

guide to controlled assessment

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GCSE History B

J417 – Full Course J117 – Short Course

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

Summary of Controlled Assessment Units

Teacher's guidance on how to plan
Controlled Assessment

Teacher guidance on task marking

Guidance on downloading tasks

Frequently asked questions

OCR GCSE
HISTORY

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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 control 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 the assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this guide 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 centre to centre and from teacher to teacher. With that in mind, this document is offered as guidance but may be subject to modification by the individual teacher.

2 Summary of the Controlled Assessment Units

Unit A973: Historical Enquiry (Full Course)

This unit represents 25% of the total marks available for the qualification.

Candidates must complete **one** task based on a taught course from **one** of the following four options:

- The Role of the Individual in History.
- A Thematic Study in Twentieth Century History.
- A Modern World Study.
- A Study in Depth.

The task must not be based on content that will be examined in any other unit in the specification.

The task will be marked out of 50, of which 25 marks will be allocated to Assessment Objectives 1 and 2 and 25 marks to Assessment Objective 3. The task will be marked using the Marking Criteria for Controlled Assessment on page 31.

OCR will issue a new set of tasks each year. Centres can adapt their chosen task so it is suitable for the course of study their candidates have followed, but the adaptation must be minimal and must not affect the fundamental nature of the task.

Centres must teach the broad area of study and should not teach only to the task.

Centres must use the new OCR-issued task each year. It will not be possible to carry forward a task from one academic year to the next.

It should be possible for candidates to satisfy the requirements of the task by writing no more than 2000 words. This figure is given as guidance only; it is recognised that some candidates will write more and some will write less.

The Role of the Individual in History

Candidates will study the role of an individual in twentieth or twenty-first century history. The task will test all assessment objectives and require candidates to carry out an historical enquiry using a range of sources, interpretations and representations.

A Thematic Study in Twentieth Century History

Candidates will study a theme across approximately forty years of the twentieth / twenty-first centuries. The task will test all assessment objectives and require candidates to carry out an historical enquiry using a range of sources, interpretations and representations.

A Modern World Study

Candidates will study a current and major issue that is in the news during the course of study. The task will test all assessment objectives and require candidates to carry out an historical enquiry using a range of sources, interpretations and representations.

A Study in Depth

Candidates will study a society, or relations between societies/countries, in depth over a period of approximately twenty years. The task will test all assessment objectives and require candidates to carry out an historical enquiry using a range of sources, interpretations and representations.

3 Brief Overview of the Main Requirements

- Candidates must follow a programme of study devised by the centre and chosen from four options.
- The programme of study must not cover the same content that candidates have studied for the examination papers.
- Candidates must complete one task on the chosen option. The task will be set by OCR.
- Teachers have to contextualise the task so that it fits with the programme of study followed by that centre.
- The task covers all three assessment objectives.
- The task must be completed under controlled conditions. Candidates are allowed eight hours to complete the task, which should be approximately 2000 words in length.
- Controlled assessment work is marked out of 50 marks and carries a weighting of 25% of the full course.
- Candidates' work is internally assessed using the OCR generic mark scheme for controlled assessment. This marking is externally moderated by OCR.
- Controlled assessment work can be submitted for moderation and grading in May. This can be done for the first time in May 2010.

4 The thinking behind the OCR approach to GCSE History Controlled Assessment

The controlled assessed unit in OCR GCSE History has a number of special features. It is important to understand the thinking behind these as they do have implications for the teaching, learning and assessment of the unit.

- (i) OCR has had the advantage of running a Pilot GCSE History course where controlled assessment has been one of the methods of assessment. This has informed OCR planning of the Modern World controlled assessment Unit. Important lessons have been learned which have been incorporated into this unit. It is hoped that the new controlled assessment will present candidates with a genuine challenge that they will enjoy and that will provide them with opportunities to demonstrate what they can do. This has certainly been what has happened in the Pilot.
- (ii) OCR controlled assessment has been designed to provide candidates with an opportunity to produce a different type of work to that produced for the examination papers. Examination questions are structured with candidates producing answers of, at the most, a couple of pages in length. The controlled assessment allows candidates to produce a substantial piece of work 2000 words in length. This provides candidates with an opportunity to develop and explain their ideas properly, and to explore a topic in depth. The important skills of selection for relevance, planning, and managing and organising large amounts of material come to the fore. These are important skills in later learning.
- (iii) When completing the task candidates should be encouraged to concentrate on answering the question. What is required is a well focused and a relevant answer rather than an attempt by the candidate to jump through a series of hoops. This requirement is reflected in the method of assessment to be used. Candidates' work will be assessed holistically – one judgement will be made, and one mark awarded, that reflects the overall quality of the work in relation to the question set and the assessment criteria in the mark scheme. This avoids atomising the work and allows the marker to award the appropriate mark.

5 The programme of study and the OCR set task

5.1 The Programme of Study: an introduction

The controlled assessment unit has been designed to be completed over a period of approximately 12–14 weeks. The unit consists of two parts: the programme of study (approx. 8–10 weeks) and the completion of the task under controlled conditions (8 hours – approximately 4 weeks). The unit can be completed at any time during the course although there are some issues that place limitations on when the unit is best attempted, for example, time needs to be left for teachers to mark the completed work, marks need to be submitted for moderation in May. It should also be remembered that if controlled assessment work is submitted for moderation and grading before the end of the course (for example, at the end of Year 10), this will restrict a centre's freedom of choice about when other units in the specification can be sat. This is because at least 40% of the assessment must be left until the end of the course (see the specification for full details).

Candidates need to take part in a taught programme of study before commencing on the controlled assessment task. This programme of study will be devised by the centre and will be based on one of the following options.

- The Role of the individual in History
- A Thematic Study in Twentieth Century History
- A Modern World Study
- A Study in Depth

Centres should ensure that all the issues listed below for the chosen option are covered during teaching and learning. Consultants and moderators will use these issues to judge whether a programme of study is sufficiently broad.

The programme of study must not overlap in any significant way with the content studied for the examination papers. If centres are in doubt about their programme of study they should seek advice from a consultant.

Programmes of study can be sent to OCR for feedback and approval from a consultant. The address to use for this can be found on the OCR website. Centres should allow approximately six weeks for the consultant to reply. Programmes of study submitted to consultants should make clear how the relevant issues for the chosen option will be covered and what content will be covered.

