



Home Economics

GCSE 2012

**Home Economics:
Child Development**
Guide to Controlled
Assessment

J441

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1 Introduction

1.1 What Is Controlled Assessment?

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

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

1.2 What does 'control' actually mean?

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

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

1.3 What is the purpose of this Guide?

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

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

2 Summary of the Controlled Assessment units

Unit B011: Child Development Short Tasks

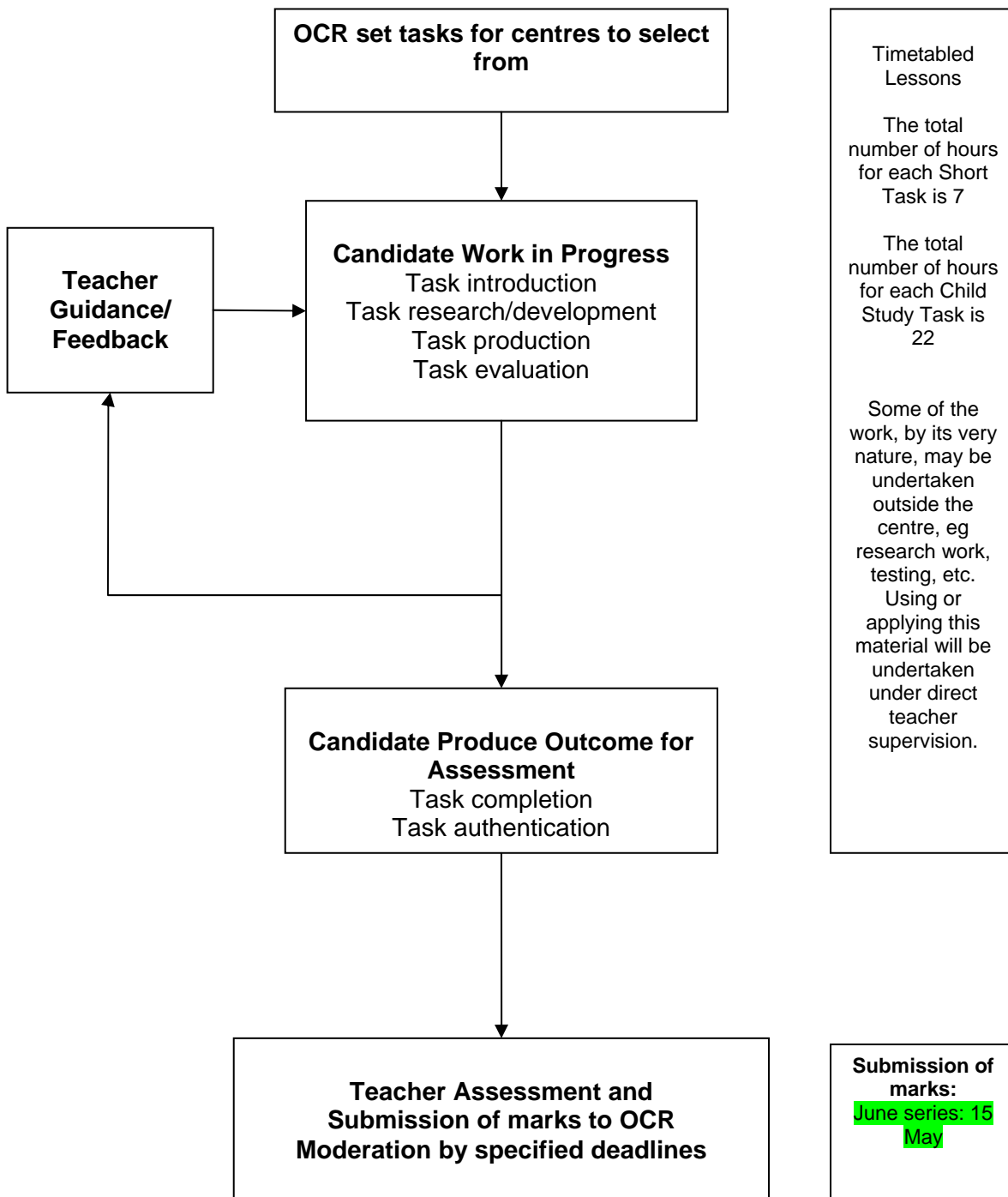
For unit B011, candidates submit **three** tasks for assessment from a number of tasks offered by OCR. **One** must be selected from the list of **investigative tasks** and **two** from the list of **practical tasks**, which will assess planning, carrying out, and evaluation. These tasks can be used with a minimum amount of adaptation or they can be adapted so that they allow the use of local resources available to the centre. Each Task has a 10% weighting (20 marks each).

