



Geography

GCSE 2012

Geography A

Guide to Controlled
Assessment

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This Guide is designed to accompany the OCR GCSE Specification in Geography A for teaching from September 2012.

CONTENTS

1. Introduction	4
1.1 What is Controlled Assessment?	4
1.2 What does 'control' actually mean?	4
1.3 What is the purpose of this guide?	4
2. Summary Of The Controlled Assessment Unit	5
2.1 Unit A733: Local Geographical Investigation	5
3. Teacher Guidance On How To Plan Controlled Assessment	6
3.1 Controlled Assessment delivery flow chart	6
3.2 Guidance on the release of Controlled Assessment tasks to candidates	7
3.3 Guidance on research/data collection	8
3.4 Guidance on the production of the outcome	9
4. Controlled Assessment Candidate Guidelines	12
4.1 Task setting	12
4.2 Task taking	12
5. Teacher guidance on task marking	14
5.1 Generic guidance on how to mark the Controlled Assessment tasks	14
5.2 Unpacking assessment objectives in Controlled Assessment tasks	14
5.3 Interpretation of the Controlled Assessment marking criteria	15
5.4 Authentication of Controlled Assessment outcomes	19
5.5 Internal standardisation of Controlled Assessment	19
5.6 Moderation of Controlled Assessment	19
5.7 Minimum requirements for Controlled Assessment	19
5.8 Submission date for Controlled Assessment	19
6. FAQs	20
7. Guidance on downloading Controlled Assessment tasks from Interchange	22
Step 1 – Log into Interchange	22
Step 2 – Navigate To Controlled Assessment materials area	23
Step 3 – Search for materials	24
Step 4 – Open materials	25
Step 5 – Troubleshooting	26
8. Guidance for the production of electronic Controlled Assessment	28

1. INTRODUCTION

1.1 WHAT IS CONTROLLED ASSESSMENT?

Controlled Assessment is a form of internal assessment, introduced in 2009 as part of nearly all new GCSEs, to replace coursework.

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

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

1.2 WHAT DOES 'CONTROL' ACTUALLY MEAN?

Ofqual 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 UNIT

2.1 UNIT A733: LOCAL GEOGRAPHICAL INVESTIGATION

This unit represents 25% of the total assessment and has a maximum of 50 marks.

Candidates complete one piece of Controlled Assessment which must involve primary data collection. The work should not exceed 2000 words. Controlled Assessment is designed to be an integral part of teaching and learning.

The focus of the content for this unit is the process of geographical investigation set in the context of a local investigation. This will allow candidates to develop an in-depth awareness of their local environment by applying their understanding of Geographical skills and processes. A choice of four specific OCR set task titles will be released for each year of examination, relating to the following aspects of geography:

1. Issues linked to retail areas
2. Issues linked to settlements and land-use.

Centres may choose any of the set questions for the relevant year of submission but must always follow a clear and logical sequence of investigation, as it is the process of the enquiry that forms the basis of this unit.

Fieldwork must include the collection of primary data (either individually or in groups) and centres should be conscious of this when choosing titles. In addition candidates should choose to include secondary data where relevant.

The teacher contextualises the set task titles to allow the use of local resources available to the centre but must not change the meaning of the title. Some task titles may be set within overarching scenarios and briefs that are specifically relevant to the centre's own environment and targeted at their particular cohort of candidates. In order to complete the task that the teacher has contextualised, each candidate should identify, analyse and evaluate geographical questions and issues and demonstrate the ability to establish an effective and logical sequence of enquiry.

Presentation of this work can take a variety of formats including, for example: presentations, poems, posters, video recordings, oral recordings, reflective journals, fieldwork data collection sheets, research tasks, reports, extended writing and cartoons.

This unit is internally assessed, applying the principles of Controlled Assessment. Controls are set within the assessment in each of the stages of the assessment process:

Task setting: high level of control in relation to the setting of task titles (titles set by OCR).

Task taking: this stage is divided into two different stages, each with a different level of control:

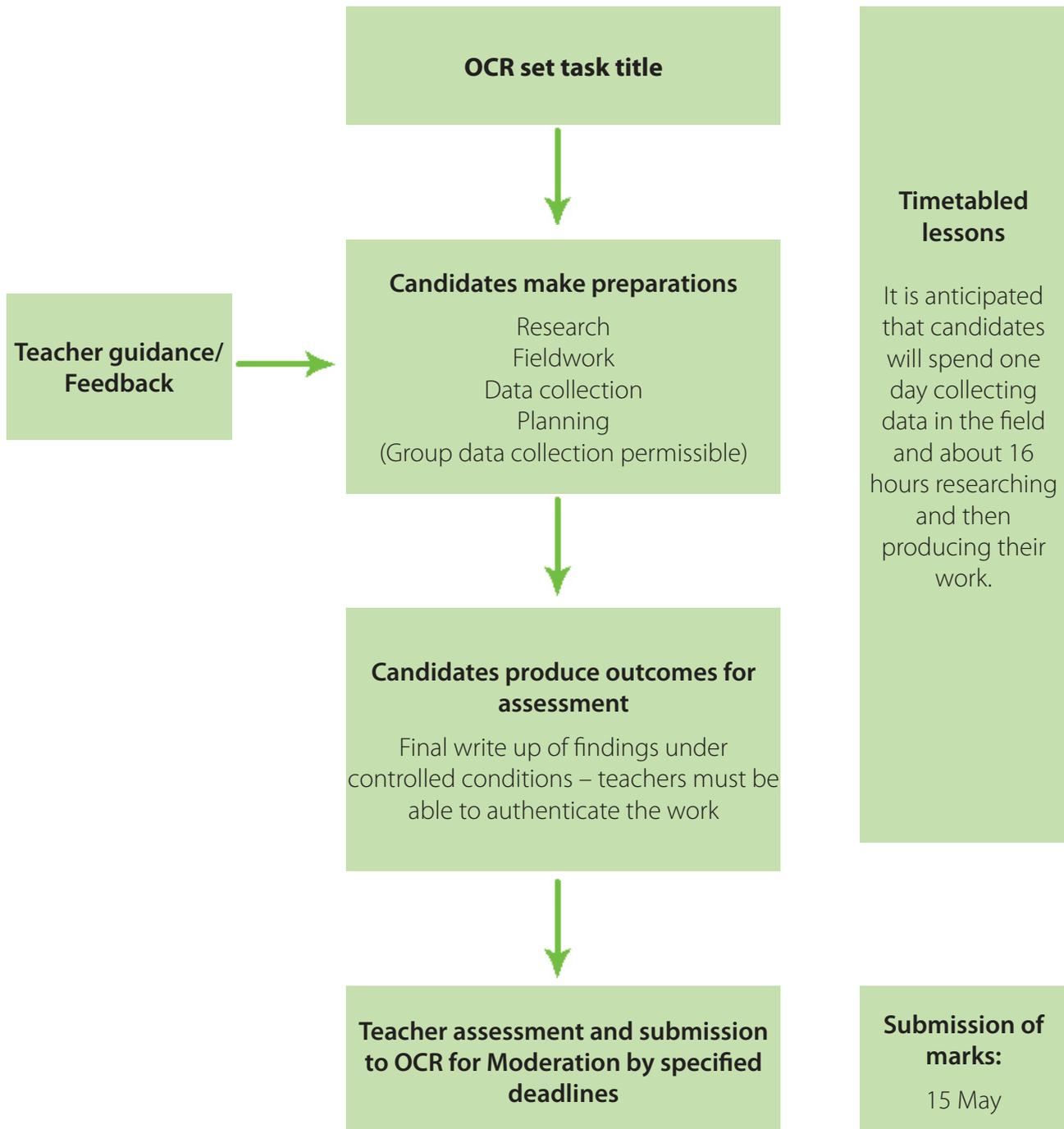
- Research/data collection: limited supervision
- Producing the final piece of work: formal supervision (direct teacher supervision)