The purpose of the programme of study is to provide candidates with a broad coverage of the content, skills and understandings that will be required by the controlled assessment task. It might be necessary to give candidates earlier opportunities to develop skills such as selecting what is relevant from a large amount of material, organising the material, planning and drafting. Such skills can be first introduced during KS3 or early in the GCSE course by requiring candidates to research and produce large pieces of work or projects. Such work could be presented as essays, wall

displays, booklets or websites, and need not be completed under controlled assessment conditions.

Programmes of study may include visits to, for example, First World War battlefields. To ensure that candidates use such visits constructively they can be provided with questions to answer, or issues to investigate, that will help them to gather material that will be relevant and useful for the task they will later complete. However, they should not be given the actual task at this stage.

It is expected that the programme of study will take approximately eight weeks to teach. It must offer a broad coverage of the topic and should not be narrowly targeted on the task. To ensure a broad programme of study each option has a number of issues that must be covered during the teaching. Centres should ensure that all these issues are covered during teaching and learning. Consultants and moderators will use these issues to judge whether a programme of study is sufficiently broad. Programmes of study should clearly indicate where these issues are being covered.

Programmes of study that are broad and cover all the issues listed for the chosen option will not have to be changed in any major way from one year to the next when the question changes. They may, however, need a little adjustment to ensure candidates cover the relevant content, skills and issues.

Teaching and learning should not focus directly on the controlled assessment question. Class notes that address the question directly should not be issued, nor should candidates be allowed to 'practise' on the question. It is acceptable, however, to allow candidates to work on similar questions that are focused on other individuals from the programme of study.

It is perfectly acceptable to adapt other parts of the specification, for example, the Cold War, the Germany Depth Study or a British Depth Study for use as a programme of study for controlled assessment as long as the chosen content has not been studied for the examination papers. However, the content will, in all cases, need to be adapted to make it suitable for the controlled assessment unit. For example, the issues listed below will have to be covered. The adaptation required will differ according to which of the four options has been chosen.

5.2 The OCR set tasks: the main issues

The tasks (one for each option) will be published on Interchange. They will normally be published in April each year.

The questions change every 12 months and are only valid for 12 months. It is therefore crucial that candidates complete the correct task. The following table should help to ensure this.

Date of issuing of tasks	When these tasks can be completed	When completed work has to be sent for moderation
June 2009	September 2009– Easter 2010	May 2010
March/April 2010	April 2010–Easter 2011	May 2011
March/ April 2011	April 2011–Easter 2012	May 2012

Note: No assessment of controlled assessment work is available in January. If candidates wish to re-sit this unit they will have to complete the next new task that is issued. They cannot re-do the same task.

When the tasks are published they should be given immediately to the teacher responsible for GCSE History. This will provide the History teachers with an opportunity to make any necessary but minor adjustments to the programme of study for that year.

The OCR set tasks will be content free. Centres have to adapt the chosen task so that it is suitable for the programme of study their candidates have followed. In nearly all cases such adaptation will be limited to the inserting of appropriate names, places, sites, topics, events or dates. For example, the OCR task may look like this: 'How important was X in bringing about Y?' An acceptable adaptation would be 'How important was Martin Luther King in improving the lives of African-Americans?' In rare cases it might be necessary for a centre to adapt the task rather more than filling in gaps. Where this is necessary, the fundamental nature of the task must not be changed. Centres are advised to send their adapted questions to an OCR consultant. Details of how to do this can be found on the OCR website.

With each task there will be guidance for candidates. The guidance can be adapted in the same way to ensure that it reads as if it is about the person, place, issue or theme the candidates will be writing about. However, extra points of advice may not be added to the guidance.

The task and the guidance should be given to candidates during the week before the eight hours controlled assessment commences.

The task will test all three assessment objectives. The key skills and understandings being assessed will be:

- knowledge and understanding of the key features of the topic studied;
- the ability to select relevant knowledge and information and to make decisions about what to leave out;
- the ability to plan a well organised and well focused answer, and use knowledge and information in a relevant way to answer a question;
- understanding of relevant concepts such as change, cause, significance;
- the ability to make links and understand interrelationships;
- the ability to use sources critically and to support arguments and conclusions with evidence;
- understanding different representations and interpretations and why people, societies, events, themes or issues have been represented and interpreted in different ways.

The relative importance of these skills and understandings will depend on the exact nature of each task. More guidance on these skills and understandings can be found in the section about using the mark scheme.

5.3 Option 1: The Role of the Individual in History

The chosen individual should come from the twentieth or twenty-first century. However, centres should be cautious about using individuals who are current or very recent as this may restrict opportunities for judging their significance, especially in the long term. It is acceptable to compare the importance of two individuals but the programme of study should not focus exclusively on such a comparison. The issues listed below should still be covered.

This option should not involve studying an individual in isolation, nor writing a biography of an individual. It is designed to raise important issues about how far individual people have influenced

and changed the course of events. Individuals should be studied in a broad context. Their immediate and longer-term impact should be studied but it is essential that questions are raised about how important they were, for example, were there other individuals as or more important than them, would the changes or developments that took place have happened without the role

played by the individual, ie how important were other factors such as broad economic, political or social forces? This will involve study of developments in the period before the individual and of the broad context during the lifetime of the individual.

The issues to be covered:

- What useful criteria can be used for measuring the importance of individuals, both immediate and longer term?
- What impact did the chosen individual have, both immediate and long term? (The latter may involve going beyond the lifetime of the individual.) The nature of the impact the individual had on the lives of other people; the important changes, developments or achievements that the individual was responsible for.
- Viewing the individual in a broad context – how important were other factors such as other individuals, organisations, economic, political and social trends?
- Was the impact of the individual part of a trend already underway? Was the individual a 'turning point'? Would the changes, developments or achievements have happened anyway? Would they have happened later or in a different way?

The issues listed above should be studied through the critical use of a range of source material and by considering a range of representations and interpretations.

- Source material should be used critically to support analysis, arguments and judgements.
- In what different ways has the importance of the individual been represented and interpreted? What are the reasons for these different representations and interpretations?

Suitable individuals for study include:

Winston Churchill, President Kennedy, Lenin, Martin Luther King, Malcolm X, Nelson Mandela, Louis Pasteur, Marie Stopes, Margaret Thatcher, Mao Zedong.

