



# Classics

**GCSE**

## **Classical Civilisation**

Guide to Controlled  
Assessment

J280/J080

Version 1

October 2012



## CONTENTS

INTRODUCTION	4
SUMMARY OF THE CONTROLLED ASSESSMENT UNIT	5
TEACHER GUIDANCE ON HOW TO PLAN CONTROLLED ASSESSMENT	6
CONTROLLED ASSESSMENT CANDIDATE GUIDELINES	13
TEACHER GUIDANCE ON TASK MARKING	17
FAQS	24
GUIDANCE ON DOWNLOADING CONTROLLED ASSESSMENT TASKS FROM INTERCHANGE	26
GUIDANCE FOR THE PRODUCTION OF ELECTRONIC CONTROLLED ASSESSMENT	30

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

## 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 UNIT

### UNIT A354: CULTURE AND SOCIETY IN THE CLASSICAL WORLD

This unit represents 25% of the total assessment and has a maximum of 60 marks.

There are **six** options for Controlled Assessment. There will be **two** tasks set for **each** option. Candidates are required to complete **one** task under controlled conditions. The assessment should represent approximately **2,000** words for each task.

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
- Analysis and evaluation: high level of control

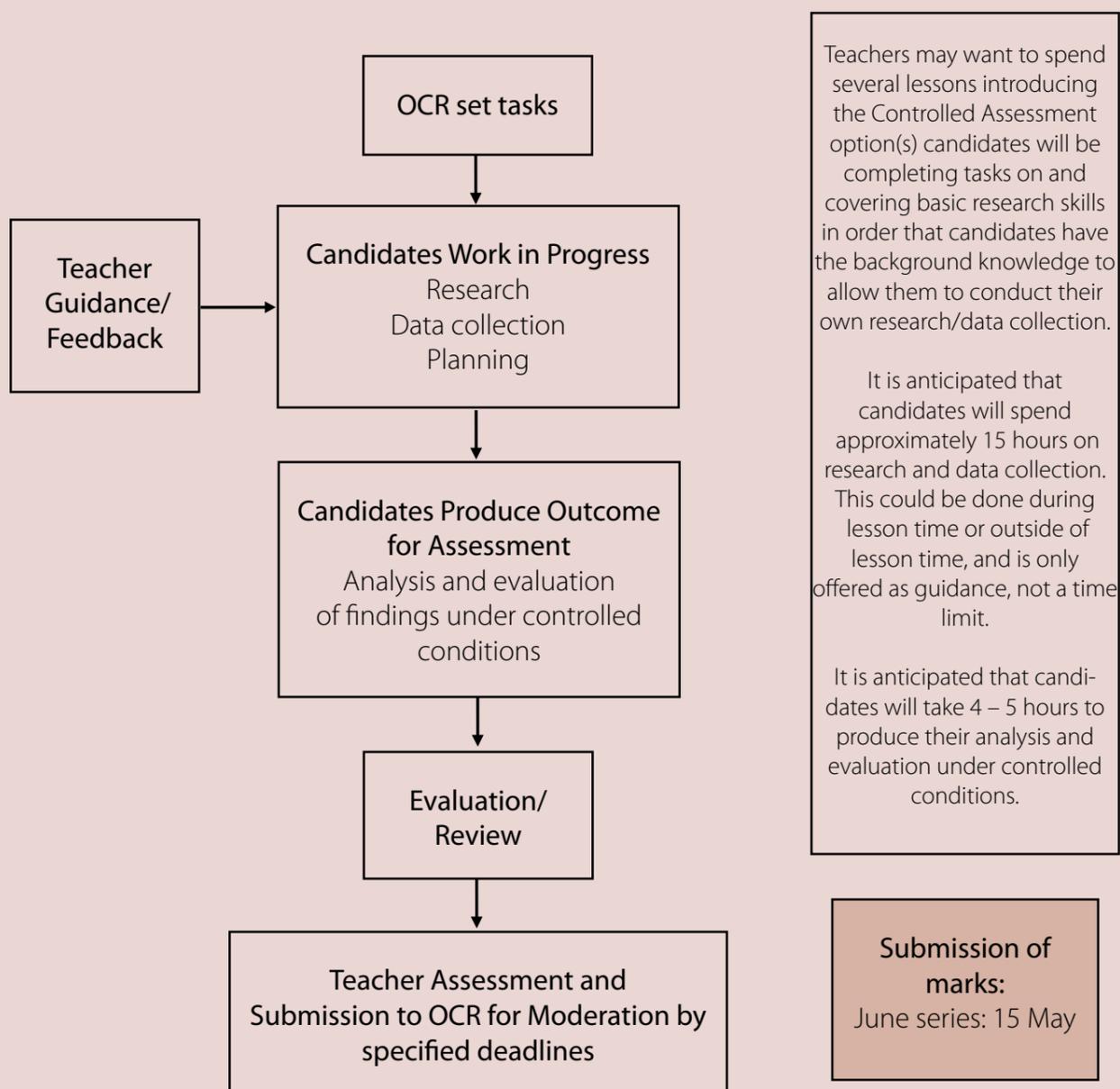
Task marking: medium level of control.

