OCR
RECOGNISING ACHIEVEMENT

guide to controlled assessment

Version 3 April 2011

GCSE
Geography B

J385 – Full Course J085 – Short Course

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

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

OCR GCSE 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 for Geography will be 25% 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.

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2 Summary of the Controlled Assessment unit

Unit B562: Geographical Enquiry

This unit represents 25% of the total assessment and has a maximum of 60 marks.

This unit consists of **two** tasks, one is a Fieldwork Focus of a hypothesis or question and the other is a Geographical Investigation linked to one of nine topics.

A choice of specific OCR set task titles will be released each year. There will be one task set per theme for the Fieldwork Focus, **except** for Rivers and Coasts, which will have one each. There will not be a task for the Natural Hazards theme. There will be two tasks set for each of the nine themes for Geographical Investigation.

Each candidate's submission should be no more than 2000 words in total (approximately 1200 words for Fieldwork Focus and 800 words for Geographical Investigation).

The recommended timings for the Controlled Assessments are:

Fieldwork Focus: five weeks or 10 hours of class work. Not including fieldwork.

Geographical Investigation: three weeks or 6 hours of class work.

Field notebooks, research notes, full sets of questionnaires, etc, should not be submitted for assessment.

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 tasks.

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

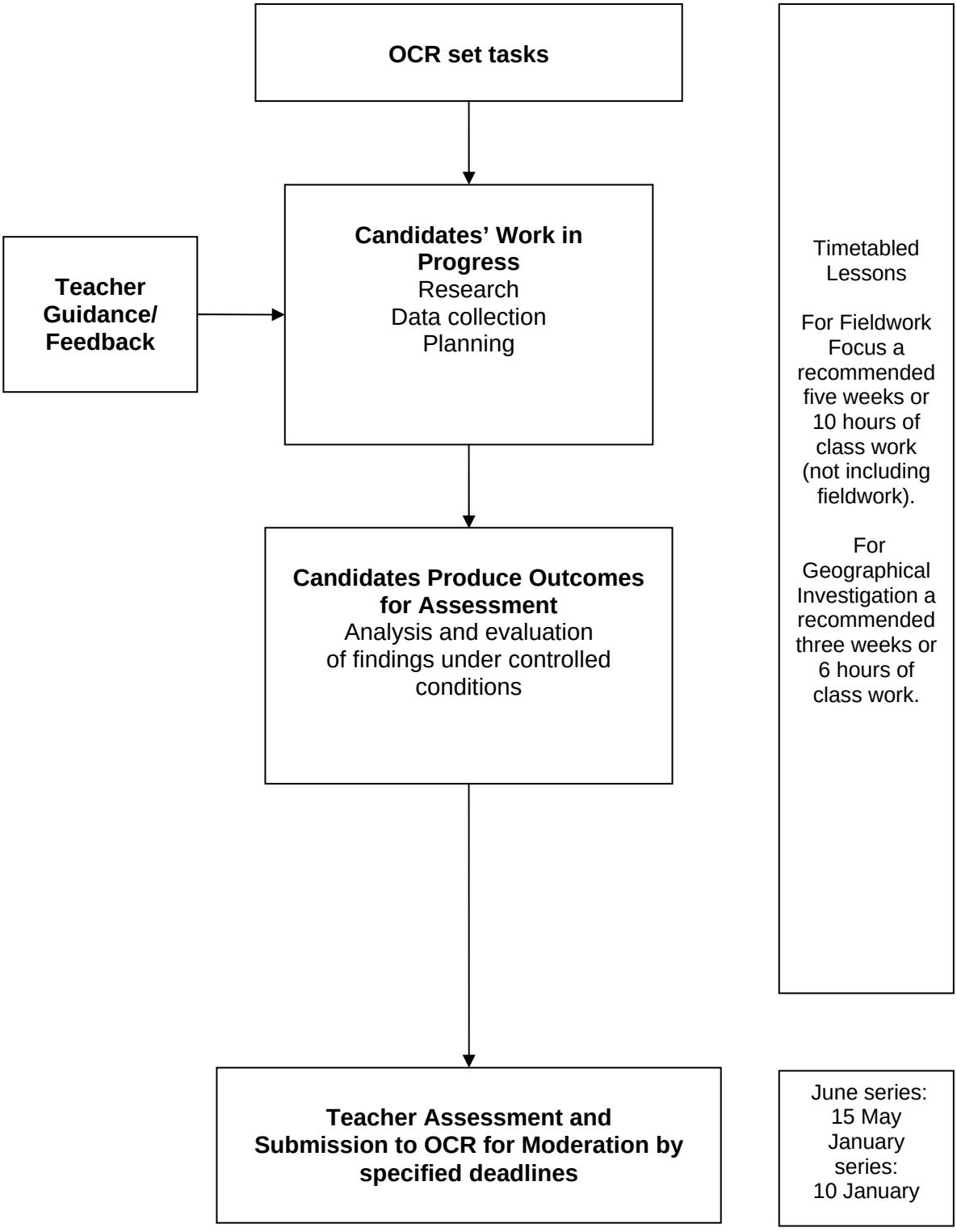
- Research/data collection: limited level of control
- Analysis and evaluation: high level of control

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



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3.2 Guidance on the Release of Controlled Assessment Tasks to Candidates

3.2.1 Choice of Controlled Assessment task

OCR will assume a high level of control in relation to the setting of tasks. The Controlled Assessment unit comprises of two tasks – Fieldwork Focus and Geographical Investigation. Four task titles will be available for Fieldwork Focus, one for Rivers, one for Coasts, one for Population and Settlement and one for Economic Development. Nine task titles will be available from OCR for the Geographical Investigation part of the unit; two each for Disease, Trade, Ecosystems, Sport, Fashion, Energy, New Technologies, Crime and Tourism.

These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated task title.

For each task centres must choose from the task titles offered by OCR and drawn from the content areas of the specification. While the wording must remain unchanged, these tasks can be contextualised so that they allow the usage of local resources available to any centre. These tasks 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 tasks must be contextualised by centres in ways that will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest levels.

The same OCR Controlled Assessment tasks 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 as guidance, if they wish to do so. The task will be changed each year. A candidate wishing to resit in a subsequent year will have to choose from the new task titles for that year.

3.2.2 When and how to give Controlled Assessment tasks to candidates

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. The Fieldwork Focus and Geographical Investigation are part of the same unit and must, therefore, be submitted **together** in either January or June.

Tasks released by OCR:	**First submission date:** **(NOTE - the deadline for receipt of marks by OCR is 10 January)**	**Final submission date:** **(NOTE - the deadline for receipt of marks by OCR is 15 May)**
1 June 2009	**January 2010** **January 2011**	**June 2010** **June 2011**
1 June 2010	**January 2012**	**June 2012**
1 June 2011	**January 2013**	**June 2013**
1 June 2012	**January 2014**	**June 2014**
1 June 2013	**January 2015**	**June 2015**

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3.3 Guidance on the approaches to Controlled Assessment tasks

3.3.1 Fieldwork Focus

Setting the scene	This involves • the investigation question or hypothesis; • the expected outcomes; • an explanation of how the question or hypothesis/hypotheses link to the specification; • relevant information about the place(s) chosen as the focus for the investigation.
Method of data collection	This involves • a description of the fieldwork techniques that could be carried out to collect primary data for the enquiry, for example, questionnaire, interview, measuring and recording, mapping and drawing of appropriate features. This could be carried out in groups or individually; • an explanation of why these methods are used; • what problems were encountered in the collection of data.
Data presentation and analysis	This involves • presentation of data collected in an appropriate range of forms. This could include maps, graphs, photographs, drawings or a combination; • a description of the key findings shown by the data; • an explanation of the key findings.
Evaluation and conclusion	This involves • revisiting the original question/hypothesis and drawing substantiated conclusions; • commenting on the success and usefulness of the investigation; • commenting on the limitations of the investigation; • making reasoned suggestions for improving and extending the investigation.

