Leisure and Tourism

GCSE 2012

Leisure and Tourism
Guide to Controlled

Assessment

J444/J488

Version 1

September 2012

OCR

Contents

1   Introduction

1.1   What is Controlled Assessment?

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

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

In response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment.

This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

1.2   What does 'control' actually mean?

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

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.

- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.

- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

1.3   What is the purpose of this Guide?

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

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

2 Summary of the Controlled Assessment units

Unit B182: Moving forward in leisure and tourism

This unit represents 60% of the total GCSE (Single Award) marks and 30% of the total GCSE (Double Award) marks. It has a maximum of 60 marks.

Candidates will choose **one type of leisure and tourism facility** from a list of four. They then choose a local facility on which to base their subsequent investigations and complete all the tasks.

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

Task setting: high level of control in relation to the setting of tasks.

Task taking: this stage is divided into 2 different stages, each with a different level of control:

- research/data collection: limited level of control

- action planning/write-up: high level of control.

Task marking: medium level of control.

Unit B184: Meeting customer needs in the leisure and tourism industries

This unit represents 30% of the total GCSE (Double Award) marks and has a maximum of 60 marks.

Candidates will choose **one customer brief** from a list of six. They will then complete all the tasks.

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 tasks.

Task taking: this stage is divided into 2 different stages, each with a different level of control:
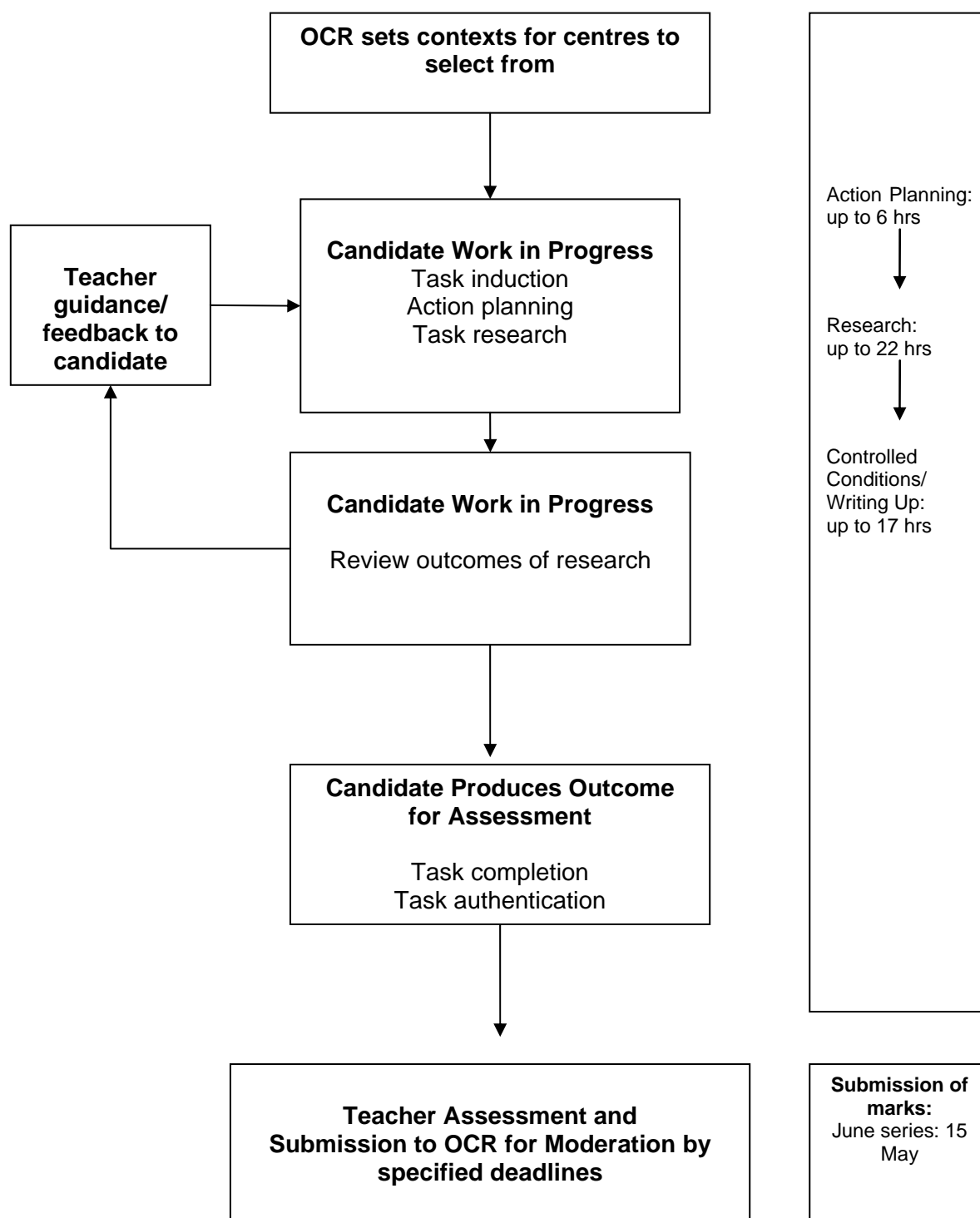
- research/data collection: limited level of control