Unit B012: Child Study Task

For unit B012, candidates choose a set OCR theme to complete a structured child study task. This task may be personalised to be more relevant to the child being studied and the centres' own environment, and targeted at the centres' particular cohorts of candidates and facilities available to them. The child study task will assess research, selecting and justifying ideas, planning observations, practical observations, applying and understanding observations and conclusions and evaluation. The Child Study Task has a 30% weighting (60 marks).

3 Teacher guidance on how to plan Controlled Assessment

3.1 Controlled Assessment delivery flow chart



4 Controlled assessment in GCSE Home Economics (Child Development)

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

Teaching and Learning

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

When all necessary teaching and learning has taken place and teachers feel that candidates are ready for assessment, candidates can choose or be provided with an appropriate controlled assessment task.

4.1 Controlled assessment tasks

All controlled assessment tasks are set by OCR.

Each year a number of tasks will be set for candidates to choose from. Controlled assessment tasks will be available on Interchange from 1 June and will be reviewed every two years. Guidance on how to access controlled assessment tasks from Interchange is available on the [OCR website](#).

The tasks for B011 and B012 are sufficiently broad in nature and must not be amended or adapted.

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

Each task includes a focus e.g. There are a range of child care facilities in your local area. The task then indicates what the candidate should do and the format of how the findings should be presented.

4.2 Planning and managing controlled assessment

Controlled assessment tasks are available at an early stage to allow planning time. It is anticipated that candidates will spend a total of about 21 hours in producing the work for Unit B011 and 22 hours producing the work for Unit B012. Candidates must be allowed sufficient time to complete these tasks.

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

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

4.2.1 Preparation and research time

Preparation (informal supervision)

Informal supervision ensures that the work of the individual candidates is recorded accurately and that plagiarism does not take place.

Introduction to the task (teacher led)

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

Research (limited supervision)

Limited supervision means that candidates can undertake this part of the process without direct teacher supervision and outside the centre as required. It is important to note that when producing their final piece of work candidates must evidence all work individually.

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

Teachers can

- ⇨ explain the task
- ⇨ advise on how the task could be approached
- ⇨ advise on resources
- ⇨ alert the candidate to key things that must be included in the final piece of work.

Teachers must not

- ⇨ comment on or correct the work
- ⇨ practise the task with the candidates
- ⇨ provide templates, model answers or feedback on drafts.

Research material can include fieldwork, internet or paper-based research, questionnaires, audio and video files etc. Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

4.2.2 Producing the final piece of work

Producing the final piece of work (formal supervision)

Formal supervision means under direct teacher supervision: teachers must be able to authenticate the work and there must be acknowledgement and referencing of any sources used. Writing up is likely to be carried out over several sessions. Centres must keep work secure between sessions.

When supervising tasks, teachers are expected to:

- ⇨ exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- ⇒ exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements
- ⇒ ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

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

4.2.3 Presentation of the final piece of work

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

³⁵₁₇ work can be word processed or hand written

³⁵₁₇ tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place

³⁵₁₇ any copied material must be suitably acknowledged

³⁵₁₇ quotations must be clearly marked and a reference provided wherever possible

³⁵₁₇ a completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as the marks given for each of the assessment criteria:

- centre number
- centre name
- candidate number
- candidate name
- unit code and title
- assignment title.

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

4.3 Marking and moderating controlled assessment

All controlled assessment units are marked by the centre assessor(s) using OCR marking criteria and guidance and are moderated by the OCR-appointed moderator. External moderation is either e-moderation, where evidence is online, or postal moderation (paper or CD).

