



# Home Economics

**GCSE 2012**

## **Home Economics: Food and Nutrition**

Guide to Controlled Assessment

J431

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# 1 Introduction

## 1.1 What Is Controlled Assessment?

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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?

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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?

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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

### 2.1 Unit B001: Food and Nutrition Short Tasks

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For unit B001, 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, practical work, 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).

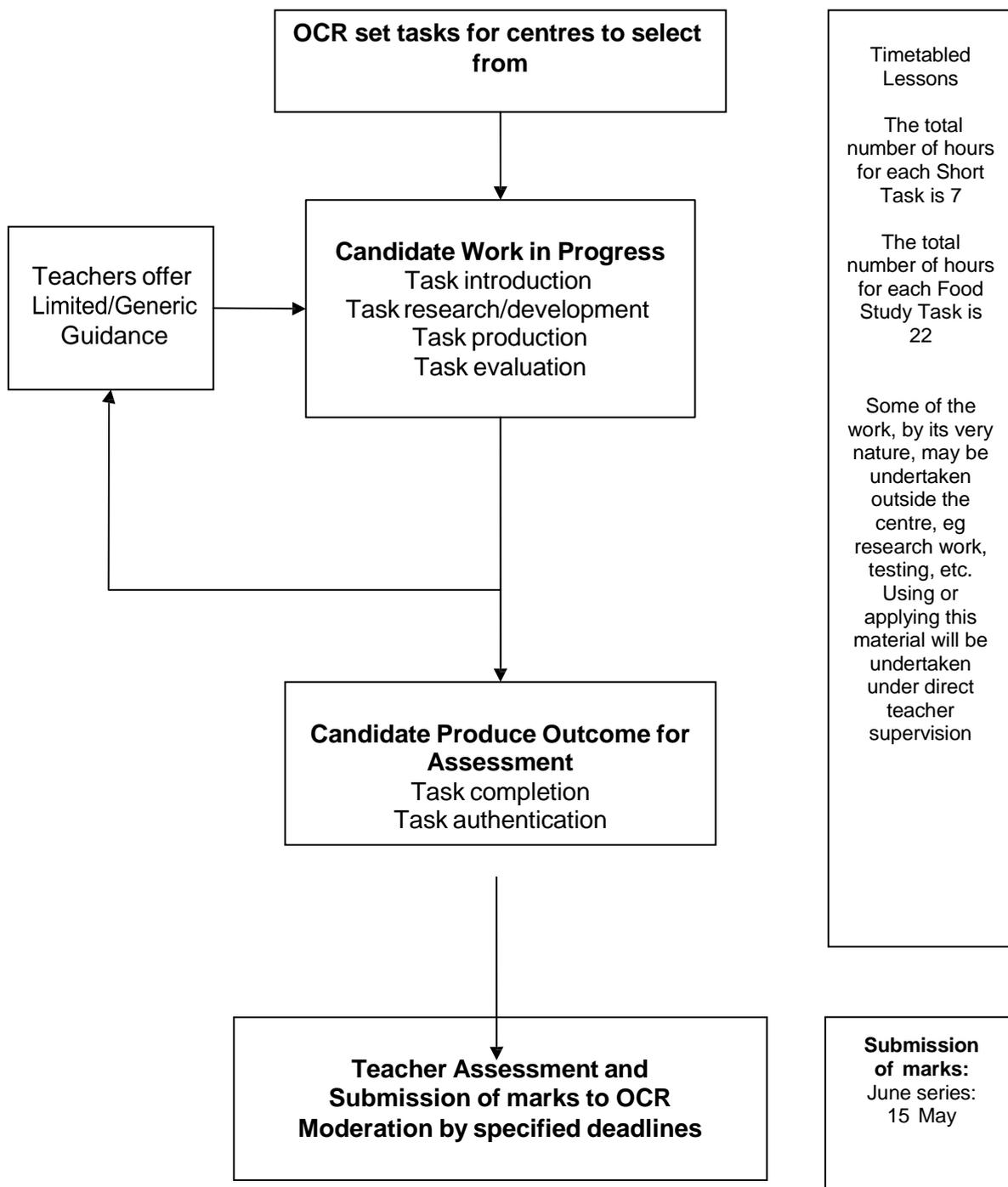
### 2.2 Unit B002: Food Study Task

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For unit B002, candidates choose a set OCR theme to complete a structured food study task. This task may be personalised to be more relevant to the centres' own environment, and targeted at the centres' particular cohorts of candidates and facilities available to them. The food study task will assess research, selecting and justifying choices, planning, practical work and evaluation. The Food 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 (Food and Nutrition)

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 the candidate embarks on the 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

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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/themes for B001 and B002 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. environmental issues can affect food choice. The task indicates what the candidates should do and the format of how findings are presented.