Individuals who have little broader significance such as Wayne Rooney, Robbie Williams and Madonna should be avoided.

5.3.1 An example of an outline programme of study

Martin Luther King and the development of civil rights in the USA

Content

An outline of the story before Martin Luther King – abolition of slavery, the establishment of white supremacy in the South, the Ku Klux Klan, the 'Jim Crow' laws. The work of leaders such as Marcus Garvey. The experiences of African-Americans in the inter-war period.

The state of civil rights at the beginning of the 1950s. The struggle between the federal government and individual states. Brown v Topeka Board of Education, Little Rock High School, 1957; Rosa Parks and the Montgomery Bus Boycott, 1955-6, the Civil Rights Acts of 1957 and 1960.

The work of Martin Luther King including the Birmingham protests and the march on Washington. The power of his speeches. The Freedom Summer Campaign of 1964. The importance of Black Power groups such as the Nation of Islam and the Black Panthers. The roles of Kennedy and Johnson. The 1964 Civil Rights Act and the 1965 Voting Rights Act.

Remaining social and economic inequalities and King's focus on these – the Poor People's Campaign 1968. The assassination of King and its impact.

Focus Points

- How much had been achieved by 1950?
- Why did the civil rights issue come to the fore in the 1950s? What was the role of King in this?
- How much did King contribute to civil rights reforms? Would these have happened anyway?
- How important were other factors such as Malcolm X, Black Power groups, Kennedy, and Johnson?
- What criticisms were made of King by other groups?
- How much did King contribute to improving the social and economic inequalities of African-Americans?
- What impact did he have after his death?

Specimen questions

The tasks set by OCR will focus on one or more of the issues listed above. For example, candidates could be asked to compare the importance of the chosen individual with that of broader social and economic forces, or to assess how far the individual merely hastened developments already underway.

Example: How important was X in bringing about Y? Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways.

Example: How far has the importance of X been exaggerated? Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways.

5.3.2 Option 2: A Thematic Study in Twentieth-Century History

The programme of study should cover approximately 40 years. The focus of this option is on change and continuity, and reasons for, and consequences of change and continuity. It is crucial that the impact of changes on the lives of people be studied in detail. This is particularly important in areas of content that could be heavily technological, for example, the development of warfare.

The issues to be covered:

- What patterns of change and continuity can be found in the theme?
- Have there been periods of rapid or little change?
- Why have there been periods of more rapid change and why have there been periods of continuity?
- Have there been geographical variations in the rate of change?
- How far have the changes had an impact on people's lives? Has this impact been harmful or beneficial?

The issues listed above should be studied through the critical use of a range of source material and by considering a range of representations and interpretations.

- Source material should be used critically to support analysis, arguments and judgements.

- In what different ways have change and continuity, and their impact, been represented and interpreted? What are the reasons for these different representations and interpretations?

Suitable topics for study include:

Relations between East and West over time, warfare over time, the changing role of women, the development of medicine and health care, crime and punishment over time, international terrorism over time, threats to the environment over time, and media and change over time.

5.3.3 An example of an outline programme of study

The changing nature of warfare 1945–2005.

Content

The changing nature of warfare in the Second World War. The impact of these changes on soldiers. The impact of these changes on government and people in Britain during the war. The impact on post-war British society.

A different kind of war – the nature of the Cold War: case study of Vietnam. Impact of the Cold War in the USA, Britain and Vietnam, including anti-war movements.

An old fashioned war? The Falklands War.

Another type of war – the war against terror – the nature and aims of the war against terror. Its impact on government and people in Britain. Its impact on relations between different countries.

Focus Points

- How has the nature of warfare changed?
- How important were these changes?
- Have these changes happened steadily or were there some periods of rapid change and other periods of little change?
- How widespread were the changes?
- Why have there been changes?
- What has the impact of the changes been on those involved in the fighting?
- What has the impact of the changes been on governments and on the civilian population?

Specimen questions

The tasks set by OCR will focus on one or more of the issues listed above. For example, candidates could be asked to assess the amount of change that has taken place over a period of approximately 40 years or to reach judgements about how far the impact of change has been on people's lives.

Example: *Why has the nature of X changed so much during the period studied? Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways.*

Example: *'X has steadily changed in the period you have studied.'* How far do you agree with this statement? Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways.

5.4 Option 3: A Modern World Study

This option connects past and present. It provides candidates with an opportunity to study a current and major issue that is in the news during the course of study. It also encourages them to appreciate the importance of the subject through an understanding of how events and developments today can only be understood through a study of the past. The issue chosen can be one that has been developing over a long period of time but it must still be a 'live' issue that is reported in the media. The programme of study will focus on the situation today, how and why the situation today has come about, and why it is proving so difficult to deal with. The latter should be studied through coverage of a period of approximately 50 years, for example, a study of the situation in Ireland could begin in the 1960s, a study of the current state of affairs regarding Israel and Palestine could begin in 1948, a study of the present situation in South Africa could start in 1948, and a study of international terrorism could start in the 1960s. However, all of these would need to begin with a brief overview of developments before the suggested dates.

The issues to be covered:

- What is happening today?
- Why is this issue important today, both for the people directly involved and affected, and its broader political importance?
- Connecting past and present – how has the situation come about? How does a study of the past improve our understanding of what is happening, and why it is happening?
- Why is the issue proving so difficult to deal with and how does a study of the past improve our understanding of this?

The issues listed above should be studied through the critical use of a range of source material and by considering a range of representations and interpretations.

- Source material should be used critically to support analysis, arguments and judgements. Sources used should include newspapers and television.
- In what different ways has the issue today, and its development over time, been represented and interpreted? What are the reasons for these different representations and interpretations? (This includes reporting of the issue by the popular media.)

Suitable topics for study include:

Afghanistan, civil rights in the USA, the environment, piracy, international terrorism, Iraq, Ireland, Palestine and Israel, Pakistan, poverty in Africa, post-communist Russia, South Africa.

5.4.1 An example of an outline programme of study

How far have the problems in Northern Ireland been solved?

Content

The situation in Northern Ireland today – examples of recent events that throw light on the situation.

General survey of events before the 1960s including: the plantations, Drogheda, William of Orange and the Battle of the Boyne, the Easter Rising, partition.