- action planning/write-up: high level of control.

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

```
                    ┌─────────────────────────────────┐
                    │  OCR sets contexts for centres to │
                    │          select from              │
                    └─────────────────────────────────┘
                                    │
                                    ▼
┌──────────────┐        ┌─────────────────────────────────┐       Action Planning:
│   Teacher    │        │   Candidate Work in Progress     │       up to 6 hrs
│  guidance/   │───────▶│        Task induction            │            │
│ feedback to  │        │        Action planning           │            ▼
│  candidate   │        │        Task research             │       Research:
└──────────────┘        └─────────────────────────────────┘       up to 22 hrs
        ▲                               │                                │
        │                               ▼                                ▼
        │               ┌─────────────────────────────────┐       Controlled
        │               │   Candidate Work in Progress     │       Conditions/
        └───────────────│                                  │       Writing Up:
                        │   Review outcomes of research    │       up to 17 hrs
                        └─────────────────────────────────┘
                                    │
                                    ▼
                        ┌─────────────────────────────────┐
                        │   Candidate Produces Outcome     │
                        │        for Assessment            │
                        │                                  │
                        │        Task completion           │
                        │        Task authentication       │
                        └─────────────────────────────────┘
                                    │
                                    ▼
                ┌───────────────────────────────────────┐   ┌──────────────────┐
                │   Teacher Assessment and               │   │  Submission of   │
                │   Submission to OCR for Moderation by  │   │     marks:       │
                │   specified deadlines                  │   │  June series: 15 │
                └───────────────────────────────────────┘   │      May         │
                                                             └──────────────────┘
```

3.2 Guidance on the release of Controlled Assessment tasks to candidates

3.2.1 Choice of Controlled Assessment task

For the Single and Double Award GCSE in Leisure and Tourism, OCR will assume a high level of control for task setting. A number of contexts will be available from OCR for the Controlled Assessment units. Once a context has been chosen, the candidate will carry out necessary research in order to respond to a series of tasks. These tasks have been designed to meet the full assessment requirements of the unit. It is important that before the candidate begins the assessments they are equipped with the necessary knowledge, understanding and skills which are listed in the unit specifications for Units B182 and B184.

Unit B182 – The candidate must choose **one** type of leisure and tourism facility from a list of **four** and then choose a local facility on which to base their subsequent investigations. The series of tasks, which the candidate must complete, are supplied by OCR. It should be noted that the types of leisure and tourism facility have been chosen to be as wide ranging as possible to suit all centre requirements.

Unit B184 – The candidate must choose **one** customer brief from a list of **six** on which to base their subsequent investigations. The series of tasks which the candidate must complete are supplied by OCR. It should be noted that the customer briefs have been chosen to be as wide ranging as possible to suit all centre requirements.

Live OCR Controlled Assessment material must **NOT** be used as practice material. Centres should devise their own practice material or use the **specimen** Controlled Assessment material.

