

guide to controlled assessment

Version 3 April 2011



GCSE Geography A

J380 – Full Course

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

Summary of Controlled Assessment Units

Teacher's guidance on how to plan
Controlled Assessment

Teacher guidance on task marking

Guidance on downloading tasks

Frequently asked questions

OCR GCSE
GEOGRAPHY

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1 Introduction

1.1 What is Controlled Assessment?

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

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

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

1.2 What does 'control' actually mean?

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

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1.3 What is the purpose of this Guide?

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

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

2 Summary of the Controlled Assessment unit

Unit A672: You as a Global Citizen - the impact of our decisions

This unit represents 25% of the total assessment and has a maximum of 50 marks.

Candidates complete two pieces of Controlled Assessment, at least one of which must involve primary data collection. Neither piece of work should exceed 1000 words.

A choice of specific OCR set task titles will be released for each year of examination, on the theme of the following broad headings:

Task 1: Investigate how consumer decisions may have a positive or negative impact on people

Task 2: Investigate a local retail area

Presentation of this work can take a variety of formats including, for example, presentations, poems, posters, video recordings, oral recordings, reflective journals, fieldwork data collection sheets, research tasks, reports, extended writing and cartoons.

This unit is internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessment in each of the stages of the assessment process:

Task setting: high level of control in relation to the setting of task titles.

Task taking: this stage is divided into two different stages, each with a different level of control:

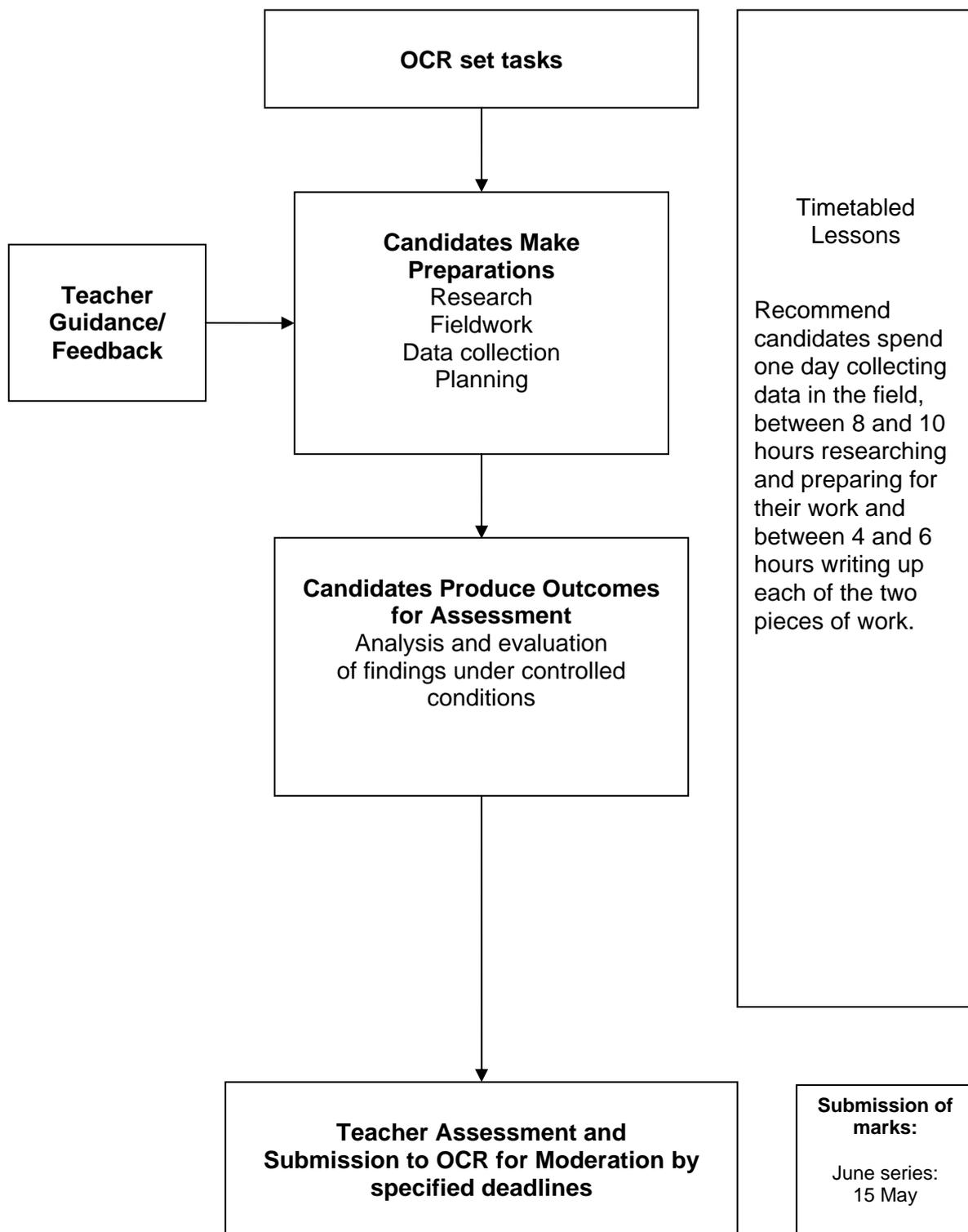
- Research/data collection: limited level of control
- Analysis and evaluation: high level of control

Task marking: medium level of control.

More information about each stage of the process is provided in the following sections of this Guide.