Task marking: medium level of control.

More information about each stage of the process is provided in the following sections of this Guide.

3. TEACHER GUIDANCE ON HOW TO PLAN CONTROLLED ASSESSMENT

3.1 CONTROLLED ASSESSMENT DELIVERY FLOW CHART



3.2 GUIDANCE ON THE RELEASE OF CONTROLLED ASSESSMENT TASKS TO CANDIDATES

3.2.1 Choice of Controlled Assessment task

Page 28 of the specification outlines the teaching content for this unit. Candidates, in conjunction with their teachers, are expected to select a suitable geographical question for investigation.

Candidates are required to complete one piece of Controlled Assessment which will focus upon one of the aspects of geography shown on page 26 of the specification, using an OCR controlled assessment set title for the year in which the work is to be submitted. The investigation must involve primary data collection gathered through fieldwork. However, fieldwork remains an integral part of the GCSE criteria, and candidates should be given opportunities to practise their fieldwork skills and approaches throughout the other two units in the specification.

Varying degrees of levels of control have been applied to the Assessment Tasks by Ofqual. These can differ from subject to subject. For Geography, the following rules apply.

Task Setting – high level of control

OCR will assume a high level of control in relation to the setting of task titles for Unit A733. The Controlled Assessment unit is comprised of one task. A choice of titles, reflecting two broad aspects of geography, will be available from OCR for the Controlled Assessment unit. The task titles have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the assessment task title.

The task titles can be contextualised so that they allow the usage of local resources available to any centre. The investigation may be set within an overarching scenario or brief, so that the issue under investigation is both topical and relevant to the candidates and suitable for the centre's own environment and particular cohort of candidates. If the Controlled Assessment task title is contextualised by centres the phrasing should not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level.

The same OCR Controlled Assessment task title must NOT be used as practice material and then as the actual live

assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task titles as guidance, if they wish to do so. The task titles will be changed each year. A previous year's task title may NOT be re-submitted in the following examination session.

OCR will set the specific task titles every year. A choice of task titles will be available for each of the two aspects of geography shown on page 26 of the specification. The focus on the broad aspects of geography shown in the specification will not change. Potential exemplars of the more specific task titles for the two pieces are shown below in italics.

Aspect 1: Issues linked to retail areas

Exemplar: Investigate the impact of shop closures on a chosen retail area.

Exemplar: Investigate the impacts of a recent retail development.

Aspect 2: Issues linked to settlement and land-use.

Exemplar: Investigate recent employment changes in a chosen settlement.

Exemplar: Investigate how an identified traffic issue has been addressed in a chosen settlement.

Centres will be given a choice of more specific task titles for each of the above. These more specific titles will change annually, so **centres need to carefully check that they are completing the correct task depending upon the year when the candidate is entered for that unit.**

3.2.2 When and how to give Controlled Assessment tasks to students

Controlled Assessment tasks will be available from Interchange; teachers without direct access to Interchange should ask their Examinations Officer to download the task titles.

Controlled Assessment task titles for **two** years will be available from Interchange. This is to enable effective management of fieldwork preparation and Health and Safety requirements.

It is the responsibility of the centre to ensure the correct task titles are used depending on when they plan to submit the candidates work:

Tasks released by OCR:	Series for submission: (NOTE – the deadline for receipt of marks by OCR is 15 May)
27 September 2012	June 2014
1 June 2013	June 2015

3.3 GUIDANCE ON RESEARCH/DATA COLLECTION

For GCSE in Geography A, OCR will assume a limited level of control for preparation, research and data collection. Candidates may research the task set with limited supervision, i.e. requirements are clearly specified but some work may be completed without direct supervision by the teacher. Some of the work by its very nature (e.g. fieldwork) will be undertaken outside the centre. In this case normal risk assessment procedures should be followed which may result in the need for direct teacher supervision.

All research and data collection, including fieldwork and other out of classroom experiences, will be carried out under limited level of control. This means that familiar fieldwork can still be undertaken, and candidates are still permitted to collect data in groups. The use of candidate reflection sheets, where individuals highlight their own contribution to the group's work, have proved very effective discriminators and centres may find it useful to ask candidates to record their own contributions to group work in a way such as this. Research does not have to be carried out solely within

the classroom or the centre. Additional research should be carried out individually from primary and/or secondary sources and candidates should then organise their work into a form that will allow them to process it individually in the next stage.

Scenario 1:

Paul has been doing some work in his lessons about recent shop closures. He listens to the teacher who explains how and why shop closures can affect retail areas. Paul then begins to plan out his investigation, asking his teacher if his ideas are appropriate. Paul decides what data he needs to collect and carries out research into appropriate data collection methods. When Paul has made all of his decisions, he prepares the recording sheets that he will need to use in the field. The class then goes out to the local town to carry out fieldwork. He works in a group to collect some data about how the closures have affected shopper's habits, through the use of shared questionnaires and interviews. He then works more independently, writing down some personal reflections about the town centre and by choosing where to take photographs that will help him complete his assessment.

To be continued...

Scenario 2:

In lessons, Lucie has been studying some major traffic schemes in towns and cities, analysing the extent to which they have been successful. Her local town has just pedestrianised the High Street but many shop owners have complained about trade being affected and have written letters to the local press. Lucie has decided on a list of questions that she would like to investigate, and has also talked with her teacher about how appropriate her chosen fieldwork methods might be. She is told that she can ask the teacher for guidance, but the more help she is given the more difficult it may be for her to gain the top marks. The GCSE class then go into the town to investigate the issue. Lucie has her list of tasks to do and sets about collecting her data – photographs, interviews with two shop owners and a range of shoppers. Back at school, Lucie decides that she has enough information to begin writing up her investigation; she knows that once she starts, she cannot research any more. The teacher tells the class that they will all begin writing up next week, so Lucie makes some last minute preparations.