3.3.2 Geographical investigation

The following section is also printed within the Specimen Assessment Materials available on the OCR website. It gives guidance on how the Geographical Investigation tasks in the Specimen Assessment Material could be approached and, where relevant, may help teachers in preparing candidates to complete their own Geographical Investigations. Note that the guidance is neither prescriptive nor exhaustive.

Disease

Location/Background	What is the distribution of the disease? Describe the distribution of disease within the chosen region.
Investigation Question	What are the causes of the disease? What are the causes of the pattern of distribution? What part do environments play in the spreading of disease? What part do people play in the spreading of disease?
Effects/Evaluation	What are the effects at a variety of scales from individual to national? Who is affected by the disease? Are there differing opinions about the topic investigated and can you identify the stakeholders and their views?
Conclusion	What are the implications for development in the future? How can environments be managed to reduce disease or its effects? What part do sustainable practices play in reducing the incidence of the disease? What are the main hurdles to eradication of the disease? What might the future mean?

Trade

Location/Background	Which countries are involved? Which trade blocs, if any, are involved? What are their defining characteristics?
Investigation Question	What are the historic causes of the relationship? What does each country gain from the relationship? What is the nature of the trade? How do global circumstances affect the relationship?
Effects/Evaluation	What are the effects on each of the countries involved? How are these primary effects changing the lives of the various people in each country? Which effects of the trade relationship are unsustainable? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	What could be done to maximise the benefits for the people of each country involved? How could the trade be made more sustainable? How might the relationship develop in the future?

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Ecosystems

Location/Background	Where is this place? Where, in the world, are these types of ecosystems found? How are they defined?
Investigation Question	What are the issues facing this ecosystem? What are the pressures of exploitation by people? What are the natural dangers?
Effects/Evaluation	What are the effects on the environment? What are the effects on the local people? What are the global effects? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the changes brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the damage/exploitation of the ecosystem? What is the future for the ecosystem?

Sport

Location/Background	Where is the event or venue located? What is the global distribution of the sport?
Investigation Question	What are the reasons for its location? Why is it played in some areas/countries and not others? Why do governments at all scales encourage sporting events and facilities?
Effects/Evaluation	What are the effects on people of these facilities? What are the effects on the environments at a wide variety of scales? In what way are these events unsustainable or sustainable? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	What does the future hold for the sport? What will happen after the event? How can the sport/event be made more sustainable at a variety of scales? How can venues decrease the amount of environmental damage that they cause?

Fashion

Location/Background	What is the global distribution of suppliers and consumers? Where do the raw materials come from? Where are the goods made?
Investigation Question	What are the issues of geographical concern? What part does trade play in the arrangement of production? What part do governments play in the location of manufacturing?
Effects/Evaluation	How are people affected by these models of production? How are environments affected by the production of these garments? How do the effects vary with location? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the problems brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area? What does the future hold for this production?

Energy

Location/Background	Where is this issue based? Where in the world do similar activities happen?
Investigation Question	Why is this happening? Who decides what should be done? What are the reasons for it to happen?
Effects/Evaluation	What are the problems caused by this issue to the local, national and global environment? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the problems brought by people be remedied? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area?

New technologies

Location/Background	Where is this issue taking place? What is the distribution of this issue at various scales?
Investigation Question	Why are these fish being landed? Who is harvesting them? What trade arrangements happen to encourage this fishing? How are they being harvested?
Effects/Evaluation	What effect does this issue have upon the environment at various scales? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How will the use of new technologies help resolve the issue? How can various groups be brought together to help resolve the issue? Will the issue be resolved in the long term?

Crime

Location/Background	Where is the issue taking place? How widespread an issue is it?
Investigation Question	What are the factors causing this issue? How does the environment influence the activity?
Effects/Evaluation	What are the effects on the local people? What are the effects on the environment? What are the effects on the wider community? What are the costs and benefits of the issue? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the issue be solved? What sustainable solutions are there? Why should the issue be solved? How will the solution be fair across the whole community?

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Tourism

Location/Background	Where is this location? Why is it a tourist destination? What is the national or global distribution of this activity?
Investigation Question	What are the geographical issues affecting this activity?
Effects/Evaluation	What effects does this activity have on its local area? How does it interact with other facilities in the area? What environmental effects does this activity have? How are people affected by this activity? Are there differing opinions about the topic investigated and can you identify these stakeholders and their views?
Conclusion	How could the problems brought about by this resort/activity's location be solved? What sustainable practices could be used to reduce future impacts? What can be done to solve any problems resulting from the change in the affected area? What does the future hold for this activity?

3.4 Guidance on research/data collection

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.

(a) **Authenticity control:** For GCSE in Geography B, 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 (e.g. fieldwork) will be undertaken outside the centre. In this case normal risk assessment procedures will be followed which may result in direct teacher supervision. A high level of control will apply for using or applying this material and for analysis and evaluation of findings, which will be undertaken under direct teacher supervision. In all cases, the teacher must be able to authenticate the work submitted for assessment and there must be acknowledgement and referencing of any sources used.

(b) **Feedback control:** Feedback to candidates will be encouraged but tightly defined. Within GCSE in Geography B 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 kind 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.

(c) **Word control:** 2000 words in total, (approximately 1200 words for Fieldwork Focus and 800 words for Geographical Investigation); 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.

(d) **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.

(e) **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.

3.5 Guidance on the production of the outcome

3.5.1 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 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.

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.

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

Work undertaken under supervision in the class room should be collected in and placed in a secure location. This should prevent revision of work outside supervised times.

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Analysis and evaluation of findings – High level of control

The QCA regulations state that the analysis and evaluation must be carried out at a high level of supervision. This can only be successfully done in a classroom. Teachers can support and guide their class, monitoring progress and preventing collaborative working and plagiarism. The support is in the form of guidance and clarification. Candidates must be able to carry out their analysis and evaluation independently within a time limit and to the highest quality possible. It is essential that these conditions allow the teacher to authenticate their candidates' work.

- Candidates could be provided with guidelines on how to present data. The candidate will have to select the appropriate techniques for their data.

- Candidates could use ICT to present their data/information. This is very desirable for the investigation and fieldwork, and can include annotated maps, graphs, photographs and diagrams.

- Candidates must complete their analysis, conclusions and evaluations under high levels of control. This must be in a classroom under the direct supervision of a teacher. The candidate's previous work should be given to them to allow them to analyse and evaluate. Their work must be collected in after each session. Candidates may ask the teacher for some guidance or clarification during these sessions.

- The completed assessments must not exceed 2000 words in total for the Fieldwork Focus and the Geographical Investigation. If a candidate's work exceeds this, the final mark will reflect this. Therefore it is advisable to give candidates guidance on word limits for each section of the Controlled Assessments.

Completing the tasks

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

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.

3.5.2 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 the 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.

3.5.3 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 work 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 C of the Specification.

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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 task
- 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 task
- think about how you will use your research or the data that you have collected to respond to the task. It maybe 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 task, 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 and ask them for advice. You can also work with other candidates and share ideas about the task 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
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the Specification requirements.

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 task 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 task that you are doing.

This part of the task has to be completed under controlled supervised conditions. This means that all of this stage of the task 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.