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 new Controlled Assessment unit of any GCSE specification is one which many teachers will feel a little unsure about. However, the experience of the GCSE Geography Pilot – both in the organisation and assessment of student work and of teacher and OCR administrative procedures – stands OCR Specification A in a very robust position.

Page 16 of the specification outlines the teaching content for this unit. Candidates are expected to reflect upon how their and others' purchases impact upon other people and places. This should be studied in the context of products and services. Candidates should also be given the opportunity to reflect upon the sustainability of consumer decisions, and how such decisions may change in the future.

Candidates are required to complete two pieces of Controlled Assessment which will focus upon themes related to the two broad tasks on page 15 of the Specification. At least one of these must involve primary data collection gathered through fieldwork, but many centres will choose to complete fieldwork for both pieces; indeed, they have both been designed to facilitate this. However, fieldwork is an integral part of the GCSE criteria, and candidates should be given opportunities to practise their fieldwork skills and approaches throughout the other three units in the specification.

Varying degrees of levels of control have been applied to the Assessment Tasks by QCA. These can differ from subject to subject. For Geography, the following rules apply.

Task Setting – high level of control

OCR will assume a high level of control in relation to the setting of task titles for Unit A672. The Controlled Assessment unit comprises two tasks. A choice of titles for each of the two tasks will be available from OCR for the Controlled Assessment unit. These task titles have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated assessment task title.

Candidates will undertake two pieces of Controlled Assessment in Unit A672. For each piece, centres can choose one from a number of comparable task titles offered by OCR and drawn from the content areas of the specification. These task titles can be contextualised so that they allow the usage of local resources available to any centre. These task titles may also be set within overarching scenarios and briefs specifically relevant to the centre's own environment and targeted at their particular cohorts of candidates.

Controlled Assessment task titles must be contextualised 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.

The same OCR Controlled Assessment task title must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task titles as guidance, if they wish to do so. The task titles will be changed each year. A previous year's task title may NOT be re-submitted in the following examination session.

OCR will set the specific task titles every year. A choice of task titles will be available for each of the two broad tasks shown on page 15 of the specification. The broad tasks shown in the specification will not change. Potential exemplars of the more specific task titles for the two pieces are shown below in *italics*.

Task 1: Investigate how consumer decisions may have a positive or negative impact on people.

Exemplar: Investigate how your food purchases may impact upon people.

Exemplar: Investigate how the choice of holidays made by your class has a positive impact upon people.

Task 2: Investigate a local retail area.

Exemplar: Investigate recent changes to a local shopping area.

Exemplar: Investigate sustainability in a local shopping area.

Centres will be given a choice of more specific task titles for each of the above. These more specific titles will change annually, so **centres need to carefully check that they are completing the correct task depending upon the year when the candidate is entered for that unit.**

3.2.2 When and how to give Controlled Assessment tasks to students

Controlled Assessment tasks will be available from Interchange; teachers without direct access to Interchange should ask their Examinations Officer to download the task titles.

Controlled Assessment task titles for **two** years will be available from Interchange. This is to enable effective management of fieldwork preparation and Health and Safety requirements.

It is the responsibility of the centre to ensure the correct task titles are used depending on when they plan to submit the candidates work:

Tasks released by OCR:	Series for submission: (NOTE - the deadline for receipt of marks by OCR is 15 May)
1 June 2009	June 2010 June 2011
1 June 2010	June 2012
1 June 2011	June 2013
1 June 2012	June 2014
1 June 2013	June 2015

3.3 Guidance on research/data collection

For GCSE in Geography A, OCR will assume a limited level of control for research/data collection. Candidates may research the task set with limited supervision, i.e. requirements are clearly specified but some work may be completed without direct supervision by the teacher. Some of the work by its very nature (eg fieldwork) will be undertaken outside the centre. In this case normal risk assessment procedures will be followed which may result in the need for direct teacher supervision.

All research and data collection, including fieldwork and other out of classroom experiences, will be carried out under limited level of control. This means that familiar fieldwork can still be undertaken, and candidates are still permitted to collect data in groups. The use of candidate reflection sheets, where individuals highlight their own contribution to the group's work, have proved very effective discriminators and Centres may find it useful to ask candidates to record their own contributions to group work in a way such as this. Research does not have to be carried out solely within the classroom or the Centre. Additional research should be carried out individually from primary and/or secondary sources and candidates should then organise their work into a form that will allow them to process it individually in the next stage.

Scenario 1:

Tim has been doing some work in his lessons about the sustainability of shopping areas and then goes out with his class to carry out fieldwork in the local town. He works in a group to collect data about shopper's habits through the use of questionnaires and interviews. He then works more independently, writing down some personal reflections about the town centre and by choosing where to take photographs that will help him complete his assessment. Back at school, Tim spends between 8-10 hours, part in lessons and part in the library, collecting other data that will help him come to his final analysis. He gathers this information from text books, the internet and various magazines. The teacher suggests some places where he can find relevant information, but in order to gain as many marks as he can, Tim works hard to find other information so that his

work stands out from the others when it is marked. Tim also reflects upon his contribution to the group fieldwork task.

Scenario 2:

In lessons, Jenna has been comparing the design and suitability of shops, comparing Meadowhall, near Sheffield, with smaller shopping centres that are given as examples in her text book. She then goes to the local retail park with her class. She has already worked out a list of tasks to carry out so that she can investigate the shopping centre. With a partner she carries out a survey of the shops, interviews ten shoppers and carries out an individual Environmental Quality survey. Back at school, she reflects upon her contribution to the group fieldwork task. Jenna is also told that she has four weeks to individually collect other data that she thinks will help with the analysis of the shopping centre. All research should be her own work and the teacher tells her that he needs to be certain of this as he has to sign in order to authenticate the work. For all work produced Jenna is told that she must provide a bibliography of sources. She is told that she can ask the teacher for guidance, but the more help she is given the more difficult it may be for her to gain the top marks. She is given a deadline by which time all of her research should be completed.