The Protestant Ascendancy and Catholic grievances in the 1950s. Civil Rights protests in the 1960s. The arrival of British troops. The revival of the IRA and the emergence of the Provisional IRA. Internment. Bloody Sunday. Direct Rule. Hunger strikes. The activities of the paramilitaries in Northern Ireland and in England.

Attempts at political solutions –Power Sharing and the Sunningdale Agreement 1973-4, the Anglo-Irish Agreement 1985, the Downing Street Declaration 1993, the Good Friday Agreement 1998. Decommissioning. The Northern Ireland Assembly. Elections in 2007 and the formation of an Executive.

Recent developments during the two years of the course.

Focus Points

- What is the situation in Northern Ireland today?
- What do recent events tell us about how far the troubles are over?
- What are the main issues in Northern Ireland? Why is it a divided country?
- Why did conflict break out in the 1960s and 70s?
- Why did successive attempts at peace fail?
- Why did the Good Friday Agreement succeed?
- How is Northern Ireland governed today?

Specimen questions

The tasks set by OCR will focus on one or more of the issues listed above. For example, candidates could be asked to explain why the issue is an important one today or explain how and why the events today have come about.

Example: *Why has X become such an important issue in the last two decades? Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways.*

Example: Explain how important X has been in creating the present situation in Y. Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways.

5.5 Option 4: A Study in Depth

The Study in Depth can be either a study of one society or country, or a study of relationships between different countries or political and economic systems. (The latter makes a study of the Cold War as a depth study possible. The main objective of this option is to study a country or a set of relationships in the round over a period of approximately twenty years. If a country or society is chosen the focus should be on the main characteristics and diversity of the country or society. If relationships between countries are studied, the focus should be the contrasting characteristics of the countries and the nature of, and reasons for, their relationship.

The issues to be covered:

- What are the main characteristics and features of the chosen country or society? OR What are the different characteristics and features of the chosen countries or societies?
- How diverse is the chosen country or society in terms of politics, race, religion or economic and social status, and political beliefs? What were the values and beliefs of different groups? How well did different groups get on with each other? How far were some groups dominant? OR How different were the chosen countries and societies in these areas and what did they agree and disagree about?

- What were the different experiences of men and women (if relevant)?
- What was the role of important individuals?
- How much change and continuity was there in the chosen country or society? OR How far, and why, did the relationship between the chosen countries, or societies, change over time?

The issues listed above should be studied through the critical use of a range of source material and by considering a range of representations and interpretations.

- Source material should be used critically to support analysis, arguments and judgements.
- In what different ways has the chosen country or society been represented and interpreted? What are the reasons for these different representations and interpretations? OR In what different ways have the chosen countries or societies and their relationships been represented and interpreted?

Suitable topics for study include:

- The Cold War 1945-1975, Germany 1919-1945;
- Causes and Events of the First World War;
- The Unification of Germany 1848-1871;
- The Causes and Events of the American Civil War;
- The conquest of the Plains in America 1850-1890;
- Russia 1917-1941.

5.5.1 An example of an outline programme of study

Germany 1919–1945

Content

The problems facing Germany after the First World War: Treaty of Versailles and the birth of the Republic. Economic and political instability, e.g. hyper-inflation, the Spartacists, the Kapp Putsch, the Ruhr, the Munich Putsch.

The Stresemann years – international acceptance, loans, economic recovery, social and cultural changes, political developments. How different groups fared under Weimar.

The rise of Hitler and the Nazis. Their beliefs, the Depression and reasons for growing popularity of the Nazis, Hitler as Chancellor in 1933. Consolidation of power in 1933-4.

Germany under the Nazis: the different ways the Nazis controlled Germany, e.g. intimidation, force, propaganda, mass media. The experiences of different groups within Germany –

who, and who did not, benefit from Nazi rule – the young, women, the working classes, the middle classes, different political groups. Persecution of the Jews and other minority groups. The Holocaust. Opposition to the regime – youth groups, other forms of opposition.

Focus Points

- Why did Weimar get off to a difficult start?
- What were the main differences in government and society in the Nazi period compared to their main characteristics in the Weimar period?

- How different were the experiences of the young and of women in these two periods of German history?
- How important was Stresemann in German history?
- Why were some groups persecuted in Nazi Germany but not in Weimar Germany?

- How important was Hitler to the Nazi party gaining power and in shaping Nazi Germany?
- Which achieved more, Weimar Germany or Nazi Germany?

