



History

GCSE 2013

History B

Guide to Controlled
Assessment

J418

September 2014

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INTRODUCTION

1.1 What is controlled assessment?

Controlled assessment is a new form of internal assessment. Following a coursework review by QCA, controlled assessment has been introduced 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 QCA subject criteria and, depending on the subject, will be 25% or 60% of the total assessment.

1.2 What does 'control' actually mean?

QCA has produced a Glossary of terms for controlled assessment regulations. The levels of control 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 the assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this guide 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 centre to centre and from teacher to teacher. With that in mind, this document is offered as guidance but may be subject to modification by the individual teacher.

2 SUMMARY OF THE CONTROLLED ASSESSMENT UNIT

Unit A010: Historical Enquiry

This unit represents 25% of the total marks available for the qualification.

It is important to remember that this paper is an historical enquiry consisting of two main elements:

- A teaching programme aimed to last 8-10 weeks providing the context to, but not the answer to, a specific historical task. It is expected that centres will teach the c. 30 years content coverage of the chosen option and the range of issues listed in the specification.
- A specific controlled assessment task chosen from a choice of three. Centres are free to decide whether candidates can choose any of the three questions within the option studied or be directed to a specific question.

The Teaching Programme

There is no need to teach each of the issues listed in the specification in equal detail. What is much more preferable is a broad overview. Teachers will be aware of the specific question being asked but need to be especially vigilant that they do not devote time to providing too much direct help for the actual question, including the use of sources identical or very similar to those attached to the question. This means avoiding teaching a specific lesson or section of the course related directly to the question or providing notes, a worksheet or specific homework on the theme.

It is, however, perfectly acceptable to work on similar themes involving different content or to practice similar types of question, eg comparison, causation, significance.

In planning for option A010 it may be useful to consider the following as a starting point:

- Which option is being taught? Does it provide some coherence with other taught papers whilst avoiding unnecessary or prohibited overlap? It is important to remember that there are certain prohibited options in units A011-A017 and units A021 and A022, aimed at preventing overlap and giving candidates an unfair advantage or disadvantage.
- When will the option be covered? The actual questions are released far in advance giving centres plenty of flexibility as to when to teach the content and undertake the task. Deciding when could be influenced by other factors such as pressure on subject or school resources.
- How much time is available for teaching? The options have been devised with approximately 8-10 hours teaching which does not include the time available for the assignment.

Some centres may decide that doing justice to A010 requires slightly longer teaching time but it is unlikely that centres will be able to devote fewer hours. It is certainly not acceptable to focus teaching just on the content of the question. In any case, experience suggests that candidates who have a broad overview of the context are able to produce much better answers than those who lack this.

- How is it best to teach the overview through the issues in the specification?
- How many and which type of sources will be used as part of the assignment – remember a minimum of 5 relevant sources (at least 3 different types) are required and this should reflect a variety. This is not something that can be left until the last minute as there is a deadline date of 31 January each year to submit your “Sources Checking Form” to OCR for approval. This does not mean that the controlled assessment needs to be done then, but it cannot start until final approval is given. More guidance on appropriate sources follows later in the document.
- Besides teaching the content, what techniques will be developed and reinforced, for example, those targeted on objectives or specific types of questions? Time is likely to be limited for this but it would not be acceptable to focus almost exclusively on parallel questions to the set controlled assessment question and largely ignore the content.

How will the controlled task be organised? It is expected that candidates will have access to the task at the end of the teaching programme. Many centres have traditionally incorporated the assignment into normal lessons. They provide the question about one week before the 8 hour task takes place and allow candidates to bring in one page of A4 planning. They then allow 3-4 hours of more detailed organisation of materials and planning before allocating 4-5 hours for drafting/redrafting the final version. Some centres build in enough time to allow for redrafting versions. This is probably even more important now as candidates need to follow word total requirements much more strictly. Another decision needed is whether candidates will word process or handwrite their responses.

Candidates should complete their task using no more than 2000 words. Anything beyond this will not be marked.

As part of the approval process, centres are required to submit a “Sources Checking Form” to OCR, recording their chosen source materials prior to 31 January in the year of entry. This should be submitted to the CACW: cacwconsultancy@ocr.org.uk.

Please remember that this is a linear paper and 100% terminal rules apply.

3 BRIEF OVERVIEW OF THE MAIN REQUIREMENTS

- Candidates must follow a programme of study devised by the centre and chosen from four options.
- The programme of study must not cover the same content that candidates have studied for the examination papers.
- Candidates must complete one task on the chosen option. The task will be set by OCR.
- Teachers have to contextualise the task so that it fits with the programme of study followed by that centre.
- The task covers all three assessment objectives.
- The task must be completed under controlled conditions. Candidates are allowed eight hours to complete the task, which should be no more than 2000 words in length.
- Controlled assessment work is marked out of 50 marks and carries a weighting of 25% of the full course.
- Candidates' work is internally assessed using the OCR generic mark scheme for controlled assessment. This marking is externally moderated by OCR.
- Controlled assessment work can be submitted for moderation and grading in May. This can be done for the first time in May 2015.

4 THE THINKING BEHIND THE OCR APPROACH TO GCSE HISTORY CONTROLLED ASSESSMENT

The controlled assessed unit in OCR GCSE History has a number of special features. It is important to understand the thinking behind these as they do have implications for the teaching, learning and assessment of the unit.

- (i) OCR has had the advantage of running a Pilot GCSE History course where controlled assessment has been one of the methods of assessment. Important lessons have been learned which have been incorporated into this unit. It is hoped that the new controlled assessment will present candidates with a genuine challenge that they will enjoy and that will provide them with opportunities to demonstrate what they can do. This has certainly been what has happened in the Pilot.
- (ii) OCR controlled assessment has been designed to provide candidates with an opportunity to produce a different type of work to that produced for the examination papers. Examination questions are structured with candidates producing answers of, at the most, a couple of pages in length. The controlled assessment allows candidates to produce a substantial piece of work 2000 words in length. This provides candidates with an opportunity to develop and explain their ideas properly, and to explore a topic in depth. The important skills of selection for relevance, planning, and managing and organising large amounts of material come to the fore. These are important skills in later learning.
- (iii) When completing the task candidates should be encouraged to concentrate on answering the question. What is required is a well focused and a relevant answer rather than an attempt by the candidate to jump through a series of hoops.