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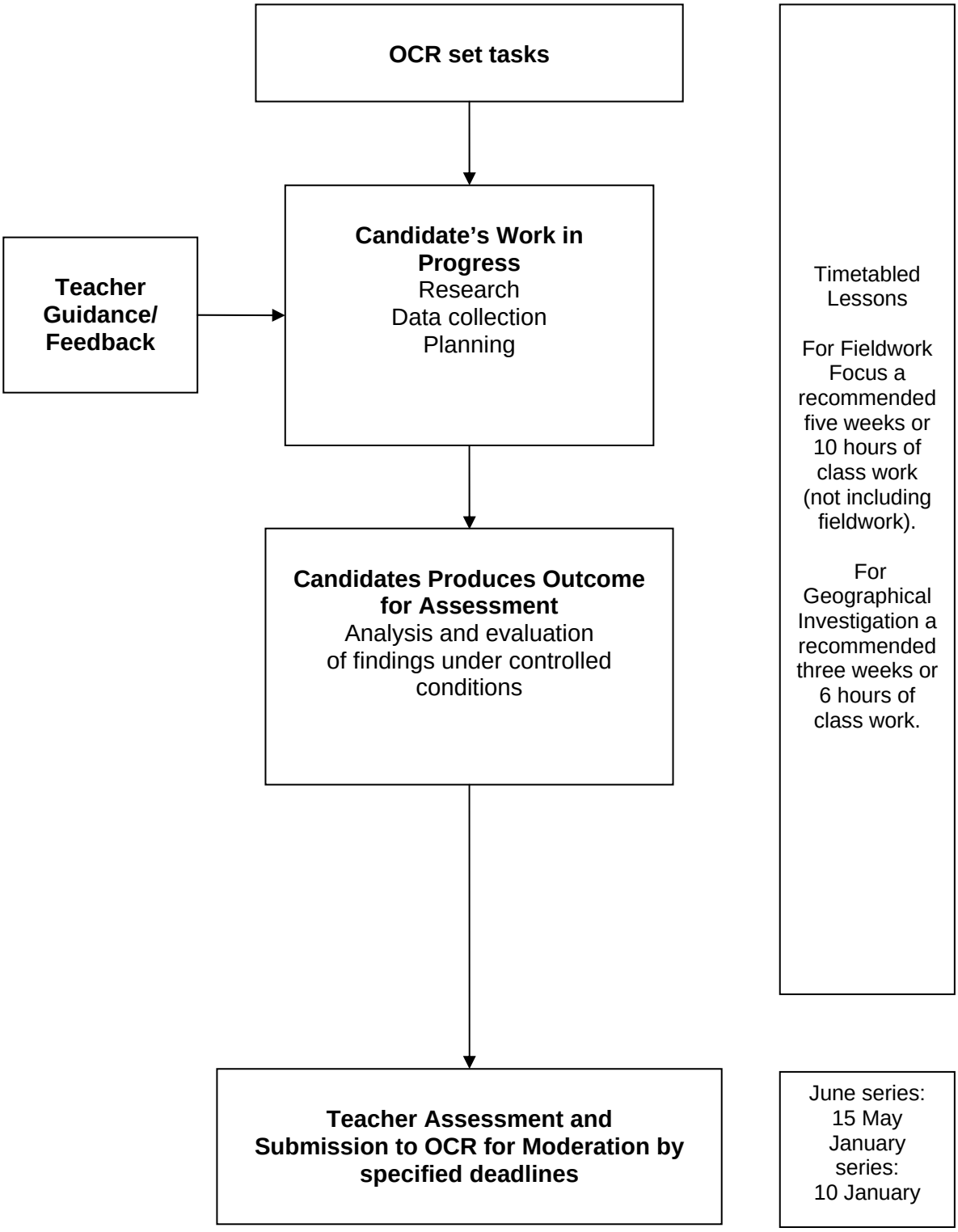
You will have access to all the notes that you made during the research/data collection period. You will not be allowed to take in a draft or final version of your analysis and evaluation however, as this part of the work needs to be completed under controlled conditions.

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.


OCR set tasks
Teacher Guidance/ Feedback
Candidate's Work in Progress
Research
Data collection
Planning
Candidates Produces Outcome for Assessment
Analysis and evaluation of findings under controlled conditions
Teacher Assessment and Submission to OCR for Moderation by specified deadlines
Timetabled Lessons
For Fieldwork Focus a recommended five weeks or 10 hours of class work (not including fieldwork).
For Geographical Investigation a recommended three weeks or 6 hours of class work.
June series: 15 May
January series: 10 January

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5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

The starting points for marking the tasks are the relevant Marking Criteria Grids. For Geography B there are separate marking grids for each Controlled Assessment task (see Appendix B of the Specification). These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work, which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

Both tasks are to be marked using the relevant marking grids, Fieldwork Focus to be marked out of 36 marks, Geographical Investigation out of 24. These are combined and a total mark out of 60 awarded.

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, 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'. The marks on either side of the middle mark(s) for adequately met' should be used where the standard is lower or higher than 'adequate' but **not** the highest or lowest mark in the band.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for the Controlled Assessment unit 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

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

AO2: This relates to the candidate's ability to apply their knowledge and understanding in familiar and unfamiliar contexts.

Candidates should become increasingly confident in processing the knowledge that they possess so that their understanding of real places and issues can be applied to unfamiliar contexts. This could involve them carrying out fieldwork in a city, river or coast that they are unfamiliar with. It could also involve them applying their knowledge and understanding to investigating a contemporary issue at a global, UK or local scale.

AO3: This assessment objective is concerned with analysis and evaluation. It addresses the candidate's ability to analyse and evaluate questions and issues that they have investigated and researched in the Fieldwork Focus and the Geographical Investigation. It is also about how well the candidates have selected appropriate skills, techniques and technologies in their fieldwork and research. Those selected need to show variety and be appropriately applied.

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 the Fieldwork Focus and the Geographical Investigation should be marked holistically.

The starting point for marking the assessments is the Marking Criteria Grids (see Appendix B in the specification). These grids contain 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 by rewarding achievement rather than penalising failure of omissions (see pages 32 and 33 in the specification). 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 36 marks for the Fieldwork Focus and 24 marks for the Geographical

Investigation. Candidates may perform differently across different elements of the mark scheme. For example, a candidate may perform at Level 3 for application of knowledge and understanding (AO2), 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

The Fieldwork Focus example, on page 24, shows a very strong candidate who has managed to gain credit for each objective at level 3. The teacher needs to decide if the work of the candidate convincingly, adequately or just meets the criteria statements for each of the level 3 criteria. If they have then 36 marks should be given. If there is any doubt then a lower mark must be given.

The Geographical Investigation example, on page 25, is of a candidate who has gained predominantly level 2 credit with some for level 3. This candidate has followed a clear route of investigation and has used their research well to support their arguments. However, application of knowledge of stakeholders and ideas could have been further developed. They have also not extended themselves in their research and not sufficiently looked at the limitations of their evidence. They have also been a little casual in the way they have written. Overall this could be given top of level 2 with 16 marks or bottom of level 3 with 17 or 18 marks dependent upon how well they fit each assessment criteria.

Copies of the annotated marking grids should be forwarded to the moderator with the candidates' work. A comment box at the bottom of the grid should be completed to give the moderator some reasoning for the allocation of credit and any individual information relevant to the candidate and their performance.

It is important to remember that the Controlled Assessment work should be marked holistically and that the marking criteria grids must be used.