Specimen questions

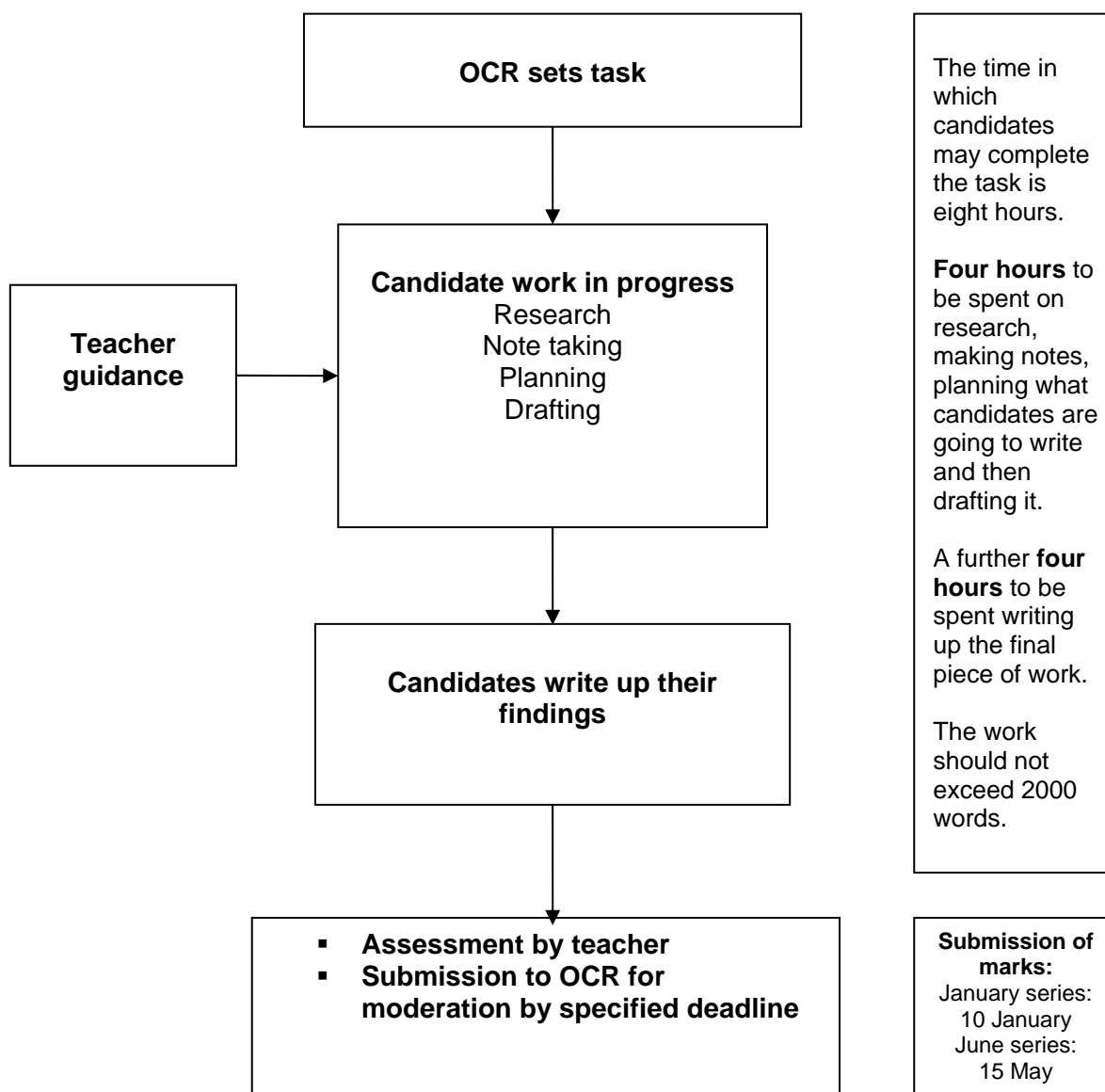
The tasks set by OCR will focus on one or more of the issues listed above. For example candidates could be asked to explain why there was tension between different groups within a country or between different countries, or to explain why changes happened within a country or why relationships between countries changed.

Example: Explain why X happened then. Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways.

Example: What was the most important reason why there was conflict between groups in X during the period Y? Use the sources you have researched, and your knowledge, to support and explain your answer. Your answer must show how aspects of the past have been interpreted and represented in different ways.

6 Teacher guidance on how to plan Controlled Assessment

6.1 Controlled Assessment Delivery Flow Chart



6.2 Managing the controlled conditions

6.2.1 Preparation

The adapted task should be given to candidates towards the end of the programme of study in the week before the eight hours under controlled conditions begins. Candidates should be allowed to spend this time on some preliminary and general planning. It is suggested that when candidates are given the task they are also provided with one sheet of A4 paper on which they could do this planning. The paper should be blank except for five or six bullet points. Candidates should be allowed to use these bullet points for some preliminary planning and should be allowed to bring the sheet in with them at the beginning of the eight hours. If this is all they are allowed to bring in at the beginning of the eight hours, it makes it easy for candidates to follow, and easy for the teacher to check.

During the eight hours candidates should have access to all the materials the teacher decides are necessary and sufficient for completing the task. These will normally be materials that have been produced or used during the programme of study: for example, class work completed during the programme of study, notes made during a visit (for example, to a battlefield), primary and secondary sources, text books, reference books, and material downloaded from websites. These materials must not be selected by the teacher so that they all have direct relevance to the task. They should consist of the materials used during the teaching programme leaving candidates with decisions to make about selection in terms of what is, and what is not, relevant to the task. It is a good idea to prepare and organise the collection of these materials during the lesson before the eight hours begins. This will ensure a smooth start to the eight hours and minimise the possibility of any candidates not having the necessary materials.

Teachers may have prepared source booklets for candidates to use during the teaching programme. These can be useful as they avoid candidates having lots of loose sheets of paper. These booklets can be made available to candidates during the eight hours as long as they include sources that cover the whole of the teaching programme and do not just include sources all of which are directly relevant to the task. In other words, candidates must still have to select which sources are relevant.

Teachers are strongly advised to ensure that candidates are not overwhelmed by large amounts of material. This will make the task facing candidates harder. If candidates want to bring in extra materials they have found for themselves, teachers need to ensure that they are not adding to their burden by surrounding themselves with enormous amounts of resources. It is important to remember that candidates will be assessed on how well they have used the materials, not on how much 'extra' information they have been able to discover. Research is not part of the assessment criteria.

Teachers need to find a balance in terms of the amount of materials made available to candidates. There should be enough to ensure candidates can answer the question in different ways and at different levels, and have to use skills of selection, but there should not be so much that the demands being placed on candidates in terms of selection and organisation become unreasonable.

6.2.2 The controlled conditions

It is expected that the completion of the task during the eight hours will take place during normal history lessons and in the candidates' normal classroom although other rooms may be used, for

example, computer rooms. The eight hours will therefore be spread over several weeks of lessons. Candidates must be under direct teacher supervision during these eight hours. They must complete all their work under these supervised conditions. They are not allowed to work on their answers outside the eight hours and may not take work out, or bring work in, at the end or beginning of lessons.

It is not necessary for candidates to work in silence during the eight hours, this is for the teacher to decide. If candidates are allowed to talk, the instructions from the teacher may well be the opposite to what s/he would normally say to the class – you can talk but not about the work! Some teachers might decide to allow some talk during the planning stage but to insist on silence when final answers are being written up.

It is up to each centre to decide whether or not candidates have access to the internet during the eight hours. Experience has shown that such access can be a major distraction for candidates who can end up wasting a lot of their time. They can also be overwhelmed by the large quantities of material available on websites. It is recommended that candidates are not given such access during the eight hours and that useful websites are investigated during the teaching programme. If there is useful material to be found on a website, this material could be printed off for all candidates to use during the eight hours.