5 THE PROGRAMME OF STUDY AND THE OCR SET TASK

5.1 The Programme of Study: an introduction

The controlled assessment unit has been designed to be completed over a period of approximately 12–14 weeks. The unit consists of two parts: the programme of study (approximately 8–10 weeks) and the completion of the task under controlled conditions (8 hours – approximately 4 weeks). The unit can be completed at any time during the course although there are some issues that place limitations on when the unit is best attempted, for example, time needs to be left for teachers to mark the completed work, marks need to be submitted for moderation in May.

Candidates need to take part in a taught programme of study before commencing on the controlled assessment task. This programme of study will be devised by the centre and will be based on one of the following options:

- Germany 1918-1945
- Russia 1905-1941
- The USA 1919-1941
- The USA, Land of Freedom? 1945-1975

Centres should ensure that all the issues listed below for the chosen option are covered during teaching and learning. Consultants and moderators will use these issues to judge whether a programme of study is sufficiently broad.

The programme of study must not overlap in any significant way with the content studied for the examination papers. If centres are in doubt about their programme of study they should seek advice from a consultant.

Programmes of study can be sent to OCR for feedback and approval from a consultant. The address to use for this can be found on the OCR website. Centres should allow approximately six weeks for the consultant to reply. Programmes of study submitted to consultants should make clear how the relevant issues for the chosen option will be covered and what content will be covered.

The purpose of the programme of study is to provide candidates with a broad coverage of the content, skills and understandings that will be required by the controlled assessment task. It might be necessary to give candidates earlier opportunities to develop skills such as selecting what is relevant from a large amount of material, organising the material, planning and drafting. Such skills can be first introduced during KS3 or early in the GCSE course by requiring candidates to research and produce large pieces of work or projects. Such work could be presented as essays, wall displays, booklets or websites, and need not be completed under controlled assessment conditions.

Programmes of study may include visits to, for example, Berlin. To ensure that candidates use such visits constructively they can be provided with questions to answer, or issues to investigate, that will help them to gather material that will be relevant and useful for the task they will later complete. However, they should not be given the actual task at this stage.

It is expected that the programme of study will take approximately eight weeks to teach. It must offer a broad coverage of the topic and should not be narrowly targeted on the task. To ensure a broad programme of study each option has a number of issues that must be covered during the teaching. Centres should ensure that all these issues are covered during teaching and learning. Consultants and moderators will use these issues to judge whether a programme of study is sufficiently broad. Programmes of study should clearly indicate where these issues are being covered.

Programmes of study that are broad and cover all the issues listed for the chosen option will not have to be changed in any major way from one year to the next when the question changes. They may, however, need a little adjustment to ensure candidates cover the relevant content, skills and issues.

Teaching and learning should not focus directly on the controlled assessment question. Class notes that address the question directly should not be issued nor should candidates be allowed to 'practise' on the question. It is acceptable, however, to allow candidates to work on similar questions that are focused on other individuals from the programme of study.

5.2 The OCR set tasks: the main issues

The tasks (one for each option) will be published on Interchange. They will normally be published in the autumn term of each year.

The questions change every 12 months and are only valid for the session they are applicable for (as indicated on the task booklet). It is therefore crucial that candidates complete the correct task. The following table should help to ensure this.

| Date of issuing of tasks | When these tasks can be completed | When completed work has to be sent for moderation |
|--------------------------|-----------------------------------|---|
| Autumn term 2013 | Autumn term 2013-Easter 2015 | May 2015 |
| Autumn term 2014 | Autumn term 2014-Easter 2016 | May 2016 |
| Autumn term 2015 | Autumn term 2015-Autumn 2017 | May 2017 |

When the tasks are published they should be given immediately to the teacher responsible for GCSE History. This will provide the History teachers with an opportunity to make any necessary but minor adjustments to the programme of study for that year.

The task and the guidance should be given to candidates during the week before the eight hours controlled assessment commences.

The generic questions will be replaced by specific questions set by OCR each year for first assessment 2015. Three questions will be provided for each option. Candidates must answer one question. It will not be possible for centres to adapt the question and the questions will change each year.

Only the tasks set for that year will be assessable for that year's examination. Past year's tasks will not be permissible nor will those of specimen papers. Tasks will be set on OCR Interchange at least 18 months before the relevant examination series and it is essential centres select from the correct set of questions for the relevant year of submission.

The word limit of 2000 words will be strictly monitored and work submitted beyond the initial 2000 words will not be marked. Providing students are informed before the assignment begins, there should be few problems, with most candidates benefiting from having to plan and structure their work with care rather than simply throwing lots of content in.

Whilst still focusing on good holistic and relevant answers, marking will involve a score for each assessment objective – 10 marks for AO1, 15 marks for AO2 and 25 marks for AO3.

The assessment objectives include the critical use of sources and the use of representations and interpretations. Sources will need to be used and centres have to provide candidates with a minimum of 5 relevant sources (at least 3 different types) and including at least one contemporary to the period being studied. This is not an exhaustive list, you may provide your candidates with more but these are the sources that you will need approval for as a minimum using the Sources Checking Form.

As part of the approval process, centres are required to submit a "Sources Checking Form" to OCR, recording their chosen source materials prior to 31 January in the year of entry. This should be submitted to the CACW: cacwconsultancy@ocr.org.uk.