Fieldwork Focus

Level	Level 1	Level 2	Level 3
AO2 Application of Knowledge and Understanding	They have applied their knowledge and understanding of the question/hypothesis to simply describe the context of the enquiry. They have used their knowledge and understanding to simply describe and explain their evidence.	They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a variety of contexts. They have used their knowledge and understanding to adequately describe and explain their evidence.	They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a wide range and variety of contexts. They have used their knowledge and understanding to thoroughly describe and explain their evidence.
	Marks 0-4	5-8	9-12
AO3 Analysis and Evaluation	They have used their skills and a limited number of techniques to locate and describe their study area. They have suggested a limited number of techniques and technologies to undertake their enquiry. They have collected and recorded a limited selection of evidence from some sources, mainly fieldwork. They have presented their data in a few simple maps, graphs and diagrams. Their limited evidence has been analysed and interpreted to allow a very simplistic conclusion to be made. They have attempted an evaluation. Their written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication. They have either written relatively little or it is of some length, but the content is not focused on the task(s).	They have selected and used a variety of skills and appropriate techniques to locate and describe the study area. They have suggested a variety of techniques and technologies to undertake their enquiry. They have collected and recorded appropriate evidence from different sources, mainly fieldwork. They have presented their data in a range of maps, graphs and diagrams. Their evidence has been analysed and interpreted to allow a plausible conclusion to be made. They have made an overall evaluation with some suggested possible limitations, solutions and extensions to the enquiry. Their written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. They have written with some precision and succinctness, but have not exceeded the prescribed word limit.	They have effectively used a wide variety of skills and appropriate techniques to locate and describe the study area. They have suggested an appropriate variety of techniques and technologies to undertake their enquiry. They have collected and recorded accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They have presented their data in an appropriate range of maps, graphs and diagrams. Their evidence has been analysed and interpreted to allow a substantiated conclusion to be made. They have made a critical evaluation with limitations, possible solutions and an extension to their enquiry is suggested. Their written work is legible and spelling, grammar and punctuation are accurate. They have written with precision and succinctness, so that they do not exceed the prescribed word limits.
	Marks 0-8	9-16	17-24
Total	12	24	36

Geographical Investigation

Level	Level 1	Level 2	Level 3	Total
AO2 Application of Knowledge and Understanding	They have applied some basic geographical principles to reach a conclusion. They have applied some basic knowledge of the attitudes of different stakeholders to show that they react in different ways to the geographical theme. They have attempted to use research to support their argument.	They have applied some geographical ideas and principles to reach a valid conclusion. They have applied their knowledge of the attitudes of different stakeholders to show why they react in different ways to the geographical theme. They have used research to inform their arguments.	They have applied a range of geographical ideas and principles in order to reach an informed conclusion. They have applied their knowledge of the attitudes of different stakeholders to explain why they react in different ways. They have used their research to inform and justify their arguments.	
	Marks 0-4	5-8	9-12	12
AO3 Analysis and Evaluation	They have only selected a limited range of appropriate material that is relevant to the issue. They have made little or no attempt to acknowledge their sources. They have interpreted their evidence, its limitations and reached a basic conclusion. They have attempted to structure their investigation in a logical way. Their spelling, grammar and punctuation are poor. They have either written relatively little or it is of some length, but the content is not focused on the task(s).	They have selected a variety of appropriate evidence that is relevant to the issue. They have acknowledged most of their sources. They have analysed and interpreted their evidence and recognised some of its limitations and reached a plausible conclusion. They have undertaken a logical route to their enquiry. Their spelling, grammar and punctuation are mostly accurate. They have written with some precision and succinctness and have not exceeded the prescribed word limit.	They have selected appropriate evidence from a range of sources that is very relevant to the issue. They have acknowledged all of their sources. They have analysed, interpreted and critically evaluated their evidence and made a substantiated and appropriate conclusion. They have followed a logical and very explicit route to their enquiry. Their spelling, grammar and punctuation are accurate. They have written with precision and succinctness, so that they do not exceed the prescribed word limit.	
	Marks 0-4	5-8	9-12	12
Total	8	16	24	24

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

5.6 Moderation of Controlled Assessment

All work 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. The final submission dates are 10 January for the January series and 15 May for the June series.

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 and where can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange from 1 June 2009; 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. The Fieldwork Focus and Geographical Investigation are part of the same unit and must, therefore, be submitted **together** in either January or June.

Tasks released by OCR:	**First submission date:** **(NOTE - the deadline for receipt of marks by OCR is 10 January)**	**Final submission date:** **(NOTE - the deadline for receipt of marks by OCR is 15 May)**
1 June 2009	**January 2010** **January 2011**	**June 2010** **June 2011**
1 June 2010	**January 2012**	**June 2012**
1 June 2011	**January 2013**	**June 2013**
1 June 2012	**January 2014**	**June 2014**
1 June 2013	**January 2015**	**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 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, e.g. HODs, subject leaders or subject teachers.

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

Tasks change every year, so it is **not** permitted 'to use last year's assessment this year'. It is the responsibility of centres to make sure that candidates are submitting the correct tasks for the year of submission.

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.

Candidates on Spec B can enter Controlled Assessment in January or in June. The titles are the same in the same calendar year. If candidates want to resit to improve their mark they must follow the JCQ procedures, which make it clear that for a resit of controlled assessment the work must be entirely new.

For a candidate who wants to resit the controlled assessment in June following their submission in January of the same calendar year, the arrangements made by the centre must ensure that the work is entirely new. Although the same sets of task titles are available for entries in that whole calendar year, a candidate is not allowed just to redraft what they did before. This means that both parts of the controlled assessment submission must be new and it is the centre's responsibility to make sure that this is the case.

The Research Investigation must be on a new task.

For the Fieldwork Focus it may be difficult to change the task, given that it will probably be related to a fieldtrip. In that specific case, then the candidate may use the original data collected but must start afresh with the writing-up, without access to the work submitted the first time. The work that they do on analysis and evaluation (high level of control) must be conducted under controlled conditions, as for the first attempt.

For a candidate who wants to resit the controlled assessment the following year, the tasks set for both the Research Investigation and for Fieldwork Focus will be different from those of the previous year and they will, of course, have to do completely new work.

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

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

Do we mark them or do OCR?

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

If the assessment tasks change each year will I have to organise new fieldwork?

Four new Fieldwork Focus task titles will be set each year by OCR. However, each task will be broadly linked to the previous question so that the same fieldwork locations can be used each year. The focus of the enquiry will just have to be redirected to fit exactly the new task set.

Is it possible for candidates to work together?

Yes it is possible for candidates to work together. This can be in the classroom where they can discuss in pairs or groups, the key questions they wish to investigate, the methods of data collection that they may use, and obviously some fieldwork can only be done in a group such as measuring the discharge of a river. They can also share data that they have collected. It is essential that what has been done in these circumstances is acknowledged by the candidate and approved by the teacher. The time they are not allowed to work together is when there is a need for a high level of control such as when they are analysing and evaluating their work.

Can the teacher provide resources for their candidates?

A teacher can provide resources for their candidates such as base maps, digital photographs, census data, and suggest web sites. It is important that these are freely available to all the candidates and that they acknowledge the source of the resources.

Can candidates undertake research work outside the classroom?

Yes it is appropriate for candidates to undertake research outside the classroom. This could be in a library, homework club or at home. It is advisable for candidates to keep a research log where they list and acknowledge all their sources. They could also include with the list their raw research as a separate section.

Can candidates use ICT?

This is very desirable in the Geographical Investigation. They can carry out research on the internet and word process their report. This will have to be closely supervised by the teacher and

the school network should be controlled and monitored. They may wish to draw graphs, maps and annotate photographs for their fieldwork enquiry using ICT.

How should I allow my candidates to do their analysis and evaluation?