## 4.2 Planning and managing controlled assessment

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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 producing the assessment evidence for Unit B001 and 22 hours producing the assessment evidence for Unit B002. 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

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### 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 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

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### 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. Work must be collected and kept 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

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

- work can be word processed or hand written
- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the report at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- a completed cover sheet must be attached to work submitted for moderation. The cover sheet must include the following information as well as 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

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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

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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

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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:

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

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

The final mark for the candidate for each controlled assessment unit is out of a total of 60 and is found by totaling 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

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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 B001: Food and Nutrition 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
<b>Planning</b>		
<b>AO2 and AO3</b>		
Makes a suitable choice in response to the task	Makes suitable choices in response to the task	Makes suitable choices in response to the task
Gives limited reasons for choice	Gives reasons for choices made	Gives detailed reasons for choices made
Produces brief plan for practical work to include of ingredients and timed ingredients	Produces accurate plan for practical work to include of ingredients and timed	Produces accurate & plan for practical work to include lists of
	Chooses recording charts taste panels and/or evaluations of chosen ideas appropriate	and timed plan
		Plans and produces instructions and charts for taste panels evaluations of chosen ideas if appropriate
1-2 marks	3 marks	4 marks
<b>Practical Work</b>		
<b>AO1 and AO2</b>		
Follows plan with help	Follows plan	Follows plan effectively
Organises equipment/materials with help	Organises equipment/materials effectively	Organises resources independently
Uses equipment safely	Uses equipment safely	Uses equipment safely & independently
Demonstrates some skills in carrying out practical task	Demonstrates a range of skills	Competently demonstrates a range of skills
1-3 marks	4-6 marks	7-8 marks
<b>Outcomes</b>		
<b>AO2</b>		
Produces a quality outcome	Produces one or two quality outcomes	Produces one or two well presented, quality outcomes
	Completes recording charts if appropriate	Accurately completes recording charts if appropriate
1-2 marks	3 marks	4 marks

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Evaluation

AO3

Makes general comments about the task

Produces an evaluation which:

Identifies some strengths in the work

Identifies areas to improve and  
Recommends changes that could be made

Produces a high quality evaluation which:

Identifies strengths in the work

Identifies areas to improve and  
Recommends changes that could be made

Draws conclusions that relate to the task title

1-2 marks

3 marks

4 marks

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TOTAL OUT OF 20

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## Unit B002: Food Study Task

0 marks = no response or no response worthy of credit

Support and help needed	Some support given	Candidate works increasingly independently
<b>Research</b> AO1, AO2 and AO3		
Produces a task title from a set theme with direct guidance and help and give a reason for your choice Identifies one source of information that could be used Carries out some initial exploration to find out some background information Carries out ONE primary research method Presents results	Produces a focused task title from a set theme and give some reasons for your choice Identifies several sources of information and resources that could be used Carries out relevant research using some secondary sources of information Carries out ONE primary research method accurately Presents results clearly and draws conclusions from them	Produces a focused task title from a set theme independently and explain in detail several reasons for your choice Identifies a range of sources of information and resources that could be used Carries out detailed research using a range of secondary sources of information Information selected is relevant and summarised Carries out TWO primary research methods Methods chosen are accurately produced and implemented Presents results clearly and draws detailed conclusions
1-4 marks	5-7 marks	8-10 marks
<b>Selecting and Planning Practical Tasks</b> AO1, AO2 and AO3		
Lists several ideas/choices for practical work Sorts and assesses of ideas briefly Selects some choices for practical work Justifies choices briefly Produces brief plans for practical work to include lists of ingredients and time plans	Uses research results to produce a list of possible ideas for Sorts and assesses suitability of ideas Selects a range of suitable choices for practical work Justifies choices referring to research results Produces accurate plans for practical work to	Uses research results produce a list of possible ideas for include lists of ingredients and timed plans Prepares methods for recording evidence of practical work Includes plans for taste panels/evaluations of choices