3.4 Guidance on the production of the outcome

3.4.1 Controls for the production of the outcome

Teachers must keep live Controlled Assessment work 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 when 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.

Analysis and evaluation of findings – high level of control

Once the candidate has carried out any fieldwork and has completed the gathering of their research it is time for them to analyse and evaluate their findings. It is this section of the assessment that attracts the highest level of control, and will be most different for teachers. However, if sufficient forward planning is carried out, it is not envisaged that this stage of the work should cause undue difficulties. The QCA regulations state that the analysis of the data and the preparation and writing up of the tasks must be carried out independently under the direct supervision of staff; the candidates must be ‘in direct sight of the supervisor at all times’. In many ways this is no different to the normal classroom situation where the teacher is supervising the work that the class is doing. Teachers can support and guide their class, monitor progress and preventing collaborative working and plagiarism, but should avoid giving excessive levels of support that would then limit the marks that they were able to award the candidates. Teachers should discuss work in progress with candidates; this ensures that work is completed to time, has quality and is authentic. It is vital that all candidates are given the opportunity to reach their own judgements and conclusions. The major practical differences lie in what happens to the work at the end of each lesson. Candidates should not take what they have done out of the classroom, and neither can they add to their research once they have started the final stage. All materials that the candidates are working with must be collected in at the end of each lesson, and then returned to the candidates at the beginning of the next. Particular difficulties may be encountered with the production of work using ICT. Whilst such work is positively encouraged, (and the various formats accepted by OCR are given on page 57 of the specification), it is the Centre’s responsibility to ensure that the work that the candidate produces is (a) their own and (b) has been carried out

under the direct supervision of staff. Teachers must be confident that the work they are to mark is the candidate's own. This does not mean that the candidate has to be tightly supervised or work in silence throughout the completion of all work, but there must be sufficient supervision in order to substantiate this confidence. This will be organised in different ways by different schools, dependent upon their ICT capabilities and timetabling arrangements.

There is a word limit of 2000 words in total for the two pieces, 1000 words for each. If a candidate exceeds this, the final mark awarded must reflect this.

Scenario 1:

Tim brings all of his fieldwork data and other research into the first of his six lessons. He has included a memory stick with eight PowerPoint slides, each of which contains carefully chosen images of the shops in the local town. He has already asked his teacher if the images he has selected are appropriate, and he is confident that he has everything he needs to complete the task. All internet access on the computers in his classroom has been blocked, but he can still access the information that he has on his memory stick. Tim works on his own whilst the teacher walks around the class giving support and guidance where required. The teacher has told the class that he is able to respond to questions, but is not allowed to tell individuals what to do, or how to organise their work. To help the class, the teacher has given out a copy of the mark scheme so that they all know how they can be awarded the marks in the three sections. Tim has already planned out how he will produce his work; he intends to add analytical labels to his PowerPoint slides, and then will produce a written piece of work that describes and analyses how sustainable shoppers felt their shopping area was. Tim sets himself clear time limits for each task, so that he completes both in the time available. The class is producing a wide range of outcomes – posters, PowerPoint presentations and written work - and is not working in silence, but everybody is working individually on their own work. At the end of the lesson Tim, like the rest of the class, put their work (and memory sticks) into a named folder which the teacher will keep and hand back to them at the start of the next lesson.

Scenario 2:

Jenna has managed to collect quite a lot of information, and also has a number of photocopies from the library. At the top of each, she has listed the book title and ISBN number. She also has her fieldwork data and has printed out some of her photographs in colour. She has already produced some graphs to show the results of her Environmental Quality survey, and has also brought with her a library book that she has found very useful. At the start of the lesson the teacher reminds the class that they should refer to the mark scheme and remain focused on the task they are doing. They should only talk to ask questions of the teacher if they need some assistance, and anybody found copying may be banned from the unit! At the front of the room the teacher has placed some resources which the class can use if they want to, and has also collated the results of the shopper questionnaires for everyone to use. Jenna's class has been told that they must produce an annotated poster to show how the design of shops can affect shoppers; she has also been told that marks are not awarded for artwork, but the final piece should be effective, show imagination and initiative, and convey a suitable analysis of the geography of the investigation. The class are reminded of the need to keep referring to the investigation title, so that their work stays 'on track' and they are told what they should have completed at the end of each lesson. Jenna has four lessons to complete her poster and then moves straight on to the second piece of work. For this, the teacher has told the class they can choose how to present their work. Jenna has decided to do a presentation which the teacher will video while a colleague supervises the remainder of the class. Jenna has already planned out what to do, and just has four lessons to write the script and produce her pictures. She has also been told to prepare a justification for her work, giving her the chance to explain why she chose to present it in the way that she has. Jenna is nervous, but prefers talking to writing!

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced, in the body of the work and not just in a general bibliography.

Authenticity control: A high level of control will apply for analysis and evaluation of findings when materials, obtained through research/data collection, are used and applied. This will be carried out under formal, direct teacher supervision at all times. Candidates should keep a record of all sources used as they will need to provide acknowledgement and referencing of all of them. In all cases, the teacher must be able to authenticate the work submitted for assessment.

Feedback control: Feedback to candidates will be encouraged but tightly defined. Within GCSE in Geography A, OCR expects teachers to supervise and guide candidates who are undertaking work which 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:

- 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.