3.2.2 When and how to give Controlled Assessment tasks to candidates

Controlled Assessment tasks are available from Interchange. Centres must be aware that live Controlled Assessment material will be reviewed on a regular basis to ensure that it continues to be fit for purpose. Should it be necessary to amend or revise the material then centres will be notified.

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.

3.2.3 Delivery Models

In response to reforms announced by the Government and in response to Ofqual mandated changes to GCSEs, unitised assessment of this qualification is being replaced by linear assessment.

This means that candidates commencing a two year course from September 2012 will take all of their GCSE units at the end of the course in June 2014.

Units can be taken in any order as long as the terminal rules are satisfied.

Please note that candidates are now only able to re-sit the qualification in its entirety, although they are able to carry forwards controlled assessment results.

A further consideration for Centres is whether they wish to deliver the units one by one as opposed to delivering units together e.g. B181/B182 at the same time. Units can be taught in isolation from one another but if the Centre is using a team based teaching approach it maybe that common strands of content can be picked up from the units and delivered to the candidate in a more holistic fashion. For example if the candidate is doing the Double Award they will be doing two internally assessed units. Within these two units the candidate will be expected to carry out research and draw up a bibliography. These are generic transferable skills which the candidate could be taught at the start of the first unit before the specific unit content is covered.

3.3 Guidance on research/data collection

During the research phase, the overall supervision provided will be of medium level. The candidates' research and planning may involve interviews, fieldwork, visits, library research, Internet research or questionnaires. The candidate should keep a record of the sources they have collated at this stage and this will form part of their evidence. There will be no formal supervision at this stage and candidates can collaborate with others and work in groups to collate the research.

(a) **Authenticity control:**

The teacher must ensure that candidates' approach is their own and is not plagiarised. The teacher must be able to authenticate the work.

(b) **Feedback control:**

Feedback to the candidate will be permissible but tightly defined. Within this specification, OCR expects teachers to equip the candidate with the knowledge, understanding and skills they will need before they respond to the tasks. It should be remembered that the candidate is required to reach their own judgements and conclusions without any guidance or assistance from others. 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.

Feedback above all else should focus on approach and techniques used to complete the tasks rather than specified content.

(c) **Time control:**

The overall time limits available to the candidate to complete the Controlled Assessments are specified in section 3.1 of this Guide. A more detailed breakdown of time limits for particular tasks is contained in the specimen Controlled Assessment material for Units B182 and B184.

Tasks should be completed within the time limits set and be supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the centre, e.g. research work. The use and application of the research material will be undertaken under direct teacher supervision. With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own and be able to authenticate it using the specified procedure in section 5.4.4.

(d) **Collaboration control:**

Group work is permissible for the research phase of these units. However, the candidate must complete and/or evidence all work individually. Where group work is suggested as an alternative to individual work, the candidate will still be analysing the outcome of the group work on an individual basis before forming their own conclusions.

(e) **Resource control:**

Access to resources will be limited to those appropriate to the tasks and as required by the units. The candidate will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria but this must be closely monitored and supervised, especially the level of ICT access. During the write up (Unit B182 Tasks 3–5 and Unit B184 Tasks 3–8), the candidate should **only** have access to the notes which they have made during the research phase of task taking (Task 2). Generating and reviewing the action plan should be done in the specific time allocated for the completion of this task and should not form part of the write-up phase. It is the responsibility of the centre to ensure that these are only research notes and that they do not include a draft or final version of the tasks.

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 tasks 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 before 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.

In the write-up stage, work must be supervised and produced under a high level of control. Candidates must carry out this part of the task individually.

Completing the tasks

The candidate will be provided with sufficient time to complete all of the tasks.

Each candidate must produce individual and authentic evidence for each of the (mini) tasks. It is particularly important that those candidates who conducted research as part of a group still produce individual evidence.

The teacher may give appropriate support and guidance to the candidate during the research phase but not during the write-up phase. This support and guidance should focus on checking that the candidate understands what is expected of them. It is not acceptable for the teacher to provide model responses or to work through answers in detail.