To be continued...

3.4 GUIDANCE ON THE PRODUCTION OF THE OUTCOME

3.4.1 Controls for the production of the outcome

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

Producing the final piece of work – formal supervision (high level of control)

Once the candidate has carried out any fieldwork and has completed the gathering of their research it is time for them to produce their final write up. It is this section of the assessment that attracts the highest level of control. The Ofqual regulations state that the analysis of the data and the preparation and writing up of the tasks must be carried out independently under the direct supervision of staff. In many ways this is no different to the normal classroom situation where the teacher is supervising the work that the class is doing. Teachers can support and guide their class, monitor progress and prevent collaborative working and plagiarism, but should avoid giving excessive levels of support that would then limit the marks that they were able to award the candidates. Teachers should discuss work in progress with candidates; this ensures that work is completed to time, has quality and is authentic. It is vital that all candidates are given the opportunity to reach their own judgements and conclusions.

The major practical issues lie in what happens to the work at the end of each lesson. Candidates should not take what they have done out of the classroom, and neither can they add to their research once they have started the final stage. All materials that the candidates are working with must be collected in at the end of each lesson, and then returned to the candidates at the beginning of the next. Particular difficulties may be encountered with the production of work using ICT. Whilst such work is positively encouraged, (and the various formats accepted by OCR are given on page 55 of the specification), it is the centre's responsibility to ensure that the work that the candidate produces is (a) their own and (b) has been carried out under the direct supervision of staff. Teachers must be confident that the work they are to mark is the candidate's own. This does not mean that the candidate has to be tightly supervised or work in silence throughout the completion of all work, but there must be sufficient supervision in order to substantiate this confidence. This

will be organised in different ways by different schools, dependent upon their ICT capabilities and timetabling arrangements.

There is a word limit of 2000 words in total for the Controlled Assessment investigation. If a candidate exceeds this, the final mark awarded must reflect this.

Scenario 1 (continued):

Back at school, Paul spends time, part in lessons and part in the library, collecting other data that will help him come to his final conclusions. He gathers this information from text books, the internet and various magazines. The teacher suggests some other places where he can find relevant information; in order to gain as many marks as he can, Paul works hard to find different information so that his work stands out from the others when it is marked. Paul also reflects upon his contribution to the group fieldwork task. Paul knows that to get good marks he needs to show that he clearly understands his findings and knows that his conclusions need to be developed.

He has a memory stick with eight PowerPoint slides, each of which contains carefully chosen images of shop buildings in the local town. He has already asked his teacher if the images he has selected are appropriate, and he is confident that he has everything he needs to complete the task. All internet access on the computers in his classroom has been blocked, but he can still access the information that he has on his memory stick.

Paul works on his own whilst the teacher walks around the class giving support and guidance where required. The teacher has told the class that they are able to respond to questions, but is not allowed to tell individuals what to do, or how to organise their work. To help the class, the teacher has given out a copy of the mark scheme so that they all know how they can be awarded the marks in the three sections. Paul has already planned out how he will produce his work; he intends to add analytical labels to his PowerPoint slides, and then will produce a written piece of work that describes and analyses how the shop closures have affected shopping habits. The class is producing a wide range of outcomes – posters, PowerPoint presentations and written work - and is not working in silence, but everybody is working individually on their own work. At the

end of the lesson Paul, like the rest of the class, put their work (and memory sticks) into a named folder which the teacher will keep and hand back to them at the start of the next lesson.

Scenario 2 (continued):

Lucie has managed to collect quite a lot of information, and also has a number of photocopies from the library. At the top of each, she has listed the book title and ISBN number. She also has her fieldwork data and has printed out some of her photographs in colour. She has already produced some graphs to show the results of her interviews, and has also brought with her a library book that she has found very useful. At the start of the lesson the teacher reminds the class that they should refer to the mark scheme and remain focused on the task they are doing. They should only talk to ask questions of the teacher if they need some assistance, and anybody found copying may be banned from the unit! At the front of the room the teacher has placed some resources which the class can use if they want to, and has also collated the results of the shopper questionnaires for everyone to use. The class are reminded of the need to keep referring to the investigation title, so that their work stays 'on track'. The teacher has told the class they can choose how to present their work.

During the next eight lessons Lucie carefully begins to write up her findings; some of her friends are doing posters but Lucie prefers to write up her work as a report. She uses the six stages for the investigation, taken from her GCSE specification, provided for her by the teacher. She knows that she will only get one chance to do this work well, so concentrates very hard. She tries hard not to ask the teacher for help, but knows that if she really gets stuck she can ask questions. She is quite relieved that she can't take any of the work home with her, as she is so busy in the lessons! Lucie makes sure that she sticks to her plan and makes every effort to include as many varieties of graphs and charts that she can. The class has been advised by the teacher to analyse each piece of data, so Lucie makes sure that when she draws a graph she adds some analysis as annotation straight away. Lucie is very conscious that her work cannot be more than 2000 words, but knows that graphs and tables are not included in her final word count. She knows that she has to be succinct. Lucie is delighted with the final piece of work – particularly by her detailed bibliography - and has been quite surprised that the pedestrianisation of the town centre was not even popular with shoppers. This was a turn up but gives her plenty of opportunity to include a meaningful reflection of her work in the final section!

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, in the body of the work and not just in a general bibliography.

Authenticity control: A high level of control will apply for analysis and evaluation of findings when materials, obtained through research/data collection, are used and applied. This will be carried out under formal, direct teacher supervision at all times. Candidates should keep a record of all sources

used as they will need to provide acknowledgement and referencing of all of them. In all cases, the teacher must be able to authenticate the work submitted for assessment.

Feedback control: Feedback to candidates will be encouraged but tightly defined. Within GCSE in Geography A, OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- 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.

Teachers must not provide templates, model answers or written feedback on drafts.

Word Control: 2000 words in total: headings included within the body of the material presented by the candidate should be included in the word count but footnotes, figures, tables, diagrams, charts and appendices should not be included. Tasks will be set within a broader learning programme, which will allow the acquisition of subject-specific knowledge and the development of appropriate practical skills.

Collaboration control: In the research stage, the work of individual candidates may be informed by working with others. In task production, candidates must complete and/or evidence all work individually.

Resource control: Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. This is the responsibility of the centre, in line with any guidance from OCR.

3.4.2 Controlled Assessment task security

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

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

Candidate absence at the time of assessment

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

Unexpected circumstances

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

3.4.3 Presentation of work

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

- tables, graphs and spreadsheets may be produced using appropriate ICT. These should be inserted into the candidate's evidence at the appropriate place
- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for moderation must be identified with the:
 - centre number
 - centre name
 - candidate number
 - candidate name
 - unit code and title

- task titles
- unit recording sheet.