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



## 3.2 GUIDANCE ON THE RELEASE OF CONTROLLED ASSESSMENT TASKS TO CANDIDATES

### 3.2.1 CHOICE OF CONTROLLED ASSESSMENT TASK

The Controlled Assessment unit *A354; Culture and Society of the Classical World* aims to encourage candidates to actively engage in enquiring into an aspect of the classical world. There are six options within this unit, and candidates study one of these six options. The content of the six options is outlined on pages 12 – 14 of the specification. The unit is assessed through the completion of a Controlled Assessment task. Each year there will be two tasks set per option, making a choice of twelve tasks in total.

Each candidate must complete one task. Centres can choose whether all candidates complete the same task, or whether candidates have a choice between the two tasks for an option, or a choice of all twelve tasks.

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

#### TASK SETTING

This has a high level of control, which means that tasks are set each year by OCR. They are published in April for submission in May the following year.

The wording of Controlled Assessment tasks must **not** be changed by centres. Each task has been written to allow for a variety of approaches and the use of a range of resources.

The same Controlled Assessment task must NOT be used as the practice material and the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment tasks as guidance.

#### TASK TAKING

For Classical Civilisation this stage is divided into research/data collection and analysis/evaluation of findings.

### 3.2.2 WHEN AND HOW TO GIVE CONTROLLED ASSESSMENT TASKS TO CANDIDATES

Controlled Assessment tasks will be available on Interchange from 1 April – 15 May of the year prior to an assessment series, i.e. 1 April 2013 for assessment in June 2014 series.

The following advice and suggestions are only ideas about how introducing candidates to Controlled Assessment tasks and topics may be approached. Many teachers have years of experience in guiding candidates through their coursework, and much of the advice they have given them remains the same. The difference is in the final presentation of the piece which must be done under supervision. Candidates will be able to take in their notes, references and plans, but not any part already written.

#### WHEN TO GIVE CONTROLLED ASSESSMENT TASKS TO CANDIDATES

Controlled Assessment tasks will be available from 1 April in the year before assessment; however it is up to teachers to decide when to give these tasks to candidates. Teachers may feel it is helpful for candidates to have the tasks early on in the year, for example at the start of the school year in September, so that they can be thinking about them in advance of beginning research/data collection. Alternatively, teachers may prefer to wait and give tasks to candidates only at the beginning of the period of time for research and data collection. This will depend on centre specific circumstances, and teachers are in the best position to judge what is most suitable for their candidates.

#### WHEN CAN CONTROLLED ASSESSMENT TASKS BE UNDERTAKEN BY LEARNERS?

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.

#### HOW TO PREPARE CANDIDATES FOR CONTROLLED ASSESSMENT

The Controlled Assessment options for Classical Civilisation deal with different topics than those studied in the examined options. In many cases they can be related to those studied in other units, and links can usefully be drawn to give candidates a broader understanding of a society, (for example between the Controlled Assessment option on Sophocles or Aristophanes and the examined option on Athens, or the examined option on Rome and the Controlled Assessment option on Pliny) but there is no direct overlap. For this reason, candidates will need some introduction to the option that they will be completing a task on. In addition, teachers may feel that it is necessary to give candidates some guidance on research skills in order to prepare them for completing the task. The amount of background teaching required will vary from centre to centre, and teachers are in the best position to judge what will be most appropriate for their candidates.

There is further advice on background teaching for Controlled Assessment for Classical Civilisation in the Unit A354 – Sample scheme of work and lesson plan booklet, which is available on the OCR website.

A section 'Advice to Candidates' is attached below, which is not all-encompassing, but should be used to supplement any teacher led advice. It is intended as a check list of things not to forget in answering the set question.

## OCR GCSE CLASSICAL CIVILISATION CONTROLLED ASSESSMENT UNIT A354 ADVICE FOR CANDIDATES

#### TASKS

The titles will be published in April each year. There will be a choice of two for each option.

