HSC

Health and Social Care

GCSE 2012

Health and Social Care

Guide to Controlled Assessment

J406

Version 1
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OCR

Contents

1   Introduction

1.1   What Is Controlled Assessment?

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 in the subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

In response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment.

This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

1.2   What does 'control' actually mean?

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

Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.

Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.

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

1.3 What is the purpose of this Guide?

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

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

2 Summary of the Controlled Assessment units

Unit A911: Health, Social Care and Early Years Provision

Candidates will be given a set of tasks and there will be a choice for them to study a health, social care, or early years organisation. When choosing the health, social care or early years organisation which is to be studied in detail, candidates should be encouraged to select a setting that they are either specifically interested in or one that they may wish to study to further their career development. Centres should also look to the resources available in their local community and aim to utilise these as fully as possible.

This unit will benefit from access to work placement/experience, visits to observe workers and through invited specialist speakers into the centre.

The tasks will focus on candidates generating primary as well as accessing and using secondary information.

The controlled assignment is based on candidates' showing their ability to apply and demonstrate skills.

The skills of planning will always need to be demonstrated as assessment evidence in this unit. Centres are advised to teach planning skills as part of the early stages of the unit delivery, including how to produce an action plan which is clear and show how they intend to obtain their information and set about completing the tasks.

When work is done in a group situation it is important that candidates complete their action plan independently and when reviewing their work explain their contribution to the group's effort.

Candidates should keep a bibliography as they proceed with the controlled assignment. This should include people that they have interviewed, articles from newspapers/magazines they have used, references in books, webs site addresses, etc.

Teachers should plan the candidate's time so that they have access of between 12-18 hours for research over the course of the unit to allow them to carry out Tasks 2, 3 and 4.

Teachers can prepare a suggested list of resources that would be useful for candidates to access, e.g. local council/health authorities websites to collect demographic details, publications which are available in a resource area (either in the library or Health and Social Care room) set aside for this project work.

Candidates having access to a glossary would be helpful for this unit.

Candidates must have the opportunity to access and use the internet to obtain information.

Assessment may be broken down so that candidates can be given the opportunity to provide the assessment evidence at the end of each relevant section of teaching. Alternatively, teachers may prefer to begin the assessment evidence after all the underpinning knowledge has been completed at the end of the Unit.

The controlled environment must be monitored as follows:

- candidates must have access to their notes, action plan/checklist and any information obtained via research when they respond to the tasks

- candidates will work independently when producing evidence for the assessment

It is expected that the timeframe for completion of all tasks is 18-26 hours.

Task 1 2-4 hours

During this time candidates will draw up an action plan, plan how they will access their primary information, and start collecting evidence required. This will be part of the candidate's research time.

This action plan must be updated as the candidate proceeds with Tasks 2, 3 and 4; it will provide them with discussion opportunities when evaluating their work.

Task 2 4-6 hours   Task 3 6-8 hours   Task 4 3-4 hours

Allocate no more than half the suggested time for research, as candidates will need time to write up their evidence in the Controlled Assessment sessions. They will recall and apply knowledge and use the skill of research to write up information gathered.

Candidates must not introduce any new material into their research which is not accessed during the 12-18 hours set aside for research. They must keep their action plan up to date.

Teachers would be advised to ensure candidates' understand the guidance on how to undertake each task, ensuring that each task is completed before being given guidance on the next task.

At the end of the time set aside for the completion of the tasks, teachers must collect in the candidates' evidence and store securely.

Teachers must remember that they are able to advise candidates and answer questions during the time set aside for their completion.

Task 5 3-4 hours

When writing their conclusions and evaluating evidence, most candidates will need the full 4 hours to complete this section and they will need to have access to the work that they have produced for tasks 2, 3 and 4.

As one sixth of the marks are allocated for this task it is important that sufficient time is allowed for them to complete it.