Also included should be:

- group work declaration form
- centre authentication form CCS160.

All forms can be found on the OCR website.

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

4. CONTROLLED ASSESSMENT CANDIDATE GUIDELINES

4.1 TASK SETTING

The task titles for this subject are set by OCR and changed every year.

4.2 TASK TAKING

4.2.1 What can I do in relation to research, data collection and planning?

Once you have been given the task title (or choice of task titles), you will have time to plan out your investigation, to do the research/fieldwork, collect information and make notes which you will use later when you write up the task. Your teacher will tell you how much time you will have (probably several weeks) and will give you advice on how and where you will gather data (for example on a field trip) and/or where you will find resources (for example the library or the internet).

Things to think about/remember:

- think about how you will approach the task - you can discuss this with your teacher
- make a plan of how you will spend the time you have for research/data collection. This way, you can make sure that you have time to cover everything you want to do. This plan may be useful to refer back to you when you are writing up the piece of work
- make sure that you keep a record of where all the information you want to use comes from. This will allow you to include references and a bibliography when you write up the piece of work
- think about how you will use your research or the data that you have collected to respond to the task title. It may be helpful to make a basic plan so that you can check you have all the information that you need
- remember, you will not have access to resources other than your notes when you write up the piece of work, so you need to make sure that you have all the information that you need in your notes.

During research/data collection, you can talk to your teacher about the task title and ask them for advice. You can also work with other students and share ideas about the task title with them. With out-of-classroom fieldwork, group data collection is allowed on health and safety grounds. However you must be aware of all the data collection methods used as you will need to write about these later. **It is essential that you have a copy of both the mark scheme and the pages from the specification that show you the stages you should follow to complete your geographical investigation.**

4.2.2 How much teacher support can I expect?

During your work for Controlled Assessment you must produce work/evidence independently but your teacher will be able to give you some advice, support, guidance and feedback but the amount will vary depending upon the type of task you are doing.

You must make your own judgements and draw your own conclusions but your teacher will:

- offer advice about how best to approach a task title
- offer guidance on the way you work in groups so that you all have an opportunity to tackle your task titles
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the specification requirements.

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

4.2.3 What can I expect in the supervised sessions?

This is where you will produce the final version of your work by analysing and evaluating the data that you have collected and reflecting on the research that you have done. Depending on the type of task, this analysis/evaluation of findings may take a variety of forms (for example essays, audio reports, film etc). You will have already discussed with your teacher which format is suitable for the piece of work that you are doing.

This part has to be completed under controlled supervised conditions. This means that all of this stage has to be completed within school time and supervised by your teacher or another invigilator.

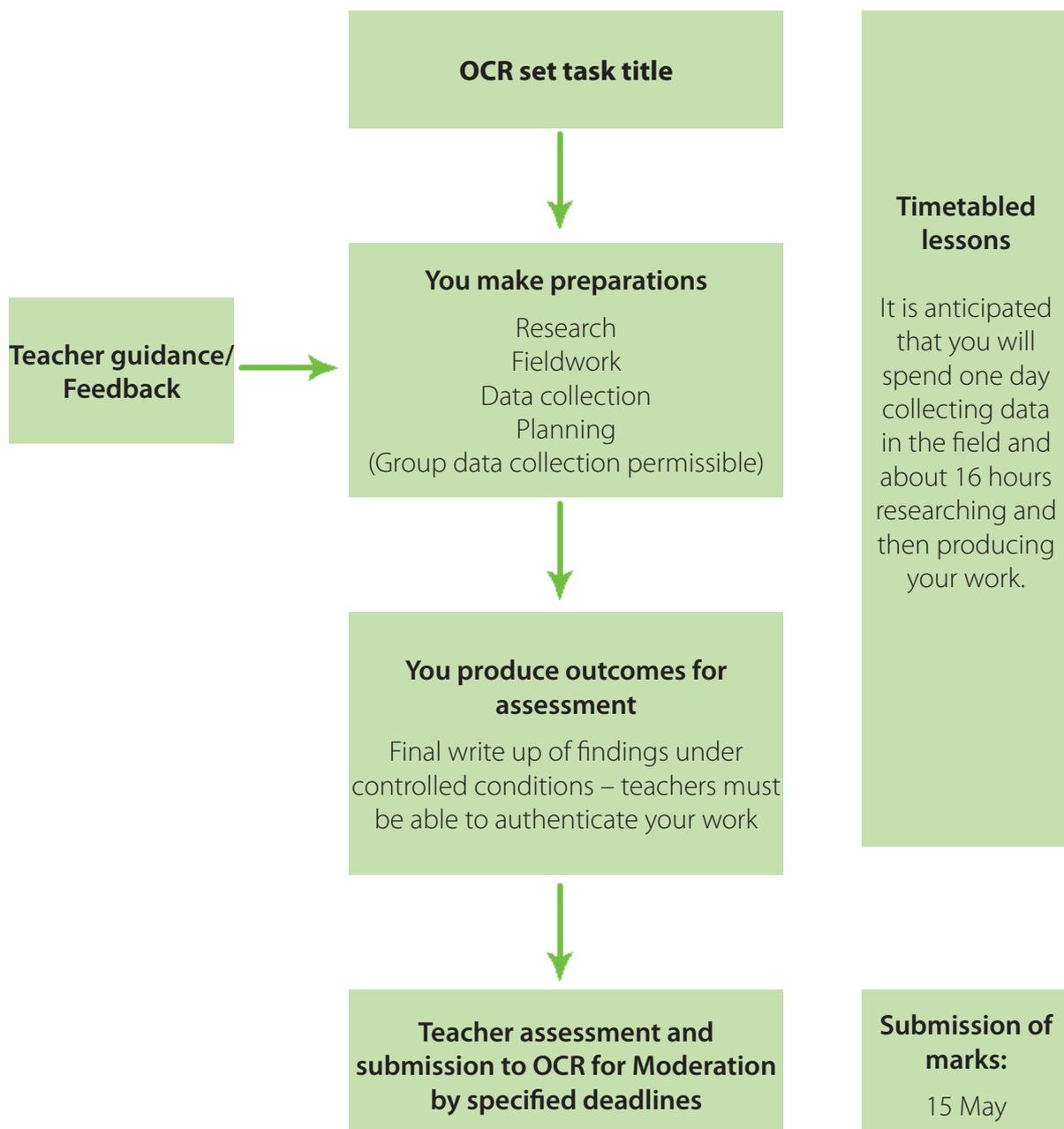
Things to think about/remember:

- the analysis/evaluation of findings is a key part of the work that you will be assessed on
- make sure that you include all the relevant information from your notes
- remember that it must be your own work
- remember that if you quote from another source (for example a book or the Internet) you must acknowledge this properly
- during this analysis and evaluation your teacher will not be able to give you any further advice.

