OCR
RECOGNISING ACHIEVEMENT

guide to controlled assessment

Version 3 April 2011

GCSE
Health and Social Care

J406 – Single Award
J412 – Double Award

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

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

OCR GCSE HEALTH AND SOCIAL CARE

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1 Introduction

1.1 What Is Controlled Assessment?

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

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

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

1.2 What does 'control' actually mean?

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

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

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

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

1.3 What is the purpose of this Guide?

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

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

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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.

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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.

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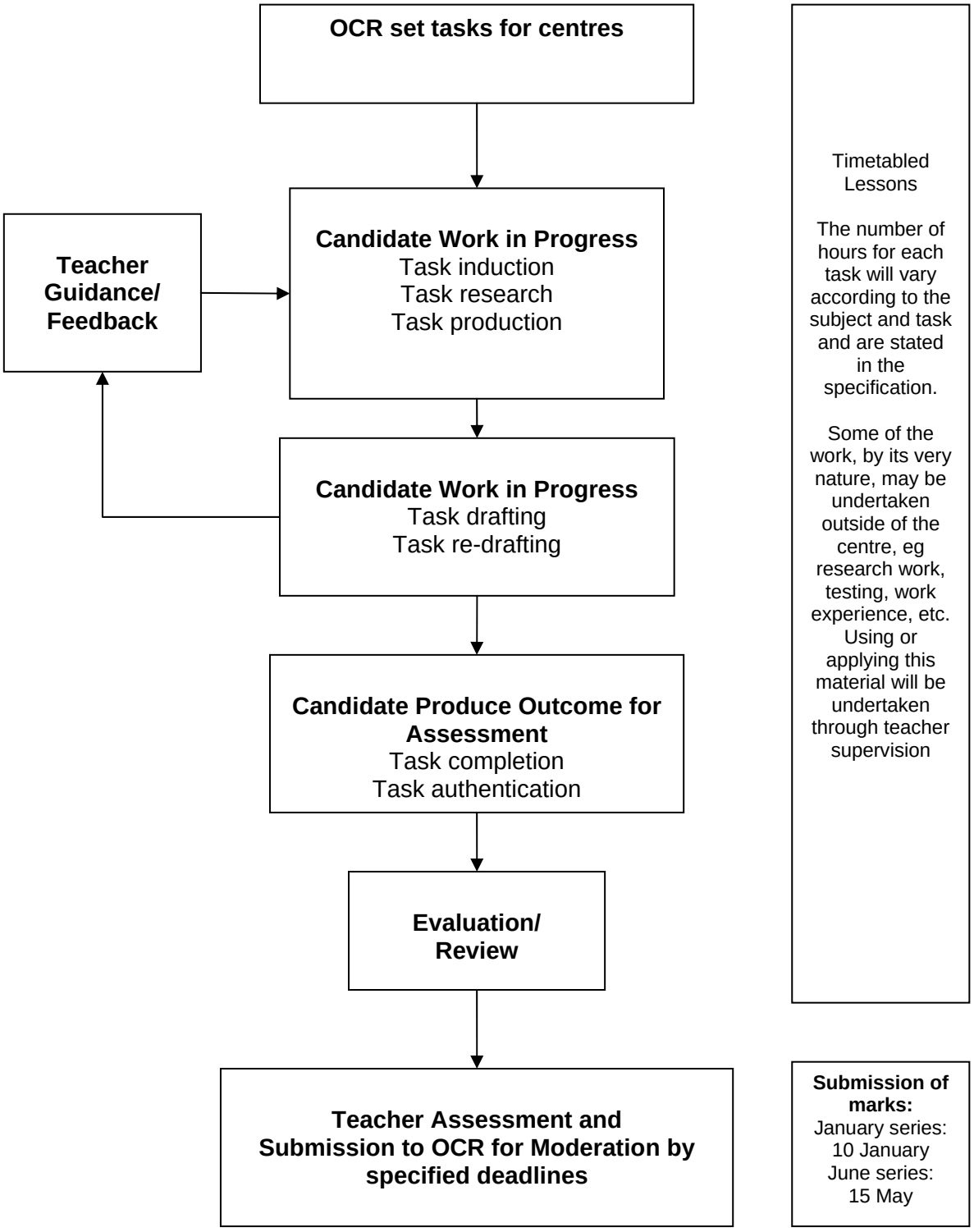
Teachers must **annotate the work fully** to support marks awarded especially if there has been group work to show the quality of the work produced by the individual candidate.

3 Teacher guidance on how to plan Controlled Assessment

3.1 Controlled Assessment delivery flow chart



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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 for units A911 and A913. Controlled Assessment tasks will be available from OCR for each unit. These tasks have been designed to meet the full assessment requirements of the units.

For Unit A911, candidates complete a task for assessment that has a degree of choice available within it.

Tasks can be used with a minimum amount of adaptation or they can be adapted so that they allow the usage of local resources available to the centre.

Controlled Assessment tasks may be adapted 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 level. (For units A911 and A913 this may allow for little to be adapted other than cosmetic details, e.g. the description on which a task is based.) Each Controlled Assessment task will include a section that briefly specifies the type and degree of adaptation that is appropriate.

The same OCR Controlled Assessment task must NOT be used as the 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.

3.2.2 When and how to give Controlled Assessment tasks to candidates

Controlled Assessment tasks will be available from Interchange from 1 June – 15 May of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Guidance information on how to plan the supervised sessions is contained within the individual unit guidance. Although there is not set requirement for delivery models, you will find some suggestions below:

One year delivery – Single Award

Term	Single	Exam Entry
Autumn 1	A911	
Spring 2	A911/A912	
Summer 3	A912	A911 and A912

Two year delivery – Single Award

Term	Single	Exam Entry
Autumn 1	A912	
Spring 2	A912	
Summer 3	A912	A912
Autumn 4	A911	
Spring 5	A911	
Summer 6	A911	A911

Two year delivery – Double Award

Term	Double	Exam Entry
Autumn 1	A912/A913	
Spring 2	A913	
Summer 3	A912/A913	A912
Autumn 4	A914/A911	
Spring 5	A911	A914
Summer 6	A911	A911 and A913

Three year delivery – Double Award

Term	Double	Exam Entry
Autumn 1	A912	
Spring 2	A912/A913	
Summer 3	A912/A913	A912
Autumn 4	A913	
Spring 5	A911	A913
Summer 6	A911	
Autumn 7	A914	
Spring 8	A914/A911	A914
Summer 9	A911	A911 + 1 exam resit*

* Due to the terminal rule, this resit result will count towards aggregation, even if it results in a lower mark than the original result.

3.3 Guidance on research/data collection

There is a limited level of supervision for this phase of the process.