#### RESEARCH

Keep a note of where you find things, for 2 reasons:

1. you might want to look again at a particular idea or quote you have noted down and it will make it easier to find
2. you should include a bibliography at the end of your essay, including ancient sources, modern books and websites.

It is a good idea to keep a log (or diary) of what you have looked at, and when. Make a note also of how useful it was, and how much detail it gave you.

You will be allowed to take notes and a plan into the room when you write up your task which has to be done under controlled conditions. Make sure your notes are legible and organised. You don't want to waste time looking for something when time is precious.

#### PLANNING AND WRITING

- You will need to select the information and sources which are most useful and relevant for answering the question.
- Don't just write an account; explain how far, or to what extent the sources are useful etc.
- Support your arguments with evidence from the sources. Remember to evaluate them.
- Try and reach a conclusion at the end.
- You should aim to write about 2000 words.
- You should add a word count and a bibliography.
- Any quotes should be relevant to your argument and can be either in the main part or in a footnote.
- Make sure you have answered the question!



### 3.3 GUIDANCE ON RESEARCH/DATA COLLECTION

For Classical Civilisation research/data collection has a limited level of control.

- (a) **Authenticity control:** Candidates may research the task set without direct supervision. They should keep a record of all sources used so they are able to provide acknowledgement and referencing of all sources used during analysis and evaluation.
- (b) **Feedback control:** Candidates can be given support and guidance during the research/data collection phase of task taking. Centre staff can explain the task, advise on how the task could be approached, advise on resources and alert the candidate to key things that must be included in their evaluation and analysis of findings (such as inclusion of original sources, interpretation and evaluation of those sources and full referencing of all sources used).
- (c) **Time control:** There is no time limit imposed by OCR to complete the research/data collection element of the assessment tasks as specified within this unit. There is a word limit of 2,000 words: headings included within the body of the material presented by the candidate should be included in the word count. Footnotes, figures, tables, diagrams, charts and appendices should not be included in the word count.
- (d) **Collaboration control:** The work of individual candidates may be informed by working with others during the research/data collection stage of task completion.
- e) **Resource control:** Candidates' access to resources is limited by those available to the centre. Candidates may have access to the internet during research/data collection.

#### COMPLETING RESEARCH/DATA COLLECTION

Centre staff may give support and guidance to candidates during the research/data collection stage. OCR anticipates that candidates will require approximately 15 hours of research/data collection time; this is likely to be completed over a number of weeks. This figure is, however, only given as guidance and the actual time given will depend on the centre-specific circumstances. This support and guidance should focus on checking that candidates understand what is expected of them.

It is not acceptable for candidates to be provided with model answers or to work through answers in detail. Candidates should not produce drafts during the research/data collection phase of task completion, and centre staff must not mark drafts or allow drafts to be included in the research notes used by candidates during analysis/evaluation of findings.

Candidates may use information from any relevant source to help them with producing evidence for the task.

Candidates must be guided on the use of information from other sources to ensure that confidentiality and intellectual property rights are maintained at all times. It is essential that any material directly used from a source is appropriately and rigorously referenced.

### 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.

For Classical Civilisation analysis and evaluation of findings has a high level of control.

- (a) **Authenticity control:** Candidates will complete all work for assessment under direct supervision by an appropriate member of centre staff. The member of staff must be able to authenticate the work and must insist that all sources are acknowledged and referenced.
- (b) **Feedback control:** Candidates must not be given any feedback during analysis and evaluation of findings.
- (c) **Time control:** There is no time limit imposed by OCR to complete the analysis and evaluation element of the assessment tasks as specified within this unit. There is a word limit of 2,000 words. Candidates should be given enough time to be able to complete the task.
- (d) **Collaboration control:** Candidates must not work with others during completion of analysis and evaluation of findings.
- (e) **Resource control:** During analysis and evaluation, candidates should only have access to the notes they have made during the research/data collection phase of task taking. It is the responsibility of the centre to ensure that these are research notes and do not include a draft or final version of the task, as the analysis and evaluation of findings must be completed under supervised conditions. If candidates complete analysis and evaluation in several separate sessions, it is the responsibility of the centre to ensure that candidates do not add to the task between sessions. The analysis and evaluation of findings must be completed under supervised conditions.

If candidates are completing the evaluation and analysis of findings using a computer, the centre must ensure that they do not have access to email or to the internet, or to any notes other than the notes they made during the research/data collection phase of task taking. (See Specification for further details.)