You will have access to all the notes that you made during the research/data collection period. You will not be allowed to take in a draft or final version of your analysis and evaluation however, as this part of the work needs to be completed under controlled conditions.

It will probably take several hours to write up your findings, but you will not have to do this all in one go. At the end of each session your teacher will collect in your work and your notes. They will give these back at the start of the next session.

It is a good idea to prepare a detailed plan of what you are going to do, with timings, so that you complete everything in the time available.



5. TEACHER GUIDANCE ON TASK MARKING

5.1 GENERIC GUIDANCE ON HOW TO MARK THE CONTROLLED ASSESSMENT TASKS

The starting point for marking the tasks is the Marking Grids. For Geography A, one marking grid is to be used for marking the Controlled Assessment (see page 40 - 42 of the specification). These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

The Controlled Assessment is marked using the marking grid and a total mark out of 50 awarded.

The assessment task(s) 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.

Teachers should use their professional judgement when considering the word limit. Not exceeding the word limit is one of the descriptors within the AO3 marking criteria, and should be considered along with the other descriptors

following the 'best fit' approach outlined above. If a candidate has gained additional marks, by exceeding the word limit, then this must be addressed in the mark awarded and noted on the cover sheet.

The controlled assessment unit is out of a total of 50 marks. 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, 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.

5.2 UNPACKING ASSESSMENT OBJECTIVES IN CONTROLLED ASSESSMENT TASKS

The Assessment Objectives

The Assessment Objectives (AO's) indicate what candidates are expected to demonstrate when undertaking the content described in the specification.

AO1: This is concerned with the candidate's ability to demonstrate their knowledge and understanding of places, environments and concepts. It is not just recall, but also involves the selection of relevant information and the ability of candidates to communicate it effectively.

AO2: This relates to the candidate's ability to apply their knowledge and understanding. Candidates should become increasingly confident in processing the knowledge that they possess so that their understanding of real places, environments and concepts can be applied to other perhaps unfamiliar contexts. For example, a candidate may have a good understanding of employment changes in their local area, but can they then transfer that critical understanding to explore patterns at a regional or national level?

AO3: The final assessment objective is concerned with analysis and evaluation. It addresses the candidate's ability to analyse and evaluate questions and issues but also, and very importantly, is about the extent to which candidates are able to select appropriate skills, techniques and technologies when undertaking this element of their work. AO3 is not just about a tick list of skills and approaches, but more about the 'fitness for purpose' of those selected by the candidate.

Task marking – medium level of control

This part of Controlled Assessment will put teachers in both familiar and perhaps unfamiliar territory. All work is marked by the teacher and internally standardised by the centre. Work is then externally moderated by OCR. The work should be marked holistically, with one mark out of 50 awarded for the overall performance of the candidate. The starting point for marking the tasks is the Marking Grid (see page 40 - 42 in the specification). This grid contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate.

Teachers should employ a 'best-fit' approach to marking, rewarding achievement rather than penalising failure or omissions. The award of marks should be directly related to the marking criteria. Teachers are asked to use their professional judgement to annotate the mark grids, highlighting, ticking or underlining the statements that apply to each particular candidate. Once each statement has been selected, teachers should then fine tune the specific mark within each band so that the rank order produced is reasonable and acceptable in the light of candidate performance overall. Where a candidate's work convincingly meets the statement, the highest mark should be awarded. Where a candidate adequately meets the statement, then the most appropriate mark should be awarded that reflects their performance. Where the candidate just meets the statement, then the lowest mark should be awarded.

Centres should use the full range of marks, and if a candidate is deserving of full marks then the centre should award 50 marks. Some candidates may perform differently across different elements of the mark scheme. For example, a candidate may perform at Level 3 for knowledge and understanding (AO1), but at Level 2 for Analysis and Evaluation (AO3). This is perfectly acceptable, and appropriate marks should be awarded.

5.3 INTERPRETATION OF THE CONTROLLED ASSESSMENT MARKING CRITERIA

Using the marking grid

The example of a completed marking grid below shows a candidate that is predominantly Level 1, with some Level 2 characteristics. For AO1, they are largely Level 1, but creep into Level 2 for one element. In this situation, either 3 (top mark of Level 1) or 4 (bottom mark of Level 2) would be appropriate marks. Similarly, for AO2 a mark of between 6 and 9 could be appropriate. AO3 however displays more of a balance between Levels 1 and 2. In this situation, a teacher would need to consider to what extent the candidate has achieved. A mark of between 6 and 9 could be reasonable here.

Candidates should be given guidance from the specification which shows them the six stages of the investigation. Once they have completed the final version of their work, teachers should look at what they have produced holistically and then highlight the statements from the mark scheme that they believe apply. Teachers should use their professional judgement to decide on the mark that they are comfortable with for each candidate, so that the rank order that their marks produce is one that reflects the candidates' overall performance.

Copies of the annotated marking grid must be forwarded to the moderator with the candidates' work.

There is no requirement for candidates to complete the work sequentially, merely a recommendation on time permitted. It is suggested that candidates spend up to one day in the field collecting data, and then around 16 hours on refining the completed version of the work. Centres should interpret these recommendations to suit their own particular circumstances. Teachers should not allow themselves to be controlled by the control, and are encouraged to devise meaningful teaching programmes that allow their candidates the best opportunity to think geographically, and to apply their geographical understanding to the specified tasks. It would be helpful if candidates could view the Controlled Assessment as a piece of class work that has particular significance.

OCR specification 'A' is designed to give teachers and candidates the opportunity to participate and collaborate in real, relevant, 'living' geography; the controls set out for these tasks should not be seen as barriers. It is crucial that centres devise and personalise a teaching and assessment programme that ensures that the Controlled Assessment experience is a positive one for all concerned.



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Geography A

OCR GCSE Unit A733 Local Geographical Investigation Unit Recording Sheet

Please read the instructions printed at the end of this form. One of these sheets, suitably completed, must be attached to the assessed work of each candidate.

