

1 About controlled assessment

These frequently asked questions are designed for Exams Officers and teachers and should be read together with the *JCQ Instructions for conducting controlled assessments*, which can be downloaded from the JCQ website:

[Download](#)

2 Carrying out controlled assessment

They should also be read in conjunction with the specific controlled assessment guidance for each unit.

3 Administering controlled assessment

You may also find the *OCR Guidance for administering internal assessment* useful; this can be downloaded from our website: [Download](#)

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Click on the links on the left for further information.



1: About controlled assessment

1 About controlled assessment

What is controlled assessment?

Controlled assessment is internal assessment in a supervised environment/classroom and replaced coursework for most GCSEs from 2009. It is also the internal assessment element of the new Principal Learning qualifications. Controlled assessment was introduced by QCDA to address some of the issues raised in coursework reviews such as plagiarism and all centres need to have a policy in place for managing controlled assessment. The process consists of three stages:

- **Task setting** – Tasks are set either by the awarding body or by the centre but in both cases must be developed according to the requirements of the specification.
- **Task taking** – This is how students carry out the tasks and the conditions under which assessment takes place.
- **Task marking** – Tasks are usually internally marked and externally moderated but, as in the case for some OCR GCSE Modern Foreign Languages, may be externally marked.

Different levels of control (high, medium and limited) are set for each of the three stages depending on the specification. For each stage, the level of control ensures reliability and authenticity, and makes assessments more manageable for teachers and candidates.

What are the levels of control?

The levels of control relate to the degree of control retained by OCR at each of the three stages of a controlled assessment (ie task setting, task taking and task marking). The controls are defined as high, medium and limited with 'high' representing the greatest awarding body control and 'limited' the least.

The levels of control were set by QCDA for GCSEs and by the awarding bodies for Principal Learning, and described by OCR in the relevant GCSE

specification or Principal Learning centre handbook/specification. The level of control may vary within a controlled assessment. For example:

- In **GCSEs**, the task setting may be high but the task taking and task marking medium. Alternatively, within task taking, the research element may have limited control but the evaluation and analysis high.
- In **Principal Learning**, the collaboration control is limited for the majority of assessments except where the unit requires learners to collaborate with others (and they are awarded marks for doing so) and so the control changes to medium.

Does controlled assessment apply to all new GCSEs?

Most GCSEs for first teaching from 2009 onwards have controlled assessment, though not all. Each subject is placed in one of three groups with a specified percentage of controlled assessment defined by QCDA. The percentage depends on the range of skills to be assessed and the most effective way of assessing them. The groupings are:

- Subjects with only external assessment and no controlled assessment: Classical Greek, Latin, Law, Mathematics, MFL (Dutch, Gujarati, Persian, Portuguese, Turkish), Psychology, Religious Studies and Sociology
- Subjects with 25 per cent controlled assessment
- Subjects with 60 per cent controlled assessment.

Science GCSEs will have controlled assessment units once the new specifications are introduced for first teaching from September 2011.

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Controlled assessment forms part of the following GCSEs. Live controlled assessment material will be reviewed by OCR on a regular basis and may be revised to ensure that it continues to be fit for purpose. It is the responsibility of centres to ensure that live controlled assessment tasks are used for candidates and that they are submitted for the examination series for which they are relevant.

