> </ul>
Competent 9–12	<ul style="list-style-type: none"> <li>• Recognises with some understanding contextual influences and their purpose on ideas and the development of the skills involved.</li> <li>• Chooses ideas and artforms after thought and in a deliberate way, demonstrating Areas of Study and how they apply to the work of practitioners. Focus and clarity are sometimes present.</li> <li>• There is some use made of their response to the work of practitioners and its impact.</li> <li>• Produces workable ideas with some refinement, reflecting some influences from the work of practitioners. The use of subject-specific vocabulary when used is applied with clear understanding with only occasional inaccuracies in spelling, punctuation and grammar.</li> </ul>
Basic 5–8	<ul style="list-style-type: none"> <li>• Basic recognition of contextual influences and their purpose in developing ideas.</li> <li>• Choose ideas and artforms in a simplistic way, demonstrating some knowledge of Areas of Study.</li> <li>• The response to the work of practitioners and its potential impact is superficial.</li> <li>• Produces ideas that are simple, meeting the minimum needs of the assignment, with little, if any, evidence of refinement, and the briefest of references to the influences of the work of practitioners. There is some use of subject-specific vocabulary and a number of inaccuracies in spelling, punctuation and grammar.</li> </ul>

Mark	AO1
Limited 0–4	<ul style="list-style-type: none"> <li>• Understanding of contextual influences occurs spontaneously as a reaction and as a simplistic response.</li> <li>• The first idea is taken and the easy option looked for in choice of artforms and use of Areas of Study.</li> <li>• The requirement to select, use and communicate their response to practitioners is recognised.</li> <li>• Produces rudimentary ideas, without refinement, and with no reference to the influence of the work of practitioners, with little or no subject-specific vocabulary, and inaccuracies in spelling, punctuation and grammar are intrusive.</li> </ul>

Mark	AO2
Accomplished 17–20	<ul style="list-style-type: none"> <li>• Creative, imaginative and accomplished exploration and application using the skills, processes and techniques involved in the artforms chosen.</li> <li>• Detailed knowledge of a wide range of genres and styles underpins a creative and imaginative selection, entirely appropriate to the way the ideas are developing.</li> <li>• Creative and imaginative development leads to a strong and sophisticated structure, which is likely to be very effective, and which makes accomplished use of skills, processes and techniques, drawing extensively on the Areas of Study.</li> <li>• (Unit A693 only) Creative and consistent attempt to interpret the commission with originality without any superficiality or predictability.</li> </ul>
Skilful 13–16	<ul style="list-style-type: none"> <li>• Competent exploration and application with some interesting outcomes, using a satisfactory variety of the skills, processes and techniques involved in the artforms chosen.</li> <li>• Considers a range of genre and styles, and makes a thoughtful selection taking full account of the ideas developing.</li> <li>• Some interesting ideas in a competent development, which leads to sound structures which should work well, and that use a range of skills, processes and techniques, confidently accessing the Areas of Study.</li> <li>• (Unit A693 only) Imaginative attempt to interpret the commission with some originality and without cliché.</li> </ul>
Competent 9–12	<ul style="list-style-type: none"> <li>• Competent exploration using some of the skills, processes and techniques involved in the artforms chosen.</li> <li>• Considers more than one genre or style, and selects with some reference to development.</li> <li>• Some variety in development leads to a straightforward but competent structure which will work, and which uses some skills, processes and techniques, and draws upon knowledge of the Areas of Study.</li> <li>• (Unit A693 only) Clear and genuine attempt to interpret the commission with a little originality, possibly sometimes predictable or using cliché.</li> </ul>
Basic 5–8	<ul style="list-style-type: none"> <li>• Simple and basic exploration and application using one or two skills.</li> <li>• Selects one genre or style with little consideration of alternatives, and simple reference to development.</li> <li>• Simple development leads to a basic structure and shaping, using minimum skills, and minimum reference to Areas of Study, which might work.</li> <li>• (Unit A693 only) Links with the commission, but with little originality, often predictable or superficial.</li> </ul>