4.3.1 Applying the marking criteria

The starting point for marking the tasks is the marking criteria (see section 4.3.4 Marking criteria for controlled assessment tasks below). The criteria identify levels of performance for the skills, knowledge and understanding that the candidate is required to demonstrate. OCR provides exemplification through real candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

4.3.2 Use of 'best fit' approach to marking criteria

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

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

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

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

³⁵₁₇ where the candidate's work convincingly meets the statement, the highest mark should be awarded

³⁵₁₇ where the candidate's work adequately meets the statement, the most appropriate mark in the middle range should be awarded

³⁵₁₇ where the candidate's work just meets the statement, the lowest mark should be awarded.

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

The final mark for the candidate for each controlled assessment unit is out of a total of 60 and is found by totalling the marks for each of the marking criteria.

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

4.3.3 Annotation of candidates' work

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

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

4.3.4 Marking criteria for controlled assessment tasks

Unit B011: Child Development Short Tasks

The maximum mark for this unit is 60 (20 marks per task). Candidates submit three short tasks for assessment. One investigative task and two practical tasks, each is marked out of a total of 20 marks using the marking criteria below giving a total out of 60 marks for the complete unit.

0 marks = no response or no response worthy of credit

	Support and help needed	Some support given	Candidate works increasingly independently
Planning A candidate should be able to: AO1, AO2 and AO3	³⁵ / ₁₇ Produce a simple plan of action, possibly with some assistance ³⁵ / ₁₇ List the sources required, although detail may be lacking	³⁵ / ₁₇ Produce a suitable plan of action ³⁵ / ₁₇ Identify the resources required to carry out the task stating how they will be used	³⁵ / ₁₇ Produce a concise, logical and quality plan of action with priorities identified ³⁵ / ₁₇ Identify accurately all resources to carry out the task explain how they will be used
	1 mark	2-3 marks	4 marks
Carrying out A candidate should be able to: AO1 and AO2	Organisation ³⁵ / ₁₇ Carry out the planned work with some assistance ³⁵ / ₁₇ Organise the resources used with some help ³⁵ / ₁₇ Use limited methods to carry out the work ³⁵ / ₁₇ Use limited evidence to support the work carried out ³⁵ / ₁₇ In achieving the skills/processes help may be needed	³⁵ / ₁₇ Carry out the planned work to a good standard mainly unaided ³⁵ / ₁₇ Carry out the work with some accuracy ³⁵ / ₁₇ Use some methods/techniques to carry out planned work using resources ³⁵ / ₁₇ Use evidence included to support the work carried out	³⁵ / ₁₇ Carry out the planned work independently to a high standard ³⁵ / ₁₇ Use a range of methods/techniques and carry out planned work using appropriate resources ³⁵ / ₁₇ Detailed written evidence should be included to support the work carried out
	1-2 marks	3-5 marks	6-8 marks
	Outcome ³⁵ / ₁₇ Produce a quality outcome with some assistance ³⁵ / ₁₇ Produce results from any work undertaken	³⁵ / ₁₇ Produce a quality outcome to the task ³⁵ / ₁₇ Produce valid results from work undertaken	³⁵ / ₁₇ Produce a high quality outcome to the task ³⁵ / ₁₇ Produce a range of detailed and accurate results
	1 mark	2-3 marks	4 marks

Evaluation A candidate should be able to: AO3	³⁵ / ₁₇ Identify the strengths and weaknesses in their task with help	³⁵ / ₁₇ Identify some strengths and weaknesses in the task	³⁵ / ₁₇ Identify strengths and weaknesses in all areas of the task independently
	³⁵ / ₁₇ Make comments on the outcome of the task	³⁵ / ₁₇ Suggest some ways to improve the weaknesses identified	³⁵ / ₁₇ Suggest ways to improve the weaknesses identified
	³⁵ / ₁₇ Refer back to the task title		³⁵ / ₁₇ Interpret the results by referring back to the task title
	1 mark	2-3 marks	4 marks
			TOTAL OUT OF 20