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| Subject area | Controlled assessment | Level of control | | | | |
|------------------------------------------------------------|-----------------------|--------------------------------------------------------|-----------------------------------|--------------------------------|-------------------------------------------------------|-----------------------------------------------|
| | | Task setting | Task taking | | Task marking | Task availability |
| Ancient History | 25% | High | Research: Limited | Evaluation/analysis: High | Medium | 1 year |
| Applied Business | 60% | High | Research: Limited | Action planning/write-up: High | Medium | 2 years |
| Art and Design | 60% | Limited | Research: Limited or Medium | Other aspects: Medium | Medium | 6 years |
| Business and Communication Systems | 25% | High | Research: Limited | Write-up: High | Medium | 1 year |
| Business Studies | 25% | High | Research: Limited | Write-up: High | Medium | 1 year |
| Citizenship Studies | 60% | High | | Medium | Medium | 2 years |
| Classical Civilisation | 25% | High | Research: Limited | Evaluation/analysis: High | Medium | 1 year |
| Computing | 60% | High | Research/data collection: Limited | Creation of solution: Medium | Medium | 2 years |
| Design and Technology | 60% | High | | Medium | Medium | 2 years |
| Drama | 60% | Limited | | Medium | Medium | 6 years |
| Engineering | 60% | High | | Medium | Medium | 2 years |
| English/English Language | 60% | Speaking & Listening: Limited All other tasks: High | Speaking & Listening: Limited | All other tasks: High | Speaking & Listening: Medium All other tasks: High | 2 years |
| English Literature | 25% | High | | High | High | 2 years |
| Expressive Arts | 60% | Limited | Research: Limited or Medium | Other aspects: Medium | Medium | 6 years |
| Geography | 25% | High | Research: Limited | Evaluation/analysis: High | Medium | 1 year but tasks available 2 years in advance |
| Health and Social Care | 60% | High | | Medium | Medium | 2 years |
| History | 25% | High | Research: Limited | Evaluation/analysis: High | Medium | 1 year |
| Home Economics | 60% | High | | Medium | Medium | 2 years |
| Humanities | 25% | High | Research: Limited | Evaluation/analysis: High | Medium | 1 year |
| ICT | 60% | High | Research/data collection: Limited | Creation of solution: Medium | Medium | 2 years |
| Leisure and Tourism | 60% | High | Research: Limited | Action planning/write-up: High | Medium | 2 years |
| Manufacturing | 60% | High | | Medium | Medium | 2 years |
| Media Studies | 60% | High | | Medium | Medium | 2 years |
| Modern Foreign Languages (French, German, Spanish)* | 60% | Limited | Speaking: Medium | Writing: High | Speaking: Medium Writing: High | 2 years |
| Music | 60% | Medium | | Medium | Medium | 6 years |
| Physical Education | 60% | Limited | | Medium/High | Medium | 6 years |

*These controlled assessment tasks are externally marked.



Does controlled assessment apply to all Principal Learning qualifications?

Yes, all Principal Learning qualifications, which are mostly internally assessed, will have controlled assessment.

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| Line of Learning/Level | Level of control | | |
|-------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------|----------------|
| | Task setting | Task taking | Task marking |
| Business Administration and Finance (Levels 1, 2 and 3) | Limited | Time: Limited Resource: Limited Supervision: Medium Collaboration: Mainly limited | Medium |
| Creative and Media (Levels 1, 2 and 3) | Limited | Medium | Medium to High |
| Engineering (Levels 1, 2 and 3) | Limited | Medium | Medium to High |
| Hospitality (Levels 1, 2 and 3) | Limited | Time: Limited Resource: Limited Supervision: Medium Collaboration: Mainly limited | Medium |
| Information Technology (Levels 1, 2 and 3) | Limited | Medium | Medium to High |
| Manufacturing and Product Design (Levels 1, 2 and 3) | Limited | Time: Limited Resource: Limited Supervision: Medium Collaboration: Mainly limited | Medium |
| Public Services (Levels 1, 2 and 3) | Limited | Time: Limited Resource: Limited Supervision: Medium Collaboration: Mainly limited | Medium |
| Retail Business (Levels 1, 2 and 3) | Limited | Time: Limited Resource: Mainly medium Supervision: Medium Collaboration: Mainly limited | Medium |
| Society, Health and Development (Levels 1, 2 and 3) | Limited | Medium | Medium to High |
| Sport and Active Leisure (Levels 1, 2 and 3) | Limited | Time: Limited Resource: Limited Supervision: Medium Collaboration: Mainly limited | Medium |
| Travel and Tourism (Levels 1, 2 and 3) | Limited | Time: Limited Resource: Limited Supervision: Medium Collaboration: Mainly limited | Medium |



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Why are the controls listed here different to the ones in the specification/handbooks?

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Guidelines on controlled assessment for Principal Learning were developed after the Phase 1 lines of learning (Creative and Media, Engineering, IT and Society, Health and Development) were launched and the definition of the levels of control has since changed. However you should ensure sufficient time is available for assessment and internal standardisation before moderation visits and/or the marks submission deadline.

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For example, in the Principal Learning specification/handbooks, for task setting, you will see medium to high control for some lines of learning and limited for the others; however, in practice, they are all limited. For task setting for all OCR's Principal Learning – all lines of learning and levels – we will produce a controlled assessed task, which centres can use exactly as it is or modify following the guidance on modification. Alternatively, you can develop your own model assignments following OCR criteria.

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When can controlled assessments be carried out?

Controlled assessment is a form of internal assessment and as such there is not a specified date on which it has to be taken – it is up to the centre to decide when it is most appropriate for candidates to take the task.