Teachers must not provide templates, model answers or written feedback on drafts.

Word Control: 2000 words in total; 1000 words for each piece of Controlled Assessment: headings included within the body of the material presented by the candidate should be included in the word count but footnotes, figures, tables, diagrams, charts and appendices should not be included. 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.

Collaboration control: In the research stage, the work of individual candidates may be informed by working with others. In task production, candidates must complete and/or evidence all work individually.

Resource control: Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. This is the responsibility of the centre, in line with any guidance from OCR.

3.4.2 Controlled Assessment task security

It is the responsibility of the centre to ensure that downloaded Controlled Assessment Task titles 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 must be stored securely and they should be available for moderation. It is suggested that they are destroyed after the last date for Enquiries about Results following the examination series in which entries for the units concerned are made.

Candidate absence at the time of assessment

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

Unexpected circumstances

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

3.4.3 Presentation of work

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

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the candidate's evidence at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for moderation must be identified 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 D of the Specification.

4 Controlled Assessment candidate guidelines

4.1 Task setting

The task titles for this subject are set by OCR and changed every year.

4.2 Task taking

4.2.1 What can I do in relation to research, data collection and planning?

Once you have been given the task title (or choice of task titles), you will have time to do the research/fieldwork, collect information and make notes which you will use later when you write up the task. Your teacher will tell you how much time you will have (probably several weeks) and will give you advice on how and where you will gather data (for example on a field trip) and/or where you will find resources (for example the library or the internet).

Things to think about/remember:

- think about how you will approach the task. (You can discuss this with your teacher)
- make a plan of how you will spend the time you have for research/data collection. This way, you can make sure that you have time to cover everything you want to do. This plan may be useful to refer back to you when you are writing up the piece of work
- make sure that you keep a record of where all the information you want to use comes from. This will allow you to include references and a bibliography when you write up the piece of work
- think about how you will use your research or the data that you have collected to respond to the task title. It may be helpful to make a basic plan so that you can check you have all the information that you need
- remember, you will not have access to resources other than your notes when you write up the piece of work, so you need to make sure that you have all the information that you need in your notes.

During research/data collection, you can talk to your teacher about the task title and ask them for advice. You can also work with other students and share ideas about the task title with them. With out-of-classroom fieldwork, group data collection is allowed on health and safety grounds. However you must be aware of all the data collection methods used as you will need to write about these later.

4.2.2 How much teacher support can I expect?

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

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

- offer advice about how best to approach a task title
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your task titles
- 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.

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

4.2.3 What can I expect in the supervised sessions?

This is where you will complete the piece of work by analysing and evaluating the data that you have collected and the research that you have done. Depending on the type of task, this analysis/evaluation of findings may take a variety of forms (for example essays, audio reports, film etc). You will have already discussed with your teacher which format is suitable for the piece of work that you are doing.

This part has to be completed under controlled supervised conditions. This means that all of this stage has to be completed within school time and supervised by your teacher or another invigilator.

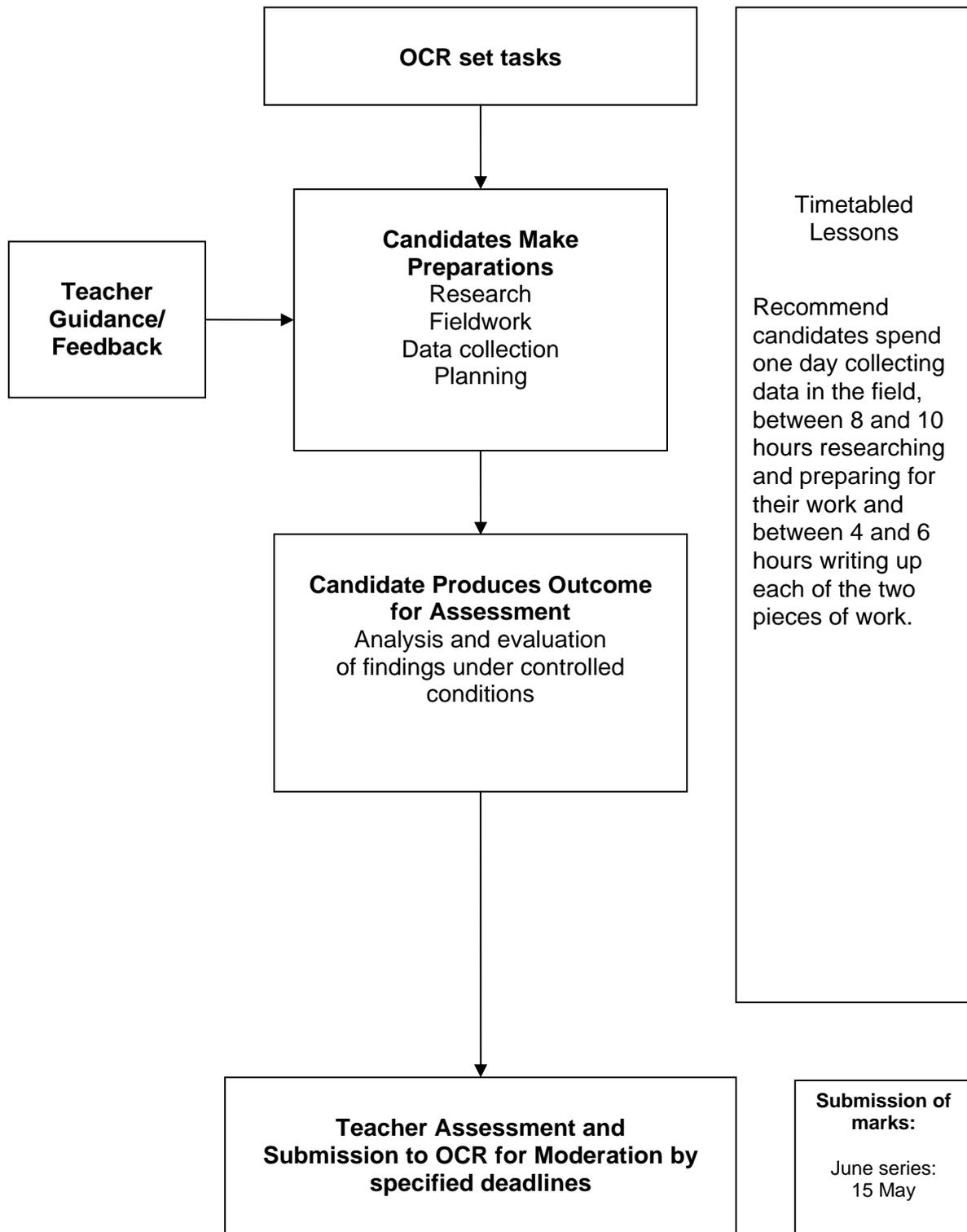
Things to think about/remember:

- the analysis/evaluation of findings is the part of the work that you will be assessed on
- make sure that you include all the relevant information from your notes
- remember that it must be your own work
- remember that if you quote from another source (for example a book or the Internet) you must acknowledge this properly
- during this analysis and evaluation your teacher will not be able to give you any further advice.

You will have access to all the notes that you made during the research/data collection period. You will not be allowed to take in a draft or final version of your analysis and evaluation however, as this part of the work needs to be completed under controlled conditions.

It will probably take several hours to write up your findings, but you will not have to do this all in one go. At the end of each session your teacher will collect in your work and your notes. They will give these back at the start of the next session.

It is a good idea to prepare a detailed plan of what you are going to do, with timings, so that you complete everything in the time available.



5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

The starting point for marking the tasks is the Marking Grids. For Geography A, one marking grid is to be used for marking both pieces of Controlled Assessment (see Appendix B of the Specification). These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. OCR will provide examples of candidates' work after the June 2010 session, which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

Both pieces of Controlled Assessment are to be marked together using the marking grid and a total mark out of 50 awarded.

The two pieces of Controlled Assessment should be marked by the teacher according to the given marking criteria using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three band descriptors provided in the marking grid that most closely describes the quality of the work being marked should be selected.

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

Teachers use their professional judgement in selecting the 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.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that 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 that, in most respects, meets the statement and work that just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for adequately

met work 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. The final mark for the candidate for the Controlled Assessment unit is out of a total of 50 and is found by totalling the marks for each of the marking objective/criteria strands.

5.2 Unpacking assessment objectives in Controlled Assessment tasks

The Assessment Objectives

The Assessment Objectives (AO's) indicate what candidates are expected to demonstrate when undertaking the content described in the specification.

AO1: This is concerned with the candidate's ability to demonstrate their knowledge and understanding of places, environments and concepts. It is not just recall, but also involves the selection of relevant information and the ability of candidates to communicate it effectively.

AO2: This relates to the candidate's ability to apply their knowledge and understanding. Candidates should become increasingly confident in processing the knowledge that they possess so that their understanding of real places, environments and concepts can be applied to other perhaps unfamiliar contexts. For example, a candidate may have a good understanding of how the climate of the Himalayas affects the people who live there, but would they then be able to transfer that critical understanding to explore how people live and work in the extremities of temperature experienced in hot deserts?

AO3: The final assessment objective is concerned with analysis and evaluation. It addresses the candidate's ability to analyse and evaluate questions and issues but also, and very importantly, is about the extent to which candidates are able to select appropriate skills, techniques and technologies when undertaking this element of their work. AO3 is not just about a tick list of skills and approaches, but more about the 'fitness for purpose' of those selected by the candidate.

Task marking – medium level of control

This part of Controlled Assessment will put teachers in both familiar and perhaps unfamiliar territory. All work is marked by the teacher and internally standardised by the Centre. Work is then externally moderated by OCR. Both pieces of work should be marked holistically, with one mark out of 50 awarded for the overall performance of the candidate. The starting point for marking the tasks is the Marking Grid (see page 50-51 in the specification). This grid contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

Teachers should employ a 'best-fit' approach to marking, rewarding achievement rather than penalising failure of omissions. The award of marks should be directly related to the marking criteria. Teachers are asked to use their professional judgement to annotate the mark grids, highlighting or underlining the statements that apply to each particular candidate. Once each statement has been selected, teachers should then fine tune the specific mark within each band so that the rank order produced is reasonable and acceptable in the light of candidate performance overall. Where a candidate's work convincingly meets the statement, the highest mark should be awarded. Where a candidate adequately meets the statement, then the most appropriate mark should be awarded that reflects their performance. Where the candidate just meets the statement, then the lowest mark should be awarded.

Centres should use the full range of marks, and if a candidate is deserving of full marks then the centre should award 50 marks. Some candidates may perform differently on each of the two pieces of work. This should not be considered a problem to mark because it is the overall performance over both pieces of work that is being assessed. Candidates may also perform differently across different elements of the mark scheme. For example, a candidate may perform at Level 3 for knowledge and understanding (AO1), but at Level 2 for Analysis and Evaluation (AO3). This is perfectly acceptable, and appropriate marks should be awarded.