The tasks will test all three assessment objectives. The key skills and understandings being assessed will be:

- knowledge and understanding of the key features of the topic studied
- the ability to select relevant knowledge and information and to make decisions about what to leave out;
- the ability to plan a well organised and well focused answer, and use knowledge and information in a relevant way to answer a question;
- understanding of relevant concepts such as change, cause, significance;
- the ability to make links and understand interrelationships;
- the ability to use sources critically and to support arguments and conclusions with evidence;
- understanding different representations and interpretations and why people, societies, events, themes or issues have been represented and interpreted in different ways.

The relative importance of these skills and understandings will depend on the exact nature of each task. More guidance on these skills and understandings can be found in the section about using the mark scheme.

Note: No assessment of controlled assessment work is available in January. If candidates wish to re-sit this unit they have to complete the next new task that is issued. They cannot re-do the same task.

5.3 Germany 1918-1945

A typical teaching programme might include:

Enquiry: Why did Weimar have such a difficult start?

- The state of Germany after World War I.
- Versailles and the establishment of the Weimar government including its constitution.
- The reasons for and the nature of the problems faced by the Weimar government up to the Ruhr and other 1924 events such as the Munich Putsch.

Enquiry: Was it only the Wall Street Crash that prevented Weimar being successful?

- The recovery under Stresemann.
- Cultural achievements.
- The later problems caused by the Depression and Wall Street Crash including the political, social and economic crises.

Enquiry: How firmly were Nazi ideas and policies established before 1933?

- Nazi policy from Mein Kampf.
- Leading personalities
- Beliefs and policies, eg anti-Semitism.

Enquiry: Why were the Nazis able to achieve their success at this time?

- How the Nazis gained control of Germany?
- Electoral success.
- Reichstag Fire.
- Enabling Act.
- Night of Long Knives.
- Establishment of control including SS and Gestapo.
- Propaganda.

Enquiry: Who fared best and worst in Nazi Germany?

- Living in Nazi Germany.
- Jews and other minorities.
- Women and children.
- Families.
- Life during the War
- Limited resistance.

Concluding section – How far was life better for Germans in Nazi Germany compared to Weimar Germany?

This option cannot be chosen if the depth study A011 (Germany 1918-1948) is studied.

For additional guidance please see the unit overview:

<http://www.ocr.org.uk/Images/152961-unit-a010-overview.pdf>

5.4 Russia 1905-1941

A typical teaching programme might include:

Enquiry: How much tension was there in Russia in the early 20th century?

- State of Russia in 1905.
- Rule of Nicholas II and attempts at change through revolution and reform 1905-1915.
- Rasputin.

Enquiry: Why was it that the Bolsheviks organised a successful revolution in 1917?

- Causes of 1917 revolutions – including Russia in World War I.
- Provisional government.
- Immediate aftermath of 1917 revolutions.

Enquiry: How important was Lenin's contribution to the successful establishment of Soviet Russia?

- Lenin and his period in power.
- Successes and contributions including ways in which Bolshevik power was established and maintained, including Civil War and War Communism.

Enquiry: Why was Stalin able to prevail over Trotsky?

- Stalin's ascendancy and success over Trotsky.
- Establishment of a dictatorship.
- Cult of personality.

Enquiry: Who gained and who lost under Stalin?

- Life in Stalin's Russia including Five Year Plans and Purges
- Collectivisation.
- Role of women.
- Ethnic minorities.

Concluding section – Why did Russia turn out as it did in the early 20th century?

For additional guidance please see the unit overview:

<http://www.ocr.org.uk/Images/152961-unit-a010-overview.pdf>

5.5 The USA 1919-1941

A typical teaching programme might include:

Enquiry: How wealthy was the USA as a result of World War I?

- The USA in the aftermath of World War I.

Enquiry: Were the 1920s good times for everyone in the USA?

- American society and economy in the 1920s.
- "Roaring Twenties".
- Increased standard of living.
- Consumerism.
- Mass production.
- Who benefitted including race relations.
- Prohibition.
- Economic prosperity.
- Role of US government.
- Underlying weaknesses.
- Gangsterism
- Corruption.

Enquiry: How and why did it all go wrong for Americans?

- Reasons for and impact of Wall Street Crash and Depression.
- Impact on different sections of society including urban and rural.

Enquiry: How easy was it for Roosevelt to win the 1932 election?

- Role of government immediately before and after the Wall Street Crash and dissatisfaction such as Bonus Marchers and Hoovervilles.
- Roosevelt's election and reasons for success.

Enquiry: Why was there opposition to the New Deal?

- Immediate response by Roosevelt and New Deal.
- Hundred Days.
- Who gained and who benefitted.
- Opposition such as republicans, business, Huey Long, Supreme Court

Concluding section – How much difficulty was the USA in in the 1930s and how had it been allowed to get like that?

For additional guidance please see the unit overview:

<http://www.ocr.org.uk/Images/152961-unit-a010-overview.pdf>

5.6 The USA, Land of Freedom? 1945-1975

A typical teaching programme might include:

Enquiry: How strongly did the USA emerge from World War II?

- America emerging from World War II.
- USA society in the 1950s and 1960s.

Enquiry: Why did the USA have such a "Red Scare"?

- USA fear of Communism.
- Berlin.
- Korea.
- Spies.
- Nuclear weapons.
- Emergence of McCarthy and support of FBI
- Effect of McCarthy
- Opposition, eg Hollywood.

Enquiry: How extreme was the inequality in the USA in the 1950s?

- Civil Rights in the 1950s
- US inequality especially African Americans.
- States versus federal government.
- Specific events such as Little Rock, Rosa Parks.
- Acts of 1957 and 1960.

Enquiry: Who was responsible for making improvements in civil rights in the 1960s and early 1970s?

- Civil Rights in 1960s and 1970s.
- Role of Martin Luther King and Malcolm X.
- Roles of Kennedy, Johnson and Nixon.
- Black Power.

Enquiry: How far were improvements made to the status and conditions of other groups besides the African Americans?

- Other groups – Native Americans, Hispanic groups, role of women.