Mark	AO2
Limited 0–4	<ul style="list-style-type: none"> <li>• Simple use of one skill with little or no exploration.</li> <li>• A style is used but without any planning or knowledge or understanding. It just 'happens'.</li> <li>• The structure is as a result of what has occurred rather than the deliberate intention of the candidate. If the ideas do work it will be by chance rather than design, with little reference to Areas of Study.</li> <li>• (Unit A693 only) Uncertain or no links with the commission, and those links that are there lack originality, and are predictable and superficial.</li> </ul>

Mark	AO3
Accomplished 9–10	<ul style="list-style-type: none"> <li>• Creative and imaginative communication that is very effective and engaging, making a strong impression on its audience.</li> <li>• Makes imaginative, inventive and effective use of a wide range of the relevant skills, techniques and compositional elements needed for a successful realisation.</li> <li>• An excellent understanding of the interaction between the artforms and the Areas of Study is demonstrated by inventive, varied and complementary use within the realisation, giving a seamless, integrated outcome.</li> </ul>
Skilful 7–8	<ul style="list-style-type: none"> <li>• Communicates effectively with a sense of 'having something to say'.</li> <li>• Makes effective use of a range of the relevant skills, techniques and compositional elements to develop a successful realisation.</li> <li>• Good understanding of the interaction between artforms, and of the Areas of Study, clearly demonstrated in their effective use within the realisation.</li> </ul>
Competent 5–6	<ul style="list-style-type: none"> <li>• Communicates competently.</li> <li>• Clear attempt to use some of the relevant skills, techniques and compositional elements needed for a successful realisation.</li> <li>• Satisfactory understanding of the interaction between artforms, and of the Areas of Study, with some of this understanding reflected in their use within the realisation.</li> </ul>
Basic 3–4	<ul style="list-style-type: none"> <li>• Communicates at a basic and simple level.</li> <li>• Some indication of thought having gone into the use of a few of the relevant skills, techniques and compositional elements needed for a successful realisation.</li> <li>• Demonstrates basic understanding of the interaction between the artforms used, referring to Areas of Study, but probably theoretically rather than through the realisation of ideas and planning.</li> </ul>
Limited 0–2	<ul style="list-style-type: none"> <li>• There is an attempt at communication.</li> <li>• Identifies but with little use made of a few of the relevant skills, techniques and compositional elements needed for a successful realisation.</li> <li>• Understands something of the relationship between the arts, and of the need for the arts to work together, and how this relates to the Areas of Study.</li> </ul>

Mark	AO4
Accomplished 9–10	<ul style="list-style-type: none"> <li>• Reflects with logic and insight in an accomplished way that shows clearly the developmental process, and how successfully the outcome met the original intention for the chosen audience.</li> <li>• Consistently, critically and effectively evaluates the work of others, and of the Areas of Study, analysing links and influences.</li> <li>• Creative, imaginative and perceptive ideas for the potential of the work undertaken, considering artforms other than those used in the candidates' original work.</li> </ul>
Skilful 7–8	<ul style="list-style-type: none"> <li>• Reflects competently and consistently upon the work at all stages, reflecting on whether the original intention for the intended audience was successful.</li> <li>• Provides an evaluative review that offers ideas on the work of others, linking it with the development of the candidate's own work and the Areas of Study.</li> <li>• Produces perceptive ideas for future work, which link well with, and draw upon, the experience of the candidate's own work.</li> </ul>
Competent 5–6	<ul style="list-style-type: none"> <li>• Is competent at making some reflective comment upon the work at all stages, including the impact on the chosen audience.</li> <li>• Provides a straightforward review of the work of others and the Areas of Study.</li> <li>• Identifies some avenues for follow-up work with simple developmental ideas.</li> </ul>
Basic 3–4	<ul style="list-style-type: none"> <li>• Gives a simple description of some stages of the work, mentioning chosen audience.</li> <li>• Provides a basic account of the work of others and Areas of Study.</li> <li>• Presents simple suggestions as to how the work would be better if repeated.</li> </ul>
Limited 0–2	<ul style="list-style-type: none"> <li>• Gives a short narrative of what has been done, but no reference to success regarding chosen audience.</li> <li>• Refers briefly to work others have undertaken and Areas of Study.</li> <li>• Short comments suggesting things would have been better with more time, better group members, and similar shallow statements.</li> </ul>

If it is not clear within a portfolio of evidence, or through the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the unit is required.