(a) **Authenticity control:** within GCSE Health and Social Care OCR expects candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision. OCR will provide clear guidance regarding the use of research and development, materials from other sources and the preparation for final production of the work to be assessed.

(b) **Feedback control:** within GCSE Health and Social Care OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

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- 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.

(c) **Time control:** The time limit available to candidates to complete the assessment task is as follows:

Unit A911 – 44 hours

Unit A913 – 45 hours

Controlled assessed work should be completed within the time limit and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, eg research work, testing, observations, etc. It is likely that using or applying this material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) **Collaboration control:** Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. However, where group work is suggested as an alternative to individual work it is vital to be able to identify the individual contribution, perhaps by using personal log, peer assessment, teacher witness statements.

(e) **Resource control:** Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates' access to resources is determined by the centre but use of the internet must be restricted to relevant information to the task and must be correctly referenced within any work submitted. Candidates must produce their own work and not include complete downloaded documents from the internet.

3.4 Guidance on the production of the outcome

3.4.1 Controls for the production of the outcome

Teachers must keep live Controlled Assessment tasks secure and confidential at all times whilst in their possession. For example, candidates may collect the results of any research or investigations undertaken in a research folder which must be handed in to the teacher before the writing up sessions begin. In such circumstances, it is the responsibility of the teacher to keep the research folders secure between the writing up sessions and that candidates do not have access to these folders outside of the allotted sessions.

Completing the tasks

It is recommended that evidence is produced in several sessions, each focussing on a specific task within the overall task or scenario. These may be interspersed with opportunities to learn sector knowledge and develop appropriate practical skills

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups, where the unit allows this, must still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.

Candidates may use information from any relevant source to help them with producing evidence for the tasks unless there are any restrictions on any evidence or resources to be used, if this the case it will be clearly identified within the particular unit.

In general, 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.

3.4.2 Controlled Assessment task security

It is the responsibility of the centre to ensure that downloaded Controlled Assessment tasks and candidates' scripts are stored securely. Any breach in security must be reported to OCR as soon a possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to the Qualifications Manager detailing the circumstances, the candidates concerned and any action taken.

Candidates' scripts for all completed Controlled Assessment tasks must be stored securely and they should be available for moderation. It is suggested that they are destroyed after the last date for result enquiries following the examination series in which entries for the units concerned are made.

Candidate absence at the time of assessment

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

Unexpected circumstances

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

3.4.3 Presentation of work

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

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

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- any copied material must be suitably acknowledged.
- quotations must be clearly marked and a reference provided wherever possible.
- work submitted for moderation or marking must be marked with the:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - unit code and title
  - assignment title.

Work submitted on paper for moderation or marking must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix C.

4 Controlled Assessment candidate guidelines

4.1 Task setting

For this subject OCR will provide a set of tasks which the candidate is required to complete. The task will be set around a scenario or context, however you may be able to adapt the scenario/context. This should be done in consultation with your teacher.

4.2 Task taking

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

Your teacher will discuss the briefs/tasks on offer and the proposed areas of enquiry and the resources available. An induction period into the research methods, sourcing and the use of equipment may also take place. Time constraints and a programme should be adopted and this will be explained by your teacher.

Your research and planning may involve interviews, fieldwork, visits, library research, internet research or questionnaires. You should keep a record of the sources you have consulted at this stage and this will form part of your Controlled Assessment. You should provide a plan of action to the teacher which can be discussed. You teacher will inform you what materials are appropriate and inappropriate.

Your draft piece will be discussed with your teacher and they may offer advice, answer any questions and give feedback. Throughout this process your teacher will supervise to ensure there is no plagiarism and will ensure all your work is within the Health and Safety requirements and that all candidates work is in accordance with the Controlled Assessment regulations. At no stage will model answers be provided. You should reach your own conclusions and make your own judgements and any teacher support will be recorded.

You may be given opportunity to edit, check redraft and reorganise your work. During this period your teacher may make general observations but will not give any specific advice.

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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:

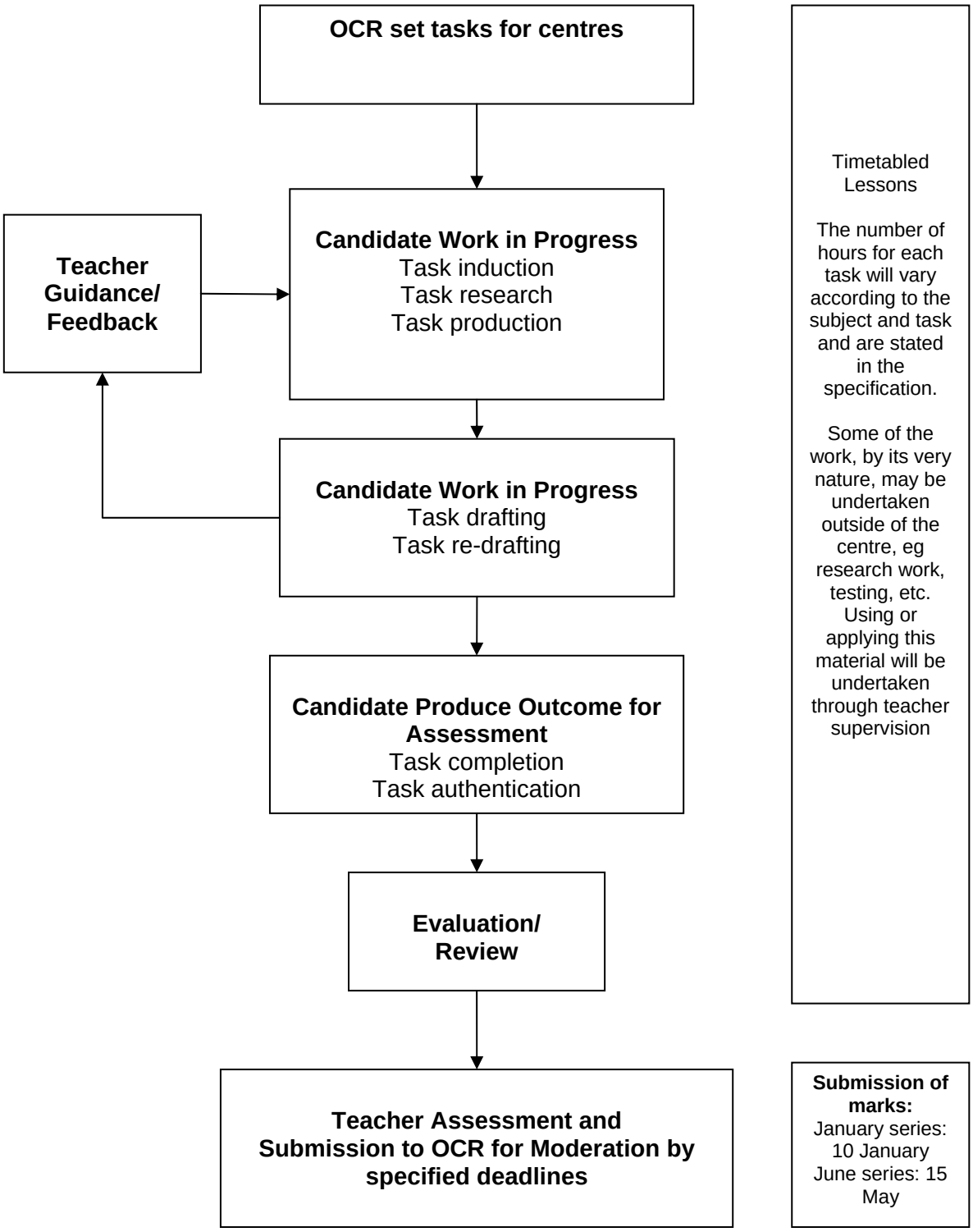
- offer advice about how best to approach a task
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your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