The teacher has two tasks during this time:

- to ensure that candidates are working individually and that the completed work they hand in at the end of eight hours is their own work. This can be done most effectively by the teacher being familiar with the progress that individual candidates are making.
- to provide support and guidance. Candidates are expected to reach their own judgements and conclusions but teachers can provide general support by ensuring that candidates understand what is expected of them. This could involve reading the guidance for candidates to the class. Candidates can show their work in progress to the teacher who can respond in a general way by indicating general issues, for example, the work is irrelevant or too descriptive. However, the teacher is not allowed to indicate which parts of the work contain these faults, nor can s/he explain how to improve the work. Teachers are not allowed to provide sub-headings, writing frames, model answers or to work through answers in detail. Some candidates will benefit from help with time-management. This is allowed, for example, it is acceptable for teachers to suggest to candidates that they have not much time left and need to move on to a final draft.

Materials for use during the eight hours must be handed in at the end of each session and given out again at the beginning of the next session. Once the eight hours have started, candidates may **not** bring any further materials into the session(s).

6.2.3 Word-processed or hand-written work?

Whether work is word processed on computers or is hand written is up to each centre to decide. Both are acceptable. However, it should be noted that if candidates are completing their work on the school network, extra precautions should be taken to ensure the work is not accessed and added to outside the controlled conditions.

If candidates are completing their work on a school network, some of the following measures could be considered to ensure that work has not been added to outside controlled conditions:

- word counts to be recorded at the end of each session;
- work to be done on a labelled usb stick which candidates hand in at the end of every session;
- look at the properties tab of each candidate's work – this tells you when the document was last modified;

- set up a special area of the network which can only be accessed by a password. The password could be changed at the end of each session. Candidates will need to use a filename for their work which is recognisable;

- candidates email their work to the teacher at the end of each session. If the teacher has any suspicions the work can be checked against what has been emailed.

However, it is important to remember that a clear and friendly explanation of the regulations will be enough to ensure that the vast majority of candidates keep to the rules.

6.3 Guidance on research/data collection

During the eight-hour period, candidates should be encouraged to select from materials that they have accumulated during the teaching of the course. They should not at this stage be researching from further materials or searching the internet for material. The internet should be used during the teaching and learning programme only.

6.4 Guidance on the production of the outcome

6.4.1 Controls for the production of the outcome

Candidates' work must be handed in to the teacher at the end of each session and given out again at the beginning of the next session. It is the responsibility of the teacher to keep the work secure between sessions and to ensure that candidates do not have access to the work outside of the allotted sessions.

6.4.2 Controlled Assessment task security

Teachers must keep live controlled assessment tasks secure and confidential at all times whilst in their possession. Any breach in security must be reported to OCR as soon as possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to the Qualifications Manager detailing the circumstances, the candidates concerned and any action taken.

Candidates' scripts for all completed controlled assessment tasks must be stored securely and made 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 circumstance beyond the teacher's control) occurs while a controlled assessment task is taking place, the task may be resumed subsequently

provided the teacher ensures that no candidate is likely to have been advantaged or disadvantaged by doing so.

6.4.3 Presentation of work

Candidates must observe certain procedures in the production of the controlled assessment task.

- Tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the candidate's evidence at the appropriate place.
-
- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be identified with the following information:
 - Centre number
 - Centre name
 - Candidate number
 - Candidate name
 - Unit code and title
 - Task title

Work submitted on paper for moderation must be secured with treasury tags. Work submitted in digital format (online to the OCR-Repository) must be in a suitable file structure as detailed in Appendix C of the specification.

7 What candidates have to do

Candidates should be encouraged to focus their efforts on answering the question. The marking of the work will focus primarily on how far the work provides a relevant, well argued and supported, and well organised answer to the question.

Candidates should:

- select, from all the available materials, what is relevant to the question. This will involve not using some of the materials because they are not relevant
- plan the answer
- write an introduction explaining how they intend to answer the question. This may include, for example, identifying relevant criteria in a question about importance
- deploy the materials so that they are used to develop and support explanations, analyses and arguments
- answer the question directly throughout the work – they should not leave a direct response to the question until the conclusion. They should not use the body of the answer to write down everything they can find out about the topic. Long-winded introductions that 'set the scene' should be avoided. Candidates can use sub-headings in their answer. They are allowed to use photographs, diagrams, statistics and paintings. These should not be included to enhance the appearance of the work but should be analysed and used to answer the question
- support their arguments and conclusions with evidence from sources, representations or interpretations. Candidates should try to use such material to support and drive their arguments. It should not be bolted on with little connection to the main explanations and arguments. It is important that they should try to include in their answer **either** use of sources **or** use of representations and interpretations
- produce a conclusion that sums up their answer to the question. This conclusion should grow naturally from, and be consistent with, the main body of the answer. It should include some argument and support and be more than a couple of lines long
- produce a list of sources used.

A note about use of sources

Experience has shown that when GCSE candidates have to integrate use of sources into a piece of extended writing, the way they use the sources can change from the usual approach at GCSE. It is perfectly valid for candidates to select evidence from sources to support their explanations, analyses, arguments and conclusions. When this is done the marker will not expect direct evaluation of the sources used. It is enough that the candidate has selected evidence as useful and relevant. However, the evidence should do the job it has been chosen to do, for example, evidence from a Nazi that the Reichstag Fire was started by communists used as proof that the communists were responsible would not be very convincing. However, if it was used as evidence to support the point that the Nazis made this sort of claim, then it would be more convincing.

The more normal method of evaluating sources for reliability through the provenance and purpose of the source can still be used but it does have its dangers. When GCSE candidates adopt this

approach, the evaluation of the sources is often bolted-on and distracts from the main argument of the candidate.

Whichever approach is used by candidates, they should reference the sources they are using.

8 Teacher guidance on task marking

8.1 Guidance on how to mark Controlled Assessment tasks

The OCR mark scheme for controlled assessment is a generic one and is to be used for any of the four options.

8.1.1 The best-fit approach

OCR controlled assessment has been designed to be assessed holistically. This involves summing up the overall qualities of the work and matching it to a band descriptor as a whole. It does not involve awarding a separate mark for each assessment objective, nor does it involve requiring candidates to meet all the assessment criteria in a band before their work can be placed in that band.

Each of the band descriptors covers a range of skills and understandings across all three assessment objectives. The mark scheme is to be used using a best-fit approach. An answer does not have to meet all the requirements of a band descriptor to be placed in that band. For example, an answer can be placed in Band 3 even though it does not meet all the requirements in that band, as long as it meets those in Band 3 better than it meets those in either the band above or the band below.