Sorts and assesses suitability of ideas using a variety of techniques  
Selects a range of suitable choices for practical work  
Fully justifies choices

1-4 marks

referring to research results  
Produces accurate & detailed plans for practical work to include lists of ingredients and timed plans  
Prepares

5-7 marks

Methods for recording evidence of practical work  
Includes clear plans for taste panels/evaluation of choices

8-10 marks

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<b>Practical Work</b>		
<b>AO2</b>		
Follows plans with help Organises equipment/materials with help Uses equipment safely Demonstrates limited skills in carrying out practical tasks	Follows plans Organises equipment/materials effectively Uses equipment safely Demonstrates a range of skills across several practical tasks	Follows plans effectively Organises resources independently and effectively Uses equipment safely & independently Competently demonstrates a range of skills across a number of practical tasks
1-5 marks	6-10 marks	11-14 marks
<b>Outcomes</b>		
<b>AO2</b>		
Produces some outcomes with help Completes a log of practical work	Produces a range of quality outcomes Produces records of results Completes a log of all practical work	Produces a range of quality and well-presented outcomes Produces accurate and detailed records of results Completes a log of all practical work
1-4 marks	5-8 marks	9-12 marks
<b>Conclusion and Evaluation</b>		
<b>AO3</b>		
Makes general comments about the task – focuses mainly on the practical work Produces evidence of limited written communication with little or no use of specialist terms with errors of grammar, punctuation and spelling maybe intrusive and information may be ambiguous or disorganised.	Produces an evaluation which: Reviews all aspects of the task Identifies some strengths & weaknesses in the work Draws some conclusions that relate back to the task title Produces evidence with adequate/good written communication using some specialist terms/terminology with few errors of spelling and grammar and information will be presented for the most part in a structured format.	Produces a high quality evaluation which: Reviews all aspects of the task including modifications made Identifies strengths & weaknesses in the work Draws conclusions that relate to the task title Suggests improvements or how work could be extended Produces high level of written communication throughout the task using specialist terms/terminology with accurate use of spelling and grammar and information will be presented in a structured format.

1-5 marks

6-10 marks

11-14 marks

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TOTAL OUT OF 60

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### 4.3.5 Authentication of work

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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

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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

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All work for controlled assessment (Units B001 and B002) 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

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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 Economics (Food and Nutrition) units B001 and B002 can be submitted electronically to the OCR Repository via Interchange. Please check Section 7.4.1 for unit entry codes for the OCR Repository.

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

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

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

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

## 5 FAQs

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

Following the introduction of linearised assessment from September 2012, 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](http://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 for planning time.

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

### **Can any preparation work be done out of the classroom?**

Yes. Controls are set at the level of 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, e.g. 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 the 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](http://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 B001 – Short Tasks**

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### **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.

### **How does an investigation task differ from the other tasks?**

It assesses practical 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
- They include reasons for choice and recording sheets if appropriate
- 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.

### **How much practical work is expected for a Short Task?**

One or two practical outcomes which ensure that candidates are able to demonstrate a range of skills.

### **Can a candidate submit two tasks that demonstrate similar practical skills?**

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

## Unit B002 – Food Study Task

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**Do I have to use Board set Themes?**

Yes.

**How many Board set Themes will there be each year?**

6

**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 do all of the Food Study in school?**

No, the research can be done outside of lesson time. It is advisable that selecting and planning are carried out in school. It is essential that all practical work is carried out in school and assessed by the teacher.

**Does the work have to be word processed?**

No.

**Do candidates have to provide photographs of their practical work?**

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

**How much practical work is expected for the Food Study?**

Candidates should carry out at least 4 practical activities of which at least 3 should be food based. Other activities may include posters, leaflets, PowerPoint presentation, displays etc. Where candidates do a lower amount of practical work the marks awarded for both planning, practical work and outcomes should reflect this.

**What is meant by ‘demonstrate a range of skills?’**

A range of skills includes a variety of food preparation skills, ICT skills, use of data analysis programmes and conducting taste tests.

**Do the candidates have to produce records of practical results?**

Yes if candidates are to achieve the middle and higher levels of marks.

Some suggested ways of recording results might be results of taste panels, star diagrams, written comments from tasters, nutritional analysis data and comments, costing charts, if appropriate.

A record of practical work must be submitted (Practical Log of Work).