This must be done under high level of control in a classroom. They can use their previously completed work to help them undertake the task. They could do this in written form, but it must be collected in by the teacher at the end of a session. If candidates are going to use ICT and word process this aspect of their work it must be done under very close supervision and monitoring. This can involve blocking internet access and their work is to be saved at the end of the session onto a secure file. It is not envisaged that they do it under exam conditions as it is appropriate for them to ask for help from the member of staff in the form of guidance and clarification.

How should I mark their work?

Advice on task marking can be found on pages 31 and 32 of the specification. In summary, the candidates work should be marked by the teacher using the Marking Criteria Grids (see appendix B of the specification). They should use the best fit approach and mark positively and holistically using only the marking criteria. The three band descriptors should be applied with care and teachers use their professional judgement as to where in the band the work lies and how many marks should be allocated. It is very important that teachers annotate the candidates work or write in a comment box below the mark grids where and why they have allocated credit. This will aid internal standardisation and external moderation.

When should I do the Controlled Assessments?

The Fieldwork Focus and the Geographical Investigation must be completed and submitted for moderation in the same series. Centres will have to take into account many factors when deciding when they do each assessment. The school calendar with mock exams, work experience, public exams, availability of ICT rooms, fieldwork dates and many others will need to be considered. There are two year schemes of work grids available with exemplars at INSET and they will also be available on the OCR website.

Can candidates select the task in the Geographical Investigation?

There are 18 tasks set by OCR each year for the Geographical Investigation, two for each of the topics (see page 15 of the specification). The question of whether a candidate or teacher selects the task is dependent upon many factors. These include the ability range of the candidates, availability of resources, local issues, the ability to monitor candidates, and the interests of candidates and teachers. It is ultimately up to the teacher to make the decision.

In what form can the candidates present their Geographical Investigation?

The report can take a variety of forms, including a website, posters, video, podcast, oral report (interview), written pamphlet or a formal report. It is desirable that these will be in an electronic format and will cover the elements identified on page 15 of the specification. In planning and executing the investigation it is important that they can access all levels of the marking criteria. It might be necessary for them to have written notes, plans and transcripts to support their practical work. This is a new assessment area and exemplars will be available for centres in the near future.

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.

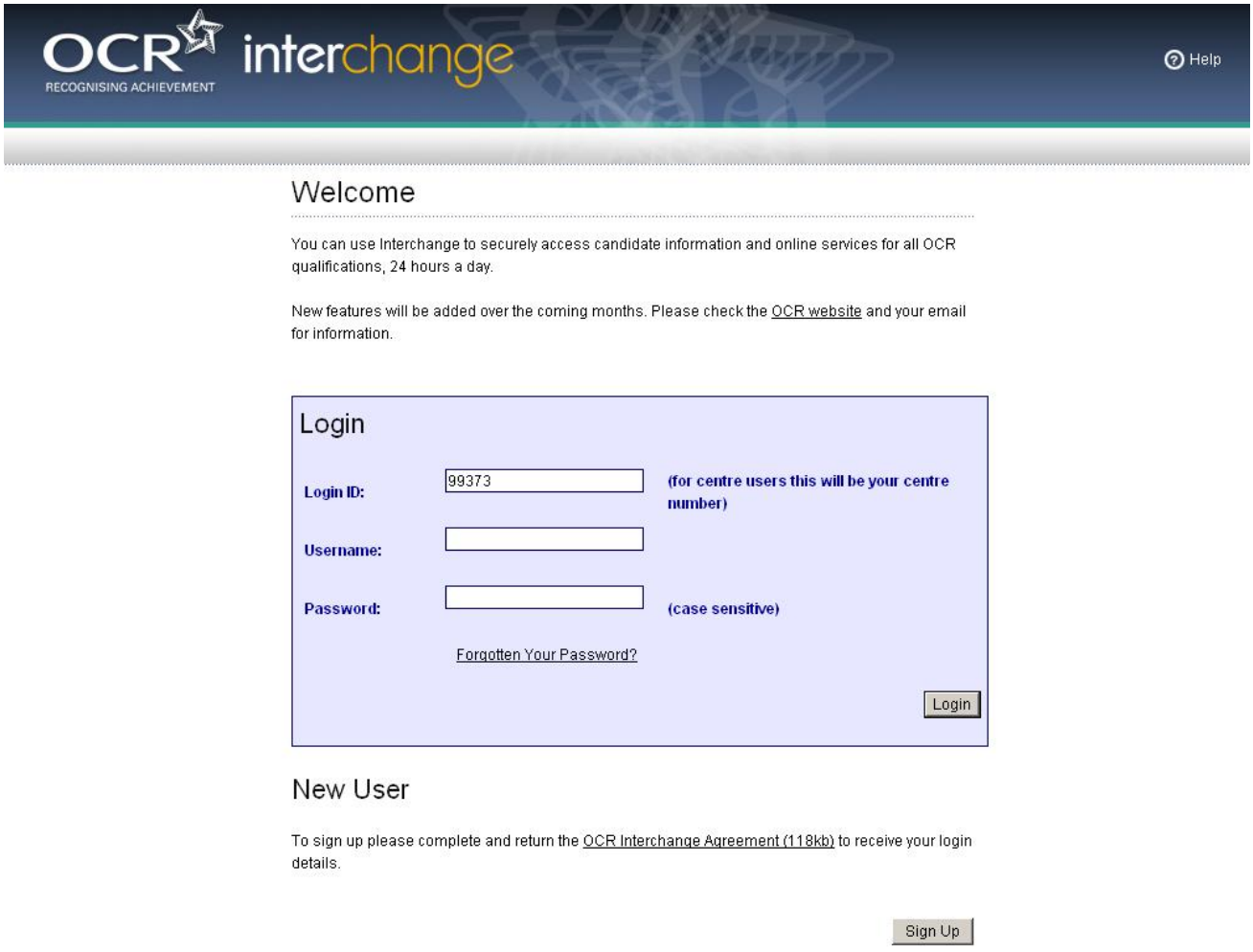
In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at http://www.ocr.org.uk/interchange