Unit Title	Local Geographical Investigation			Unit Code	A733	Session	June	Year	2	0		
Centre Name							Centre Number					
Candidate Name							Candidate Number					
Investigations completed: 1A <input type="checkbox"/> or 1B <input type="checkbox"/> or 2A <input type="checkbox"/> or 2B <input type="checkbox"/>												
Evidence of your investigation :												
											Total/50	
											Please tick to indicate this work has been standardised internally	
	Criteria						Teacher Comment		Page No.	Mark		
AO1	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate knowledge of the locality being studied in a limited way. <input type="checkbox"/> define the geographical features of the issue basically. <input type="checkbox"/> identify that there are different values and attitudes involved in the issue in a simplistic way. <input type="checkbox"/> offer a simplistic reflection. <p align="right">[0–3 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate sound knowledge of the locality being studied. <input type="checkbox"/> define the geographical features of the issue in a sound way. <input type="checkbox"/> describe some of the different values and attitudes involved in the issue with some explanation. <input type="checkbox"/> offer some critical reflection on the issue. <p align="right">[4–7 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate clear and detailed knowledge about the locality being studied. <input type="checkbox"/> have a clear and detailed understanding of the defining geographical features of the issue. <input type="checkbox"/> describe and explain different values and attitudes involved in the issue clearly. <input type="checkbox"/> offer a detailed and justified reflection on the issue. <p align="right">[8–10 Marks]</p>									

Criteria			Teacher Comment	Page No.	Mark
AO2	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> include a plan and strategy for conducting the investigation, produced with teacher guidance. <input type="checkbox"/> identify geographical questions and recognise the basic sequence of an investigation. <input type="checkbox"/> use research to help study the issue, with teacher guidance but limited initiative. <input type="checkbox"/> show a basic understanding of findings. <input type="checkbox"/> demonstrate a basic interpretation of the geographical nature of the issue. <input type="checkbox"/> apply basic geographical concepts to help communicate understanding of the issue being investigated. <p style="text-align: right;">[0–7 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> include a plan and strategy for conducting their investigation, produced with some independence. <input type="checkbox"/> identify and begin to analyse geographical questions and establish an effective sequence of investigation. <input type="checkbox"/> use research to inform understanding of the issue with some independence and some initiative. <input type="checkbox"/> show a clear understanding of findings. <input type="checkbox"/> demonstrate a sound interpretation of the geographical nature of the issue. <input type="checkbox"/> apply some geographical concepts to help communicate understanding of the issue being investigated. <p style="text-align: right;">[8–15 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> include a developed plan and strategy for conducting their investigation, showing independence and initiative. <input type="checkbox"/> identify, analyse and evaluate geographical questions and issues and demonstrate, with initiative, the ability to establish an effective and logical sequence of enquiry. <input type="checkbox"/> demonstrate independence and initiative in using research to inform understanding of the issue. <input type="checkbox"/> show a thorough understanding of findings. <input type="checkbox"/> demonstrate a thorough interpretation of the geographical nature of the issue. <input type="checkbox"/> apply a variety of valid geographical concepts to clearly communicate understanding of the issue being investigated. <p style="text-align: right;">[16–20 Marks]</p>		

URS668 Revised September 2012

Oxford Cambridge and RSA Examinations

A733/URS

Criteria			Teacher Comment	Page No.	Mark
AO3	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> show basic evidence of planning with limited evaluation. <input type="checkbox"/> demonstrate, with teacher guidance, a basic range of enquiry skills in exploring and analysing the issue, using a limited number of techniques in selecting and gathering primary and secondary data from a limited range of sources. <input type="checkbox"/> use simple geographical statements and a limited variety of basic presentation techniques, appropriate to both task and intended audience. <input type="checkbox"/> interpret evidence, describe its limitations simply and reach a basic conclusion. <input type="checkbox"/> include a basic reflection about the success of the investigation. <input type="checkbox"/> show organisation, accuracy and clarity in a basic way. <input type="checkbox"/> produce investigations that contain mistakes in spelling, punctuation and grammar, which sometimes hinder communication. <input type="checkbox"/> produce investigations that are basic and lack focus (see specification for further information). <p style="text-align: right;">[0–7 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> show some evidence of organisation and some evaluation. <input type="checkbox"/> demonstrate, with some independence, a range of enquiry skills in exploring and analysing the issue, using a range of skills and techniques in selecting and gathering primary and secondary data from a suitable range of sources. <input type="checkbox"/> use a range of well chosen and suitable geographical techniques, appropriate to both task and intended audience. <input type="checkbox"/> include analysis and interpretation of evidence, with recognition of some of its limitations, and reach a plausible conclusion. <input type="checkbox"/> include some plausible reflections about the success of the investigation. <input type="checkbox"/> present clear, organised and largely accurate work, with some appropriate use of specialist terms. <input type="checkbox"/> produce investigations that are legible with spelling, punctuation and grammar that are mostly accurate. Meaning is communicated clearly. <input type="checkbox"/> produce investigations that are written with some precision and succinctness and do not exceed the prescribed word limit (see specification for further information). <p style="text-align: right;">[8–15 Marks]</p>	<p>Candidates</p> <ul style="list-style-type: none"> <input type="checkbox"/> show comprehensive planning and evaluation. <input type="checkbox"/> demonstrate, with independence and initiative, a broad range of enquiry skills and well chosen techniques in exploring and analysing the issue, using a broad range of skills and techniques in selecting and gathering primary and secondary data from an extensive range of appropriate sources. <input type="checkbox"/> use a wide range of effective and well-produced presentation techniques, appropriate to both task and intended audience. <input type="checkbox"/> analyse, interpret and critically evaluate the evidence and reach a substantiated and appropriate conclusion. <input type="checkbox"/> include a meaningful reflection on the success of the investigation. <input type="checkbox"/> present clear and accurate work, with a high level of organisation and largely accurate use of specialist terms. <input type="checkbox"/> produce investigations that are thoroughly coherent with spelling, punctuation and grammar that are accurate. Meaning is communicated clearly. <input type="checkbox"/> produce investigations that are written with precision and succinctness, and do not exceed the prescribed word limit (see specification for further information). <p style="text-align: right;">[16–20 Marks]</p>		

5.4 AUTHENTICATION OF CONTROLLED ASSESSMENT OUTCOMES

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

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

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

5.5 INTERNAL STANDARDISATION OF CONTROLLED ASSESSMENT

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

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

5.6 MODERATION OF CONTROLLED ASSESSMENT

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

The sample of work that is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined on pages 40 - 42 in the specification.

Each candidate's work must 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.

5.7 MINIMUM REQUIREMENTS FOR CONTROLLED ASSESSMENT

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

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

5.8 SUBMISSION DATE FOR CONTROLLED ASSESSMENT

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

6. FAQs

When can Controlled Assessments be taken?

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which Controlled Assessment has to be taken. Centres should ensure that the titles used are appropriate for the year of entry for the candidates.

When can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange; teachers without direct access to Interchange should ask their Examinations Officer to download the task titles.

Controlled Assessment task titles for **two** years will be available from Interchange. This is to enable effective management of fieldwork preparation and Health and Safety requirements.

It is the responsibility of the centre to ensure the correct task titles are used depending on when they plan to submit the candidates work:

Tasks released by OCR:	Submission date: (NOTE – the deadline for receipt of marks by OCR is 15 May)
27 September 2012	June 2014
1 June 2013	June 2015

Can any preparation work be done out of the classroom?