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

4.2.3 What can I expect in the supervised sessions?

This period should include some form of evaluation either in the written form, in a teacher interview or a presentation to the group. For the last two your teacher may record these sessions. This is particularly essential in group work where the teacher will be attempting to ascertain your individual contribution within the group.

You should reference all sources used and any materials you have used in the whole piece whether in supervised or unsupervised sessions. Quotations should be clearly marked and referenced to ensure all intellectual property rights are maintained. It is unlikely that complete downloaded documents from the internet are suitable. Your teacher will sign an authentication form to complete the process. You may also be asked to sign the form.


OCR set tasks for centres
Teacher Guidance/ Feedback
Candidate Work in Progress
Task induction
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
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, etc. Using or applying this material will be undertaken through teacher supervision
Submission of marks:
January series: 10 January
June series: 15 May

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5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

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

The assessment task(s) for each unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives/criteria, one of the three 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 descriptor that best describes the work of the candidate.

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

- where the candidate's work *convincingly* meets the statement, the highest mark should be awarded;
- where the candidate's work *adequately* meets the statement, the most appropriate mark in the middle range should be awarded;
- where the candidate's work *just* meets the statement, the lowest mark should be awarded.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work that, in most respects, meets the statement and work that just meets the statement. For wider mark bands the marks on either side of the middle mark(s) for adequately met' 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 unit will be entered. The final mark for the candidate for each unit is out of a total of 60.

5.2 Unpacking assessment objectives in Controlled Assessment tasks

Candidates are expected to demonstrate their ability to:

AO1 Demonstrate Knowledge and Understanding

recall, select, use and apply their knowledge and understanding of health and social care;

AO2 Plan and Carry Out

plan and carry out tasks in which they analyse issues and problems; and identify, gather and record relevant information and evidence;

AO3 Analysis and Evaluation

analyse and evaluate information sources and evidence, make reasoned judgements and present conclusions.

Assessment objectives are written into the marking grid and centres will be able to see that tasks in the Controlled Assessment target the assessment objectives, e.g. planning.

5.3 Interpretation of the Controlled Assessment marking criteria

Unit A911: Health, Social Care and Early Years Provision

Throughout the Controlled Assessment the teacher should annotate the candidates work to indicate how marks have been awarded and at what level; this is not only good practice but informative to the candidate so they are able to see how to improve their work in the future.

Task 1 Preparation

Candidates planning/checklist for the investigation may be basic, sound, or comprehensive; this is determined by the level of detail, structure and content of the plan.

The candidate should be aware of the aims and objectives of the Controlled Assessment and in their work evidence will show limited understanding, some understanding or sound understanding.

If the candidate has included primary and secondary information has this been: limited in relevance; mostly appropriate or is it appropriate to the context of the investigation?

If team work has been undertaken, has the candidate's contribution been limited, made some, or significant contribution to the efforts of the team?

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Task 2 Introduction

Client Group: Identified would be a one word answer, outlined a general statement or described a detailed explanation, for example:

Identified: early years
Outlined boys and girls from 6 weeks to 5 years
Described an early years setting has several rooms which accommodate babies from 6 weeks old to pre-school children of 4 years. There is also an after school and holiday club which supports children up to the age of 8 years of age whose parents who are working.

When candidates are explaining Individual Needs: is the explanation basic with a limited understanding of needs or a reasonable explanation? To achieve marks in the higher band this explanation would need to be sound and show the escalating effect an initial need could create. e,g: *an elderly person may enter a residential home because they are no longer able to complete basic daily living tasks for themselves. The financial implication of her going into residential care means that her home needs to be let to generate an income to help pay for the residential fees.*

A *basic* analysis – the physical needs are met by individuals having three meals a day.

A *sound* analysis – the children are given a midday meal which is well balanced so that the nutrients that they require are provided.

A *detailed* analysis – physical needs are met as individuals are supported with their personal hygiene every morning as they prepare for the day. This is after they have had their breakfast served on a tray in their own room. There is always a choice for individuals in every menu at the residential home.

Services in the local area - is the candidate aware of other services that are available in the local area and how they work and communicate together to provide for the needs of the community and in particular the client group being studied?

A *basic* explanation - there are seven Day Care Nurseries in Xtown, here is a map which shows where they are as well as showing the local primary schools.

A *comprehensive* explanation - will focus on demographic statistics and show the provision for early years (0-8) in the area; those that are private, statutory or voluntary/third sector organised and funded.

The candidate may well draw conclusions, forecast birth trends in the future and comment on the adequacy of placements for the future.

Task 3 How services can be obtained and possible barriers to accessing services

The candidate will show different ways the referral process can be carried out which are applicable to the service chosen. There should be examples included; this could be done within the context of a case study.

An explanation either at a basic, reasonable, or detailed level will show how barriers that could prevent individuals accessing the services may have a detrimental effect on the individual's health, developmental or social care needs.

In the Controlled Assessment the candidate will show what procedures have been implemented in the setting to overcome the possible barriers, and show how this helps empower individuals.

E.g. automatic doors which are opened by a push button situated one meter from the ground enables Toby to feel independent in his wheel chair, as he can open the door himself without waiting or asking someone else to do it for him. At the centre he can then get from one activity to another and also meet up with his friends outside in the smoking shelter at lunchtime.

Legislation will be identified and there will be some understanding. Marks can be awarded in the higher band if the candidate shows a clear understanding of the impact legislation has on the quality of service provided.

Task 4 The roles of people who work in care services

One care worker will have been identified who works within the service. This worker must be caring for and have direct contact with people who use services. A person in an administrative or housekeeping role would have to follow the codes of practice at a setting but would not be deemed to have a caring position.

The candidate will explain the day-to-day tasks of the care worker chosen. There would be an expectation to show when the duty starts and finishes and how this might vary according to need or twenty-four hour cover. Through the regular tasks performed by the care worker the candidate needs to show how the health, developmental and social care needs of the individuals are met in the daily programme of work.