The following notes are for general guidance: detailed instructions will be issued by OCR during the year of the examination.

For each candidate, the teacher must keep a record of evidence and a log of the work done, noting precise details of evidence for the awarding of marks, the context of the work and its difficulty. The format of the log is a matter for the centre; it may be based on the assessment sheets provided by OCR.

In the Spring Term of the year of the examination, centres will send to the appointed OCR Moderator the completed Individual and Summary Coursework Assessment Forms for **Unit A691** and **Unit A692**. The Moderator will inform the centre of those candidates whose work has been selected for the moderation sample for **Units A691** and **A692**.

## 5.3 Interpretation of the Controlled Assessment marking criteria

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### Applying the assessment criteria

The starting point for marking the tasks is the Marking Grids within each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. 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.

### Use of 'best fit' approach to marking grids

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 objectives/criteria, select the descriptors 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 descriptors that best describe the work of the candidate.

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

- Where the candidate's work meets all of the statements in a band, and no others in a higher band, the highest mark should be awarded in that band.
- Where the candidate's work meets all of the statements in the lower of two adjacent bands and one of the statements in a higher band, the lowest mark in the highest band should be awarded.
- Where the candidate's work meets all of the statements in the lower of the two adjacent bands and some of the statements in the higher band, an appropriate mark in the highest band should be awarded.
- Where the candidate's work meets statements across three or more bands then professional judgement should be used to attain the best fit, which is likely to be somewhere in the middle band.

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'.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for **Units A691** and **A692** is out of a total of **60** and is found by totalling the marks for each of the marking objective/criteria strands

### Internal standardisation

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.

### Moderation

All work for **Units A691** and **A692** is marked by the teacher and internally standardised by the centre.

Marks are then submitted, 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 Moderator/Examiner will moderate **Units A691** and **A692** by looking at a sample of candidates' work **during a centre visit**. In the same visit, s/he will also examine all candidates for **Unit A693**. The date of the visit will be arranged at a time convenient to both centre and Moderator/Examiner and will be scheduled after the conclusion of the **A693** examination.

Each candidate's work in the sample should have a cover sheet attached to it with a summary of the marks awarded for each task and must show how marks have been awarded in relation to the marking criteria defined in Appendix B. For each candidate the Moderator will see evidence of their realisation (performance/presentation) and portfolio.

Where evidence is provided on CD/DVD, performances/presentations should be chaptered for each candidate in the sample submitted on a separate CD/DVD. At the beginning of each realisation, each candidate should clearly state his/her name and candidate number and the unit.

Realisations must be planned so that all candidates are visible to the camera and identifiable during the realisations.

## 5.4 Authentication of Controlled Assessment outcomes

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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.

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.

**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.

## 5.5 Internal Standardisation of Controlled Assessment

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

This can be done in a number of ways. In the first year, reference material and OCR training meetings will provide a basis for centres' own standardisation. In subsequent years, this, or centres' own archive material, may be used. Centres are advised to hold preliminary meetings of

staff involved to compare standards through cross-marking a small sample of work. After most marking has been completed, a further meeting at which work is exchanged and discussed will enable final adjustments to be made.

## 5.6 Moderation of Controlled Assessment

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All work for Units A691 and A692 is marked by the teacher and internally standardised by the centre. Marks are then submitted, 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 Moderator/Examiner will moderate Units A691 and A692 by a sample of candidates and will in the same visit to the centre also examine all candidates for Unit A693.

Each candidate's work in the sample should have a cover sheet attached to it with a summary of the marks awarded for each task and must show how marks have been awarded in relation to the marking criteria defined in Appendix B of the Specification. For each candidate the Moderator will see evidence of their realisation (performance/presentation) and portfolio.

Where evidence is provided on CD/DVD performances/presentations should be chaptered for each candidate in the sample submitted on a separate CD/DVD. At the beginning of each realisation, each candidate should clearly state his/her name and candidate number and the unit.

Realisations must be planned so that all candidates are visible to the camera and identifiable during the realisations.