Although you do not need to tell us when your controlled assessment takes place, it is good practice to record the following information:

- Dates and times of assessment
- Candidate attendance
- Name of the supervisor
- Any incidents that occur during the course of the assessment.

Where does assessment take place?

Usually, assessments take place in normal teaching rooms although you may choose to accommodate all candidates in a larger venue if this is more convenient. Exam conditions, the use of external invigilators and JCQ notices, however, are not required and for some limited control aspects of the assessment, work may be completed without direct supervision.

How are GCSE controlled materials and mark schemes obtained?

Controlled assessment tasks and other documents can be downloaded from Interchange. (Unlike for coursework, hard copy materials are not sent to centres on the basis of estimated entries.)

Centre access to the Interchange controlled assessment area is available via the Interchange Centre Administrator (normally the Exams Officer). However, the Centre Administrator can allow others within their centre, eg heads of department, subject leaders or subject teachers, to access the materials by giving them the 'Tutor/teacher' role within Interchange.

Mark schemes and criteria are included in the specifications and can be accessed from the OCR website.

How are Principal Learning controlled materials and mark schemes obtained?

Controlled assessment tasks (known as the OCR Model Assignment for Principal Learning) and other documents can be downloaded from the relevant qualification pages of the OCR website. (Unlike for coursework, hard copy materials are not sent to centres on the basis of estimated entries.)



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When can GCSE controlled materials be obtained?

Controlled assessment tasks will be available (at the latest) on 1 June of the year prior to an assessment series, ie 1 June 2010 for assessment in 2011. However, for certain subjects, they may be available up to two years in advance or even from the start of first teaching (see the table in the previous section). Tasks will be regularly reviewed (often on a yearly basis) and it is the responsibility of centres to make sure that candidates are submitting the correct task depending on when the centre is planning to submit the work to OCR.

When can Principal Learning controlled materials be obtained?

Controlled assessment tasks are available from the start of first teaching for the life of the assessment. Occasionally, new tasks, which can be used as alternatives, are uploaded to the OCR website.

How should candidate work be stored?

Throughout the assessment period you should ensure that candidate work that is to be assessed is stored securely in a locked cabinet/ cupboard or, for some practical subjects, in a locked classroom/workshop. It does not necessarily need to be the main exam material storage facility.

Electronic work must be saved securely to ensure it cannot be amended between supervised assessment periods. Memory sticks, etc, should be collected in after each assessment period.

Can candidates work in groups to carry out controlled assessment?

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates **must** provide an individual response as part of any task outcome.

Can feedback be given to candidates?

Whilst feedback may be provided to candidates (in line with the requirements of the specification), centres **must** ensure that the work submitted for final assessment is solely the candidate's own. The nature of any guidance and the details of any feedback must be clearly recorded.

Any advice to individual candidates over and above that given to the class as a whole should be recorded on documentation provided by the awarding body, eg the authentication form.



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Exams Officers should see no real difference in the administration of controlled assessment to that of coursework: entries can be made, marks submitted and work sent in virtually the same way. However, we are increasing our use of electronic methods of submission and communication.

How do you make entries for controlled assessed units?

You make entries in the normal way, either via EDI or Interchange, using the specified entry code and option code according to the series in which controlled assessments are available. See the *OCR Admin Guide: 14–19 Qualifications* for details.

What are the mark submission deadlines?

Marks for controlled assessment must be submitted by the following standard deadlines:

| Series | Deadline |
|---------|------------|
| January | 10 January |
| June | 15 May* |

*For Principal Learning in Creative and Media, marks must be submitted by 31 May.

How should marks be submitted?

As for coursework, controlled assessment marks may be submitted to OCR by one of the following methods:

- Interchange
- EDI
- Internal Assessment Mark Sheets (MS1).

Marks must also be posted to the OCR moderator and moderation cannot begin until OCR has received all the marks.

Does work have to be authenticated?

Yes, as for coursework, centres need to send the centre authentication forms (CCS160) to the moderator when they submit their marks.

How should candidate work be submitted?

Controlled assessment tasks for all subjects apart from some Modern Foreign Languages (which are examined) are internally marked by centres and then a sample of candidate work is externally moderated by OCR (NB the sample for Principal Learning in Creative and Media is moderated by a visiting moderator).