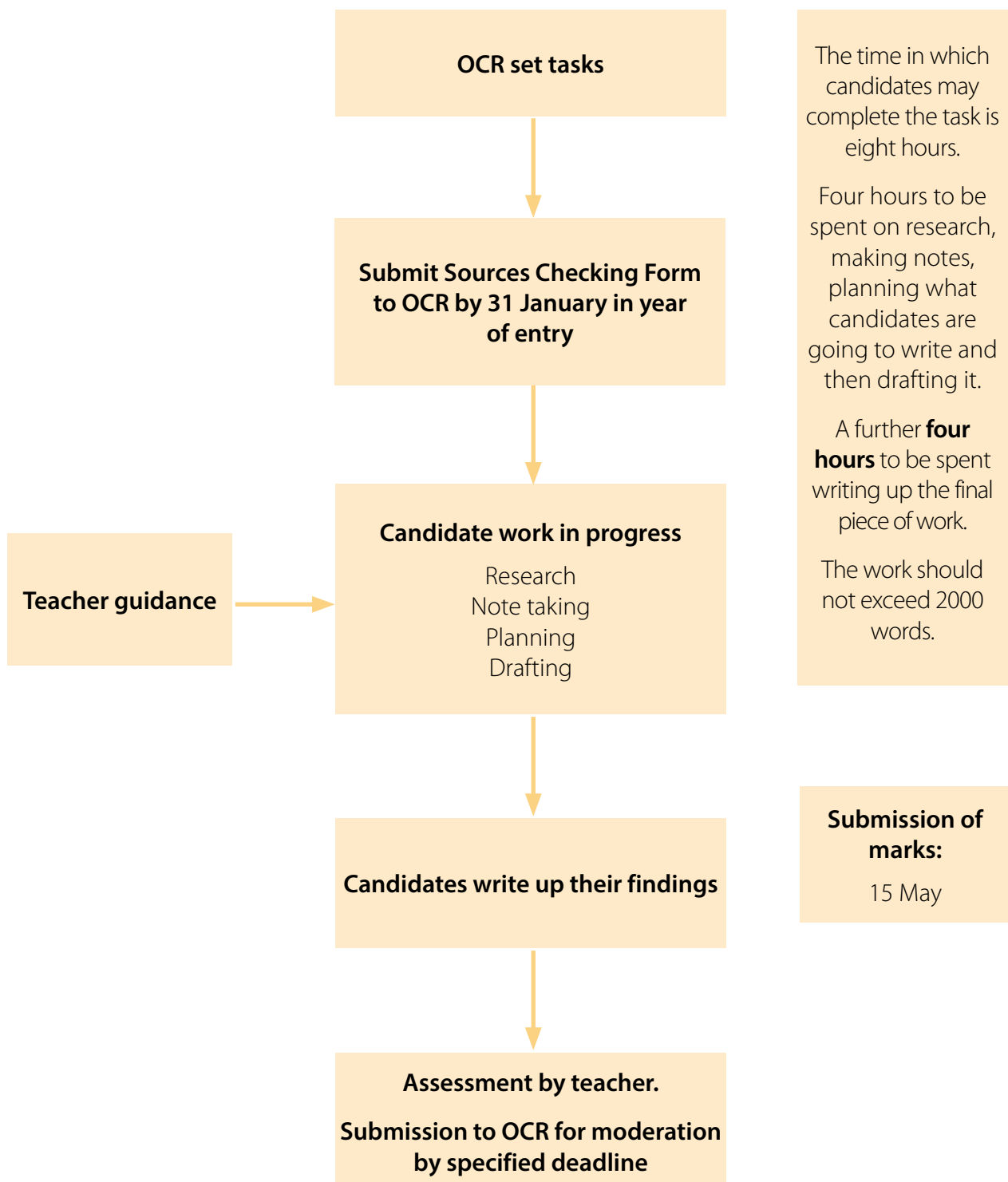
Concluding section – How much difficulty was the USA in in the 1930s and how had it been allowed to get like that?

For additional guidance please see the unit overview:

<http://www.ocr.org.uk/Images/152961-unit-a010-overview.pdf>

6 TEACHER GUIDANCE ON HOW TO PLAN CONTROLLED ASSESSMENT

6.1 Controlled Assessment Delivery Flow Chart



6.2 Managing the Controlled Conditions

6.2.1 Preparation

The adapted task should be given to candidates towards the end of the programme of study in the week before the eight hours under controlled conditions begins. Candidates should be allowed to spend this time on some preliminary and general planning. It is suggested that when candidates are given the task they are also provided with one sheet of A4 paper on which they could do this planning. The paper should be blank except for five or six bullet points. Candidates should be allowed to use these bullet points for some preliminary planning and should be allowed to bring the sheet in with them at the beginning of the eight hours. If this is all they are allowed to bring in at the beginning of the eight hours, it makes it easy for candidates to follow, and easy for the teacher to check.

During the eight hours candidates should have access to all the materials the teacher decides are necessary and sufficient for completing the task. These will normally be materials that have been produced or used during the programme of study: for example, class work completed during the programme of study, notes made during a visit (for example, to a battlefield), primary and secondary sources, text books, reference books, and material downloaded from websites. These materials must not be selected by the teacher so that they all have direct relevance to the task. They should consist of the materials used during the teaching programme leaving candidates with decisions to make about selection in terms of what is, and what is not, relevant to the task. It is a good idea to prepare and organise the collection of these materials during the lesson before the eight hours begins. This will ensure a smooth start to the eight hours and minimise the possibility of any candidates not having the necessary materials.

Teachers may have prepared source booklets for candidates to use during the teaching programme. These can be useful as they avoid candidates having lots of loose sheets of paper. These booklets can be made available to candidates during the eight hours as long as they include sources that cover the whole of the teaching programme and do not just include sources all of which are directly relevant to the task. In other words, candidates must still have to select which sources are relevant.

Teachers are strongly advised to ensure that candidates are not overwhelmed by large amounts of material. This will make the task facing candidates harder. If candidates want to bring in extra materials they have found for themselves, teachers need to ensure that they are not adding to their burden by surrounding themselves with enormous amounts of resources.