The date of the visit will be arranged at a time convenient to both centre and Moderator/Examiner and will be scheduled after the conclusion of the A693 examination.

## 5.7 Minimum requirements for Controlled Assessment

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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 unit on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the internal assessment objectives and marking instructions and the appropriate mark awarded, which may be zero.

## 5.8 Submission date for Controlled Assessment

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

## 6 FAQs

### **When can Controlled Assessment be taken?**

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

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

### **When can teachers and candidates access the material?**

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

### **Can any preparation work be done out of the classroom?**

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

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

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

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

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

### **Where can the Mark Schemes be accessed?**

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

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

Yes, but only for task taking, i.e. the last part of Controlled Assessment when candidates are producing their final piece of work – note that this can be over more than one supervised session. More guidance on this can be found in *Section 5: Controlled Assessment* of all revised GCSE Specifications (first teaching in September 2009).

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

Yes, controlled assessed units can be re-sat but as with any other unit this can be done only once and keeping in mind the 40% terminal rule, which means that 40% of the assessment has to be taken in the examination series in which the qualification has to be awarded.

### **Do we mark the tasks or do OCR ?**

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

### **Can I devise my own Tasks?**

Centre devised tasks are to follow the guidelines set out in the Specification, as indicated above.

### **What does the change to Controlled Assessment mean?**

All work submitted for assessment in Units A691 and A692 will have to be done in the centre, under the supervision of the teacher/tutor. Recordings of performances will have to be made under the teacher's control.

# 7 Guidance on downloading Controlled Assessment task from Interchange

## Before you start

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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

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

Enter your log in details



## Welcome

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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.

The screenshot shows the OCR Interchange website. At the top left is the OCR logo with the tagline 'RECOGNISING ACHIEVEMENT' and the word 'interchange' in a stylized font. On the top right, there are links for 'Help' and 'Log out'. Below the header, a breadcrumb trail reads 'You are here: Home'. On the left side, there are two main navigation menus: 'By task' and 'By qualification'. The 'By task' menu includes items like 'Entries', 'Coursework and tests', 'e-assessment', 'Certification claims', 'Results', 'Post results', 'Centre information', 'Assessors', 'Search', 'Resources', and 'Admin'. The 'By qualification' menu includes 'GCE, GCSE, Principal Learning...', 'OCR Nationals', 'Functional Skills', 'Skills for Life', 'NVQ', 'Vocationally related', and 'CLAIT and iPro'. The main content area is titled 'Welcome to Interchange' and features a 'What's new?' section. This section has three sub-sections: 'Support material' with links for 'Controlled assessment materials' and 'Science co-ordinator materials'; 'Tests' with a link for 'Key Skills test invoices'; and 'Moderation' with a link for 'OCR Repository'. Below this is a 'Tell us what you think' section with a link to provide feedback. The text in the 'What's new?' section is partially obscured by a vertical grey bar.

## 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 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 with an information icon and a message about GCSE specifications. Below this, a search instruction is provided. The search form includes a 'Unit Code' input field, a 'Search' button, and three dropdown menus for 'Select qualification type' (set to GCSE), 'Select subject' (set to Art and Design), and 'Select subject detail' (set to 3D Design). Search results are listed below, showing two PDF documents: 'A266 - Controlled Assessment' and 'A266 - Resource Booklet', both 254KB. A 'Page notes' section at the bottom provides instructions on how to extract zip files on different operating systems. The footer contains links for downloading Adobe Acrobat software, accessibility information, terms of use, and copyright information for 2000-2009 OCR.

You are here: Home > Controlled assessment materials

### Controlled Assessment Materials

**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: GCSE

Select subject: Art and Design

Select subject detail: 3D Design

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

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

**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

## 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 displaying a PDF document. The browser's address bar shows the URL <https://interchange>. The PDF viewer toolbar includes options like 'Save a Copy', 'Search', and 'Select', with a zoom level of 69%. 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').