**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 Food Study marking criteria.

## 6 Guidance on downloading Controlled Assessment task from Interchange

### Before you start

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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>

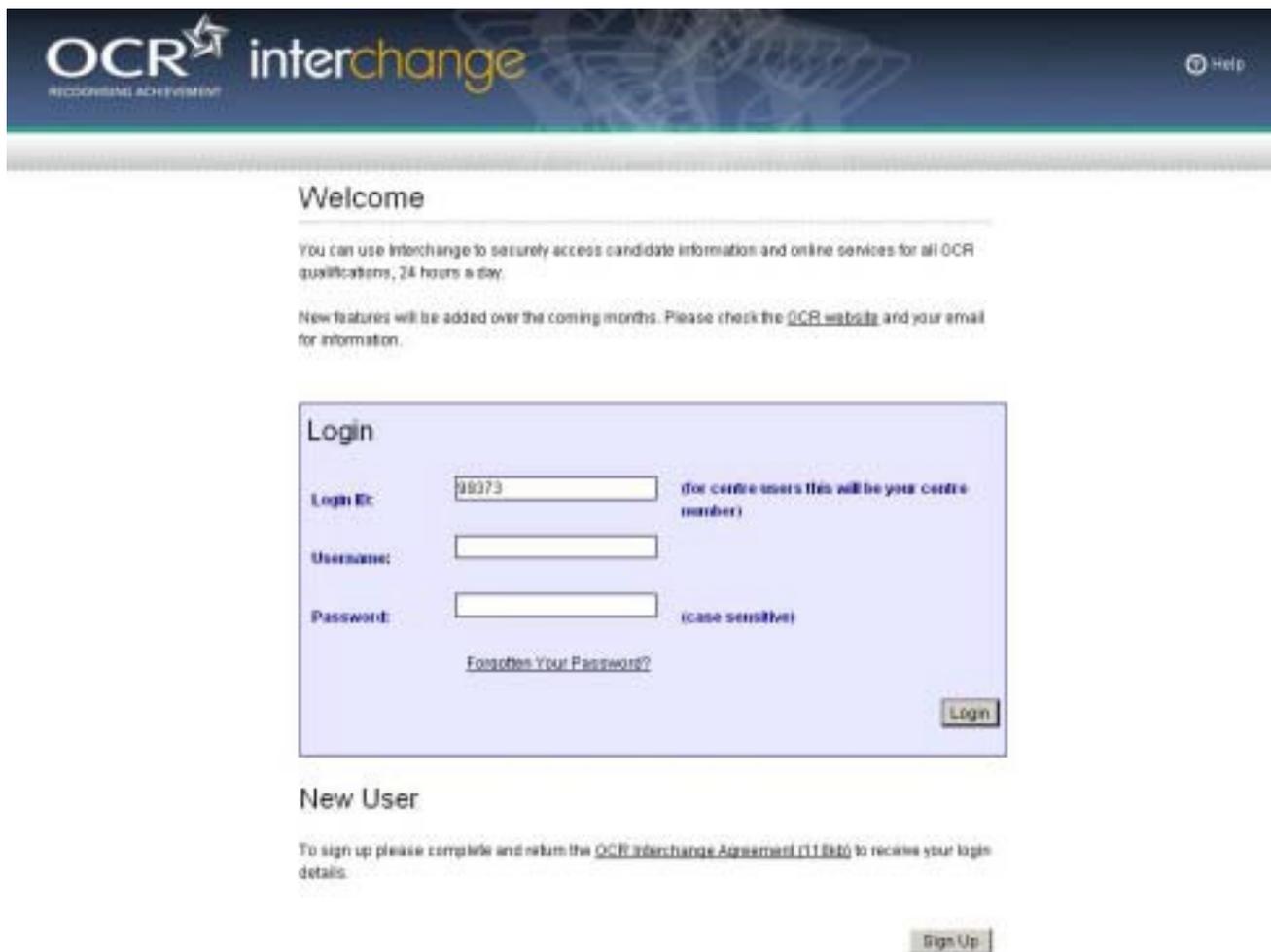
If your centre already has an Interchange user account, you will need to be assigned the 'Tutor / teacher' Interchange role to access Controlled Assessment materials. Your Interchange Centre Administrator can assign this for you.

## Step 1 – Log into Interchange

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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 \(11.8.16\)](#) to receive your login details.