5.3 Interpretation of the Controlled Assessment marking criteria

Using the marking grid

The example of a completed marking grid (page 22 and 23) shows a candidate that is predominantly Level 1, with some Level 2 characteristics. For AO1, they are largely Level 1, but creep into Level 2 for one element. In this situation, either 5 (top mark of Level 1) or 6 (bottom mark of Level 2) would be appropriate marks. Similarly, for AO2 a mark of between 6 and 9 could be appropriate. AO3 however displays more of a balance between Levels 1 and 2. In this situation, a teacher would need to consider to what extent the candidate has achieved. A mark of between 6 and 8 might seem reasonable here.

Teachers should use their professional judgement to decide on the mark that they are comfortable with for each candidate, so that the rank order that their marks produce is one that reflects the candidates' overall performance.

Copies of the annotated marking grid should be forwarded to the moderator with the candidates' work.

There is no requirement for candidates to complete the work sequentially, merely a recommendation on time permitted. It is suggested that candidates spend up to one day in the field collecting data, between 8–10 hours researching and preparing for the tasks, and between 4–6 hours on refining the completed version of each of the two pieces of work. Centres should interpret these recommendations to suit their own particular circumstances. Teachers should not allow themselves to be controlled by the control, and are encouraged to devise meaningful teaching programmes that allow their candidates the best opportunity to think geographically, and to apply their geographical understanding to the specified tasks. It would be helpful if

candidates could view the Controlled Assessment as pieces of class work that have particular significance.

OCR Specification 'A' is designed to give teachers and candidates the opportunity to participate and collaborate in real, relevant, 'living' geography; the controls set out for these tasks should not be seen as barriers. It is crucial that Centres devise and personalise a teaching and assessment programme that ensures that the Controlled Assessment experience is a positive one for all concerned.

	Level 1	Level 2	Level 3	total
AO1	<p>[0 – 5 Marks]</p> <p><u>The candidate has some awareness of some of the issues raised by their consumer decisions.</u></p> <p><u>The candidate begins to recognise that different consumer decisions may have different impacts.</u></p> <p>The candidate comments at a basic level on the extent to which the chosen consumer landscape is sustainable.</p> <p><u>The candidate begins to reflect on the extent to which current and future consumer choices may be sustainable.</u></p>	<p>[6 – 11 Marks]</p> <p>The candidate understands the issues raised by their consumer decisions.</p> <p>The candidate recognises and begins to analyse how different consumer decisions may have different impacts on the environment.</p> <p><u>The candidate begins to evaluate how sustainable the chosen consumer landscape is.</u></p> <p>The candidate analyses the extent to which current and future consumer choices may be sustainable.</p>	<p>[12 – 15 Marks]</p> <p>The candidate has a clear knowledge and understanding of the issues raised by their consumer decisions.</p> <p>The candidate analyses and begins to evaluate how different consumer decisions may have different impacts on the environment.</p> <p>The candidate makes a full evaluation of the sustainability of the chosen consumer landscape.</p> <p>The candidate analyses and evaluates the extent to which current and future consumer choices may be sustainable.</p>	/15
AO2	<p>[0 – 7 Marks]</p> <p>With teacher guidance, the candidate displays some understanding of the impacts of their consumer decisions on people and/or the environment.</p> <p><u>The candidate briefly outlines their own personal views about consumer decisions and begins to justify their opinions.</u></p> <p><u>The candidate outlines some of the specific changes that they could make that would contribute to a more sustainable future.</u></p> <p>Interpretations of geographical situations will be basic and tend to be from one perspective.</p>	<p>[8 – 15 Marks]</p> <p><u>With limited teacher guidance, the candidate displays a sound understanding of the impacts of their consumer decisions on people and the environment.</u></p> <p>The candidate describes their own personal views about consumer decisions and begins to justify their opinions.</p> <p>The candidate describes some of the changes that they could make that would contribute to a more sustainable future.</p> <p><u>Interpretations of geographical situations will be sound and begin to reflect a number of perspectives.</u></p>	<p>[16 – 20 Marks]</p> <p>The candidate displays a clear and detailed understanding of the impacts of their consumer decisions on people and the environment.</p> <p>The candidate fully describes and gives reasons for their own personal views about consumer decisions offering justification for their opinions.</p> <p>The candidate explains fully some of the specific changes that they could make that would contribute to a more sustainable future.</p> <p>Interpretations of geographical situations will be detailed and reflect a range of different perspectives.</p>	/20