There will be an understanding of how the care values are applied to support individual needs within the setting; this will show application of knowledge and the more detail given more marks can be awarded. The candidate will understand the possible effects on the individuals if the care values are not applied.

The possible qualification pathways for the care worker will be explored and higher marks will be awarded for the candidate who can give a comprehensive evaluation of the pathways and make reasoned judgements when presenting accurate conclusions.

Task 5 Conclusions

As the candidate reflects on their plan/check list they will produce an evaluation referring to their aims and objectives. If the aims and objectives have been used as a measuring tool marks can be awarded in the middle or higher band.

Recommendations will be included for future investigations and they are able to show understanding of their own performance.

There will be conclusions drawn and these will be related to the original task set and as a result of the findings from the investigation.

The bibliography included may be basic, detailed, or comprehensive. For higher marks they need to ensure that the bibliography reflects sources of information that have been referred to in the body of the evidence.

General observations

Whilst no marks are specifically set aside during the assessment teachers will look for the quality of written community, how the work has been presented and the suitability for the task set. This will guide the assessor in the final mark awarded. The use of sector-specific terminology should be noted.

Each section of the assessment grid will be used by the assessor by ticking the sections that best fit the evidence seen and then the mark awarded circled. It is important that additions are checked before the final mark is submitted.

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Throughout the Controlled Assessment the teacher should annotate the candidates' work to indicate how marks have been awarded and at what level; this is not only good practice but informative to the candidate so they can see how to improve their work in the future.

Task 1 Preparation

Candidates planning/checklist for the investigation may be basic, sound, or comprehensive; this is determined by the level of detail in the plan.

The candidate should be aware of the aims and objectives of the Controlled Assessment and in the work, evidence will show limited understanding, some understanding or sound understanding.

If the candidate has included primary and secondary information has this been limited in relevance; mostly appropriate or is appropriate to the context of the investigation?

If team work has been undertaken, has the candidate's contribution been limited, made some, or significant contribution to the efforts of the team?

Task 2 Introduction

The candidate will need to give a definition of health; this may be basic, a reasonable explanation or if it is a comprehensive explanation the candidate will look at the how health is seen holistically, positively and negatively, the opinions of others will be included, including the views of the individual who is being studied.

The candidate will plan and carry out research through primary research. Questions asked will provide the evidence to show the understanding that the candidate has for the research that they are undertaking, this may be limited, show some understanding, or be clear.

Throughout the research there will be evidence to show how the candidate is aware of the physical, intellectual, emotional, and social health and wellbeing of the individual.

Task 3 The Health Plan - section 1

The candidate will give an explanation of the features of the individual's lifestyle, which could affect their physical health. The explanations may be basic, reasonable, or detailed.

Two measures of physical health will be accurately calculated. The analysis of the measurements may be limited, sound, or comprehensive showing understanding if there is a variation from the 'norm'.

Task 3 The Health Plan - section 2

Two needs will be identified for the health plan, and a basic, reasonable, or sound explanation given as to why these needs have been chosen from the information collected.

Two targets for the individual will be identified and they will look at the possible impact on the physical measurements of health either briefly, outlined or describe this in detail. The explanation of how the two targets address the individual's needs may be basic, reasonable, or comprehensive.

A plan will be produced for the individual to maintain or improve their health. If the plan is realistic marks can be awarded in the middle band, however if it is realistic and comprehensive the higher band marks can be awarded.

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Task 3 The Health Plan - section 3

Candidates need to explain the possible risks to the health and wellbeing of the individual; these show a basic, reasonable, or comprehensive level of explanation.

How these risks may damage health may be given a limited, sound, or detailed analysis.

There needs to be an explanation of the difference between the individual's state of health and recommended norms.

An analysis of how positive factors have affected the health and wellbeing of the individual and an explanation either at a basic, reasonable, or comprehensive level to explain the ways the factors could interrelate to positively affect the health and wellbeing of the individual.

Task 4 Conclusions

The candidate needs to show either a basic, reasonable or comprehensive level of explanation why the plan is relevant for the individual.

There will be a limited, sound, or detailed analysis of the difficulties that may be encountered by the individual to follow and/or achieve the plan that has been stated. How the person will be supported to achieve the plan will be at either a basic, reasonable, or comprehensive level.

Some conclusions will be drawn to show the physical, intellectual, emotional, and social effects the plan may have on the individual. If the conclusions are realistic marks can be awarded in the middle band and in the higher band and if the conclusions are realistic and comprehensive.

The candidate needs to reflect on the work that they have done throughout the Controlled Assessment; they will need to check back on their original planning/checklist, and then produce an evaluation either at a basic, reasonable or comprehensive level. There will be reference to the aims and objectives originally made and marks will be allocated if they use them as a measuring tool.

There will be evidence of recommendations for future investigations, and an understanding of their own performance.

The bibliography included may be basic, detailed, or comprehensive. For higher marks they need to ensure that the bibliography reflects sources of information that have been referred to in the body of the evidence.

General observations

Whilst no marks are specifically set aside during the assessment teachers will look for quality of written communication, how the work has been presented and the suitability for the task set. This will guide the assessor in the final mark awarded. The use of sector-specific terminology should be noted.

Each section of the assessment grid will be used by the assessor by ticking the sections that best fit the evidence seen and then the mark awarded circled. It is important that additions are checked before the final mark is submitted.

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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.

Please note: centres must confirm to OCR that the evidence produced by candidates is authentic. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received by OCR.

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 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 that 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 each task. If the work is to be submitted in digital format this cover sheet should also be submitted electronically within each candidate's files.

5.7 Minimum requirements for Controlled Assessment

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

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

5.8 Submission date for Controlled Assessment

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

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6 FAQs

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

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

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

When can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange on 1 June of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Tasks will be reviewed every two years and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on May 15 every two years for this subject.

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. 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, 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. Tasks will be taken off Interchange on May 15 every two years for this subject.

Where can the Mark Schemes be accessed?

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

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

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

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

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

Centres have the responsibility to ensure that the correct tasks are used for a Controlled Assessment resit.

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.

When do we start and finish the Controlled Assessment?

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which Controlled Assessment has to be taken. Tasks are available from Interchange from 1 June of the year prior to an assessment series.

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

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.

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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 5.4.3 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.

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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 39 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.