Sign Up

## Step 2 – Navigate to Controlled Assessment materials area

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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 header with the OCR logo and 'interchange' text. Below the header, there is a navigation menu on the left with categories like 'By task' and 'By qualification'. The main content area features a 'Welcome to Interchange' message and a 'What's new?' section with links to 'Support material', 'Tests', and 'Moderation'. There is also a 'Tell us what you think' section at the bottom.

**OCR interchange**  
Secondary Achievement

Home Log out

Print page

You are here: Home

**By task**

- Entire
- Coursework and tests
- e-assessment
- Certificate claims
- Results
- Past results
- Centre information
- Assessors
- Search
- Resources
- Admin

**By qualification**

- GCE, GCSE, Principal Learning...
- OCR Nationals
- Functional Skills
- Skills for Life
- INQ
- Vocationally related
- CLAT and iPro

### Welcome to Interchange

#### What's new?

**Support material**

Controlled assessment materials  
Sign of our secure website, Interchange, which has been redesigned following your feedback. [Find out more](#)

Science co-ordinator materials  
[Find out more](#)

**Tests**

Key Skills test invoices  
to help teachers review the performance of individual candidates or whole schools. [Find out more](#)

**Moderation**

OCR Repository  
in the left-hand menu. If you can't see this menu item, you need to check you have the 'Read Only (RO)' role - your Interchange Centre Administrator will be able to help you with this.

#### Tell us what you think

As with all of our products and services, we value your feedback and would appreciate any comments that you might have. [Send us your feedback to interchange@ocr.org.uk](mailto: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.

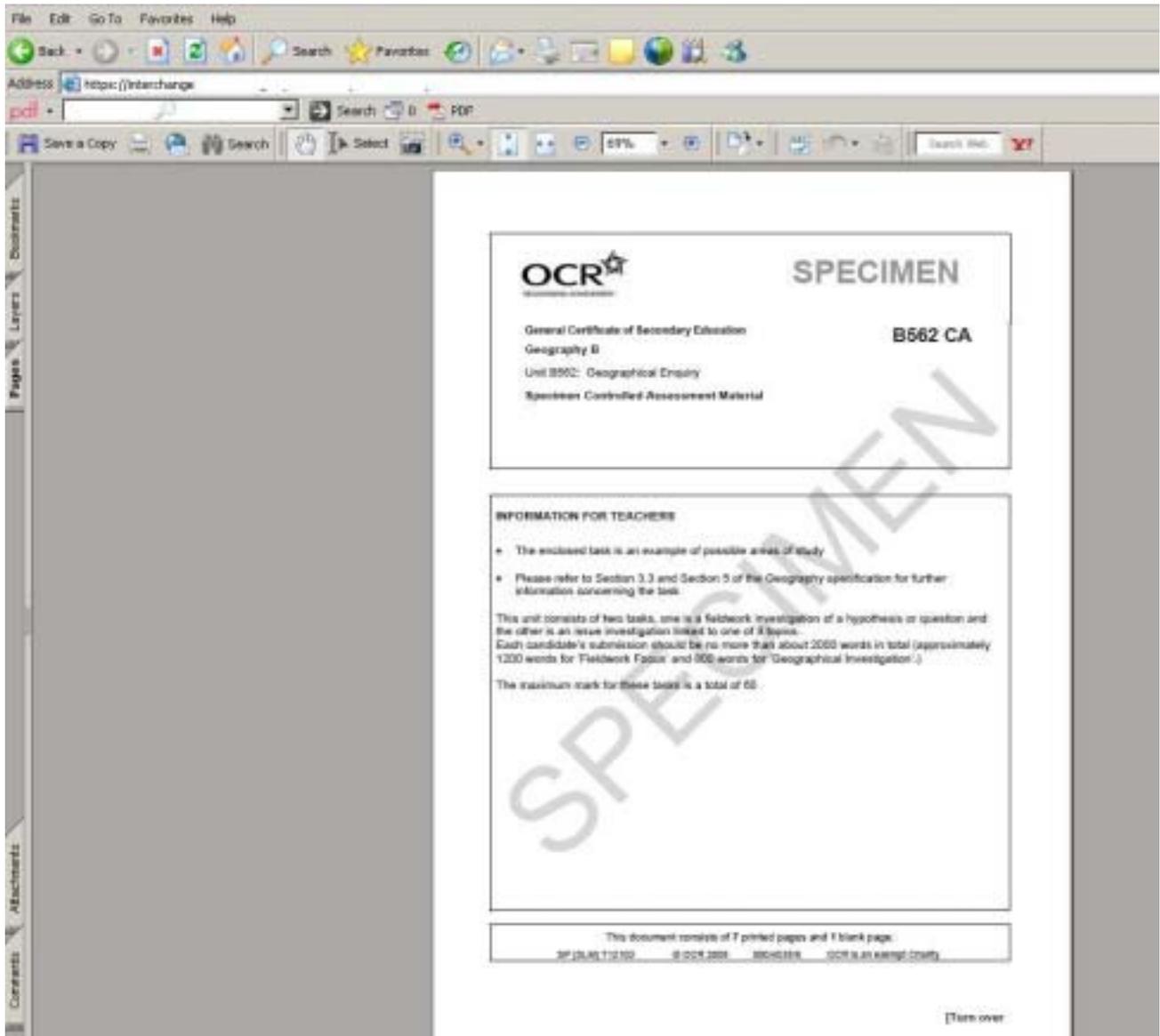
The screenshot shows the OCR Interchange website interface. At the top, the logo for OCR Interchange is visible, along with navigation links for 'Home', 'Log in', and 'Print page'. The main heading is 'Controlled Assessment Materials'. Below this, there is a 'Notices' section with a message: 'Controlled Assessment materials for GCSE specifications will be available to download from June 2009'. A search instruction reads: '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. F122)' input field, 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'). Below the search form, two results are listed: '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 from Windows XP and Vista (using built-in tools) versus Windows 95, 98, 2000, ME, or NT (using WinZip or PKZip).