The first bullet points in the band descriptors cover:

- selecting relevant information and deploying it relevantly;
- showing an understanding of the content studied;
- use of relevant concepts such as causation;
- producing descriptions and explanations and supporting conclusions.

These can be summed up as answering the question in an informed and organised way and should be used as the key criteria for deciding which band an answer should be placed in. If a response shows a range of skills but fails to answer the question, it will be placed in one of the lower bands. However, a response that does answer the question but is weak on, for example, source evaluation will be placed in a high band.

The other bullet points cover:

- using, interpreting and evaluating sources. Using evidence from sources to support arguments and conclusions;
- understanding interpretations and representations and explaining differences and similarities between interpretations and representations.

Experience has shown that it is unlikely that the majority of GCSE candidates will be able to successfully incorporate all these elements into their answers. A 'best-fit' means that this is not necessary. Candidates' answers can be placed in Bands 1-3 as long as they meet the requirements in the first bullet points relating to, for example, selection, relevance, and understanding of the subject matter. To be placed in Bands 4 and 5 answers must meet the requirements of the first bullet points as well as either the sources or their interpretations and representations bullet point.

When deciding the mark within a band, a number of criteria can be used:

- the extent to which the statements within the band have been achieved, for example, have they all been achieved or only some of them, have the ones that have been achieved been achieved convincingly and consistently at that band?
- the quality of written communication. Has a candidate used language to express him or herself concisely and effectively?

For example:

- an answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band;
- an answer that meets the requirements of much of the band descriptor but never does so in a convincing manner should be placed in the middle of the band;
- if an answer is on the borderline between two bands but it is decided that it fits better the descriptors of the higher of these two bands, then it should be placed at the bottom of that band.

8.1.2 Annotation of candidates' work

Comments on the work explaining why a certain mark and band have been awarded can be very helpful to moderators. They can come in two forms (both of which are useful):

- occasional comments alongside the body of the work identifying e.g. argument, conclusions, description, explanation, evaluation, support, irrelevance;
- summative comments at the end. These can be taken from the key part of the relevant band descriptor.

8.2 Authentication of Controlled Assessment outcomes

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. The Centre Authentication Form includes a declaration for assessors to sign.

8.3 Internal Standardisation of Controlled Assessment

It is important that teachers marking candidates' work are working to a common standard. This standard will be exemplified in OCR INSET meetings in the Spring term of 2010. In these sessions, examples of work produced by the first cohort of candidates using controlled assessment will be

analysed, discussed and assessed. Centres are advised to send at least one teacher to one of these sessions.

In the first year of marking controlled assessment it is advisable for teachers within a centre to meet together and reach a common understanding of the mark scheme. Such sessions could be led by the teacher who attended the INSET meeting.

After the marking has been completed, a further meeting should take place at which marked work is exchanged and discussed. If necessary, adjustments should be made to marks.

8.4 Moderation of Controlled Assessment

A sample of work will be moderated by OCR moderators 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. All work should be marked and mark sheets sent to moderators by the middle of May (the submission date can be found on the OCR website). Moderators will select a sample for moderation. Candidates' work can be submitted by post or electronically (details can be found in the specification).

8.5 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 marking criteria and marking instructions and the appropriate mark awarded, which may be zero.

8.6 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.

9 Marking Criteria for Controlled Assessment

9.1 How to use the mark scheme

- Each band descriptor covers all the relevant assessment objectives.
- The descriptors should be read and applied as a whole.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved
- The quality of written communication.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band.
- An answer that meets the requirements of many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.
- If an answer is on the borderline between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.

Controlled Assessment Marking Criteria		
Target	AOs 1, 2 and 3.	
Band 0	Candidates: Submit no evidence or fail to address the question.	[0]
Band 1	Candidates: <ul style="list-style-type: none"> • Demonstrate little relevant contextual knowledge • Demonstrate limited ability to select and organise information • Describe a few key features, reasons, results and changes of the societies, events, people and situations studied. The work contains some relevant material but this is not often deployed relevantly and there are no effective comparisons or links • Extract some information from sources • Describe a few surface features of representations and interpretations • Write relatively little or it is of some length but the content is not focussed on the task 	[1-12]
Band 2	Candidates: <ul style="list-style-type: none"> • Demonstrate some, but limited, contextual knowledge • Select and organise some relevant material. This is only sometimes deployed relevantly • Identify and describe key features, reasons, results and changes of the societies, events, people and situations studied but with little awareness of the broad context. There is some structure in the descriptions. Attempts are made at obvious points of comparison or links • Attempt conclusions but these are asserted and not supported • Explicitly use sources, but these are used uncritically (or attempts at evaluation are basic) and at face value and are not used to support arguments. Can identify some agreements and disagreements between sources • Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations. Can identify some differences/similarities. Can begin to identify some reasons for these differences although these will not be explained or supported • Present work that lacks precision and succinctness. 	[13-23]
Band 3	Candidates: <ul style="list-style-type: none"> • Demonstrate and select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers • Select and organise mostly relevant information, much of it deployed relevantly • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied with some awareness of the broad context. They produce structured descriptions and explanations. Reasonable comparisons/links are made and conclusions have some support although these are not always well substantiated • Interpret some sources and make explicit use of sources to support arguments. They begin to evaluate the sources but this is often not integrated into their arguments 	[24-33]

	<ul style="list-style-type: none"> • Show some understanding of representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations and to explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations • Write with some precision or succinctness. 	
Band 4	<p>Candidates:</p> <p>Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers</p> <p>Select a range of relevant information which is generally well organised and deployed relevantly. They demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied with awareness of the broad context. They have some understanding of interrelationships in the period studied. They can produce developed and reasoned and supported conclusions</p> <ul style="list-style-type: none"> • Effectively interpret, use and evaluate a range of sources. Evidence is used to support arguments and conclusions • Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret and infer from representations and interpretations, and to explain some differences and similarities across several representations and interpretations. Show some understanding of why societies/events/situations/people have been represented and interpreted in different/similar ways. They can make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information • Write with precision or succinctness. 	[34-43]
Band 5	<p>Candidates:</p> <ul style="list-style-type: none"> • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. They demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied. They demonstrate an awareness of the importance of the broad context and of interrelationships in the period studied. They produce well developed, well reasoned and well supported conclusions • Effectively and rigorously evaluate and use a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions • Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret and infer from representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations. They show a good understanding of why societies/events/situations/people have been represented and interpreted in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information • Write with precision and succinctness. 	[44-50]

10 FAQs

Q When can teachers access controlled assessment tasks?