#### COMPLETING ANALYSIS/EVALUATION OF FINDINGS

Candidates should be allowed sufficient time to complete the task. OCR anticipates that candidates will require approximately 5 hours to write up the task. This figure is, however, only given as guidance and the actual time given will depend on the centre-specific circumstances. The task can be completed over several separate sessions. It is the responsibility of the centre to ensure that all work on the evaluation and analysis of findings is completed with high level of control the required under formal supervision.

Centre staff should not give candidates further guidance during the evaluation and analysis of findings phase of task completion.

Each candidate must produce individual and authentic evidence for the task they are completing.

### 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 as possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to the OCR Quality and Standards Division 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 Result about 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 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.

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

- centre number
- centre name
- candidate number
- candidate name
- unit code and title
- 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 as detailed in Appendix C of the Specification.

## 4 CONTROLLED ASSESSMENT CANDIDATE GUIDELINES

### 4.1 TASK SETTING

The tasks for this subject are set by OCR and changed every year. However you may be able to adapt the task set by choosing which site or resources you are going to use to do your research/data collection. This should be done in consultation with your teacher.

The titles will be published in April each year. There will be a choice of two for each option.

### 4.2 TASK TAKING

#### 4.2.1 WHAT CAN I DO IN RELATION TO RESEARCH, DATA COLLECTION AND PLANNING?

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

Things to think about/remember:

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

During research/data collection, you can talk to your teacher about the task and ask them for advice. You can also work with other candidates and share ideas about the task with them. With out-of-classroom fieldwork, group data collection is allowed on health and safety grounds. However you must be aware of all the data collection methods used as you will need to write about these later.



## 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.

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

## 4.2.3 WHAT CAN I EXPECT IN THE SUPERVISED SESSIONS?

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

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

Things to think about/remember:

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

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

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

## 4.2.4 RESEARCH

Keep a note of where you find things, for 2 reasons:

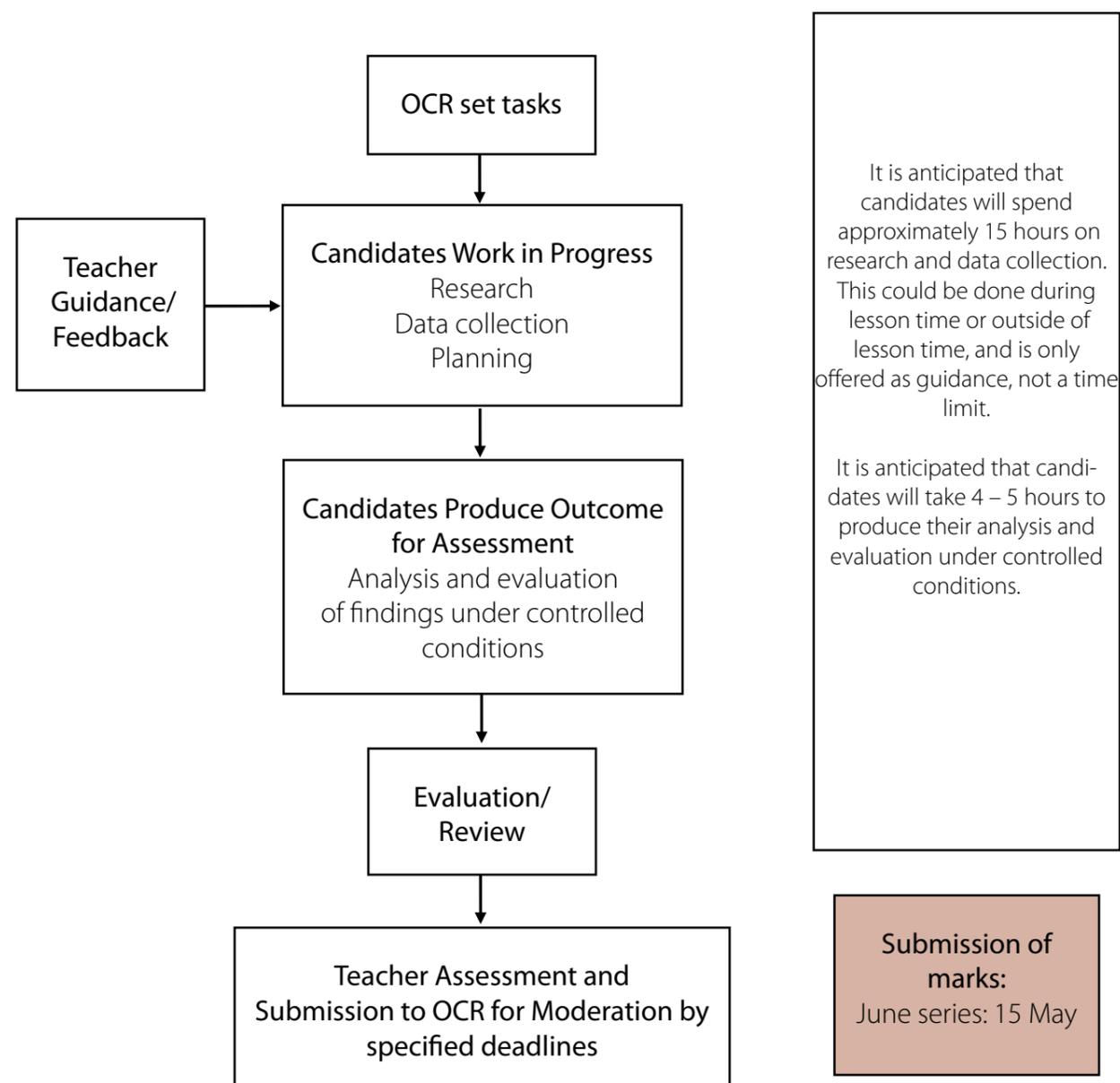
1. You might want to look again at a particular idea or quote you have noted down and it will make it easier to find
2. You should include a bibliography at the end of your essay, including ancient sources, modern books and websites.