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

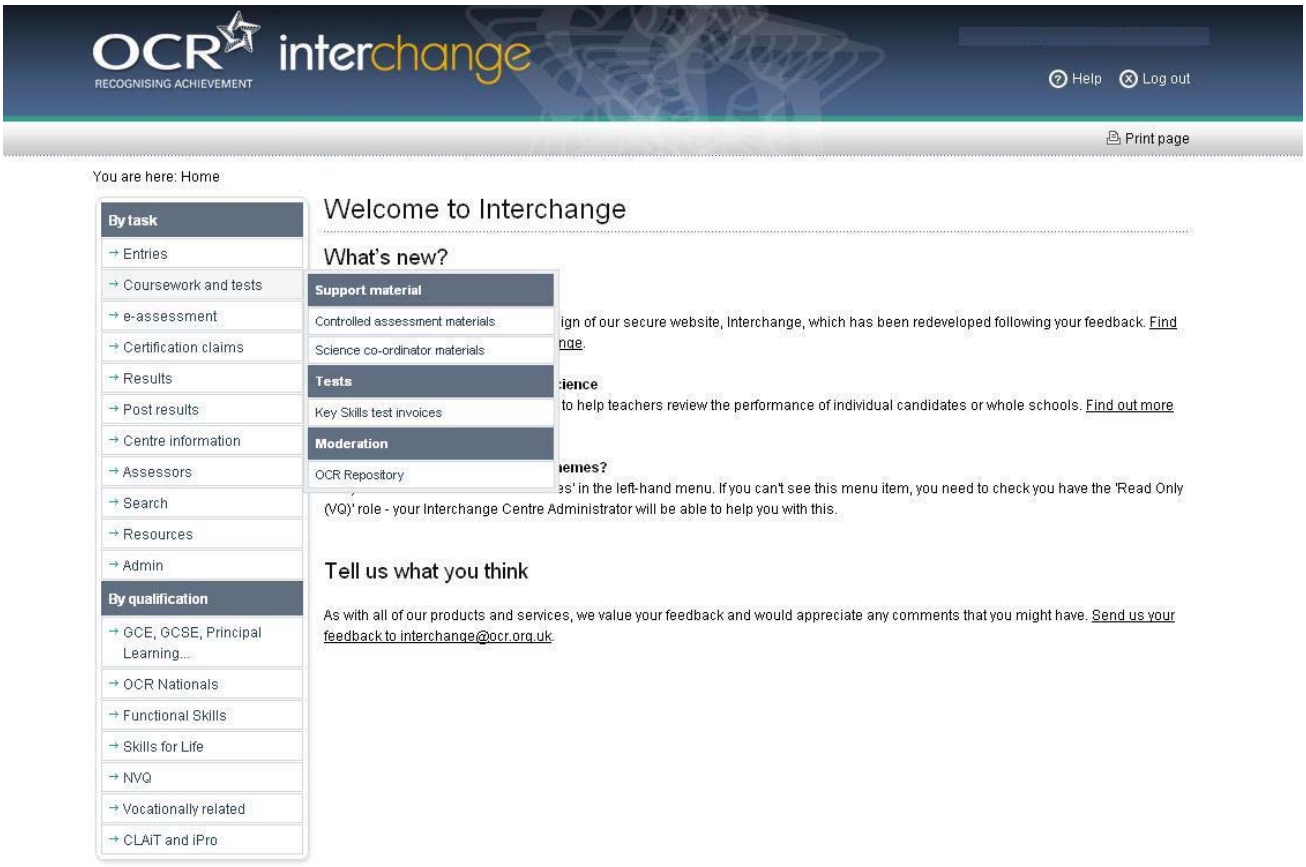


Step 2 – Navigate to Controlled Assessment materials area

Click on ‘Coursework and tests’

Click on ‘Controlled Assessment materials’