7 Guidance on downloading Controlled Assessment task 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.

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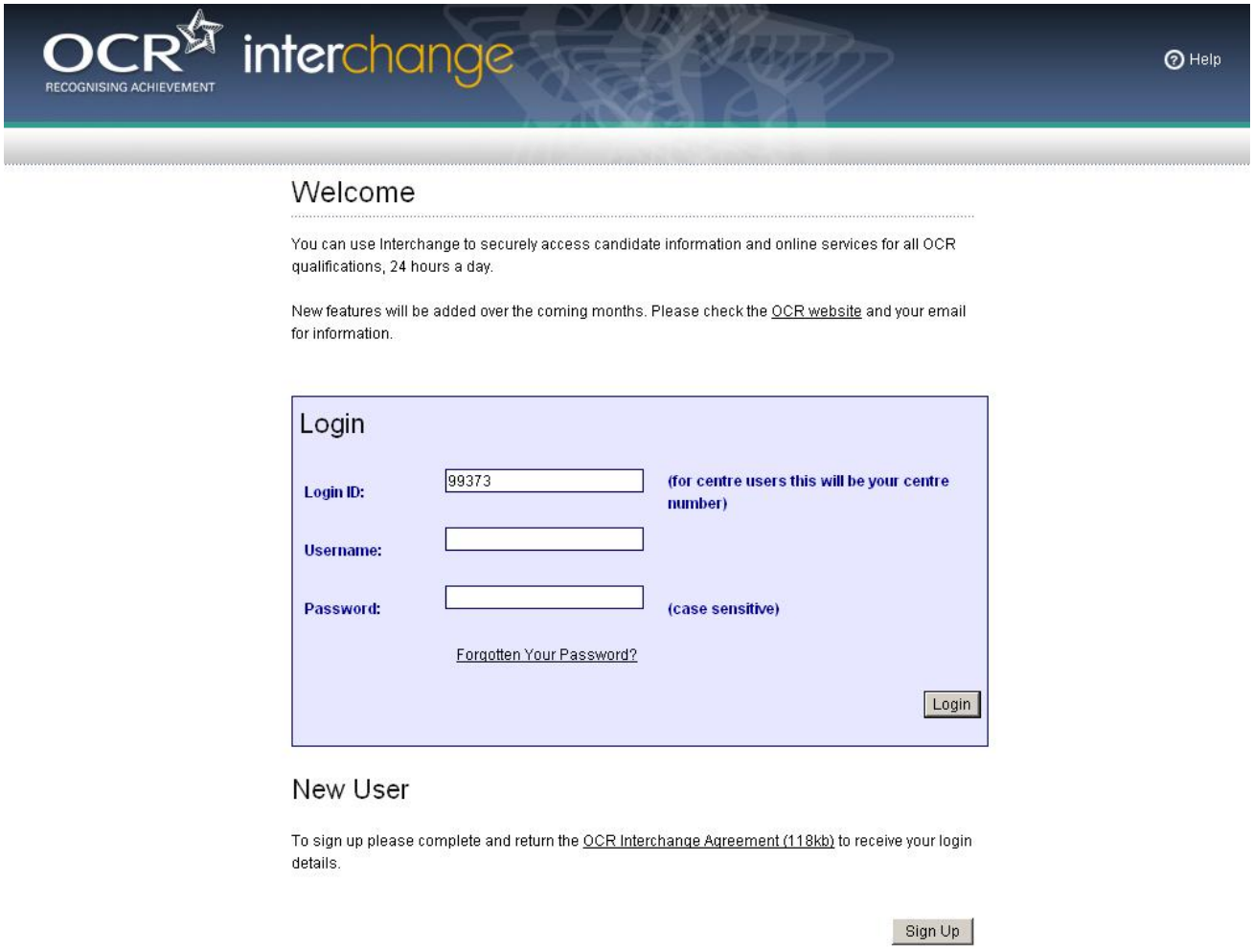
Step 1 – Log into Interchange

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

Enter your log in details

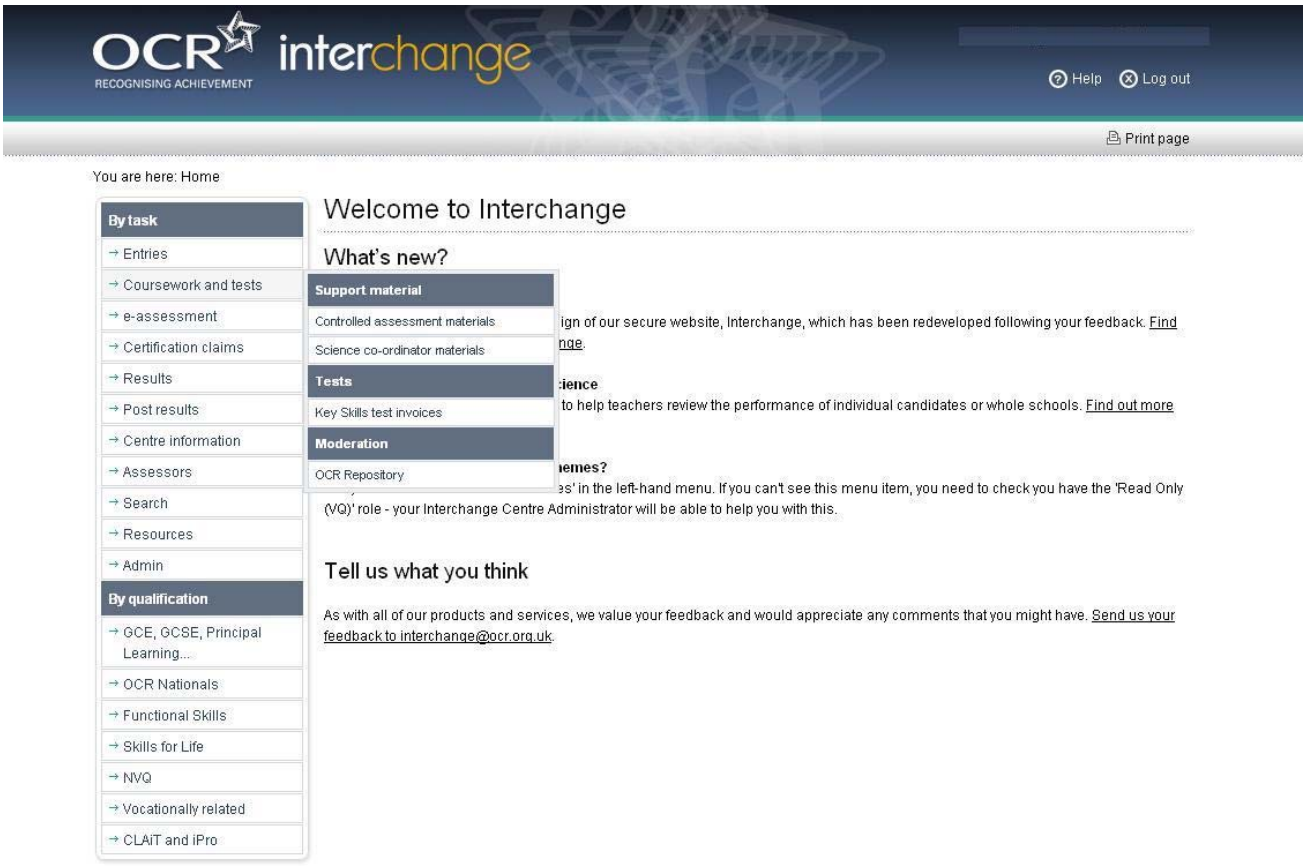


Step 2 – Navigate to Controlled Assessment materials area

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.