Each candidate would benefit from having a clear folder that can be securely closed (zip or clip fastener) so that at the end of each session, candidates' notes, discs, memory sticks, etc, are collected in and then returned to them at the beginning of the next period of work. It is essential that these are securely stored. Every centre will have their own arrangements for administering controlled assignments.

Candidates may use word processors to write up their findings or they may hand write their assessment evidence. If handwritten evidence is submitted, then the work will need to be scanned if the centre has entered for e-moderation. Centres should refer to the specification to access the full range of media which can be used for submitting assessment evidence.

Teachers must **annotate the work fully** to support marks awarded especially if there has been group work to show the quality of the work produced by the individual candidate.

Unit A913: Promoting Health and Wellbeing

Candidates will be given a set of tasks and there will be an opportunity for them to select an individual to study. The choice of individual will be important and candidates should be encouraged to select a person who has not necessarily got complex needs but one from whom they are able to access primary data. A case study could be used but this does have some limitations on the candidate accessing primary data. The candidate could use themselves to be the basis of their study, or a group of candidates could use the same person; however, the candidate will need to complete their action plan independently and when reviewing their work explain their contribution to the group's effort.

As the Controlled Assessment tasks are reviewed at two-year intervals, they may vary so the guidance given below is general and may need to adapt should the Controlled Assessment be updated.

The Controlled Assessment is based on candidates showing their ability to apply and demonstrate skills. They will need to show they can obtain primary evidence as well as sourcing and using relevant secondary information.

The skills of planning will always need to be demonstrated as assessment evidence in this unit. Centres are advised to teach planning skills as part of the early stages of the unit delivery, including how to produce an action plan which is clear and show how they intend to obtain their information and set about completing the tasks.

Candidates should keep a bibliography as they proceed with the controlled assignment. This should include people that they have interviewed, articles from newspapers/magazines they have used, references in books, webs site addresses etc.

Teachers should plan the candidate's time so that they have access of between 12-18 hours for research. After the planning, preparation and investigation candidates will need to draw their own conclusions.

Teachers can prepare a suggested list of resources that would be useful for candidates to access, e.g. health promotional materials, relevant websites and publications which are available in a resource area (either in the library or Health and Social care room) set aside for this project work.

Candidates having access to a glossary would be helpful for this unit.

Candidates may need to have the opportunity to have access to and spend time using the internet to obtain information.

Assessment may be broken down so that candidates can be given the opportunity to provide the assessment evidence at the end of each relevant section of teaching. Alternatively, teachers may prefer to begin the assessment evidence after all the underpinning knowledge has been completed of the unit.

The controlled environment must be monitored as follows:

- candidates must have access to their notes, action plan/checklist and any information obtained via research when they respond to the tasks

- candidates will work independently when producing evidence for the assessment

It is expected that the time-frame for completion of all tasks is 18-26 hours.

Task 1 2-4 hours

During this time candidates will draw up an action plan, plan how they will obtain their primary information, and start collecting evidence required. This will be part of the candidate's research time.

This action plan must be updated as the candidate proceeds with the rest of the tasks.

Task 2 6-8 hours

This section will form the basis of all the work that is produced in the following sections and therefore more research time may be needed. Candidates will need time to write up their evidence in the Controlled Assessment sessions.

Task 3 8-10 hours

Most of the evidence for this section will have been obtained in Task 2. Candidates will recall and apply knowledge and use the skill of research to write up the information gathered.

Candidates must not introduce any new material into their research which is not accessed during the 12-18 hours set aside for research. They must keep their action plan up to date.

Teachers would be advised to ensure candidates understand the guidance on how to undertake each task, ensuring that each task is completed before being given guidance on the next task.

At the end of the time set aside for the completion of the tasks, teachers must collect in the candidates' evidence and store it securely.

Teachers must remember that they cannot give any other guidance to the candidate during the time set aside for completion.

Task 4 3-4 hours

When writing their conclusions and analysing evidence, most candidates will need the full 4 hours under supervision to complete this section and they will need to have access to the work that they have produced for Tasks 2 and 3.