	Level 1 [0 – 5 Marks]	Level 2 [6 – 11 Marks]	Level 3 [12 – 15 Marks]	total
AO3	<p>With teacher guidance, the candidate demonstrates a basic range of enquiry skills and techniques in exploring and analysing consumer patterns.</p> <p>With teacher guidance, the candidate presents a basic investigation of how consumer decisions may have a positive or negative impact on people.</p> <p>With help, the candidate identifies geographical questions and recognises the sequence of an investigation.</p> <p>The candidate displays basic skills in selecting and gathering primary data and/or information from a limited range of visual, written and oral source.</p> <p>With teacher guidance, the candidate presents an organised piece of work. The work shows basic accuracy and clarity. The candidate communicates using simple statements and uses a limited variety of basic presentation techniques.</p> <p><u>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</u></p> <p>The candidate has either written relatively little or it is of some length but the content is not focussed on the task(s).</p>	<p><u>With limited teacher guidance, the candidate demonstrates a range of enquiry skills and techniques in exploring and analysing consumer patterns.</u></p> <p><u>The candidate presents a sound investigation into how consumer decisions may have a positive or negative impact on people.</u></p> <p><u>The candidate identifies and begins to analyse geographical questions and establishes the sequence of an investigation.</u></p> <p><u>The candidate displays a range of skills in planning, organising, selecting and then gathering primary data and/or a variety of information from a suitable selection of visual, written and oral sources.</u></p> <p><u>The candidate presents a clear and logically organised piece of work, perhaps with some teacher guidance. The work is largely accurate, and some specialist terms are used appropriately. A range of well chosen and suitable presentation techniques is evident, appropriate to both task and intended audience.</u></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><u>The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit.</u></p>	<p>The candidate demonstrates a broad range of enquiry skills and well-chosen techniques in exploring and analysing consumer patterns.</p> <p>The candidate presents an accurate and detailed investigation into how consumer decisions may have a positive or negative impact on people.</p> <p>The candidate identifies, analyses and evaluates geographical questions and issues and establishes an appropriate sequence of investigation.</p> <p>The candidate displays a broad range of skills in organising, planning, selecting and gathering primary data and/or selecting a wide variety of information from an extensive range of written, visual and oral sources.</p> <p>The candidate produces a piece of work that shows imagination and initiative. The work is accurate, and specialist terms are used adeptly. A wide range of effective and well-produced presentation techniques is evident, appropriate to both task and intended audience.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</p> <p>The candidate has written with precision and succinctness, so that the candidate does not exceed the prescribed word limit.</p>	/15
				/50

5.4 Authentication of Controlled Assessment outcomes

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

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

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. Candidates may be asked to sign a declaration to this effect. Centres should reinforce this message to ensure candidates understand what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign.

5.5 Internal standardisation of Controlled Assessment

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

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

5.6 Moderation of Controlled Assessment

All work 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 that is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B of the Specification.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for 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.

5.7 Minimum requirements for Controlled Assessment

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

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

5.8 Submission date for Controlled Assessment

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

6 FAQs

When can Controlled Assessments be taken?

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

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

When can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange; teachers without direct access to Interchange should ask their Examinations Officer to download the task titles.

Controlled Assessment task titles for **two** years will be available from Interchange. This is to enable effective management of fieldwork preparation and Health and Safety requirements.

It is the responsibility of the centre to ensure the correct task titles are used depending on when they plan to submit the candidates work:

Tasks released by OCR:	Series for submission: (NOTE - the deadline for receipt of marks by OCR is May 15 th)
1 June 2009	June 2010 June 2011
1 June 2010	June 2012
1 June 2011	June 2013
1 June 2012	June 2014
1 June 2013	June 2015

Can any preparation work be done out of the classroom?

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

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

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

Where can the Controlled materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

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

Where can the Mark Schemes be accessed?

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

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

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

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

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

Centres have the responsibility to ensure that the correct task titles are used for a controlled assessment resit.

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

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

Do we mark them or do OCR?

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

Will I be able to go to the same fieldwork location every year?

Yes. The two pieces of Controlled Assessment have been designed to facilitate this. The broad tasks on page 15 of the specification will not change, but each year a choice of more focused task titles will be offered for each.

How can I manage my classroom when doing the Controlled Assessment?

This will depend upon your individual circumstances but there is no need to envisage anything other than a 'normal' classroom situation when the candidates are completing their work. If the candidates are clear about what it is they are to do, then it is the teacher/supervisor's role to ensure that the process runs smoothly through the provision of resources and the general supervision of the class. The teacher acts more as a facilitator, as a lot of the work (fieldwork, research and planning) has already been completed previously.

Are the candidates able to talk?

The regulations do not state that candidates must work in silence, so yes they are able to talk if the teacher permits it. It is recommended that general, unrelated conversations should be avoided, but the classroom should not be seen as an examination hall. However candidates should be working as independently as they can; help received from others is addressed through the marking grid, and the candidate and teacher authentication concentrate on issues of plagiarism.

Can I help my candidates?

Yes. OCR expects teachers to supervise and guide candidates who are undertaking work of this nature. The more help that is offered or received will obviously impact upon the final mark awarded but all candidates should be afforded the opportunity to display achievement in this unit.

Can candidates take work out of class?

Once candidates begin the final stage of the Controlled Assessment work they cannot add to their research. Consequently, all work that they bring to the first lesson when they begin their analysis and evaluation should not then leave the classroom. All notes, drafts, research materials, memory sticks etc. should be retained by the teacher until the start of the next lesson. What you are unable to stop is candidates discussing their work with others outside of your classroom.

Can they add to their research?

No, once they begin the final stage of analysing and evaluating their findings then they should have all that is needed to complete the pieces of work. Teachers can have additional resources available for the whole class should they think that is necessary, but the final stage should focus predominantly upon completing the final version of the two pieces of work.

How can I ensure ICT facilities do not compromise the activity?

This will depend upon the ICT circumstances that each centre finds itself in. Free access to the internet during the final phase is not permissible, as that would allow candidates to add to their research. However, some networks may allow access to a predefined list of web sites, or a 'locked down' individual user area for each candidate. The overarching principal is that candidates must be producing individual work without additional help (apart from advice from the teacher) once they begin the final stage. Centres will manage this in a variety of different ways.

Should I share the marking grid with the candidates?

It is good practice to share the grid with the candidates so that they know what it is they are expected to produce.

When should I do the Controlled Assessment with my candidates?