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

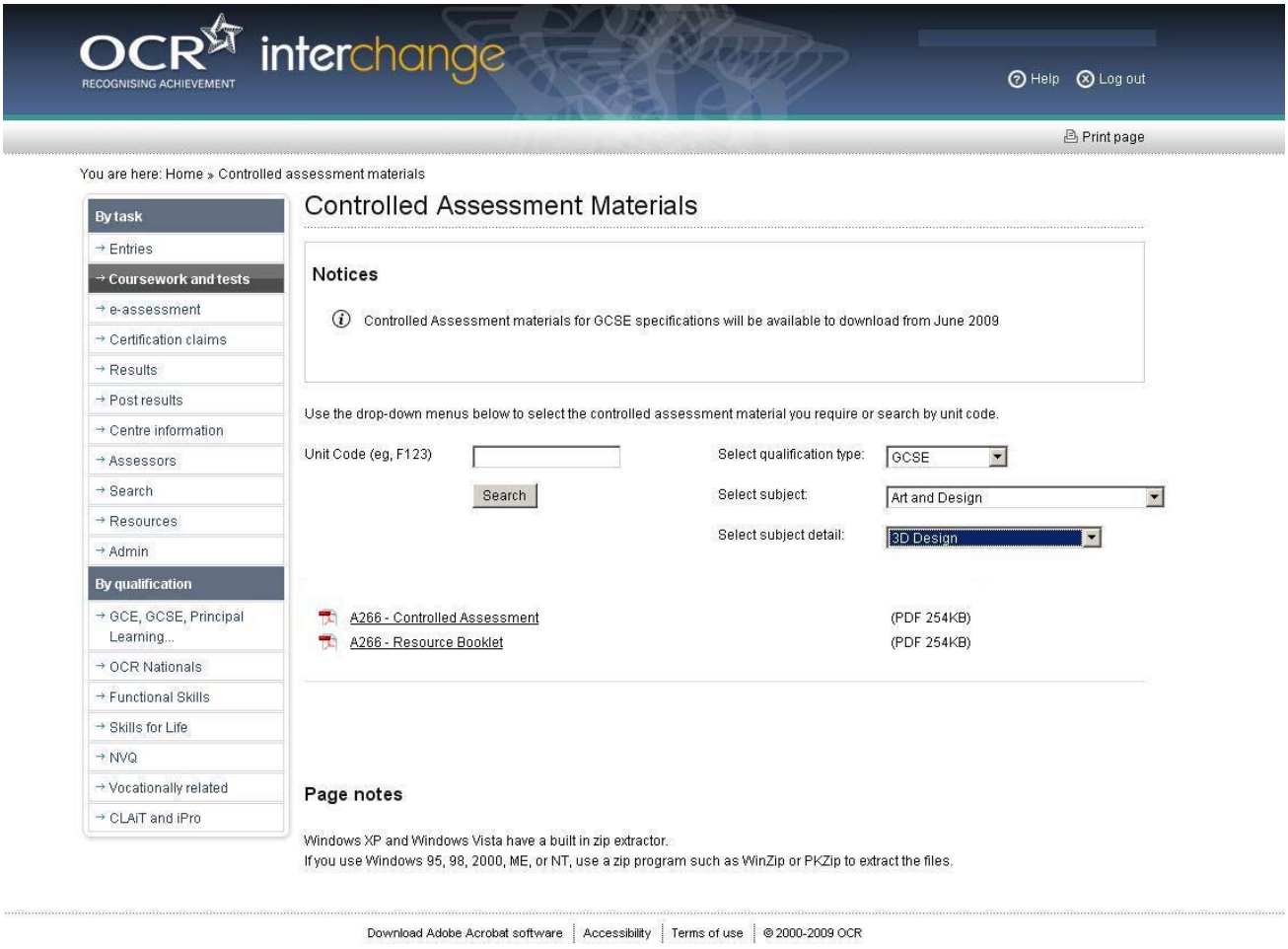


Step 3 – Search for materials

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

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

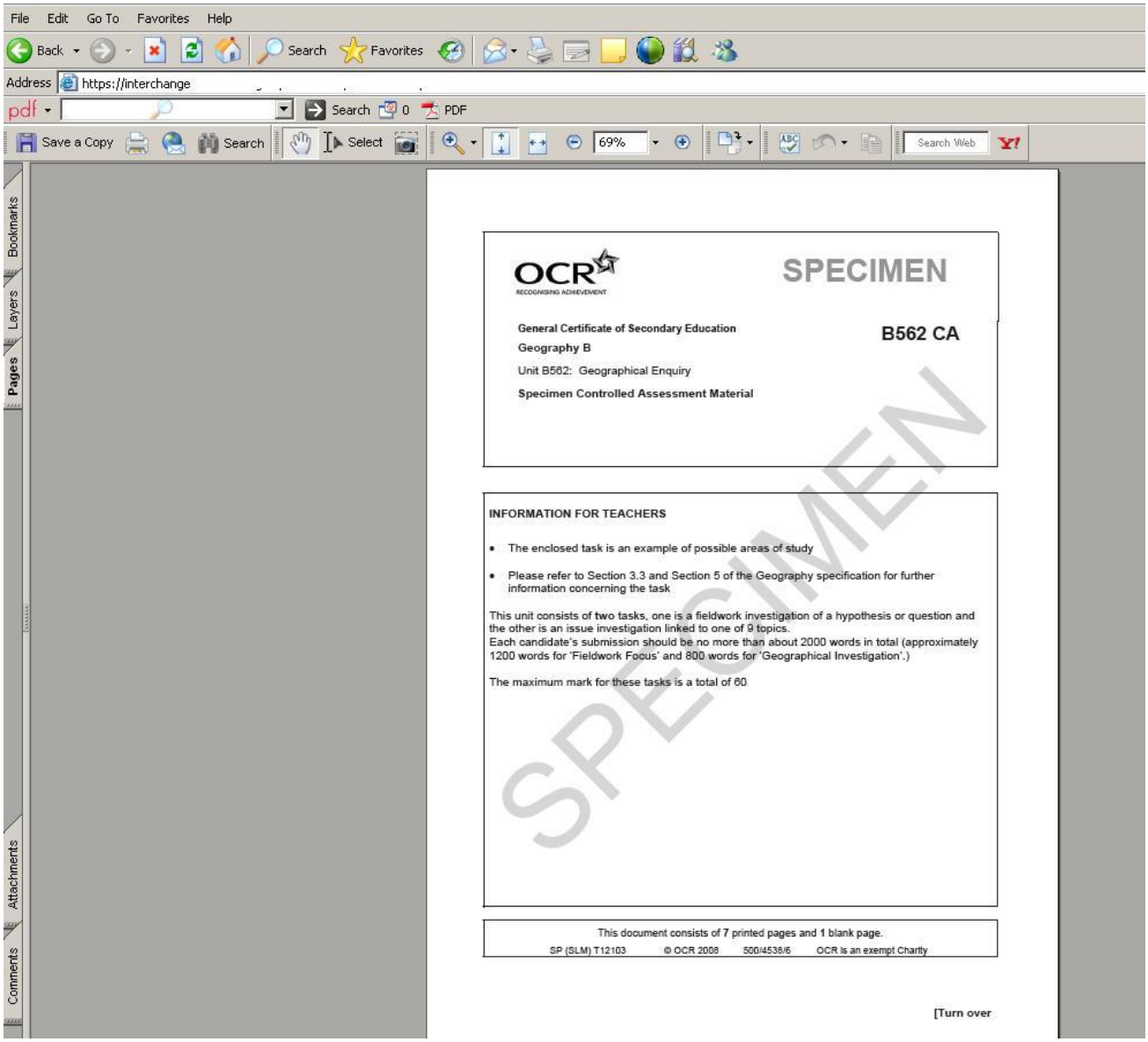
All available documents will be displayed below the search.



Step 4 – Open materials

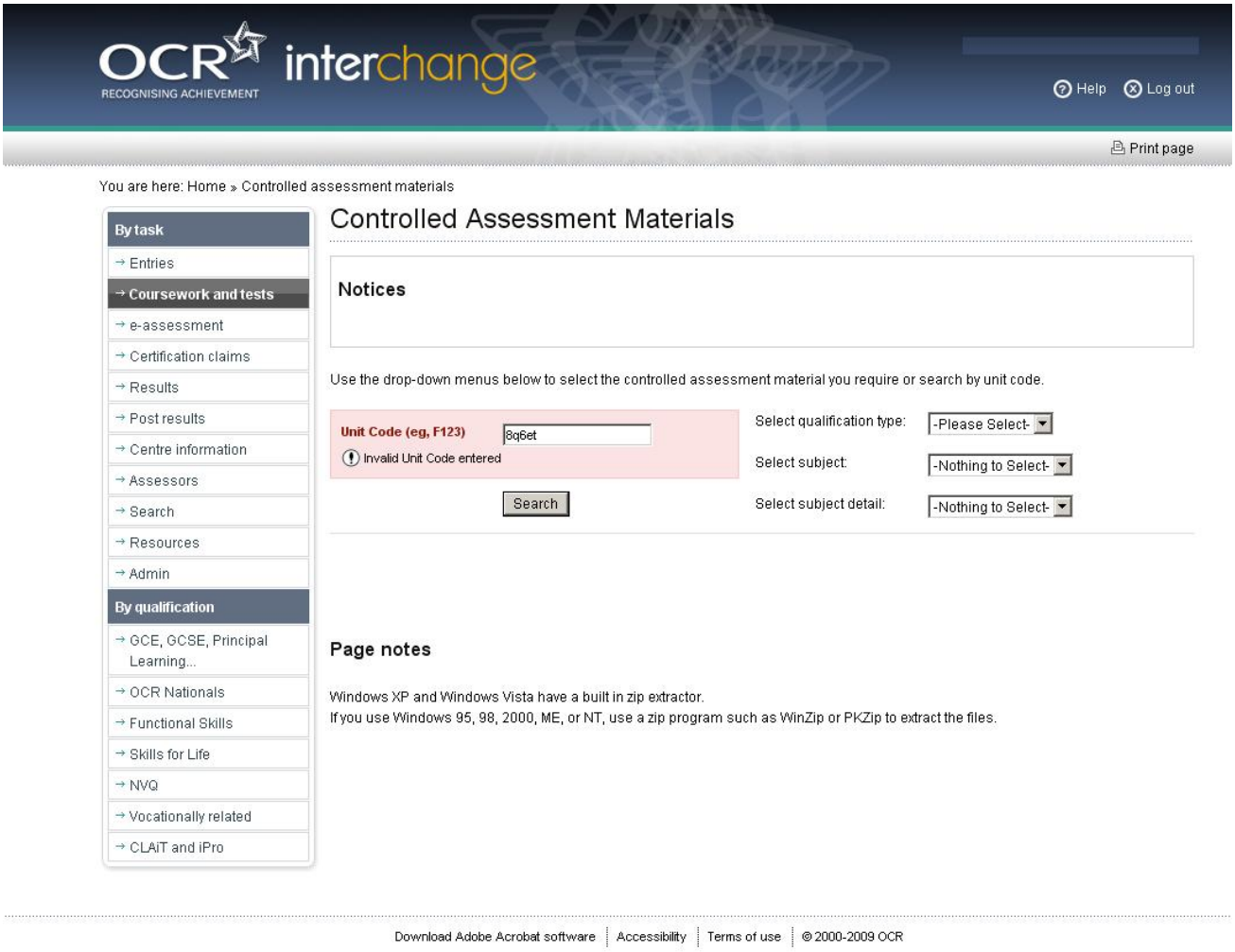
Click on the document link, the document will open in your browser