It is important to remember that candidates will be assessed on how well they have used the materials, not on how much 'extra' information they have been able to discover. Research is not part of the assessment criteria.

Teachers need to find a balance in terms of the amount of materials made available to candidates. There should be enough to ensure candidates can answer the question in different ways and at different levels, and have to use skills of selection, but there should not be so much that the demands being placed on candidates in terms of selection and organisation become unreasonable.

6.2.2 The controlled conditions

It is expected that the completion of the task during the eight hours will take place during normal history lessons and in the candidates' normal classroom, although other rooms may be used, for example, computer rooms. The eight hours will therefore be spread over several weeks of lessons. Candidates must be under direct teacher supervision during these eight hours. They must complete all their work under these supervised conditions. They are not allowed to work on their answers outside the eight hours and may not take work out, or bring work in, at the end or beginning of lessons.

It is not necessary for candidates to work in silence during the eight hours; this is for the teacher to decide. If candidates are allowed to talk, the instructions from the teacher may well be the opposite to what s/he would normally say to the class – you can talk but not about the work! Some teachers might decide to allow some talk during the planning stage but to insist on silence when final answers are being written up.

The teacher has two tasks during this time:

- to ensure that candidates are working individually and that the completed work they hand in at the end of eight hours is their own work. This can be done most effectively by the teacher being familiar with the progress that individual candidates are making
- to provide support and guidance. Candidates are expected to reach their own judgements and conclusions but teachers can provide general support by ensuring that candidates understand what is expected of them. This could involve reading the guidance for candidates to the class. Candidates can show their work in progress to the teacher who can respond in a general way by indicating general issues, for example, the work is irrelevant or too descriptive. However, the teacher is not allowed to indicate which parts of the work contain these faults, nor can s/he explain how to improve the work. Teachers are not allowed to provide sub-headings, writing frames, model answers or to work through answers in detail. Some candidates will benefit from help with time-management. This is allowed, for example, it is acceptable for teachers to suggest to candidates that they have not much time left and need to move on to a final draft.

Materials for use during the eight hours must be handed in at the end of each session and given out again at the beginning of the next session. Once the eight hours have started, candidates may not bring any further materials into the session(s).

6.2.3 Word-processed or hand-written work?

Whether work is word processed on computers or is hand written is up to each centre to decide. Both are acceptable. However, it should be noted that if candidates are completing their work on the school network, extra precautions should be taken to ensure the work is not accessed and added to outside the controlled conditions.

If candidates are completing their work on a school network, some of the following measures could be considered to ensure that work has not been added to outside controlled conditions:

- word counts to be recorded at the end of each session
- work to be done on a labelled usb stick which candidates hand in at the end of every session
- look at the properties tab of each candidates' work – this tells you when the document was last modified
- set up a special area of the network which can only be accessed by a password. The password could be changed at the end of each session. Candidates will need to use a filename for their work which is recognisable
- candidates email their work to the teacher at the end of each session. If the teacher has any suspicions the work can be checked against what has been emailed.

However, it is important to remember that a clear and friendly explanation of the regulations will be enough to ensure that the vast majority of candidates keep to the rules.

6.3 Guidance on research/data collection

During the eight-hour period, candidates should be encouraged to select from materials that they have accumulated during the teaching of the course. They should not at this stage be researching from further materials or searching the internet for material. The internet should be used during the teaching and learning programme only.

6.4 Guidance on the production of the outcome

6.4.1 Controls for the production of the outcome

Candidates' work must be handed in to the teacher at the end of each session and given out again at the beginning of the next session. It is the responsibility of the teacher to keep the work secure between the sessions and to ensure that candidates do not have access to the work outside of the allotted sessions.

6.4.2 Controlled Assessment task security

Teachers must keep live controlled assessment tasks secure and confidential at all times whilst in their possession. 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 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 made available for moderation. It is suggested that they are destroyed after the last date for result enquiries 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.

6.4.3 Presentation of work

Candidates must observe certain procedures in the production of the controlled assessment task.

- 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 following information:
 - Centre number
 - Centre name
 - Candidate number
 - Candidate name
 - Unit code and title
 - Task title

Work submitted on paper for moderation must be secured with treasury tags. Work submitted in digital format (online to the OCR-Repository) must be in a suitable file structure as detailed in Appendix C of the specification.

7 WHAT CANDIDATES HAVE TO DO

Candidates should be encouraged to focus their efforts on answering the question. The marking of the work will focus primarily on how far the work provides a relevant, well argued and supported, and well organised answer to the question.

Candidates should:

- select, from all the available materials, what is relevant to the question. This will involve not using some of the materials because they are not relevant
- plan the answer
- write an introduction explaining how they intend to answer the question. This may include, for example, identifying relevant criteria in a question about importance
- deploy the materials so that they are used to develop and support explanations, analyses and arguments
- answer the question directly throughout the work – they should not leave a direct response to the question until the conclusion. They should not use the body of the answer to write down everything they can find out about the topic. Long-winded introductions that ‘set the scene’ should be avoided. Candidates can use sub-headings in their answer. They are allowed to use photographs, diagrams, statistics, and paintings. These should not be included to enhance the appearance of the work but should be analysed and used to answer the question
- support their arguments and conclusions with evidence from sources, representations or interpretations. Candidates should try to use such material to support and drive their arguments. It should not be bolted on with little connection to the main explanations and arguments. It is important that they should try to include in their answer **either** use of sources **or** use of representations and interpretations
- produce a conclusion that sums up their answer to the question. This conclusion should grow naturally from, and be consistent with, the main body of the answer. It should include some argument and support and be more than a couple of lines long
- produce a list of sources used.