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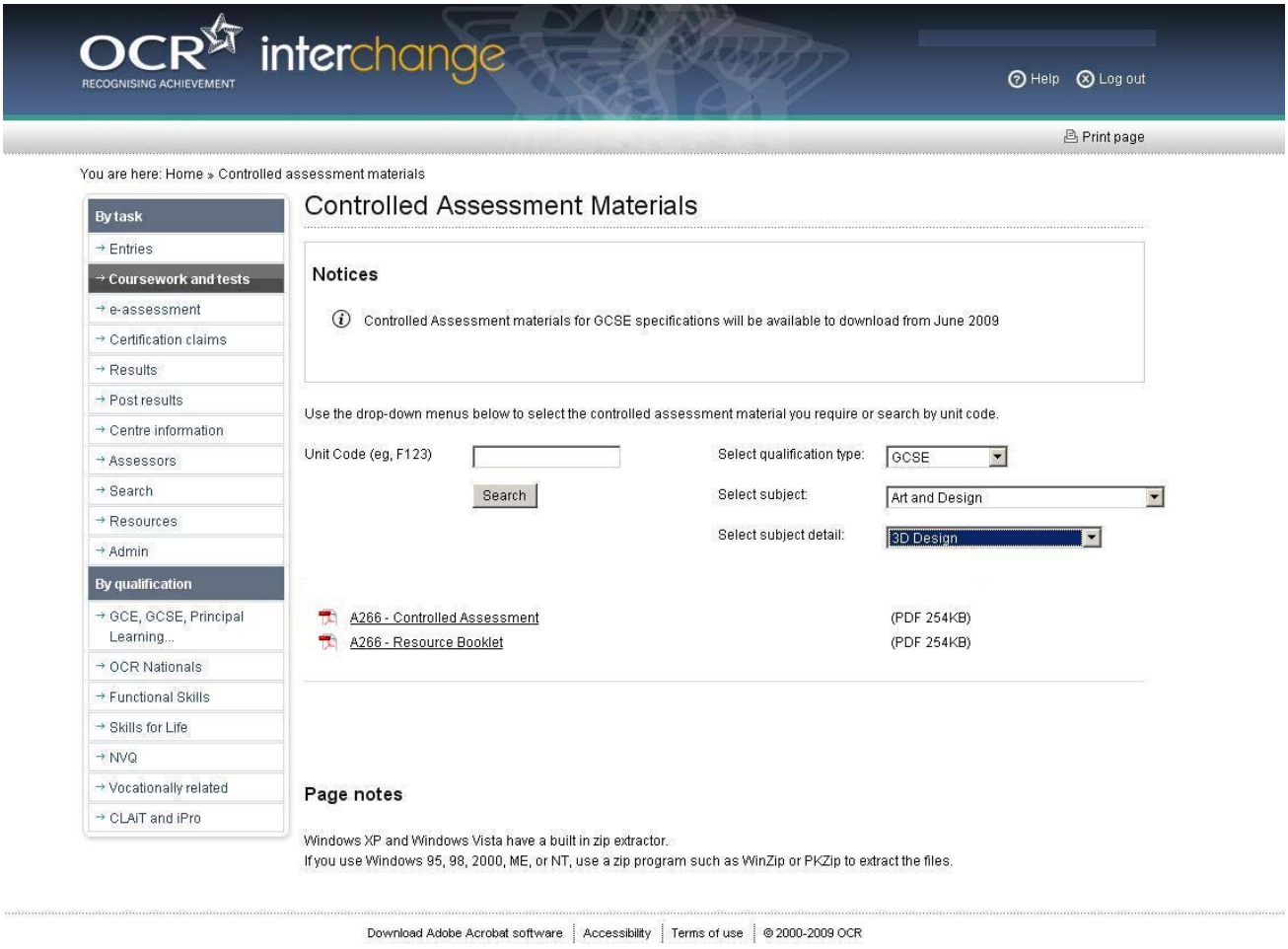
Step 3 – Search for materials

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.

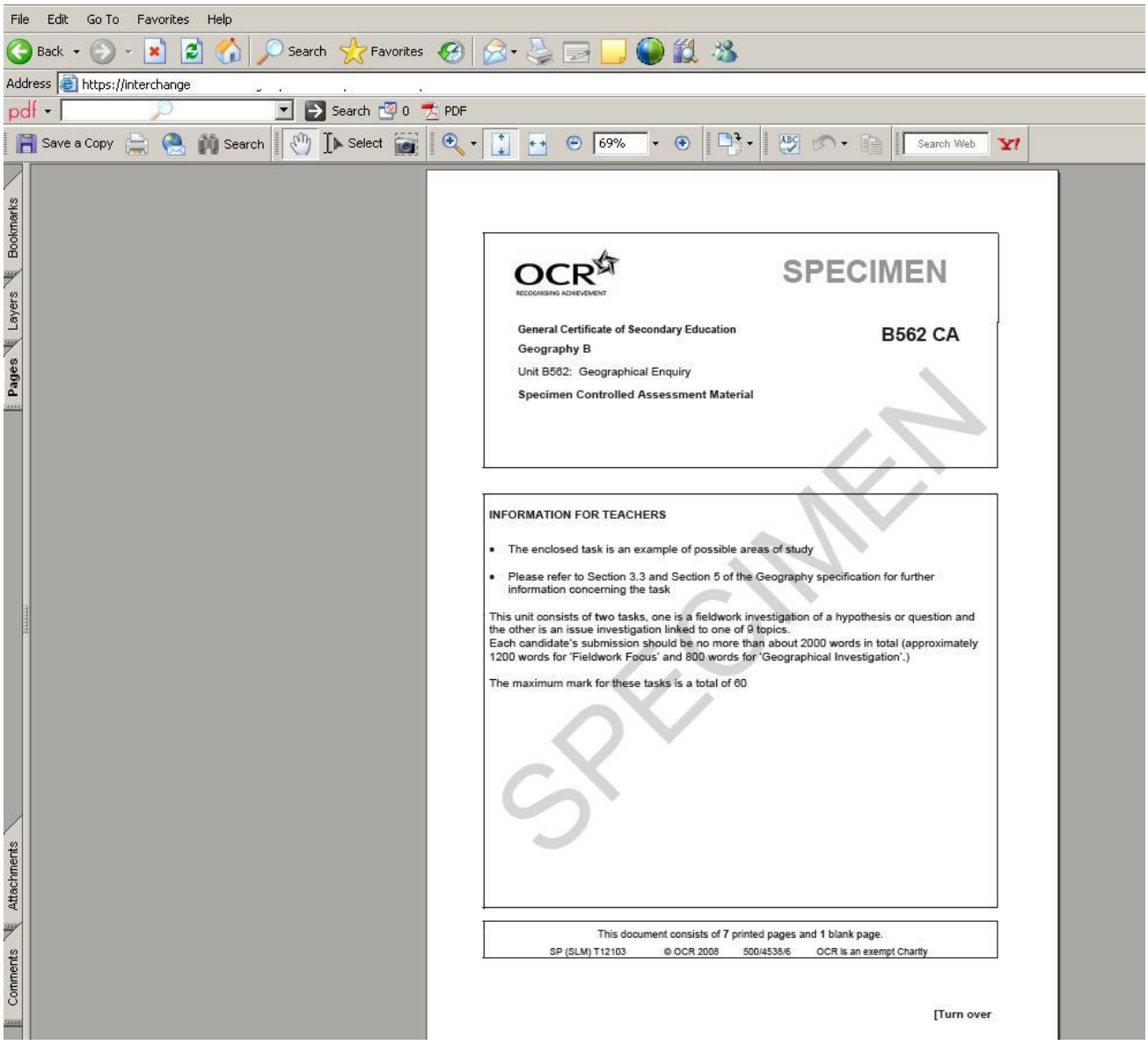
All available documents will be displayed below the search.



