

COWLEY INTERNATIONAL COLLEGE



Student and Parent Guide to Controlled Assessment

Sept 2016

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A new suite of GCSEs were introduced by the awarding bodies in September 2009 following a government review of 14-19 learning. The changes were implemented so the qualifications:

- Are consistent with the aims of the revised secondary curriculum
- Support functional skills in English, mathematics and ICT
- Include updated content and a range of question styles
- Encourage innovative teaching, learning and assessment
- Emphasise personal, learning and thinking skills (PLTS)
- Represent progression from key stage 3

Typically a GCSE qualification is made up of three or four units. The latest information from the government is that all units must be taken in one series. For the majority of subjects, this will be at the end of year 11.

Controlled Assessment

The biggest change to GCSEs is the introduction of controlled assessment in place of coursework. It encourages a more integrated approach to teaching, learning and assessment and enables teachers to confirm that students carried out the work involved.

Controlled assessments offer a greater degree of control of both the task setting and task completion. The teaching of the topics will continue to be done in lessons with research and planning taking place either in school or at home. The final write-up or completion of the tasks will now invariably take place in school, in lesson time and under controlled conditions.

There are three phases to controlled assessment:

1. task setting. The teachers set out the parameters and explain the task. This can be before, during or after the subject matter is taught as appropriate. Pupils prepare, research and plan in and out of lessons

2. task taking. Pupils complete the tasks, either written or practical, in school under supervised conditions

3. task marking. Tasks are either marked by teachers and then moderate externally or sent off for external marking

Three levels of control are specified for task taking and these are applied variously depending on the phase, the subject and awarding body:

Limited control

- Some work can be completed without supervision, outside the classroom/centre.
- Students will be given guidance on how to complete low control tasks. They are usually research tasks that students can collect at home and bring to class.
- Students have access to resources such as books and files during low control tasks.
- Students can work together to collect information but how they use this information in their work must be on an individual basis.
- Students can receive guidance from teachers during low control tasks.

Medium control

- Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated.
- Use of mobile phones, MP3/4 and other electronic devices is strictly prohibited and all breaches must be noted and reported to the exams office.
- Teachers must ensure that:
 - ★ the students' work is their own
 - ★ plagiarism does not take place
 - ★ the contributions of individual students are recorded accurately.
- Students have access to resources.
- Students can work together.
- Students can receive limited teacher guidance

High control

- Students must be in direct sight of the supervisor at all times.
- Use of mobile phones, MP3/4 and other electronic devices is strictly prohibited and all breaches will be noted and reported to the exams office.
- The use of resources is tightly prescribed, normally only research folders/diaries.

- Students must complete all work independently but those students who work with learning support, following an assessment, can be assisted; this is noted and declared to the examination boards.

- Students are not permitted to communicate with each other. The assessment is carried out under 'examination conditions'.

- No assistance can be given to students.

Individual subject specifications give specific details about which tasks are high, medium and low control. Teachers will inform candidates of the level of control applicable to the task to be completed.

Limits are set on the preparation time allowed in school and pupils will be guided by their subject teachers as to how long they should be spending on research and preparation at home.

Use of ICT and security of students work

- If ICT use is permitted during controlled assessment students are not permitted to access their work between controlled assessment sessions.

- Pupils will be issued with a separate computer login and password to use during controlled assessment sessions.

- Students are not allowed to save work on USB devices to bring home.

- Students are not allowed to upload or download their work to the school portal as they will be able to access this at home.

- Breaches of these measures can be interpreted as cheating and the students have been informed of the possible consequences.

Controlled Assessment

As the examination boards have issued time guidance for the completion of controlled assessments good attendance is, therefore, very important. It may be possible to arrange 'catch up' sessions for those that have been missed but students will need to liaise with teaching staff to organise this. If a student does not attend these 'catch up' session then there may be a point at which it is no longer possible to complete the controlled assessment. If this situation should occur then the centre will submit the controlled assessment mark based on the completed section of the assessment. This will result in the student achieving a lower than predicted grade in the subject.

Plagiarism

Plagiarism has been a growing concern with the wealth of material widely available through the Internet and other media. Increasingly, there is scope for candidates to trawl for material, import it virtually or entirely unedited into their own work then, by default or design, to represent it as their own. Candidates doing this will be severely penalised. All sources must be carefully and individually acknowledged as outlined in the JCQ regulations.

If candidates use the same wording as a published source, they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material. For material taken from the Internet, references must show the precise web page from the address line

e.g. <http://www.arts.ualberta.ca/mmorris/239/hamlet.html>

The school is legally obliged to satisfy itself, at the point of submission, that each candidate's work is entirely their own. Candidates are required to certify this by signing a formal declaration of authenticity that is submitted to the Board along with the candidate's work.