Yes. Controls are set at the level of task setting, task taking and task marking. Preparation work comes into the task taking level, under Research and Data Collection, which has 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. For Geography A, it is recommended that following a day in the field, 16 hours class time is allowed.

Where can the Controlled Assessment 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.

Where can the Mark Schemes be accessed?

Mark Schemes are included in the specifications and can also be accessed from the OCR website:

http://www.ocr.org.uk/qualifications/type/gcse_2012/hss/geog_a/documents/

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.

Can we re-sit?

Re-sits of individual units are not permitted. Where a candidate re-takes a qualification, all units must be re-entered and all externally assessed units must be re-taken in the same series as the qualification is re-certificated. The new results for these units will be used to calculate the new qualification grade. Any results previously achieved cannot be re-used.

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

Task titles 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.

Will I be able to go to the same fieldwork location every year?

Yes. The Controlled Assessments have been designed to facilitate this. The broad tasks on page 26 of the specification will not change, but each year a choice of more focused task titles will be offered for each aspect.

How can I manage my classroom when doing the Controlled Assessment?

This will depend upon your individual circumstances but there is no need to envisage anything other than a 'normal' classroom situation when the candidates are completing their work. If the candidates are clear about what it is they are to do, then it is the teacher/supervisor's role to ensure that the process runs smoothly through the provision of resources and the general supervision of the class. The teacher acts more as a facilitator, as a lot of the work (fieldwork, research and planning) has been completed.

Are the candidates able to talk?

The regulations do not state that candidates must work in silence, so yes they are able to talk if the teacher permits it. It is recommended that general, unrelated conversations should be avoided, but the classroom should not be seen as an examination hall. However candidates should be working as independently as they can; help received from others is addressed through the marking grid, and the candidate and teacher authentication concentrate on issues of plagiarism.

Can I help my candidates?

Yes. OCR expects teachers to supervise and guide candidates who are undertaking work of this nature. The more help that is offered or received will obviously impact upon the final mark awarded but all candidates should be afforded the opportunity to display achievement in this unit.

Can candidates take work out of class?

Once candidates begin the final stage of the Controlled Assessment work they cannot add to their research. Consequently, all work that they bring to the first lesson when they begin their analysis and evaluation should not then leave the classroom. All notes, drafts, research materials, memory sticks etc. should be retained by the teacher until the start of the next lesson.

Can they add to their research?

No, once they begin the final stage of producing their work and analysing and evaluating their findings then they should have all that is needed to complete the work. Teachers can have additional resources available for the whole class should they think that is necessary, but the final stage should focus predominantly upon completing the final version of the work.

How can I ensure ICT facilities do not compromise the activity?

This will depend upon the ICT circumstances that each centre finds itself in. Free access to the internet during the final phase is not permissible, as that would allow candidates to add to their research. However, some networks may allow access to a predefined list of web sites, or a 'locked down'

individual user area for each candidate. The overarching principle is that candidates must be producing individual work without additional help (apart from advice from the teacher) once they begin the final stage. Centres will manage this in a variety of different ways.

Should I share the marking grid with the candidates?

It is good practice to share stages of the investigation and the marking grid with the candidates so that they know what it is they are expected to produce.

When should I do the Controlled Assessment with my candidates?

It is entirely up to individual centres. The work does not need to be sequential, and so could be completed at a time that is suitable. Fieldwork could be carried out in the summer, with the processing and presentation of that work carried out at a later date. It may be useful to see when other departments are planning to do their own Controlled Assessment tasks so that pressure on candidates is reduced.

How can candidates present their work?

Candidates can produce their work in a manner that is appropriate to the task and to their skills and preferences. The moderating team is well used to working in this way, and this specification actively encourages candidates to produce work in a variety of formats. Candidates within a class may produce work in a wide variety of ways, thus encouraging originality and initiative. The guiding principle is that the method chosen should be 'appropriate' and that the mix of methods chosen within a centre should ensure candidates are able to show positive achievement across the full range of marks.

7. GUIDANCE ON DOWNLOADING CONTROLLED ASSESSMENT TASKS 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 \(11846\)](#) 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, the OCR logo is on the left, and 'interchange' is in the center. On the right, there are links for 'Help' and 'Log out'. Below the header, there is a 'Print page' link. The main content area is titled 'Welcome to Interchange' and includes a 'What's new?' section with sub-sections for 'Support material', 'Tests', and 'Moderation'. A left-hand navigation menu is visible, listing various tasks and qualifications.

OCR **interchange**
RECOGNISING ACHIEVEMENT

Help Log out

Print page

You are here: Home

By task

- Entries
- Coursework and tests
- e-assessment
- Certification claims
- Results
- Post results
- Centre information
- Assessors
- Search
- Resources
- Admin

By qualification

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

Welcome to Interchange

What's new?

Support material

Controlled assessment materials
Science co-ordinator materials

Tests

Key Skills test invoices

Moderation

OCR Repository

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

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

emes?
in the left-hand menu. If you can't see this menu item, you need to check you have the 'Read Only (VO) 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:feedback@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 reads "OCR interchange RECOGNISING ACHIEVEMENT". Navigation links include "Help" and "Log out". Below the header, a breadcrumb trail indicates "You are here: Home > Controlled assessment materials".

The main content area is titled "Controlled Assessment Materials". It features a "Notices" section with a message: "Controlled Assessment materials for GCSE specifications will be available to download from June 2009".

Below the notice, 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 interface includes:

- A text input field for "Unit Code (eg. F123)" with a "Search" button.
- A "Select qualification type:" dropdown menu set to "GCSE".
- A "Select subject:" dropdown menu set to "Art and Design".
- A "Select subject detail:" dropdown menu set to "3D Design".

The search results display two items:

A266 - Controlled Assessment	(PDF 254KB)
A268 - Resource Booklet	(PDF 254KB)

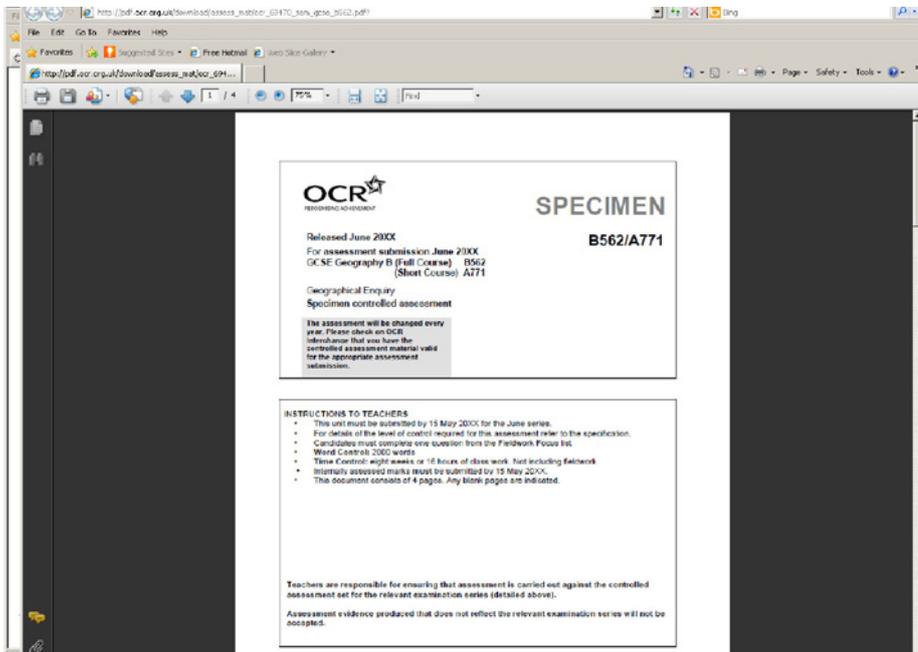
At the bottom, a "Page notes" section states: "Windows XP and Windows Vista have a built in zip extractor. If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files."