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.



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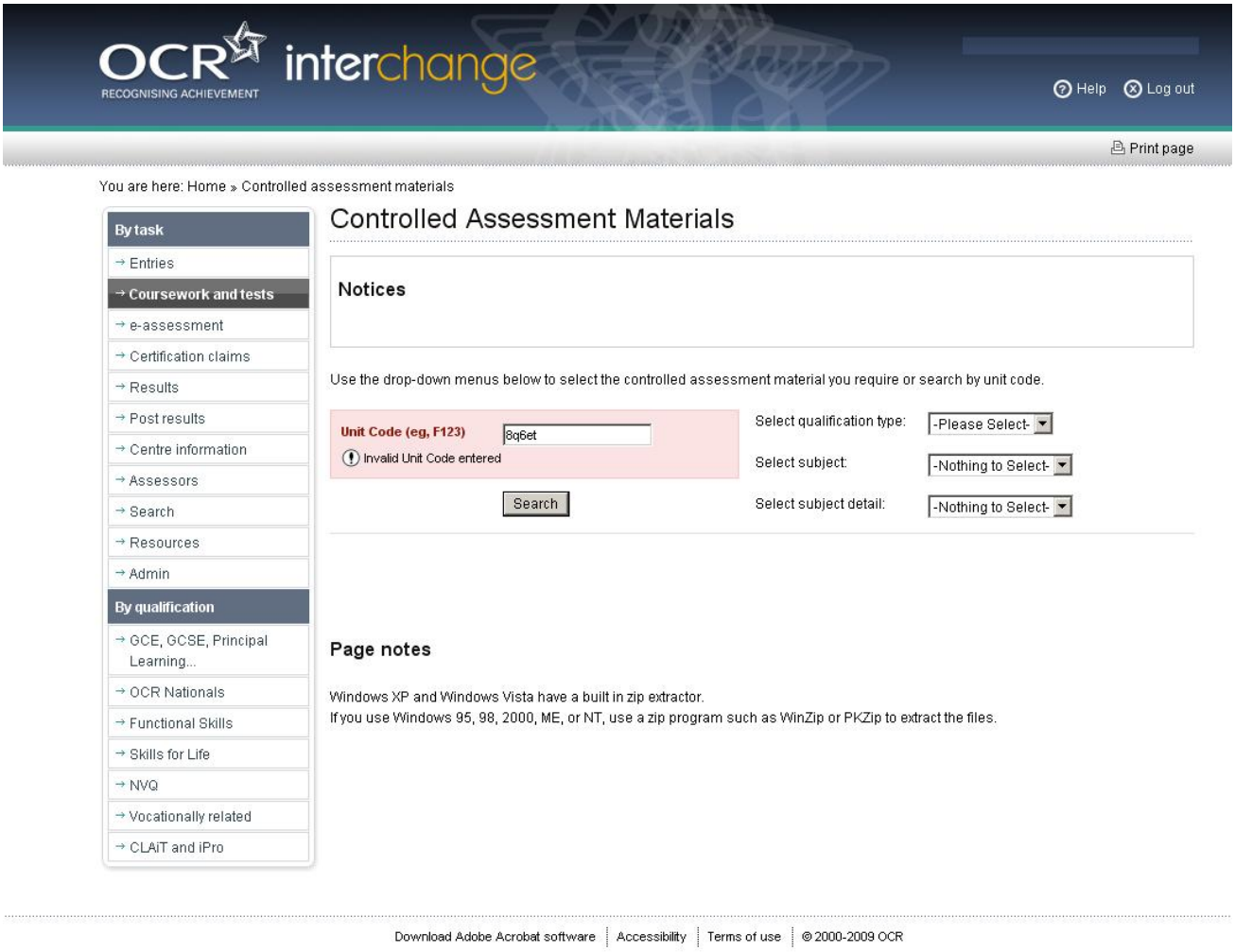
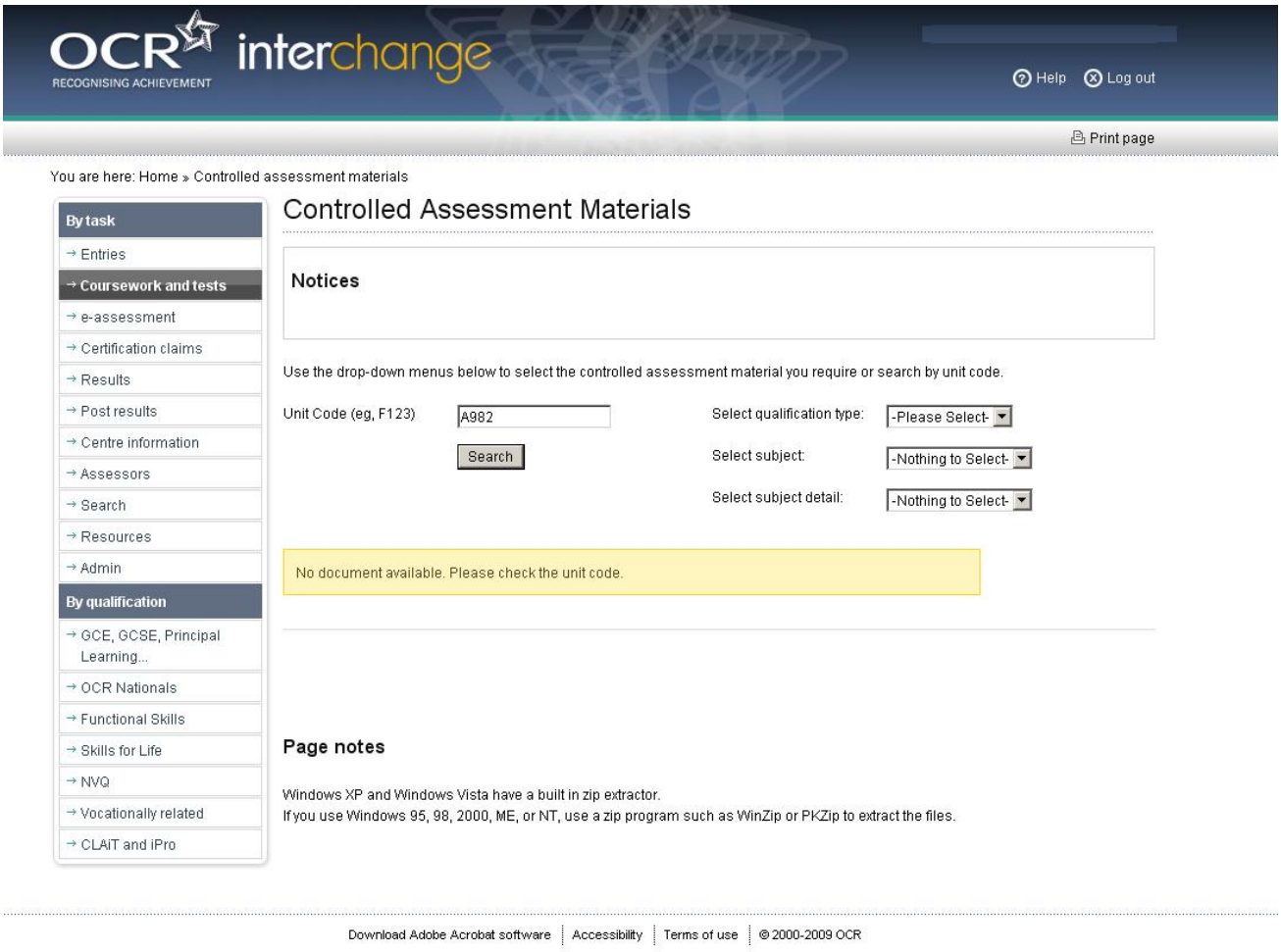
Step 5 – Troubleshooting