A note about use of sources

Experience has shown that when GCSE candidates have to integrate use of sources into a piece of extended writing, the way they use the sources can change from the usual approach at GCSE. It is perfectly valid for candidates to select evidence from sources to support their explanations, analyses, arguments and conclusions. When this is done the marker will not expect direct evaluation of the sources used. It is enough that the candidate has selected evidence as useful and relevant. However, the evidence should do the job it has been chosen to do, for example, evidence from a Nazi that the Reichstag Fire was started by communists used as proof that the communists were responsible would not be very convincing. However, if it was used as evidence to support the point that the Nazis made this sort of claim, then it would be more convincing.

The more normal method of evaluating sources for reliability through the provenance and purpose of the source can still be used but it does have its dangers. When GCSE candidates adopt this approach, the evaluation of the sources is often bolted-on and distracts from the main argument of the candidate.

Whichever approach is used by candidates, they should reference the sources they are using.

8 TEACHER GUIDANCE ON TASK MARKING

8.1 Guidance on how to mark Controlled Assessment tasks

The OCR mark scheme for controlled assessment is a generic one and is to be used for both options.

Whilst still focusing on good holistic and relevant answers, marking will involve a score for each assessment objective – 10 marks for AO1, 15 marks for AO2 and 25 marks for AO3.

There is a requirement to assess and record the three separate assessment objectives to provide a total of 50 marks. The three assessment objectives are addressed in the specification. 5 bands or levels are delineated. The mark allocation is 10 marks for AO1, 15 marks for AO2 and 25 marks for AO3 which focuses on using effectively a wide range of sources, representations and interpretations.

Whilst marks are given for the three assessment objectives, it is important to remember that there is some inevitable overlap. For example, being targeted and relevant is part of all three. Good marks cannot be assigned for any of the three objectives without the answers being relevant to the question.

AO1: This objective is very much focused on the candidate's ability to select from the range of information they have an indication that perhaps they should not be inundated with resources). Assessors are looking out for the powerfully argued, coherent answer done with efficiency and without superfluous and unnecessary material. Whilst the top band seeks a "wide range of material" this need not be extensive.

It is unlikely that responses would be acceptable at this level that had relied on a single source.

AO2: What underpins this objective is the knowledge that the candidates demonstrate of the topic. This embraces the key concepts such as causation, change and significance but there is no need to look for each in equal measure.

Much will be dependent on the question asked. What will often demonstrate appropriate understanding though is the candidate's ability to provide analysis and explanation, and to back up their answers with sufficient substantiating evidence. This does not mean that answers should be swamped by supporting evidence – on the contrary this can affect the flow and clarity of the argument. The good candidate will know when there is enough to make the point and that it is sufficiently robust to support the argument.

AO3: Much more weight is being given to this assessment objective but the key to success with this objective is that it is not a bolt on source exercise. It is an opportunity for candidates to use sources and interpretations in supporting their answer. Effective and rigorous evaluation is most definitely a distracting section from the main discussion where some mechanistic source evaluation ensues about "primary/secondary", "reliability", "eyewitness" etc. divorced from context. Such commentaries are rarely helpful and, in most cases, a distractor.

As in the past, candidates should be assigned a band using the generic description. The difference is that this now needs to be given for each assessment objective. However, it is not expected that candidates' work will differ prominently from past controlled assessment.

Because there is a range of marks within each band, it is important that those assessing the work within a centre do not restrict the cross-checking just to bands but to the actual mark within a band. The usual test is the degree of security within a band. It is fairly safe to assume that responses that hovered between two bands and were convincingly in the lower band should score at or near the top of that lower band. Likewise an answer that had characteristics of the lower band is unlikely to score marks well up in the band above. Two points should be stressed – firstly, there should not be a policy of simply marking to the middle of a band. It is expected that the full range of marks within a band should be utilised. Secondly, decisions within a band must be based on the assessment criteria and not on criteria such as effort or neatness;

- The best work will still be that which is likely to feel right holistically particularly by the way the question is answered in a focused, efficient, coherent and relevant way. The argument should be clear and substantiated. One way in which this is best done is through the use of sources and interpretations but the best practice is to avoid a mechanistic approach to sources and interpretations.
- The word total of 2000 words is being strictly enforced and nothing after 2000 words should be taken into account when marking. The best thing to do would be to draw a line after 2000 words to indicate to the moderator why you have ceased marking.
- The key document when marking and internally moderating is the assessment marking criteria. The starting point should be selecting the "band" that best fits the work. This will not prove successful if centres equate this as seeking answers that have ALL the characteristics of

a description. "Best fit" is looking for a tendency – the description that has more features than any other band. Centres should mark positively, looking particularly for what is there rather than the failure or omissions. However, marks should not be given for any other qualities besides those in the criteria such as effort, commitment or interest. It is also worth remembering that marking positively is not the same as generosity. There has been a slight tendency in the past for centres to be over-generous especially towards the very good answers in the two top bands.

8.1.2 Annotation of candidates' work

Comments on the work explaining why a certain mark and band have been awarded can be very helpful to moderators. They can come in two forms (both of which are useful):

- occasional comments alongside the body of the work identifying, for example, argument, conclusions, description, explanation, evaluation, support, irrelevance
- summative comments at the end. These can be taken from the key part of the relevant band descriptor.8.2 Authentication of Controlled Assessment outcomes

8.2 Authentication of Controlled Assessment outcomes

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.

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.

8.3 Internal Standardisation of Controlled Assessment

It is important that teachers marking candidates' work are working to a common standard.

In the first year of marking controlled assessment it is advisable for teachers within a centre to meet together and reach a common understanding of the mark scheme. Such sessions could be led by the teacher who attended the INSET meeting.

After the marking has been completed, a further meeting should take place at which marked work is exchanged and discussed. If necessary, adjustments should be made to marks.

8.4 Moderation of Controlled Assessment

A sample of work will be moderated by OCR moderators 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. All work should be marked and mark sheets sent to moderators by the middle of May (the submission date can be found on the OCR website). Moderators will select a sample for moderation. Candidates' work can be submitted by post or electronically (details can be found in the specification).

8.5 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 marking criteria and marking instructions and the appropriate mark awarded, which may be zero.