It is entirely up to individual centres. The work does not need to be sequential, and so could be completed at a time that is suitable. Fieldwork could be carried out in the summer, with the processing and presentation of that work carried out at a later date. It may be useful to see when other departments are planning to do their own Controlled Assessment tasks so that pressure on candidates is reduced.

How can candidates present their work?

Candidates can produce their work in a manner that is appropriate to the task and to their skills and preferences. The moderating team is well used to working in this way, and this specification actively encourages candidates to produce work in a variety of formats. Candidates may produce one piece of work in one way, and the second in another; candidates within a class may produce work in a wide variety of ways, thus encouraging originality and initiative. The guiding principal is that the method chosen should be 'appropriate' and that the mix of methods chosen within a centre should ensure candidates are able to show positive achievement across the full range of marks. Further guidance on the presentation of work is given on pages 34 and 56-7 in the specification.

7 Guidance on downloading Controlled Assessment tasks from Interchange

Before you start

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

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

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

Step 1 – Log into Interchange

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

Enter your log in details



Welcome

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

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

Login

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

Username:

Password: **(case sensitive)**

[Forgotten Your Password?](#)

New User

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

Step 2 – Navigate to Controlled Assessment materials area

Click on 'Coursework and tests'

Click on 'Controlled Assessment materials'

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



You are here: Home

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

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

Welcome to Interchange

What's new?

Support material

Controlled assessment materials

Science co-ordinator materials

Tests

Key Skills test invoices

Moderation

OCR Repository

(VQ)' role - your Interchange Centre Administrator will be able to help you with this.

Tell us what you think

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

Step 3 – Search for materials

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

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

All available documents will be displayed below the search.

The screenshot shows the OCR Interchange website interface. At the top, the OCR logo is on the left, and 'interchange' is in the center. On the right, there are links for 'Help' and 'Log out'. Below the header, a breadcrumb trail reads 'You are here: Home > Controlled assessment materials'. A left-hand navigation menu is divided into 'By task' and 'By qualification'. The 'By task' section includes links for Entries, Coursework and tests (highlighted), e-assessment, Certification claims, Results, Post results, Centre information, Assessors, Search, Resources, and Admin. The 'By qualification' section includes links for GCE, GCSE, Principal Learning..., OCR Nationals, Functional Skills, Skills for Life, NVQ, Vocationally related, and CLAIT and iPro. The main content area is titled 'Controlled Assessment Materials'. It features a 'Notices' section with an information icon and a message: 'Controlled Assessment materials for GCSE specifications will be available to download from June 2009'. Below this, 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 form includes a 'Unit Code (eg, F123)' input field with a 'Search' button, a 'Select qualification type:' dropdown menu set to 'GCSE', a 'Select subject:' dropdown menu set to 'Art and Design', and a 'Select subject detail:' dropdown menu set to '3D Design'. Below the search form, two PDF documents are listed: 'A266 - Controlled Assessment' (PDF 254KB) and 'A266 - Resource Booklet' (PDF 254KB). A 'Page notes' section at the bottom provides instructions: '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.' At the very bottom, there are links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and a copyright notice '© 2000-2009 OCR'.

Step 4 – Open materials

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

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

The screenshot shows a web browser window with the address bar displaying 'https://interchange'. The browser's toolbar includes '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 **B562 CA**
Geography B
Unit B562: Geographical Enquiry
Specimen Controlled Assessment Material

INFORMATION FOR TEACHERS

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

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

The maximum mark for these tasks is a total of 60

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

[Turn over

Step 5 – Troubleshooting

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

The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR (Recognising Achievement) and Interchange is displayed. Navigation links for Help and Log out are visible. A breadcrumb trail indicates the user is in the 'Controlled assessment materials' section. A left-hand menu lists various navigation options, including 'By task' (Entries, Coursework and tests, e-assessment, Certification claims, Results, Post results, Centre information, Assessors, Search, Resources, Admin) and 'By qualification' (GCE, GCSE, Principal Learning..., OCR Nationals, Functional Skills, Skills for Life, NVQ, Vocationally related, CLAIT and iPro). The main content area is titled 'Controlled Assessment Materials' and contains a 'Notices' section. Below this, a message instructs the user to use drop-down menus to select a material or search by unit code. A search form is shown with the unit code '8q6et' entered. A red error message box states 'Invalid Unit Code entered'. To the right of the search form are three drop-down menus for 'Select qualification type', 'Select subject', and 'Select subject detail', all currently set to '-Please Select-', '-Nothing to Select-', and '-Nothing to Select-' respectively. A 'Search' button is located below the unit code input. Below the search form is a 'Page notes' section with text about zip extractors on Windows XP, Vista, 95, 98, 2000, ME, or NT. At the bottom of the page, there are links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and a copyright notice for 2000-2009 OCR.

OCR **interchange**
RECOGNISING ACHIEVEMENT

Help Log out

Print page

You are here: Home » Controlled assessment materials

Controlled Assessment Materials

Notices

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

Unit Code (eg, F123) Select qualification type:

! Invalid Unit Code entered Select subject:

Select subject detail:

Page notes

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

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

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

Help Log out
Print page

You are here: Home » 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

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:

Select subject:

Select subject detail:

No document available. Please check the search details.

Page notes

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

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8 Guidance for the production of electronic Controlled Assessment

The Controlled Assessment in Unit A672 comprises two pieces of work.

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 A672, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the two pieces of Controlled Assessment. Each piece should be contained within a separate folder within the portfolio.

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

Data formats for evidence

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

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

Electronic Controlled Assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and 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 format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

PDF (.pdf)

Comma Separated Values (.csv)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

www.ocr.org.uk

OCR customer contact centre

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

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