Unit B012: Child Study Task

0 marks = no response or no response worthy of credit

	Support and help needed	Some support given	Candidate works increasingly independently
Research	³⁵ / ₁₇ Produce a task title from a set theme with direct guidance and help and give a reason for your choice	³⁵ / ₁₇ Produce a focused task title from a set theme and give some reasons for your choice	³⁵ / ₁₇ Produce a focused task title from a set theme independently and explain in detail several reasons for your choice
A candidate should be able to:	³⁵ / ₁₇ Recommend a source of information	³⁵ / ₁₇ Recommend some possible sources of information	³⁵ / ₁₇ Recommend a range of appropriate sources of information
AO1, AO2 and AO3	³⁵ / ₁₇ Carry out some background information on the child with direct guidance and help	³⁵ / ₁₇ Carry out some exploration to find out background information on the child	³⁵ / ₁₇ Carry out initial exploration to find out specific and relevant background information on the child
	³⁵ / ₁₇ Carry out limited research on the developmental area chosen	³⁵ / ₁₇ Carry out some research on the developmental area chosen	³⁵ / ₁₇ Carry out detailed secondary research on the developmental area chosen
	³⁵ / ₁₇ Present their results	³⁵ / ₁₇ Select information that is relevant to the task ³⁵ / ₁₇ Present results clearly and draws logical conclusions	³⁵ / ₁₇ Carry out detailed secondary research on the developmental area chosen ³⁵ / ₁₇ Select information that is relevant and summarize independently ³⁵ / ₁₇ Produce a clear outline of the steps to be carried out in the task ³⁵ / ₁₇ Present results clearly and draws detailed conclusions
	1-4 marks	5-7 marks	8-10 marks
Selecting and Planning the observations	³⁵ / ₁₇ Use research collected to suggest several ideas/choice for the observations	³⁵ / ₁₇ Use research collected to produce some possible ideas for the observations	³⁵ / ₁₇ Use research collected to produce a range of possible ideas for the observations
	³⁵ / ₁₇ Briefly sort and assess suitability of ideas	³⁵ / ₁₇ Sort and assess suitability of ideas	³⁵ / ₁₇ Sort and assess suitability of ideas showing a variety of techniques
A candidate should be able to:	³⁵ / ₁₇ Select some methods for the observations with direct referring to guidance and help	³⁵ / ₁₇ Justify methods for the observations	³⁵ / ₁₇ Select a range of suitable methods for the research
AO1 and AO3	³⁵ / ₁₇ Briefly justify methods	³⁵ / ₁₇ Produce brief plans for observations that include	³⁵ / ₁₇ Produce accurate plans for observations and include

relevant
resources

observations

³⁵₁₇ Fully justify choices
of methods in detail
referring to
research

resources needed
with
direct guidance and
help

³⁵₁₇ State a method to
record results of the
observations

³⁵₁₇ State methods to record the

results of the
observations with
reasons for choice

³⁵₁₇ Evaluate reasons for
choice of observations

³⁵₁₇ Produce accurate and

detailed plans for
observations that
include relevant
resources

³⁵₁₇ State a variety of
methods to record
accurately the results of
the observations with
detailed reasons for
choice

³⁵₁₇ Includes clear plans of
how the observations are
going
to be recorded

1-4 marks

5-7 marks

8-10 marks

Practical Observations A candidate should be able to:	35 17	Carry out and record observations with some reference to the areas of development identified	35 17	Carry out and record detailed observations which relate mainly to the areas of development identified	35 17	Carry out and record detailed and accurate observations which relate to the areas of development identified
	35 17	Use one or two methods of different observation	35 17	Use a number of methods of observations	35 17	Use a number of different methods of observation effectively

1-5 marks

6-10 marks

11-14 marks

Apply understanding to observations

35 17	Make comments about the observations made with limited reference to the areas of development identified	35 17	Explain the observations made showing understanding of the areas of development identified	35 17	Interpret observations to show a full understanding of the areas identified
35 17		35 17	Refer to earlier research	35 17	Apply knowledge gained from research
35 17		35 17	Give evidence of a personal opinion with some reference being made to other children/norms	35 17	Offer original thought and opinion about what is being observed
				35 17	Exploit any opportunity to compare child / children with others / norms

1-4 marks

5-8 marks

9-12 marks

Conclusion and Evaluation A candidate should be able to produce an evaluation which:	35 17	Makes general comments about their work	35 17	Produces a sound evaluation which reviews some aspects of the task	35 17	Produces a high quality evaluation which reviews all aspects of the task
	35 17	Draws simple conclusions with help and guidance	35 17	Draws logical conclusions to the task	35 17	Draws logical conclusions that relate back to the task title interpreting the evidence from the execution
AO3	35 17	Identifies some strengths and weaknesses	35 17	Identifies several strengths and weaknesses	35 17	Identifies strengths and weaknesses in their work and explain why these are evident
	35 17	Produce evidence of limited written communication with little or no use of specialist terms, errors of grammar, punctuation and spelling maybe intrusive and information	35 17	Produces evidence	35 17	Recommends

adequate/good written communication using some specialist terms/terminology, few errors of spelling and grammar with information being presented for the most part in a structured format.