As one sixth of the marks are allocated for this task it is important that sufficient time is allowed for them to complete it.

Candidates must be supervised at all times during the completion of tasks.

General notes:

Each candidate would benefit from having a clear folder that can be securely closed (zip or clip fastener) so that at the end of each session, candidates' notes, discs, memory sticks, etc, are collected in and then returned to them at the beginning of the next period of work. It is essential that these are securely stored. Every centre will have their own arrangements for administering Controlled Assessment.
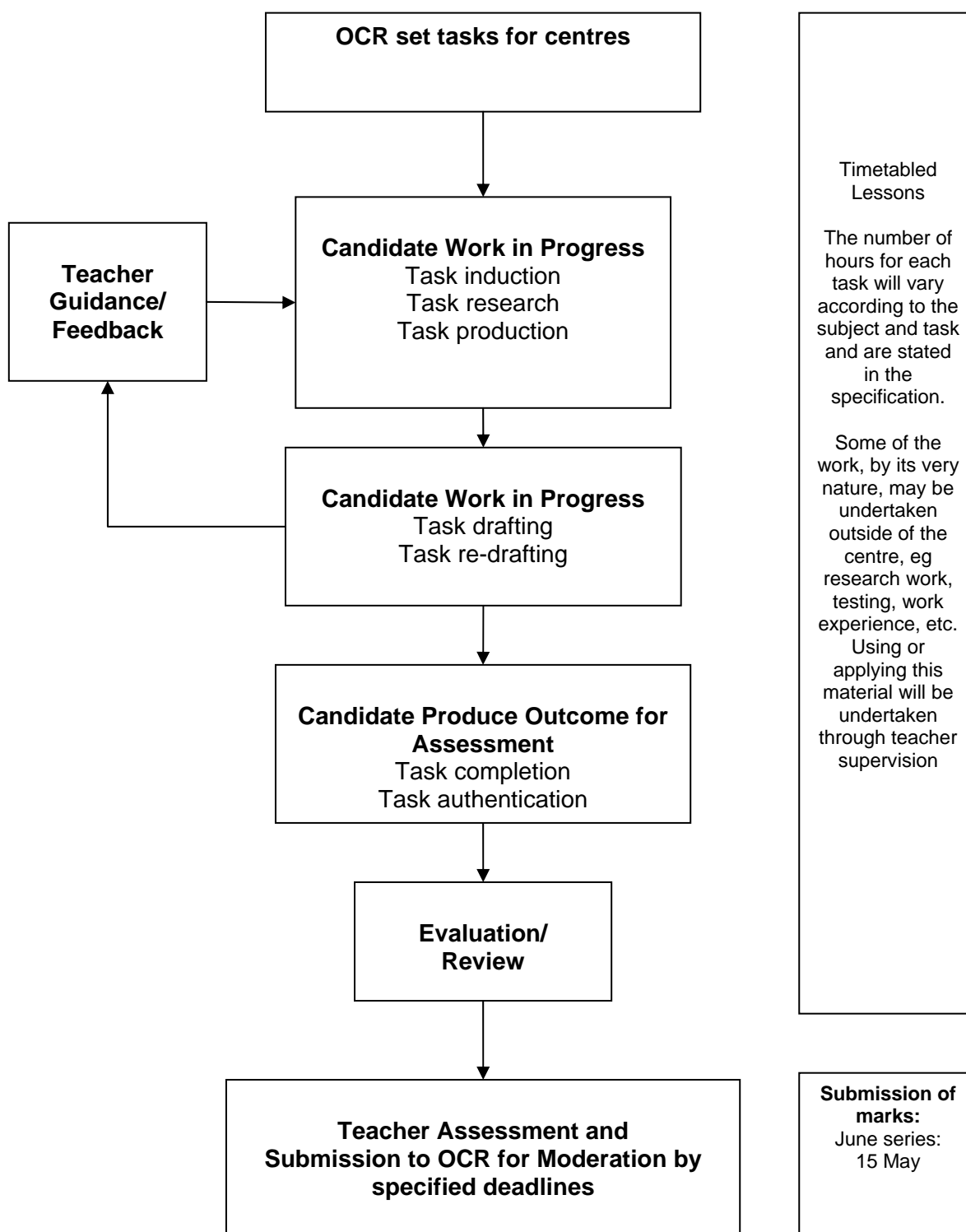
During Controlled Assessment periods candidates must not communicate with each other regarding the work that they carry out in the controlled environment.