8.6 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.

9 MARKING CRITERIA FOR CONTROLLED ASSESSMENT

9.1 How to use the mark scheme

- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- The extent to which the statements within the band have been achieved.
- The quality of written communication.

For example:

- An answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band.
- An answer that meets many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.
- If an answer is on the border-line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.

| | | | |
|--------|---|--|--|
| Band 5 | AO1: 9–10 marks | AO2: 13–15 marks | AO3: 21–25 marks |
| | <p>Candidates:</p> <ul style="list-style-type: none"> select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers select, organise and deploy effectively and relevantly a wide range of information write with great precision and succinctness, so that they do not exceed the prescribed word limit. | <p>Candidates:</p> <ul style="list-style-type: none"> demonstrate a good understanding of key features, reasons, results and changes of the societies, events, people and situations studied demonstrate a developed awareness of the importance of the broad context and understanding of interrelationships in the period studied produce detailed explanations which make a range of reasonable comparisons and links produce well developed, well-reasoned and well supported conclusions. | <p>Candidates:</p> <ul style="list-style-type: none"> effectively and rigorously evaluate and make explicit use of a broad range of sources in their historical context to investigate and to support effectively arguments and conclusions demonstrate a high level of ability to interpret and infer from representations and interpretations show a good understanding of a wide range of representations and interpretations clearly explain a range of differences and similarities across a wide range of representations and interpretations show a good understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways make good use of some of the following in their explanations: purpose, audience, context, medium, access to information. |
| Band 4 | AO1: 7–8 marks | AO2: 10–12 marks | AO3: 16–20 marks |
| | <p>Candidates:</p> <ul style="list-style-type: none"> select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers select a range of relevant information which is generally well-organised and deployed effectively write with precision and succinctness, so that they do not exceed the prescribed word limit. | <p>Candidates:</p> <ul style="list-style-type: none"> demonstrate a reasonable understanding of the significance of key features, reasons, results and changes of the societies, events, people and situations studied demonstrate an awareness of the broad context and some understanding of interrelationships in the period studied produce explanations which make some reasonable comparisons and links produce generally developed, reasoned and supported conclusions. | <p>Candidates:</p> <ul style="list-style-type: none"> effectively interpret and make explicit use of a range of sources to support arguments and conclusions demonstrate the ability to interpret and infer from representations and interpretations show a satisfactory understanding of a range of representations and interpretations explain some differences and similarities across a range of representations and interpretations show a satisfactory understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information. |

| | | | |
|---------------|---|---|---|
| Band 3 | AO1: 5–6 marks | AO2: 7–9 marks | AO3: 11–15 marks |
| | <p>Candidates:</p> <ul style="list-style-type: none"> select some relevant contextual knowledge and mostly deploy it relevantly to support parts of their answers select some, mostly relevant, information, which is mostly well-organised and deployed write with some precision and succinctness, so that they do not exceed the prescribed word limit. | <p>Candidates:</p> <ul style="list-style-type: none"> demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations studied demonstrate some awareness of the broad context and a limited understanding of interrelationships in the period studied produce explanations which make a few reasonable comparisons or links produce conclusions which have some support although these are not always developed or reasoned. | <p>Candidates:</p> <ul style="list-style-type: none"> interpret and make explicit use of some sources to support arguments; they begin to evaluate the sources but this is often not integrated into their arguments demonstrate the ability to make some inferences from representations and interpretations show some understanding of some representations and interpretations explain the reasons for some of the more obvious differences and similarities between at least two representations and interpretations show some understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways make some use of at least one of the following in their explanations: purpose, audience, context, medium, access to information. |
| Band 2 | AO1: 3–4 marks | AO2: 4–6 marks | AO3: 6–10 marks |
| | <p>Candidates:</p> <ul style="list-style-type: none"> demonstrate some, but limited, relevant contextual knowledge select and organise some relevant material: this is only sometimes deployed effectively write with a lack of precision and succinctness, but still do not exceed the word limit. | <p>Candidates:</p> <ul style="list-style-type: none"> demonstrate limited understanding of some of the key features, reasons, results and changes of the societies, events, people and situations studied demonstrate little awareness of the broad context and no awareness of inter-relationships in the period studied produce limited explanations which make only obvious points of comparison or links attempt conclusions but these are asserted and not supported. | <p>Candidates:</p> <ul style="list-style-type: none"> make explicit use of a limited number of sources, but these are used without interpretation; evaluation of the sources is very basic and at face value and is not used to support arguments describe some features of the representations and interpretations show understanding of representations and interpretations at a surface level identify some differences or similarities in representations and interpretations and begin to identify some reasons for these though without support or explanation show limited understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways make limited use of at least one of the following in their explanations: purpose, audience, context, medium, access to information. |

| Band 1 | AO1: 1–2 marks | AO2: 1–3 marks | AO3: 1–5 marks |
|--------|--|---|--|
| | <p>Candidates:</p> <ul style="list-style-type: none"> • demonstrate little relevant contextual knowledge • demonstrate limited ability to select and organise information • write relatively little or it is of some length but the content is not focused on the task. | <p>Candidates:</p> <ul style="list-style-type: none"> • demonstrate little understanding but are able to describe a few key features, reasons, results and changes of the societies, events, people and situations studied • demonstrate no awareness of context or inter-relationships in the period studied • produce limited descriptions but with no explanation and no effective comparisons or links • do not include even an attempt at conclusions. | <p>Candidates:</p> <ul style="list-style-type: none"> • do not use sources explicitly but some information is extracted from them • describe a few surface features of representations and interpretations • show minimal or no understanding of representations and interpretations • identify a few differences or similarities in representations and interpretations though no reasons are offered for these • show minimal or no understanding of why sites/events/situations/people have been represented and interpreted in different/similar ways • make minimal or no use of any of the following in their explanations: purpose, audience, context, medium, access to information. |

0 marks = no response or response worthy of credit.