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

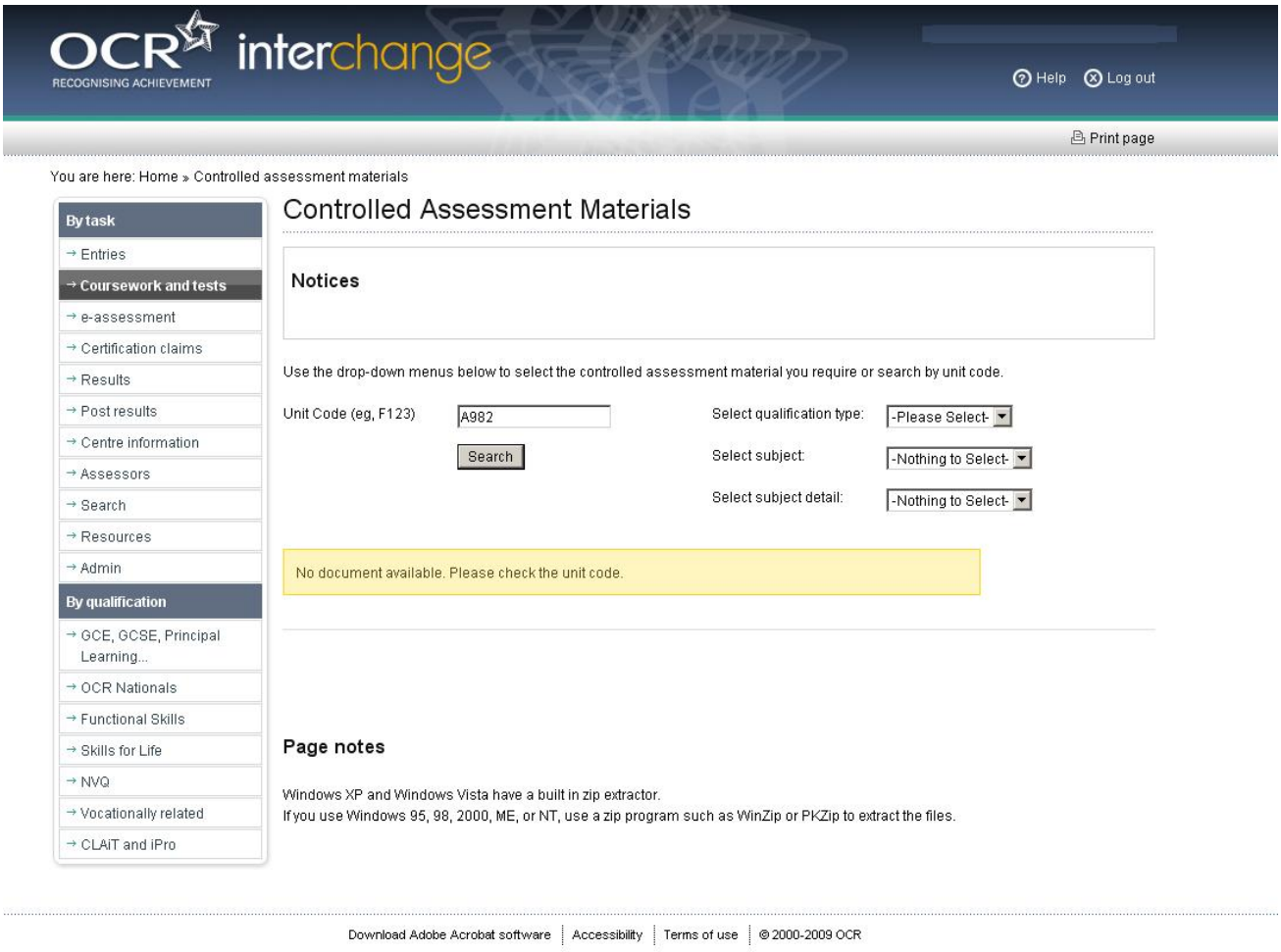


Step 5 – Troubleshooting

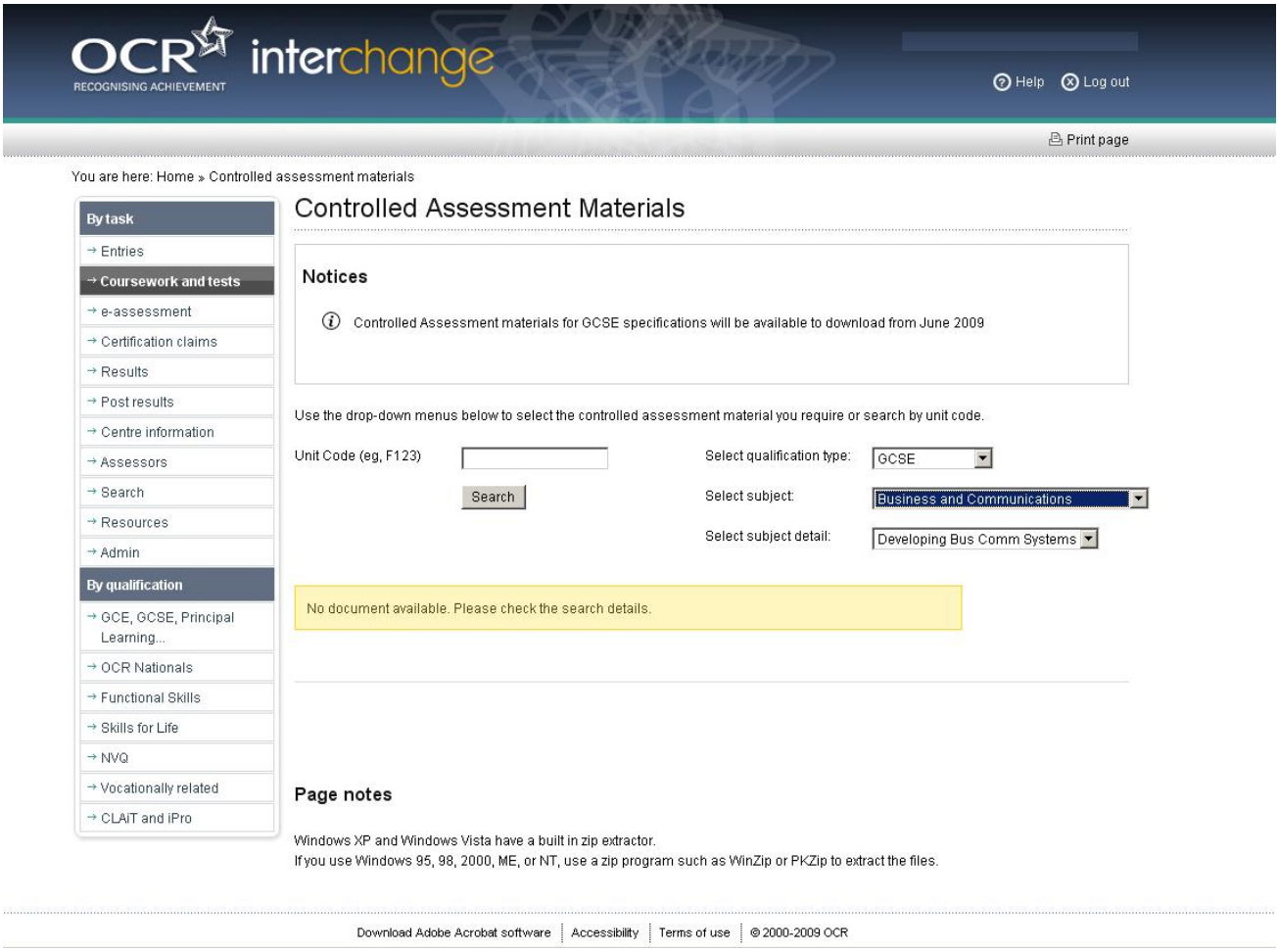
If you search for an invalid unit code, the following error message will be displayed.



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



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



8 Guidance for the production of electronic Controlled Assessment

The Controlled Assessment in Unit B562 comprises two tasks.

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 B562, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces evidence for the two Controlled Assessment tasks. Each task should be contained within a separate folder within the portfolio.

Each candidate's Controlled Assessment task 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 file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats
Movie formats for digital video evidence
MPEG (*.mpg)
QuickTime movie (*.mov)
Macromedia Shockwave (*.aam)
Macromedia Shockwave (*.dcr)
Flash (*.swf)
Windows Media File (*.wmf)
MPEG Video Layer 4 (*.mp4)
Audio or sound formats
MPEG Audio Layer 3 (*.mp3)
Graphics formats including photographic evidence
JPEG (*.jpg)
Graphics file (*.pcx)
MS bitmap (*.bmp)
GIF images (*.gif)
Animation formats
Macromedia Flash (*.fla)
Structured markup formats
XML (*xml)
Text formats
PDF (.pdf)
Comma Separated Values (.csv)
Rich text format (.rtf)
Text document (.txt)
Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)

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

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