35
17
of

improvements or further work
Produces high level written communication throughout the task using specialist terms/terminology; accurate use of spelling and grammar with information being presented in a structured format.

1-5 marks

6-10 marks

11-14 marks

TOTAL OUT OF 60

4.3.5 Authentication of work

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

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

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

Please note: Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) and [OCR Interchange](#).

4.3.6 Internal standardisation

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

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

4.3.7 Moderation

All work for controlled assessment, units B011 and B012, is marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures: refer to the OCR website for submission dates of the marks to OCR. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Section 4.3.4.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's files.

4.4 Submitting the moderation samples via the OCR Repository

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

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

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

The GCSE Home Economic (Child Development) units B011 and B012 can be submitted electronically to the OCR Repository via Interchange. Please check Section 7.4.1 for unit entry codes for the OCR Repository.

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

- 1 Centres can load multiple files against multiple candidates by clicking on 'Upload candidate files' in the Candidates tab of the Candidate Overview screen
- 2 Centres can load multiple files against a specific candidate by clicking on 'Upload files' in the Candidate Details screen
- 3 Centres can load multiple administration files by clicking on 'Upload admin files' in the Administration tab of the Candidate Overview screen.

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

Instructions for how to upload files to OCR using the OCR Repository can be found on [OCR Interchange](#).

5 FAQs

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

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

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

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

It is up to the centre to decide when Controlled Assessment will be taken: guidance on this can be found in Section 4: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2012).

When can teachers and candidates access the material?

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

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

Can any preparation work be done out of the classroom?

Yes. Controls are set at the level of tasks setting, task taking and task marking. Preparation work comes into the task taking level, under Research and Data Collection, which have a limited level of control i.e. work can be carried out without direct supervision.

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

Suggested time limits vary per subject: there are suggested time limits given in Section 4: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2012).

Where can the Controlled materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

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

How long is each assessment valid for i.e. can we use last year's assessment 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 15 May every two years.

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).

Will candidates be able to re-enter units?

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

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

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

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

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

It is up to the centre to decide when Controlled Assessment will be taken: guidance on this can be found in Section 4: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2012).

Can I devise my own Tasks?

No. OCR has chosen a high level of control for task setting giving centres much more freedom to decide for themselves how candidates approach their work and centres manage facilities.

Unit B011 – Short Tasks

Do I have to use Board set Tasks?

Yes.

Can I adapt Board set Tasks slightly to suit my own school?

Yes.

Can I make up my own tasks?

No.

What are the recommended time allocations?

1 hour planning, 4 to 5 hours execution, 1 hour evaluation

Total 7 hours

How does an investigation task differ from the other tasks?

It assesses investigative skills such as comparison and experimental skills.

How do the short tasks differ from the resource tasks in the old specification?

- They are board set
- Candidates must submit 3 of them to the exam board
- Candidates must do one task that is an investigation

Does Controlled Assessment mean under exam conditions?

No, they are still an integral part of the learning experience.

Can a candidate submit two tasks that demonstrate similar areas of the specification?

No, a range of different skills must be demonstrated throughout the tasks that are submitted.

For example investigative, practical, item.

Do Practical Items have to be sent for moderation?

No, but it is still necessary to record outcomes in the form of photographs and written comments.

Unit B012 – Child Study Task

Do I have to use Board set Themes?

YES

How many Board set Themes will there be each year?

6

What are the recommended time allocations?

22 Hours

What age does the Child Study have to cover?

The child being observed must be between 0 to 5 years of age.

Do candidates have to write their own task title from a chosen theme?

Yes, although teachers can give candidates a task title but this must be reflected in the marking of the work.