10 FAQs

When can teachers access controlled assessment tasks?

Controlled assessment tasks for submission in May 2015 and May 2016 are now on Interchange. See page 9 for the date of issue of tasks in subsequent years.

Can any preparation work be done out of the classroom?

Candidates may spend a maximum of one week before the eight hours begins on some preliminary and general planning (see section 6.2.1 of this document).

Where can the controlled assessment tasks 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 task valid for, ie, can we use last year's task this year?

No. Tasks change every year and it is the responsibility of centres to ensure that candidates are submitting the correct task. Tasks that have been on Interchange for a year will be removed on 1 June each year.

Where can the mark scheme be accessed?

The mark scheme is included in this document. It can also be found in the specification and can be accessed from the OCR website. The mark scheme is generic and stays the same each year.

Do we have to take the controlled assessment under exam conditions/teacher supervision?

Yes, candidates must be under direct teacher supervision during the eight hours of task taking. They must complete all their work under these conditions. This can be over more than one supervised session. More guidance on this can be found in Section 4: Controlled assessment of all revised GCSE specifications (first teaching in September 2012).

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

Tasks will only be available as downloads from Interchange: they will not be sent in hard copy to centres.

Do we mark them or do OCR?

Controlled assessment tasks for ALL subjects are internally marked by centres and externally moderated by OCR.

Can I devise my own task?

No, the task will be set by OCR.

When can I give the candidates the task?

You should give them the task in the week before the eight hours controlled assessment begins. They are allowed to go away and do some basic and general planning before the eight hours begins but they are not allowed to prepare a detailed plan or a draft answer.

In the first year of teaching this I will want to make sure that my teaching programme is suitable. Is there any help on this?

Yes. OCR has appointed consultants who have been trained to provide feedback on teaching programmes. There will be a website address which can be found on the main OCR website to which you can send your programmes of study.

Can I get my candidates to do the controlled assessment work in the autumn term of Year 10 and then store it and submit it for moderation at the end of Year 11?

Yes, as long as the correct task is used – as indicated on the task booklet.

Do all the candidates in my centre have to be taught the same option for controlled assessment?

No. Candidates within a centre, even within a class, can study different options and answer different tasks.

If the task changes every year, will I have to change my teaching programme every year?

If your teaching programme is broad and covers all the issues listed for your option, then no more than a little tweaking of the teaching programme should be necessary. In many cases, no changes will be needed.

What resources can I make available to my candidates during the eight hours of controlled assessment?

You can provide them with all the materials they have been using during the teaching programme, for example, their work, text books, sources, reference books, material downloaded from websites. If you think additional material is needed, this can be provided. There is a balance to be struck – candidates should have a reasonable range of resources to ensure they still have to make decisions about selection and that there will be a range of different responses, but they should not be overwhelmed with large quantities of resources. This will simply make the task much harder.

Once the eight hours starts, are the candidates completely on their own?

No. Although the teacher must be able to guarantee that the work a candidate hands in is his/her own individual work, the teacher is allowed to provide some general support to ensure the candidate is fulfilling the requirements of the specification. Detailed guidance on what support is allowed is provided earlier in this document.

This type of mark scheme is completely new to me. How will I know how to use it?

OCR will be holding a series of INSETs in the Autumn term of 2014. The main focus of these will be marking controlled assessment work. Live work completed by candidates in the previous term will be used.

Do candidates have to meet all the criteria within a band before they can be placed in that band?

No. The mark scheme will be applied using a 'best-fit' approach. This means that you will have to decide whether an answer matches the requirements of, for example, Band 3 or Band 4 better. It will not have to meet all the requirements to be placed in Band 4. It for example, must just be a better match than with Band 3.

Is use of the sources checking form necessary?

Use of OCR's controlled assessment consultancy service in order to confirm suitability of the final title and the programme of study is compulsory.

For both GCSE History A and B, proposal forms must be received by OCR by 31 January in the year of entry.

Can I submit my marks before the deadline?

Please remember that this is a linear paper and 100% terminal rules apply.

What counts under the word limit?

Quotations and headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures, tables, diagrams, charts and appendices should not be included.

How do I award marks for the individual bands?

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 five band descriptors provided in the marking grid that most closely describes the quality of the work being marked. This won't necessarily be the same band for each assessment objective, it is possible, for example, to score a higher band in one than in another. A total mark is then recorded.

11 WHOLE SCHOOL ISSUES

There is a series of issues that arise from controlled assessment that centres may wish to consider as whole-school issues rather than ones that can be dealt with within separate subject departments:

- should heads of subjects with controlled assessment get together to ensure that candidates are not faced with controlled assessment in a number of subjects all at the same time?
- should subjects have priority call on the computer room during their controlled assessment?
- if candidates are producing their work on the school network, what security arrangements can be introduced to ensure the regulations for controlled assessment are followed?
- what arrangements can be made for candidates who are absent for some of the controlled assessment time?
- what arrangements can be made for candidates who have special requirements?

12 GUIDANCE ON DOWNLOADING CONTROLLED ASSESSMENT TASKS FROM INTERCHANGE

Controlled assessment materials will be available to download from OCR Interchange from June 2009.

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.

13 GUIDANCE FOR THE PRODUCTION OF ELECTRONIC CONTROLLED ASSESSMENT

The Controlled assessment unit, A010, comprises one task. For each candidate, the task forms a controlled assessment portfolio, stored electronically.

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 the 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 A010, so that the portfolio is clearly identified as the work of one candidate.

Each candidate's controlled assessment portfolio should be stored in a secure area on the centre network. Prior to submitting the controlled assessment portfolio to OCR, the centre should add a folder to the folder tree containing controlled assessment and summary forms.

Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic controlled assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. A candidate who chooses to use only digital photographs (as required by the specification) and word documents will not be disadvantaged by that choice.

Evidence submitted is likely to be in the form of word-processed documents and, occasionally, PowerPoint presentations, digital photographs 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) |
| | 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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