Candidates may use word processors to produce their findings or they may hand write their responses. If handwritten evidence is submitted, then the work will need to be scanned if the centre has entered for e-moderation. Centres should refer to the specification to access the full range of media which can be used for submitting assessment evidence.

Teachers must **annotate the work fully** to support marks awarded especially if there has been group work to show the quality of the work produced by the individual candidate.

3 Teacher guidance on how to plan Controlled Assessment

3.1 Controlled Assessment delivery flow chart

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                    ┌─────────────────────────────────┐
                    │   OCR set tasks for centres      │
                    └─────────────────────────────────┘
                                    │
                                    ▼
┌──────────────┐    ┌─────────────────────────────────┐
│  Teacher     │───▶│  Candidate Work in Progress      │
│  Guidance/   │    │        Task induction            │
│  Feedback    │    │        Task research             │
│              │    │        Task production           │
└──────────────┘    └─────────────────────────────────┘
        ▲                           │
        │                           ▼
        │           ┌─────────────────────────────────┐
        └───────────│  Candidate Work in Progress      │
                    │        Task drafting             │
                    │        Task re-drafting          │
                    └─────────────────────────────────┘
                                    │
                                    ▼
                    ┌─────────────────────────────────┐
                    │  Candidate Produce Outcome for   │
                    │           Assessment             │
                    │        Task completion           │
                    │        Task authentication       │
                    └─────────────────────────────────┘
                                    │
                                    ▼
                    ┌─────────────────────────────────┐
                    │         Evaluation/              │
                    │           Review                 │
                    └─────────────────────────────────┘
                                    │
                                    ▼
                    ┌─────────────────────────────────┐
                    │   Teacher Assessment and         │
                    │ Submission to OCR for Moderation │
                    │   by specified deadlines         │
                    └─────────────────────────────────┘
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Timetabled Lessons

The number of hours for each task will vary according to the subject and task and are stated in the specification.

Some of the work, by its very nature, may be undertaken outside of the centre, eg research work, testing, work experience, etc. Using or applying this material will be undertaken through teacher supervision

Submission of marks:
June series: 15 May

Controlled assessment in GCSE Health and Social Care

This section provides general guidance on controlled assessment: what controlled assessment tasks are, when and how they are available; how to plan and manage controlled assessment and what controls must be applied throughout the process. More support can be found on the OCR website.

Teaching and Learning

Controlled assessment is designed to be an integral part of teaching and learning. Activities which develop skills take place regularly in the classroom, using a variety of appropriate resources. These opportunities allow candidates to practise a wide range of tasks, and teachers can discuss and comment on performance as appropriate. However, once a candidate embarks on a controlled assessment task teacher intervention is limited to general advice and guidance

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can be given the/should choose an appropriate controlled assessment task.

4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Every two years, controlled assessment tasks, for the internally assessed units A911 and A913, will be revised. The controlled assessment tasks are written in such a way as to allow candidates to focus on the sector of their choice and will not direct them towards, health, social care or early years, although centres may wish to restrict candidates' choice.

Controlled assessment tasks, will be available on Interchange from 1 June, for certification in following academic year. Guidance on how to access controlled assessment tasks from Interchange is available on the OCR website.