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.



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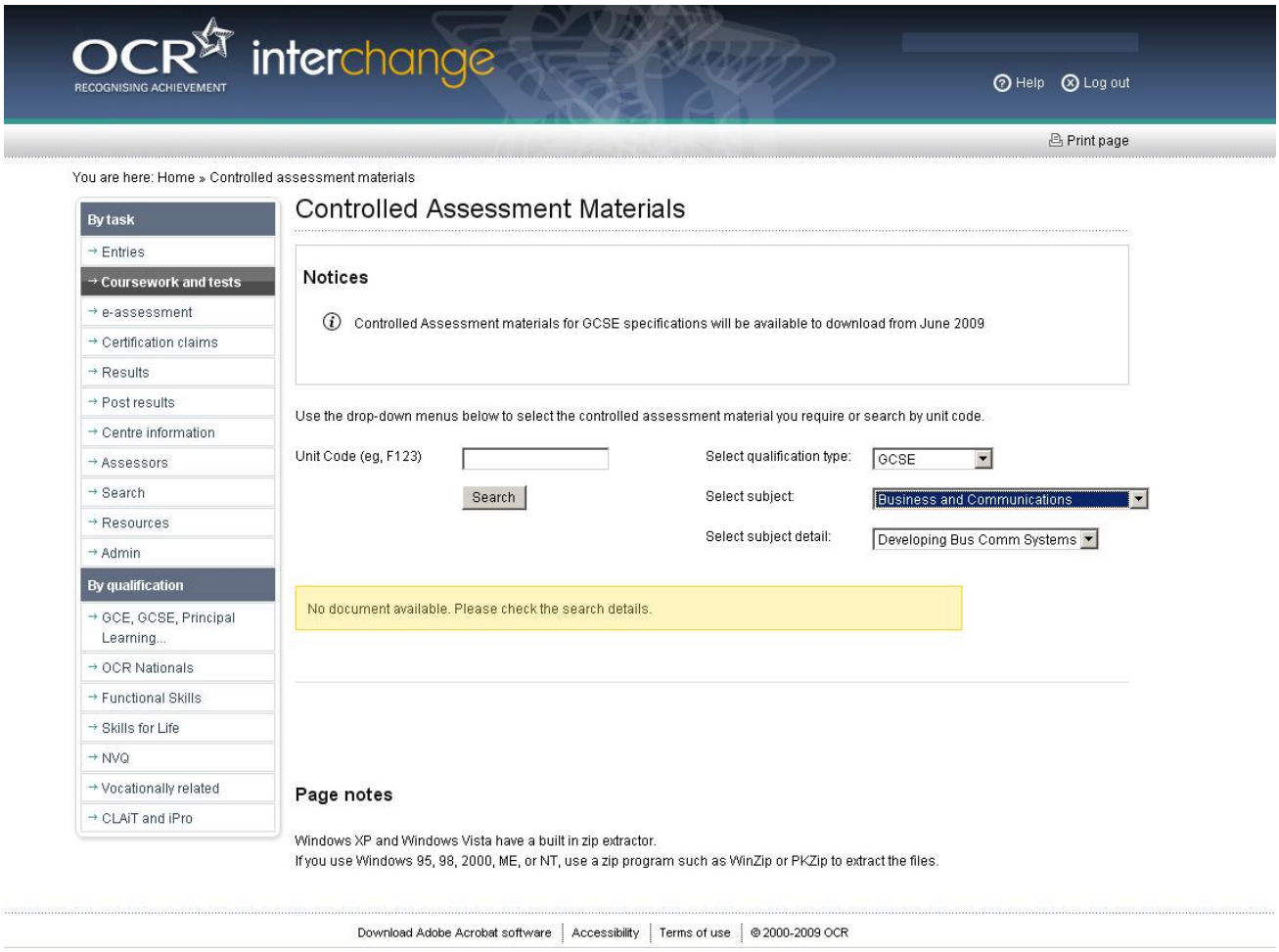
If you search via the 'drop down' menus but there is no document currently available, the following message will be displayed.



8 Guidance for the production of electronic Controlled Assessment

The Controlled Assessment 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.

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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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General qualifications
Telephone 01223 553998
Facsimile 01223 552627
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