The footer contains links for "Download Adobe Acrobat software", "Accessibility", "Terms of use", and "© 2000-2009 OCR".

STEP 4 – OPEN MATERIALS

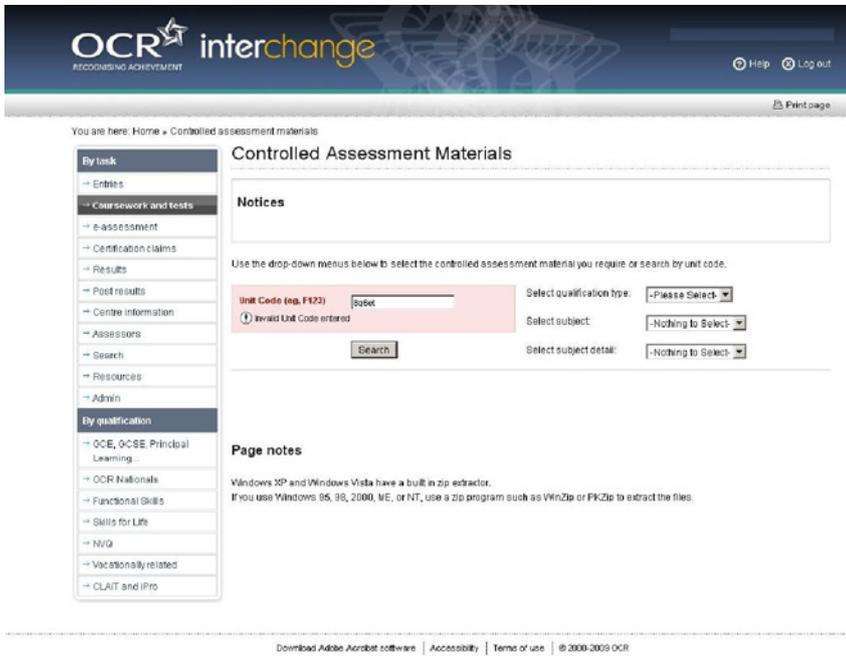
Click on the document link, the document will open in your browser.

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

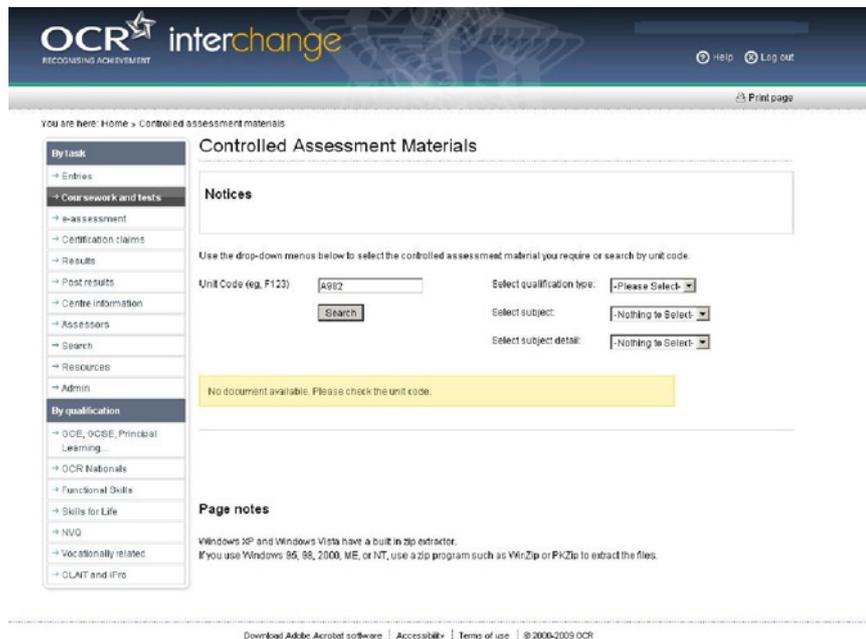


STEP 5 – TROUBLESHOOTING

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



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



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 (Recognition of Achievement) and Interchange is visible. The page title is "Controlled Assessment Materials". On the left, there is a navigation menu with categories like "By task" and "By qualification". The main content area includes a "Notices" section with a message about GCSE specifications. Below this is a search form with the following fields and values:

- Unit Code (eg, F123):
- Select qualification type: **GCSE**
- Select subject: **Business and Communications**
- Select subject detail: **Developing Bus Comm Systems**

A yellow message box displays the text: "No document available. Please check the search details." Below the search form, there is a "Page notes" section with instructions for Windows XP and Vista users regarding zip extraction.

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".

8. GUIDANCE FOR THE PRODUCTION OF ELECTRONIC CONTROLLED ASSESSMENT

The Controlled Assessment in Unit A733 is comprised of one piece of work.

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 A733, so that the portfolio is clearly identified as the work of one candidate.

Each candidate produces an assignment for controlled assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files. Each candidate's controlled assessment portfolio should be stored in a secure area on the centre's 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 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)
QuickTime movie (*.mov)
Macromedia Shockwave (*.aam)
Macromedia Shockwave (*.dcr)
Flash (*.swf)
Windows Media File (*.wmf)
MPEG Video Layer 4 (*.mp4)
Audio or sound formats
MPEG Audio Layer 3 (*.mp3)
Graphics formats including photographic evidence
JPEG (*.jpg)
Graphics file (*.pcx)
MS bitmap (*.bmp)
GIF images (*.gif)
Animation formats
Macromedia Flash (*.fla)
Structured markup formats
XML (*.xml)
Text formats
PDF (.pdf)
Comma Separated Values (.csv)
Rich text format (.rtf)
Text document (.txt)
Microsoft Office suite
PowerPoint (.ppt)
Word (.doc)
Excel (.xls)
Visio (.vsd)
Project (.mpp)

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