Wherever possible, centres are encouraged to focus candidates' study on their local area, exploring services/practitioners which are accessible and relevant to their location. These services may be statutory or third sector; there is also the possibility of using services available within the centre such as on-site nurseries, school nurse, etc. Where it is not possible to access services/practitioners locally, there is no restriction on accessing information further afield if the centre deems it necessary to do so, i.e. in rural areas. Centres are not able to amend the tasks as set.

Centres must ensure that candidates undertake a task applicable to the correct year of the examination by checking carefully the examination dates of the tasks on Interchange.

Each controlled assessment will consist of a number of tasks which will be reviewed every two years to ensure that they are relevant to the work environment of the sectors. Centres are encouraged to ensure that the resources they use for delivery are as up-to-date as possible, bearing in mind that the health and social care arena is constantly evolving. Reference to the sector skills councils' websites for each of the areas covered by this qualification will assist centres when checking current industry standards and working practices.

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 44 hours in researching and producing the work for unit A911 and about 44 hours in producing the work for unit A913. Candidates should be allowed sufficient time to complete the tasks.

Suggested steps and timings are included below, with guidance on regulatory controls at each step of the process. Teachers must ensure that the control requirements indicated below are met throughout the process.

4.2.1 Preparation and research time

Preparation (informal supervision)

Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place. Assessable outcomes may be informed by group work, but must be an individual response.

Includes choice of tasks, possible approaches and sources of evidence, time allocations, programmes of work and deadlines, methods of working, control requirements.

Research (limited supervision)

Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. Candidates are also able to work in collaboration during this stage. However, when producing their final piece of work, candidates must complete and/or evidence all work individually.

Research/collection of evidence **18 hours**

During the research phase candidates can be given support and guidance.

Teachers **can**

- explain the task

- advise on how the task could be approached

- advise on resources

- alert the candidate to key things that must be included in the final piece of work.

Teachers **must not :**

- comment on or correct the work

- practise the task with the candidates

- provide templates, model answers or feedback on drafts

Research material can include fieldwork, internet- or paper-based research, questionnaires, audio and video files etc. 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.

4.2.2 Producing the final piece of work

Producing the final piece of work (formal supervision)

Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. If writing up is carried out over several sessions, work must be collected in between sessions.

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.

Candidates must work independently to produce their own final piece of work.

4.2.3 Presentation of the final piece of work

Candidates must observe the following procedures when producing their final piece of work for the controlled assessment tasks:

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place

- any copied material must be suitably acknowledged i.e. charts, graphs, etc

- quotations must be clearly marked and a reference provided wherever possible

- work submitted for moderation or marking must be marked with the:
    - centre number

    - centre name

    - candidate number

    - candidate name

    - unit code and title

    - assignment title.

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

4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation where evidence is supplied in a digital format or postal moderation.

4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria. The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. OCR provides 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.

4.3.2 Use of 'best fit' approach to marking criteria

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

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

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

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

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded

- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded

- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

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

Only one mark per assessment criteria will be entered. The final mark for the candidate for each of the controlled assessment unit(s) is out of a total of 60 and is found by totalling the marks for each of the marking criteria strands.

There should be clear evidence that work has been attempted and some work produced. If a candidate submits no work for the internally assessed unit(s), then the candidate should be indicated as being absent from that unit. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

4.3.3 Annotation of candidates' work

Each piece of internally assessed work should show how the marks have been awarded in relation to the marking criteria.

The writing of comments on candidates' work, and coversheet, provides a means of communication between teachers during the internal standardisation and with the moderator if the work forms part of the moderation sample.

4.3.4 Authentication of work

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

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

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that candidates understand that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. Candidates may refer to research, quotations or evidence but they must list their sources. The rewards from acknowledging sources, and the credit they will gain from doing so, should be emphasised to candidates as well as the potential risks of failing to acknowledge such material. 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, CCS160, declaration for assessors to sign and is available from the OCR website and OCR Interchange. Centres are required to complete one CCS160 per controlled assessment unit.