The candidate will have the opportunity to use information from a wide range of resources as part of Task 2 in Units B182 and B184. This research will help the candidate to produce evidence which is clearly targeted to meeting the assessment requirements of each of the remaining tasks. It is not permissible, however, for the candidate to introduce any new material into their evidence that is not accessed during Task 2 and teachers must safeguard against this.

The candidate must also be guided on the use of information 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 both Units B182 and B184 the candidate will be asked to compile a bibliography during their research time, which will be required for review at the point of internal assessment and external moderation.

3.4.2 Controlled Assessment task security

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

Candidates' scripts for all completed Controlled Assessment tasks must be stored securely and 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 teachers' 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.

- charts, graphs, images and tables 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 or marking must be marked with the:

  - centre number;

  - centre name;

  - candidate number;

  - candidate name;

  - unit and component code;

  - assignment title.

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 with each file clearly named with the unit code, centre number and candidate number.

4 Controlled Assessment candidate guidelines

4.1 Task setting

For this subject OCR will provide a list of tasks for you to select from.

4.2 Task taking

4.2.1 What can I do in relation to research, drafting and re-drafting?

Your teacher will discuss the briefs/tasks on offer and the proposed areas of enquiry and the resources available. An induction period into the research methods, sourcing and the use of equipment may also take place. Time constraints and a programme should be adopted and this will be explained by your teacher.

Your research and planning may involve interviews, fieldwork, visits, library research, Internet research or questionnaires. You should keep a record of the sources you have consulted at this stage and this will form part of your portfolio. You should provide a plan of action to the teacher which can be discussed. You teacher will inform you what materials are appropriate and inappropriate.

Your draft piece will be discussed with your teacher and they may offer advice, answer any questions and give feedback. Throughout this process your teacher will supervise to ensure there is no plagiarism and will ensure all your work is within the Health and Safety requirements and that all candidates' work is in accordance with the Controlled Assessment regulations. At no stage will model answers be provided. You should reach your own conclusions and make your own judgements and any teacher support will be recorded.

You may be given opportunity to edit, check, redraft and reorganise your work. During this period your teacher may make general observations but will not give any specific advice.