## Step 4 – Open materials

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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 (Recording Achievement) and Interchange is visible, along with 'Help' and 'Logout' links. Below the header, the breadcrumb trail reads 'You are here: Home > Controlled assessment materials'. The main heading is 'Controlled Assessment Materials'. A 'Notices' box is empty. Below it, a message 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 with the value '036' and a red error message: 'Invalid Unit Code entered'. To the right of the search field are 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 'Search' button is located below the search field. On the left side, there is a navigation menu with sections 'By task' and 'By qualification'. The 'By task' section includes links for 'Enables', 'Coursework and tests', 'e-assessment', 'Certification claims', 'Results', 'Post results', 'Centre information', 'Assessors', '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 'CUAT and IPro'. Below the search form, 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 PzZip to extract the files.' At the bottom of the page, there is a footer with links for 'Download Adobe Acrobat software', 'Accessibility', 'Terms of use', and '© 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 visible. Navigation links for Help and Log out are in the top right. 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:

- Unit Code (eg. F123): A text input field containing "J992" and a "Search" button.
- Select qualification type: A dropdown menu with "Please Select" selected.
- Select subject: A dropdown menu with "Nothing to Select" selected.
- Select subject detail: A dropdown menu with "Nothing to Select" selected.

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

Below the search form is a "Page notes" section with the following text: "Windows 10\* 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."

At the bottom of the page, there is a footer with links for "Download Adobe Acrobat software", "Accessibility", "Terms of use", and "© 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 'OCR interchange' is displayed with the tagline 'RECOGNISING ACHIEVEMENT'. Navigation links for 'Home' and 'Log out' are visible. Below the header, the breadcrumb trail reads 'You are here: Home > Controlled assessment materials'. 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 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 text input for 'Unit Code (eg. F123)', a 'Search' button, and three dropdown menus: 'Select qualification type' (set to 'GCSE'), 'Select subject' (set to 'Business and Communications'), and 'Select subject detail' (set to 'Developing Bus Comm Systems'). A yellow message box below the search form reads: 'No document available. Please check the search details.' On the left side, 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, Assessors, Search, Resources, and Apps. The 'By qualification' section includes links for DCE, GCSE, Prequal Learning, OCR Nationals, Functional Skills, Skills for Life, BTEC, Vocationally related, and CLAT and iPho. At the bottom, there is a 'Page notes' section with information about Windows XP and Vista file extraction, and a footer with 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 B001 comprises three elements. For each candidate, the three elements together form a Controlled Assessment portfolio, stored electronically. The Controlled Assessment in Unit B002 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 (B001 or B002), 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)

## Contact us

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Telephone 01223 553998

Facsimile 01223 552627

Email [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