4.3.5 Internal standardisation

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

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.

4.3.6 Moderation

All work for controlled assessment units A911 and A913 is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

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.

4.4 Submitting the moderation samples via the OCR Repository

The OCR Repository is a secure website for centres to upload candidate work and for assessors to access this work digitally. Centres can use the OCR Repository for uploading marked candidate work for moderation.

Centres can access the OCR Repository via OCR Interchange, find their candidate entries in their area of the Repository, and use the Repository to upload files (singly or in bulk) for access by their moderator.

The OCR Repository allows candidates to send evidence in electronic file types that would normally be difficult to submit through postal moderation; for example multimedia or other interactive unit submissions.

The OCR GCSE Health and Social Care units A911 and A913 can be submitted electronically to the OCR Repository via Interchange: please check Section 7.4.1 for unit entry codes for the OCR Repository.

There are three ways to load files to the OCR Repository:

1. Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen.

2. Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen.

3. Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

The OCR Repository is seen as a faster, greener and more convenient means of providing work for assessment. It is part of a wider programme bringing digital technology to the assessment process, the aim of which is to provide simpler and easier administration for centres.

Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

4   FAQs

What are the dates in which the Controlled Assessments can be taken?

Controlled assessment tasks may still be undertaken at any point between release of the task by OCR and the examination series for which the task must be submitted. Each controlled assessment task will be valid for submission in a single examination series only. **Centres must ensure that candidates undertake a task that is valid for submission in the year in which the candidate intends to submit it**.

The series in which each task can be submitted will be clearly marked on the front cover of each task. Tasks will not be valid for submission in any examination series other than that indicated.

Tasks for the controlled assessment will be made available on OCR Interchange, ahead of the examination series for which the tasks are to be submitted. These will be removed upon expiry. Guidance on how to access controlled assessment tasks from OCR Interchange is available on the OCR website: www.ocr.org.uk.

When can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange at an early stage to allow for planning time.

Tasks will be reviewed every two years and it is the responsibility of centres to make sure that candidates are submitting the correct task

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 have a limited level of control i.e. work can be carried out without direct supervision.

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 4: Controlled Assessment* of all revised GCSE Specifications (first teaching in September 2012).

Where can the Controlled materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

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

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

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

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 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.

Will candidates be able to re-enter units?

Yes. Control assessment units can be carried forward with the moderator mark from one session to the next i.e. June 2014 to June 2015. There is a separate 'carry over' code to re-enter the unit.

Are materials sent based on estimated entries or can we download them from the 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.

Can I devise my own Tasks?

It is likely that only the tasks available can be used for assessment purposes. Centres are able to contextualise the task(s) to best suit their centre-specific requirements.

Can a candidate 'move up' a Strand (achieve higher marks) if they have missed a section of the evidence out in their Controlled Assessment work?

Candidates need to ensure that they have completed the evidence required to the depth of response asked for. If a small amount of evidence is missed, there may well be a 'best fit' scenario.

What does 'best fit' assessment mean?

See 4.3.2 of OCR's Specification. Teachers using their professional judgement in selecting the description that best describes the work of the candidate.

Should the Controlled Assessment be completed over a continuous period of time?

No, it is entirely up to Centres how they administer the time allocated. Many candidates may benefit from planning their work and then undertaking the research for other tasks after sections of the specification have been taught. All candidates will need a period to plan their Controlled Assessment work and to produce conclusions.

How would you advise us to obtain resources for candidates to use?

For all Controlled Assessments candidates need to obtain primary and secondary information. How this is done will depend upon the opportunities available. Assessment will be based on what candidates do with the information that they obtain.

Can candidates use the internet for their research?

Research obtained from the internet should not be included unless it is used and annotated in some way. The references need to be acknowledged.
Candidates are strongly advised not to insert pages of downloaded materials.

Unit A911: Health, Social Care and Early Years Provision

Is it essential for candidates to complete work experience?