There are several ways to submit a sample, as described below. When making your entries, the entry option specifies how the sample for each unit is to be submitted. For each of these units, all candidate work must be submitted using the same entry option. It is not possible for centres to offer both options for a unit within the same series. You can choose different options for different units:

- **OCR Repository** – The OCR Repository is a portal which has been created to enable centres to submit candidate work electronically for moderation. It allows centre staff to upload work for several candidates at once but does not function as an e-portfolio for candidates. The OCR Repository is an option for an increasing number of specifications. To see whether the OCR Repository is available for a specification, see the entry codes section of the *OCR Admin Guide: 14–19 Qualifications*. **Download** You should then select this option when you make your entries.
- **Postal moderation** – Work is posted to the OCR moderator using the address labels provided.
- **Visiting moderation** – For some units (see the entry codes section of the *OCR Admin Guide: 14–19 Qualifications*), rather than posting or uploading the sample, the sample will be viewed by a visiting moderator. The moderator arranges a visit at a date and time convenient to both parties.



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Do access arrangements and special consideration apply?

Yes, access arrangements and special consideration are available for controlled assessments, as they are for coursework; take a look at the JCO *Access Arrangements, Reasonable Adjustments and Special Consideration* for more details. [Download](#)

What happens if a candidate is absent from an assessment period?

Centres should be able to accommodate the occasional absence of a candidate by ensuring that an opportunity is given to them to make up the missed time. An alternative time for the assessment may be organised for such candidates ensuring the required levels of control are applied.

What happens if the wrong task is given to the candidate and then submitted?

Where candidates have taken the wrong assignment, the centre should submit an application for special consideration.

Can you re-sit GCSE controlled assessment units?

Yes, candidates can re-sit controlled assessed units but, as with any other GCSE unit, candidates can only re-sit each unit once before certification. It is important to check the terminal rules to see how many units have to be taken in the examination series in which the qualification is to be awarded. If the re-sit is used as one of the terminal units, the mark will be used whether it is better than a previous attempt or not. More details can be found in the entry codes section of the *OCR Admin Guide: 14–19 Qualifications*.

Centres have a responsibility to ensure that the correct tasks are used for a controlled assessment re-sit. Although it is possible to carry out the same task (if it is still valid), any work that is submitted must be entirely new.

Can you re-sit individual tasks within a GCSE controlled assessment unit?

If the controlled assessment for a unit consists of a number of tasks for candidates to complete, candidates must take all the tasks within the unit – they cannot submit individual tasks.

Can you re-sit Principal Learning controlled assessment units?

Yes, candidates can re-sit controlled units without restriction or terminal rules. However, centres have the responsibility to ensure that the correct tasks are used for a controlled assessment re-sit. Although it is possible to carry out the same task (if it is still valid), any work that is submitted must be entirely new. Also, candidates must take all the tasks within a unit – they cannot submit individual tasks. More details can be found in the entry codes section of the *OCR Admin Guide: 14–19 Qualifications*.

Can we submit enquiries about results for controlled assessment units?

Yes, as for coursework, it is possible to submit a request for a post-results review of moderation. See the *OCR Admin Guide: 14–19 Qualifications* for more details.



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| Component | A discrete and assessable element within a controlled assessment or qualification that is not itself formally reported, where the awarding body records the marks. A component/unit may contain one or more tasks. |
| Controlled assessment | A form of internal assessment in which the following control levels are set for each stage of the assessment process: task setting; task taking; and task marking. |
| External assessment | A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and time limit), and marked by the awarding body. |
| Mark scheme | A scheme giving details of how credit is to be awarded in relation to a particular unit, component or task. A mark scheme normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts. It may also include information about unacceptable answers. |
| Supervision* | <ul style="list-style-type: none"> • 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. Informal supervision aims to make sure that the contributions of individual candidates are recorded accurately, and that plagiarism does not take place. The supervisor may provide limited guidance to candidates. |

| | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Limited supervision (low level of control) – Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes. |
| Task | A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects. |
| Task marking | This specifies the way in which credit is awarded for candidates' outcomes. Task marking involves the use of mark schemes and/or marking criteria produced by the awarding body. |
| Task setting | The specification of the assessment requirements. Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with requirements set by the awarding body. |
| Task taking | The conditions for candidate support and supervision, and the authentication of candidates' work. Task taking may involve different parameters from those used in traditional written examinations, for example candidates may be allowed supervised access to sources such as the Internet. |
| Unit | The smallest part of a qualification that is formally reported and can be separately certificated. A unit may contain separately assessed components. |





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OCR customer contact centre

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FS 27093