Do candidates have to undertake all of the Child Study in school?

No, the research can be done outside of lesson time. It is advisable that selecting and planning is carried out in school. However, observations due to their very content can be undertaken out of school and then assessed by the teacher.

Does the work have to be word processed?

No.

Do candidates have to provide photographs of their practical observations?

It is a desirable method of recording evidence or work although not essential.

How many practical observations are expected for the Child Study?

Candidates should carry out at least five practical observations but it is dependent on the focus of development and age of child being studied. In most studies six practical observations would be more acceptable.

Can I include photographs of the child?

No, these are not required unless relevant to the area of development being studied and then full faces should not be taken for child protection purposes.

Can I award full marks for an evaluation?

Only if the candidate has demonstrated very good communication skills in addition to their high standard evaluative skills – see Child Study marking criteria.

6 Guidance on downloading Controlled Assessment task from Interchange

Before you start

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

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

Step 1 – Log into Interchange

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

Enter your log in details



OCR *interchange*
RECOGNISING ACHIEVEMENT

Help

Welcome

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

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

Login

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

Username:

Password: (case sensitive)

[Forgot Your Password?](#)

Login

New User

To sign up please complete and return the [OCR Interchange Agreement \(11.8kb\)](#) to receive your login details.

Sign Up

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.

The screenshot shows the OCR Interchange website. At the top, there is a navigation bar with the OCR logo and 'interchange' text. On the right, there are links for 'Help' and 'Log out'. Below the navigation bar, there is a breadcrumb trail: 'You are here: Home'. The main content area is divided into two columns. The left column contains a navigation menu with sections: 'By task' (listing 'Exams', 'Coursework and tests', 'e-assessment', 'Certification claims', 'Results', 'Past results', 'Centre information', 'Assessors', 'Search', 'Resources', 'Admin') and 'By qualification' (listing 'GCE, GCSE, Principal Learning...', 'OCR Nationals', 'Functional Skills', 'Skills for Life', 'NQF', 'Vocational related', 'CLAT and IPro'). The right column has a heading 'Welcome to Interchange' and a 'What's new?' section. Under 'What's new?', there are three sub-sections: 'Support material' (with links for 'Controlled assessment materials' and 'Science to-employer materials'), 'Tests' (with a link for 'Key Skills test evokes'), and 'Mediation' (with a link for 'OCR Repository'). Below these, there is a note about a 'Road Only (RO)' role. At the bottom of the right column, there is a 'Tell us what you think' section with a link to 'Send us your feedback to interchange@ocr.org.uk'.