Candidates will not be penalised if they have not undertaken work experience. However the opportunity to obtain primary evidence and to work alongside professionals working in the care sector will have an impact on the quality of their work.

Can candidates study services?

During the teaching of this unit learners will need to be aware of the whole range of services that are available to support people with specific needs, services do not work in isolation of each other. The Controlled Assessment will focus on one specific service; however there will be a need for candidates to show how the service works with other services.

What are the criteria for Early Years?

Early Years e.g. an organisation focusing on 0-8 years e.g. nursery, paediatric service; children's centre.

What is meant by Third Sector?

Voluntary or Faith based services. This will include charities and 'not-for-profit' organisations with paid employees (e.g. Age Concern; Barnardos Children's Hospice, Salvation Army),
local support groups who use volunteers (e.g. 'Attend' hospital volunteers, Faith luncheon clubs)

When producing assessment evidence, can candidates focus on a single service?

Candidates will gain their focus for their Controlled Assessment from the assignment issued from the Exam Board. Teachers in their teaching need to make candidates aware that a service does not work in isolation from each other but collaboratively for the benefit of individuals.

Will candidates need to be aware of the Every Child Matters Agenda?

When examining the underpinning values of working with children, candidates will need to be aware that every child has to be healthy; stay safe; enjoy and achieve; make a positive contribution and achieve economic wellbeing

Is it necessary for candidates to know legislation that has an impact on people working in care situations?

Yes, candidates should have an understanding that all care values derive from the Human Rights Act 1998 and be aware that other legislation underpins codes of practice and organisation policies in different care settings.

Unit A913: Promoting Health and Wellbeing

Can the Controlled Assessment task be based on a case study?

Candidates should be encouraged to obtain primary and secondary information. By using a case study this may limit their opportunities.

Could all candidates access the same individual to base their Controlled Assessment on?

If a class 'team approach' is taken, it is important that it is clearly identified in the planning and execution the contribution that the candidate has made to their Controlled Assessment; this is clearly stated on the candidates instructions found on the Controlled Assessment Task.

Does a health plan need to focus solely on physical needs?

The focus for a health plan should be based on evidence found in the initial investigation and justified as being a need.

e.g. Jayne has a blood pressure reading and BMI reading within the norms of her age and gender but her work life balance is poor and she has started to drink a couple of glasses of wine every evening. The plan would be focused on her needs to restore a more evenly based work life balance and reduce her alcohol intake.

Is a comprehensive knowledge of specified theories within the guidance essential?

Use of theories and recommendations from recognised National Bodies could be used by the more able candidates in the application of knowledge; this would extend the quality and depth of their work.

Will coursework be assessed by knowledge alone?

No, coursework will be assessed following three Assessment Objectives:
  ➢ AO1 demonstrating knowledge and understanding
  ➢ AO2 plan and carry out;
  ➢ A03 analysis and evaluation.

See page 33 of the specification.

Do candidates need detailed knowledge about all the risks to health and well being?

Centres would be advised to ensure that they do not spend too much time on this section of the specification. Candidates need to be aware how to research specific risks and apply their knowledge to an individual and understand the impact on wider society.

What does wider society mean?

Candidates need to be aware how the risks can impact on the health and social care provision in an area, how the incidents of crime can increase, how there may be economic implications and what impact the risks have on families and the environment.

5 Guidance on downloading Controlled Assessment task from Interchange

Before you start

Controlled Assessment materials will be available to download from OCR

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.

6   Guidance for the production of electronic Controlled Assessment

The Controlled Assessment work in units A911 and A913 each form a Controlled Assessment portfolio, stored electronically.

Structure for evidence

Controlled Assessment 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, so that the Controlled Assessment is clearly identified as the work of one candidate.

Each candidate's Controlled Assessment should be stored in a secure area on the centre network. Prior to submitting the Controlled Assessment 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.

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

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

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