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:
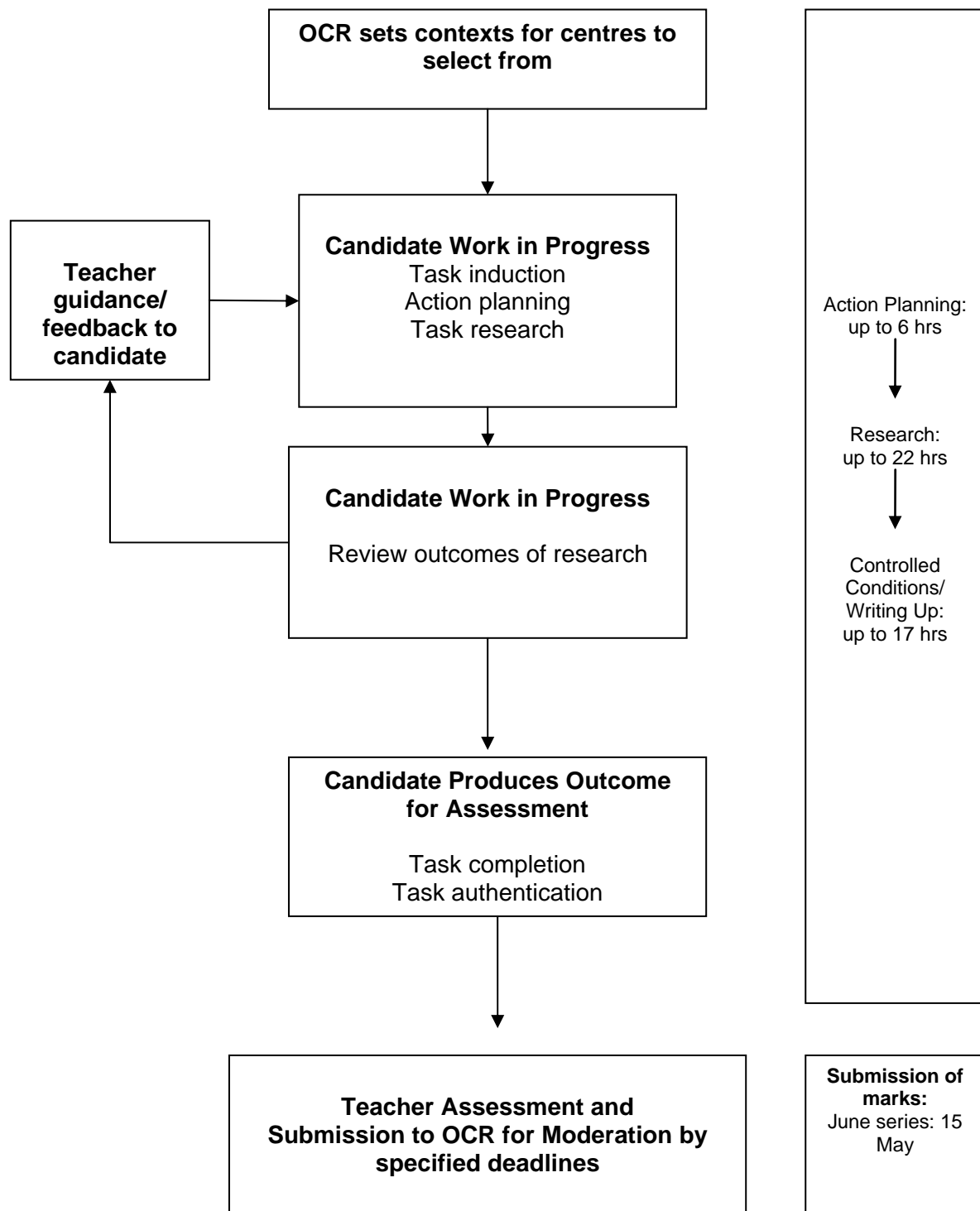
- offer advice about how best to approach a task

- offer guidance on the way you work in groups so that you all have an opportunity to tackle your tasks

- 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

- keep a log of the feedback they give you

- supervise any practical work you do to ensure you receive advice about health and safety.

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 period should include some form of evaluation either in the written form, in a teacher interview or a presentation to the group. For the last two your teacher may record these sessions. This is particularly essential in group work where the teacher will be attempting to ascertain your individual contribution within the group.

You should reference all sources used and any materials you have used in the whole piece whether in supervised or unsupervised sessions. Quotations should be clearly marked and referenced to ensure all intellectual property rights are maintained. It is unlikely that complete downloaded documents from the internet are suitable. Your teacher will sign an authentication form to complete the process. You may also be asked to sign the form.

```
┌─────────────────────────────┐                    ┌──────────────┐
│  OCR sets contexts for      │                    │              │
│  centres to select from     │                    │              │
└─────────────────────────────┘                    │              │
              │                                     │              │
              ▼                                     │ Action Planning:
┌──────────┐    ┌─────────────────────────────┐    │ up to 6 hrs
│ Teacher  │    │  Candidate Work in Progress │    │      │
│ guidance/│───▶│  Task induction             │    │      ▼
│ feedback │    │  Action planning            │    │ Research:
│ to       │    │  Task research              │    │ up to 22 hrs
│ candidate│    └─────────────────────────────┘    │      │
└──────────┘                   │                    │      ▼
     ▲                         ▼                    │ Controlled
     │          ┌─────────────────────────────┐    │ Conditions/
     │          │  Candidate Work in Progress │    │ Writing Up:
     └──────────│                             │    │ up to 17 hrs
                │  Review outcomes of research│    │
                └─────────────────────────────┘    │
                               │                    │
                               ▼                    │
                ┌─────────────────────────────┐    │
                │  Candidate Produces Outcome │    │
                │  for Assessment             │    │
                │                             │    │
                │  Task completion            │    │
                │  Task authentication        │    │
                └─────────────────────────────┘    └──────────────┘
                               │
                               ▼                    ┌──────────────┐
                ┌─────────────────────────────┐    │ Submission of│
                │  Teacher Assessment and     │    │ marks:       │
                │  Submission to OCR for      │    │ June series: │
                │  Moderation by specified    │    │ 15 May       │
                │  deadlines                  │    │              │
                └─────────────────────────────┘    └──────────────┘
```

5 Teacher guidance on task marking

5.1 Generic guidance on how to mark Controlled Assessment tasks

The marking criteria for both units detail the skills, knowledge and understanding which the candidate is required to demonstrate.