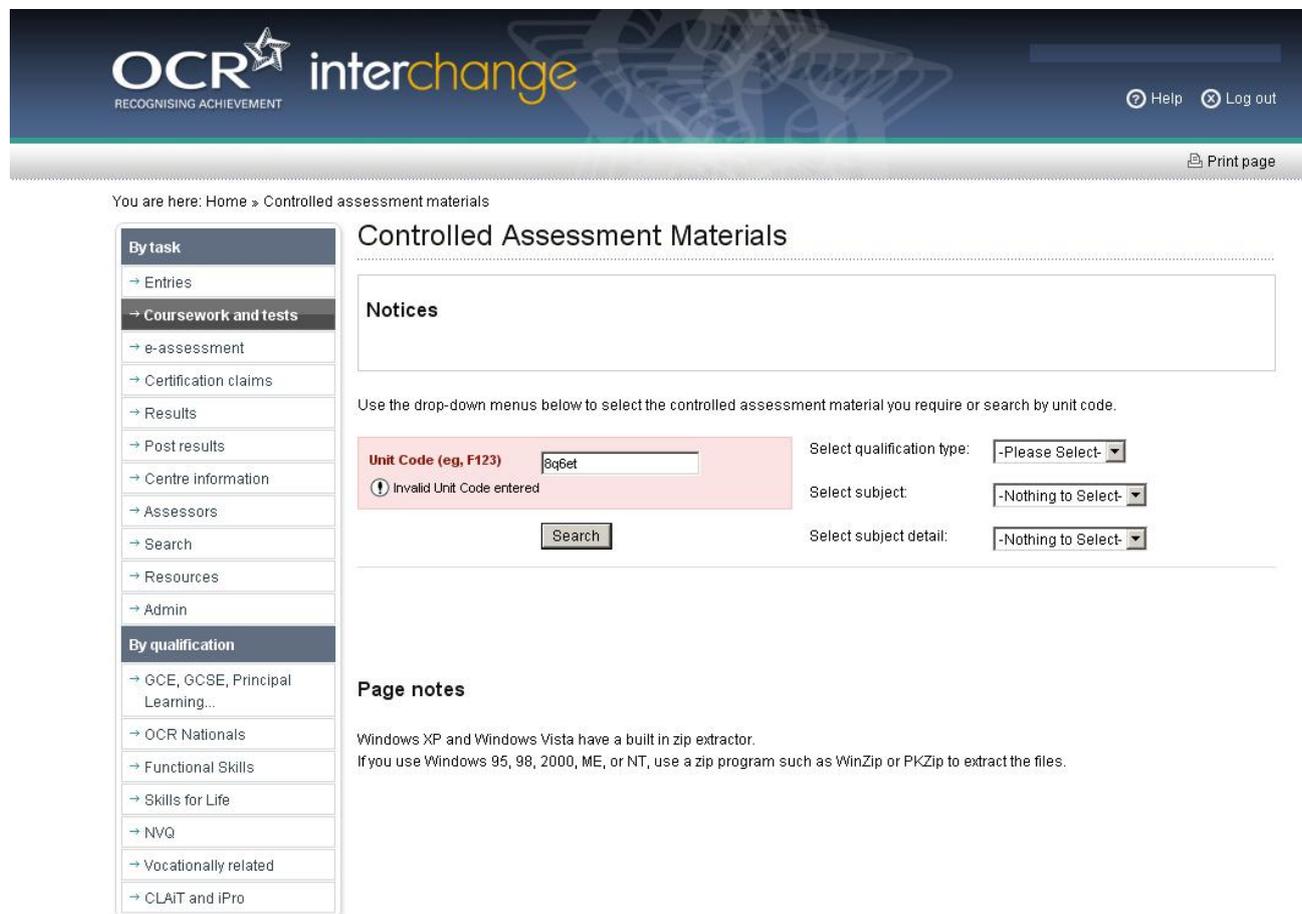
The maximum mark for these tasks is a total of 60.

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

## 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'. The search form includes a text input field containing 'Bq6et', a 'Search' button, and three dropdown menus for 'Select qualification type', 'Select subject', and 'Select subject detail', all of which are currently set to '-Please Select-', '-Nothing to Select-', and '-Nothing to Select-' respectively. A 'Page notes' section at the bottom provides instructions on how to extract zip files on different operating systems.

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.

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

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

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## Controlled Assessment Materials

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**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:

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**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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