Step 3 – Search for materials

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

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

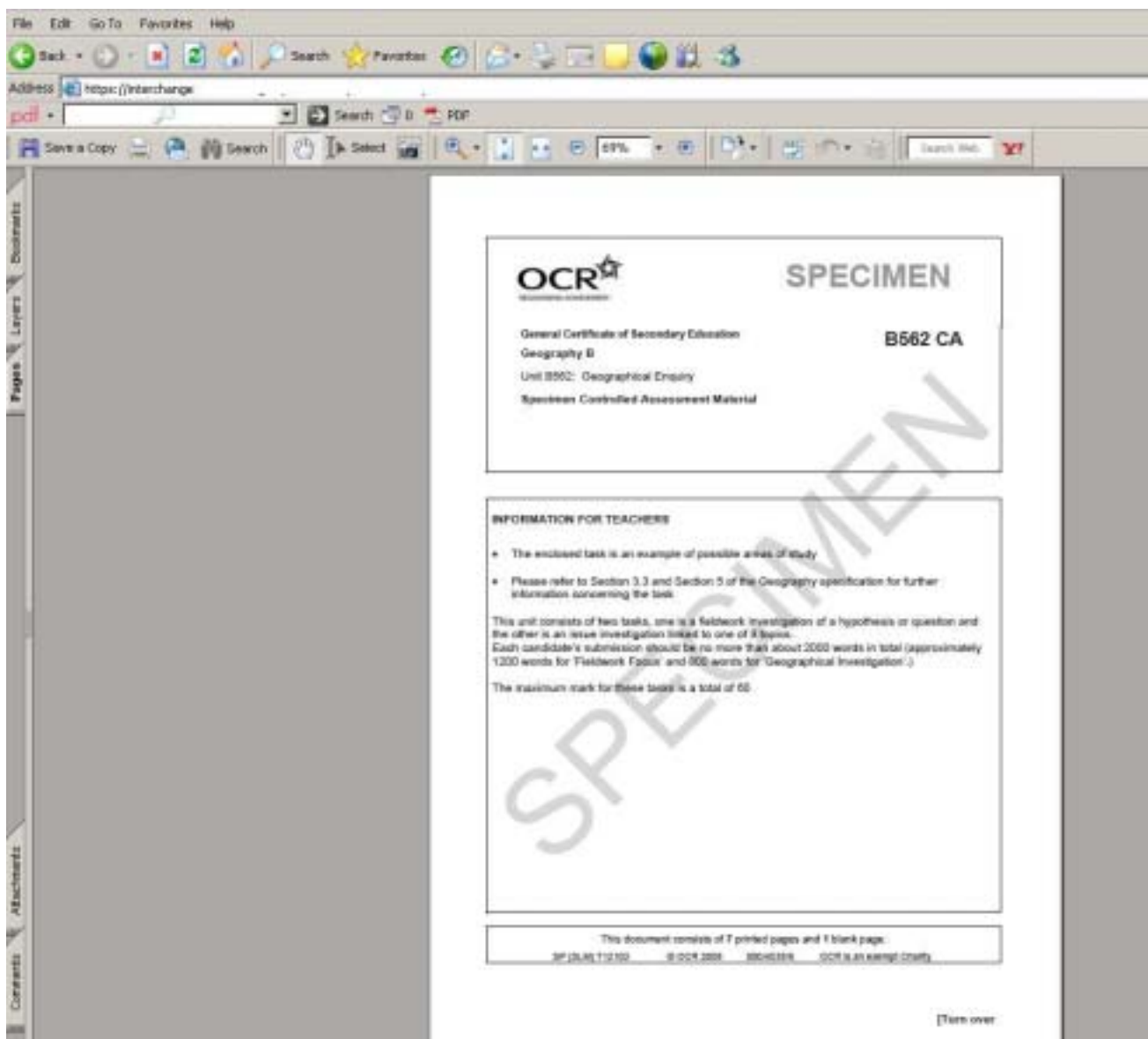
All available documents will be displayed below the search.

The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR Interchange is displayed with the tagline 'RECOGNISING ACHIEVEMENT'. Navigation links for 'Home', 'Log out', and 'Print page' are visible. The main heading is 'Controlled Assessment Materials'. A 'Notices' section contains a message: 'Controlled Assessment materials for GCSE specifications will be available to download from June 2009'. Below this, a search section prompts the user to 'Use the drop-down menus below to select the controlled assessment material you require or search by unit code.' It includes a text input for 'Unit Code (eg. F122)', a 'Search' button, and three dropdown menus: 'Select qualification type' (set to 'GCSE'), 'Select subject' (set to 'Art and Design'), and 'Select subject detail' (set to '3D Design'). The search results show two items: 'A206 - Controlled Assessment (PDF 254KB)' and 'A206 - Resource Booklet (PDF 254KB)'. A 'Page notes' section at the bottom provides instructions on how to extract files on different operating systems. The footer contains links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and '© 2006-2009 OCR'.

Step 4 – Open materials

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

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



Step 5 – Troubleshooting

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

The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR (Recognising Achievement) and Interchange is visible. There are links for Help and Logout, and a Print page button. The main content area is titled "Controlled Assessment Materials". On the left, there is a navigation menu with sections "By task" and "By qualification". The "By task" section includes links for Entries, Coursework and tests, e-assessment, Certification claims, Results, Post results, Centre information, Assessments, Search, Resources, and Admin. The "By qualification" section includes links for GCE, GCSE, Practical Learning, OCR Nationals, Functional Skills, Skills for Life, NVQ, Vocationally related, and CLAT and Pts. The main content area has a "Notices" section, followed by a search form. The search form has a text input field for "Unit Code (eg, F123)" containing "066", a "Search" button, and three dropdown menus for "Select qualification type", "Select subject", and "Select subject detail". A red error message box is displayed below the search form, stating "Invalid Unit Code entered". Below the search form, there is a "Page notes" section with text about zip extractors for Windows XP, Vista, 95, 98, 2000, ME, or NT.