The (mini) tasks should be marked by the teacher according to the given marking criteria using a 'best fit' approach. For each of the (mini) tasks, the assessor should select the descriptors, provided in the marking grid, which most closely describes the quality of 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 descriptor which best describes the work of the candidate.

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

- where the candidate's work *convincingly* meets the descriptor, the higher marks in the mark range should be awarded;

- where the candidate's work *adequately* meets the descriptor, the most appropriate mark in the middle range should be awarded;

- where the candidate's work *just* meets the descriptor, the lowest marks in the mark range should be awarded.

The final mark for the candidate for each unit is out of a total of *60* and is found by totalling the marks for each of the (mini) tasks.

5.2 Unpacking assessment objectives in Controlled Assessment tasks

Assessment objectives (AOs) identify what the candidate has to do. They specify the context and use the 'command words' to indicate the level of the intellectual task, so, for example, the candidate may be directed to 'identify', 'describe' or 'explain'.

Assessment objective 1 assesses candidates' ability to recall, select and communicate their knowledge and understanding of a range of contexts;

Assessment objective 2 examines their ability to apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks;

Assessment objective 3 assesses their ability to analyse and evaluate information sources and evidence, make reasoned judgements and present conclusions.

5.3   Interpretation of the Controlled Assessment marking criteria

These general assessment objectives have been contextualised to the specific tasks in each Controlled Assessment (see the assessment grids below). So the teacher needs to:

1.   identify the knowledge and skills the candidate will need to demonstrate if they have meet the AO

2.   identify what the candidate has to do with this knowledge and/or skill; for example, should they be describing, or explaining?

Each assessment objective has been written at 3 levels, which increase in intellectual difficulty. The teacher will need to make a holistic judgement of which level (1, 2 or 3) best fits the candidate's work.

5.3.1 - How to use marking grids

Two examples are given below of how to use the marking grids for Unit B182:

From Task 3

These are the '**command words'** that tell the teacher what type of writing the candidate should have done

The teacher needs to decide if the candidate has written a **detailed description**, which would be Level 2 OR a **description with a brief statement**, which would be Level 1

Assessment objective	Level 1	Level 2	Level 3
AO2	A **description** of the *point the facility has reached in the product life cycle* – where it is with a **brief statement** 1 – 2	A **detailed description** of the *point the facility has reached in the product life cycle* 3-4 marks	(there is no Level 3 AO for this part of Task 3)

The teacher needs to check that the candidate has written about the identified *topic* – in this case, the *point the facility has reached in the product life cycle*. For Level 2 this should include a detailed description of the product life cycle which is related to the development of the facility and be illustrated by an appropriate diagram.

Finally, the teacher needs to decide how many marks to award for the level the candidate has reached. For example, a candidate who had simply written that *'Toytown Leisure Centre has reached maturity'* could only be awarded **1 mark at Level 1**. However, if they had then written a detailed description of how it had progressed through the preceding stages of the product life cycle, identifying the distinguishing characteristics of each stage and relating them to the leisure centre and also included an annotated diagram of the product life cycle of the leisure centre then they could be awarded the full **4 marks at Level 2**.

From Task 4

The teacher needs to decide whether the candidate's response is Level 1, Level 2 or Level 3

The attempt at comparison may range from 'X would appeal more to children' to a table that identifies the attributes of each suggestion but has no Comparison column..

Only 1 or 2 (or fewer) of each of the 3 types of impacts are identified and there will be little or no evaluation of these.

There may be a statement of which suggestion is recommended but there will be little or no justification for this.