A Controlled assessment tasks for submission in May 2010 are now on Interchange. See page 10 for the date of issue of tasks in subsequent years.

Q Can any preparation work be done out of the classroom?

A Yes. Candidates may spend a maximum of one week before the eight hours begins on some preliminary and general planning (see section 6.2.1 of this document).

Q Where can the controlled assessment tasks be accessed and by whom?

A 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.

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

A No, tasks change every year and it is the responsibility of centres to ensure that candidates are submitting the correct task. Tasks that have been on Interchange for a year will be moved on 15th May each year.

Q Where can the mark Scheme be accessed?

A The mark scheme is included in this document. It can also be found in the specification and can be accessed from the OCR website: mark schemes are attached at the end of the Sample Assessment Material. The mark scheme is generic and stays the same each year.

Q Do we have to take the controlled assessment under exam conditions/teacher supervision?

A Yes. Candidates must be under direct teacher supervision during the eight hours of task taking. They must complete all their work under these conditions. 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).

Q Are the controlled assessments the same as written examinations, can we resit?

A 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 at the end of the course when GCSE certification is requested.

Centres are responsible for ensuring that the correct tasks are used for a controlled assessment resit.

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

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

Q Do we mark them or do OCR?

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

Q Can I devise my own task?

A No. The task will be set by OCR. It will need to be adapted so that it is relevant to the historical content of the learning programme followed by the candidates.

Q When can I give the candidates the task?

A You should give them the task in the week before the eight hours controlled assessment begins. They are allowed to go away and do some basic and general planning before the eight hours begins but they are not allowed to prepare a detailed plan or a draft answer.

Q In the first year of teaching this I will want to make sure that my teaching programme and my adaptations of the task are suitable. Is there any help on this?

A Yes. OCR has appointed consultants who have been trained to provide feedback on teaching programmes and changes made to tasks. There will be a website address which can be found on the main OCR website to which you can send your programmes of study and questions.

Q Can I get my candidates to do the controlled assessment work in the autumn term of Year 10 and then store it and submit it for moderation at the end of Year 11?

A No. The tasks set by OCR have a limited shelf life. Completed work submitted in May 2010 must be based on the task issued in June 2009. Completed work submitted in May 2011 must be based on the task issued in April 2010.

Q Do all the candidates in my centre have to be taught the same option for controlled assessment?

A No. Candidates within a centre, even within a class, can study different options and answer different tasks. Some centres are planning to teach the Depth Study option with an extra emphasis on the role of individuals. This could give their candidates a choice of two tasks – the one on the depth study and the one on the role of the individual.

Q If the task changes every year, will I have to change my teaching programme every year?

A If your teaching programme is broad and covers all the issues listed for your option, then no more than a little tweaking of the teaching programme should be necessary. In many cases, no changes will be needed.

Q What resources can I make available to my candidates during the eight hours of controlled assessment?

A You can provide them with all the materials they have been using during the teaching programme, for example, their work, text books, sources, reference books, material downloaded from websites. If you think additional material is needed, this can be provided. There is a balance to be struck – candidates should have a reasonable range of resources to ensure they still have to make decisions about selection and that there will be a range of

different responses, but they should not be overwhelmed with large quantities of resources. This will simply make the task much harder.

Q **Once the eight hours start are the candidates completely on their own?**

A No. Although the teacher must be able to guarantee that the work a candidate hands in is his/her own individual work, the teacher is allowed to provide some general support to ensure the candidate is fulfilling the requirements of the specification. Detailed guidance on what support is allowed is provided earlier in this document.

Q This type of mark scheme is completely new to me. How will I know how to use it?

A OCR will be holding a series of INSETS in the Spring term of 2010. The main focus of these will be marking controlled assessment work. Live work completed by candidates in the previous term will be used.

Q Do candidates have to meet all the criteria within a band before they can be placed in that band?

A No. The mark scheme will be applied using a 'best-fit' approach. This means that you will have to decide whether an answer matches the requirements of, for example, Band 3 or Band 4 better. It will not have to meet all the requirements to be placed in for example, Band 4; it must just be a better match than with Band 3.

11 Whole School Issues

There is a series of issues that arise from controlled assessment that centres may wish to consider as whole-school issues rather than ones that can be dealt with within separate subject departments:

- should heads of subjects with controlled assessment get together to ensure that candidates are not faced with controlled assessment in a number of subjects all at the same time?
- should subjects have priority call on the computer room during their controlled assessment?
- if candidates are producing their work on the school network, what security arrangements can be introduced to ensure the regulations for controlled assessment are followed?
- what arrangements can be made for candidates who are absent for some of the controlled assessment time?
- what arrangements can be made for candidates who have special requirements?

12 Guidance on downloading Controlled Assessment tasks from Interchange

Controlled Assessment materials will be available to download from OCR Interchange from June 2009. If you are not a current user of OCR Interchange, please contact OCR's Customer Contact Centre on 01223 553998 to request an Interchange user account.

Further details on how to access the materials are available on Interchange.

13 Guidance for the Production of Electronic Controlled Assessment

The controlled assessment unit, A973, comprises one task. For each candidate, the task forms a controlled assessment portfolio, stored electronically.

Structure for evidence

A controlled assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by the 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 A973, so that the portfolio is clearly identified as the work of one candidate.

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

Data formats for evidence

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

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

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents and, occasionally, PowerPoint presentations, digital photographs and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format in which the document was originally created. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

QuickTime movie (*.mov)

Macromedia Shockwave (*.aam)

Macromedia Shockwave (*.dcr)

Flash (*.swf)

Windows Media File (*.wmf)

MPEG Video Layer 4 (*.mp4)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Graphics file (*.pcx)

MS bitmap (*.bmp)

GIF images (*.gif)

Animation formats

Macromedia Flash (*.fla)

Structured markup formats

XML (*.xml)

Text formats

PDF (.pdf)

Comma Separated Values (.csv)

Rich text format (.rtf)

Text document (.txt)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

www.ocr.org.uk

OCR customer contact centre

General qualifications

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