You are here: Home » Controlled assessment materials

Controlled Assessment Materials

Notices

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

Unit Code (eg, F123)

Invalid Unit Code entered

Select qualification type:

Select subject:

Select subject detail:

Page notes

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

[Download Adobe Acrobat software](#) | [Accessibility](#) | [Terms of use](#) | © 2006-2009 OCR

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

The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR (Recognising Achievement) and Interchange is displayed. Navigation links for Help and Log out are visible. Below the header, the breadcrumb trail reads "You are here: Home > Controlled assessment materials".

The main content area is titled "Controlled Assessment Materials". It features a "Notices" section which is currently empty. Below this, a search instruction states: "Use the drop-down menus below to select the controlled assessment material you require or search by unit code." The search form includes a "Unit Code (eg. F123)" field containing "A982", a "Search" button, and three dropdown menus: "Select qualification type" (set to "Please Select"), "Select subject" (set to "Nothing to Select"), and "Select subject detail" (set to "Nothing to Select").

A yellow message box displays the text: "No document available. Please check the unit code".

On the left side, there is a navigation menu with two sections: "By task" and "By qualification". The "By task" section includes links for Entries, Coursework and tests, Assessment, Certification claims, Results, Past results, Centre information, Assessors, Search, Resources, and Admin. The "By qualification" section includes links for GCE, GCSE, Principal Learning, OCR Nationals, Functional Skills, Skills for Life, NVO, Vocationally related, and CLAT and iPho.

At the bottom of the page, there is a "Page notes" section with the following text: "Windows XP and Windows Vista have a built in zip extractor. If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PkZip to extract the files." Below this, a footer contains the text: "Download Adobe Acrobat software | Accessibility | Terms of use | © 2000-2008 OCR".

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

The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR Interchange is displayed with the tagline 'Recognised Achievement'. Navigation links for 'Home' and 'Log out' are visible in the top right corner. Below the header, a breadcrumb trail reads 'You are here: Home > Controlled assessment materials'. The main content area is titled 'Controlled Assessment Materials'. On the left, there is a sidebar menu with two sections: 'By task' and 'By qualification'. The 'By task' section includes links for Entries, Coursework and tests, e-assessment, Certification claims, Results, Post results, Centre information, Assessors, Search, Resources, and Advice. The 'By qualification' section includes links for DCE, GCSE, Prequal Learning, OCR Nationals, Functional Skills, Skills for Life, NVQ, Vocationally related, and CLAT and the. The main content area features a 'Notices' section with a message: 'Controlled Assessment materials for GCSE specifications will be available to download from June 2009'. Below this, a search section prompts the user to 'Use the drop-down menus below to select the controlled assessment material you require or search by unit code.' The search form includes a text input for 'Unit Code (eg, F123)', a 'Search' button, a 'Select qualification type' dropdown menu set to 'GCSE', a 'Select subject' dropdown menu set to 'Business and Communications', and a 'Select subject detail' dropdown menu set to 'Developing Bus Comm Systems'. A yellow message box below the search form states: 'No document available. Please check the search details.' At the bottom of the main content area, there is a 'Page notes' section with the text: 'Windows XP and Windows Vista have a built in zip extractor. If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.' The footer of the page contains links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and '© 2006-2008 OCR'.

7 Guidance for the production of electronic Controlled Assessment

The Controlled Assessment in Unit B011 comprises three elements. For each candidate, the three elements together form a Controlled Assessment portfolio, stored electronically. The Controlled Assessment in Unit B012 comprises one task. Evidence for each unit must be stored separately.

Structure for evidence

A Controlled Assessment portfolio is a collection of folders and files containing the candidate's evidence. Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or moderator. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index, called 'Home Page'.

There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the Unit code (B011 or B012), 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, PowerPoint presentations, digital photos and digital video.

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

Accepted File Formats

Movie formats for digital video evidence

MPEG (*.mpg)

Audio or sound formats

MPEG Audio Layer 3 (*.mp3)

Graphics formats including photographic evidence

JPEG (*.jpg)

Text formats

PDF (.pdf)

Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

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