The comparison, which may be tabulated, will be detailed and reasoned and use comparative terms, but could be improved upon.

There is some evaluation of each of the impacts, positive and negative, using evaluative terms and/or measures.

The evidence for the recommended, realistic, suggestion is reasoned, containing some analysis and justification.

Assessment objective	Level 1	Level 2	Level 3
AO3	There is an attempt to **compare** the *2 suggestions.* There is a limited attempt to **evaluate** the *impact each suggestion may have on the facility as a business, the local community & the environment*. No real attempt to **prioritise** which *suggestion to take forward*. 1-2 marks	A **reasoned comparison** of the *2 suggestions* is made but there is room for improvement. There is **some evaluation** of the *impact each may have on the facility as a business, the local community & the environmen*t. A *suggestion to take forward* is made with **some analysis and justification**. 3-6 marks	A **detailed and reasoned comparison** of the *2 suggestions* is made. There is a **comprehensive evaluation** of the *impact each may have on the facility as a business, the local community & the environment*. **Clear judgement backed up by analysis in choosing and justifying** *which suggestion to take forward.* 7-10 marks

Having decided the level of the candidate's work, the teacher then needs to decide how many marks to award at that level.

Full level marks can only be given when the candidate has fully achieved at that level.

The comparison will be full, detailed and reasoned.

The evaluation of impacts will be full, considering both the main and some minor, positive and negative impacts.

There will be a detailed reasoned justification of a realistic recommended suggestion, with the judgement made backed by analysis.

5.4   Authentication of Controlled Assessment outcomes

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.

The candidate 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 the candidate is unaware of the need to reference or acknowledge their sources. It is therefore important that centres ensure that the candidate understands that the work they submit must be their own and that they understand the meaning of plagiarism and what penalties may be applied. The candidate 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 the candidate as well as the potential risks of failing to acknowledge such material. The candidate must sign a declaration to this effect. Centres should reinforce this message to ensure the candidate understands what is expected of them.

Please note: Centres must confirm to OCR that the evidence produced by the candidate is authentic. The Centre Authentication Form includes a declaration for assessors to sign. It is a requirement of the QCA Common Criteria for all Qualifications that proof of authentication is received.

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 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.

5.6   Moderation of Controlled Assessment

All work 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.

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 of the marks to OCR.

6   FAQs

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

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

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

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

Can a candidate carry forwards controlled assessment results if they are retaking the qualification?

Yes they can.

When can teachers and candidates access the material?

Controlled Assessment tasks will be available from Interchange on 1 June of the year prior to an assessment series, i.e. 1 June 2012 for assessment in June 2013 series. However, the Controlled Assessments for June 2014 will also be made available in 2012, for candidates starting a two year course in September 2012.

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 has a limited level of control, i.e. work can be carried out without direct supervision. More guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

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 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

Where can the Controlled materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

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

How long is each assessment valid for i.e. can they use last year's one this year?

Tasks will be reviewed every 2 years and it is the responsibility of centres to make sure that candidates are submitting the correct task.

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.

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 to centres.

Do we mark the tasks or does 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 is a form of internal assessment and as such there isn't a specified date in which Controlled Assessment has to be taken. Tasks are available from Interchange from 1 June of the year prior to an assessment series.

It is up to the centre to decide when Controlled Assessment will be taken: guidance on this can be found in Section 5: Controlled Assessment of all revised GCSE Specifications (first teaching in September 2009).

When are contexts available?

The 'live' contexts are available so that Centres can start preparing their lesson plans and schemes of delivery. Please note that the specification only contains specimen tasks giving Centres an indication of the types of context that will form the 'live' Controlled Assessment material. The Controlled Assessment materials will be reviewed once they have been in existence for a number of years and Centres will be notified of any changes through the usual communication channels.

Can I do the course in a linear way?

Yes, from September 2012, this approach is mandatory and all centres will be required to deliver the course in this way. You can still undertake Controlled Assessment tasks at any point in the course but the task used must be valid for the year in which the candidate will certificate.

Can I modify the context?

No. A choice of contexts will be provided which will supply the candidate with enough of a range to make an informed choice of an area that is of particular interest to them.

Can I devise my own tasks?

No. The tasks are clearly linked into assessment objectives so they cannot be changed.

Can candidates take tasks home to complete?

This will vary from subject to subject but one of the principles of Controlled Assessment is to complete tasks within the classroom or studio environs. Therefore it is expected that for this specification the response to the assessment tasks will be completed under classroom conditions.

What can candidates bring into class to help them do a task?

Teachers will give clear guidance on what materials are suitable and what are not. It is likely that candidates will have access to their research notes which they collected in the allotted time for researching their chosen context and also their action plans. No new material should be introduced once the allotted time for researching and creating/revising the action plans has passed. It may be that candidates hold some of their research notes on-line which they may wish to refer to during the write-up phase. This is possible as long as the Centre can validate that this information was collected during the research phase to the unit and no new material has been added.

Can candidates word process their work and use ICT to draw graphs?

It is expected that candidates will use ICT in the production of their work wherever applicable.

Can candidates have access to the Internet?

Yes, in the research phase as the candidate investigates particular contexts, but not in the write-up.

Can candidates talk to each other?

In the learning and research phases of the unit it may be that candidates pool resources and some generic classroom activities are created to reinforce learning and understanding. However, in the write-up the candidate needs to work on their own to produce individual, authentic evidence.

What should I do if there is evidence of candidates producing identical work?

The teacher is required to authenticate the work and the marks awarded for each candidate. Where the teacher is not prepared to authenticate the work, marks should not be submitted.

Teachers should keep an eye open for all potential plagiarism and report it to the school authorities and take the action above.

Are candidates able to copy sections straight from a book or a website?

This will very rarely be appropriate and only where tasks require the use of reference books or websites. As a requirement for both Controlled Assessment units a bibliography is required with all sources fully acknowledged.

Can candidates draft and redraft tasks?

Candidates can redraft tasks in most subjects. Where this is the case teacher involvement should be advisory at a top level only. For example if the candidate is struggling with evaluation techniques teachers could offer support on the types of techniques that could be considered - i.e. cost/benefit, short verses long term, etc but specifics of assessment tasks should not be entered into. All drafts should be included in the candidate portfolio.

Can I tell candidates their mark for each task?

Yes. But the marked task must not be given back to or shown to the candidate. The candidates must also be told that this is a provisional mark, subject to moderation and scaling from a raw mark to a UMS mark. It might be better practice to give the candidate an indication of the mark rather than the mark itself.

What feedback can I give to a candidate?

Formative feedback is important. Feedback specific to the completed task must not be given. The type of feedback should be advisory and should focus on top level techniques and areas of study that will help a candidate to demonstrate their knowledge/understanding of a particular issue.

Is there a way of me sharing good practice as a teacher with other practitioners?

Yes, you can use the e-community for the new specification which has been established with a view to providing a forum for practitioners to share good practice and resources connected with the delivery of the course.

Can I get guidance on my marking?

Yes. OCR runs regular INSET events where internal assessment will feature strongly. The Qualification Manager for the relevant subject can be contacted via the Customer Contact Centre. Mark schemes will be available in the specification to guide the Centre through the marking process. In time exemplar material will be provided to reflect the standard for this particular specification.

Will the marking of the tasks be moderated?

Yes. A moderator, appointed by OCR, will moderate a sample of your candidates' work. The Centre should keep a portfolio of work for each of its candidates with as much evidence as possible. The Moderator will inform the Centre what he needs to see in the first instance.

7 Guidance on downloading Controlled Assessment task from Interchange

Before you start

Controlled Assessment materials are 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

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.

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.

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.

8 Guidance for the production of electronic Controlled Assessment

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 B182/B184, 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 word documents will not be disadvantages 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)

Contact us

Keep up to date with the latest news by registering
to receive e-alerts at **www.ocr.org.uk/updates**

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

UKAS
MANAGEMENT
SYSTEMS
001

PART OF THE
CAMBRIDGE ASSESSMENT
GROUP