It is a good idea to keep a log (or diary) of what you have looked at, and when. Make a note also of how useful it was, and how much detail it gave you.

You will be allowed to take notes and a plan into the room when you write up your task which has to be done under controlled conditions. Make sure your notes are legible and organised. You don't want to waste time looking for something when time is precious.

## 4.2.5 PLANNING AND WRITING

- You will need to select the information and sources which are most useful and relevant for answering the question.
- Don't just write an account, explain how far, or to what extent the sources are useful etc.
- Support your arguments with evidence from the sources. Remember to evaluate them.
- Try and reach a conclusion at the end.
- You should aim to write about 2000 words.
- You should add a word count and a bibliography.
- Do not quote too much. Any quotes should be relevant to your argument and can be either in the main part or in a footnote.
- Make sure you have answered the question!



## 5 TEACHER GUIDANCE ON TASK MARKING

### 5.1 GENERIC GUIDANCE ON HOW TO MARK CONTROLLED ASSESSMENT TASKS

The starting point for marking the tasks is the GCSE Classical Civilisation marking grid for Controlled Assessment. This contains levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. Before the start of the course, and for use at INSET training events, OCR will provide exemplification through real or simulated candidate work which will help to clarify the level of achievement the assessors should be looking for when awarding marks.

The assessment task for the Controlled Assessment unit should be marked by the teacher according to the given marking criteria within the relevant unit using a 'best fit' approach. For each of the assessment objectives, one of the five descriptors provided in the marking grid for the assessment objective – the one that most closely describes the quality of the work being marked – should be selected.

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 that best describes the work of the candidate.

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

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

Centres should use the full range of marks available to them; centres must award **full** marks in any band for work which fully meets that descriptor. This is work which is 'the best one could expect from candidates working at that level'. Where there are only two marks within a band the choice will be between work which, in most respects, meets the statement and work which just meets the statement. For wider mark bands, the marks on either side of the middle mark(s) for 'adequately met' should be used where the standard is lower or higher than 'adequate' but not the highest or lowest mark in the band. Only one mark per assessment objective will be entered. The final mark for the candidate for the unit is out of a total of 60 and is found by totalling the marks for each of the assessment objectives.



## 5.2 UNPACKING ASSESSMENT OBJECTIVES IN CONTROLLED ASSESSMENT TASKS

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

- AO1 - Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world
- AO2 - Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world
- AO3 - Interpret, evaluate and respond to literature and its contexts and/or sources related to society and values of the classical world

For Controlled Assessment tasks, candidates will need to demonstrate knowledge, understanding and evaluation in order to access marks across the three assessment objectives.

Tasks have been written to allow candidates to do this, however it is worth reminding them that they need to make sure that they include these three elements in their Controlled Assessment task.

### AO1

Candidates should demonstrate knowledge relevant to the title of the Controlled Assessment task. This should include information and evidence that is factually accurate. It is important to remember that this AO includes selection and organisation, so information also needs to show evidence of selection and organisation.

Written communication is no longer marked separately, and so this is also assessed as part of AO1. Text should be legible and spelling, punctuation and grammar accurate. Meaning should be clearly communicated and the word limit should not be exceeded.

### AO2

Candidates should demonstrate understanding issues raised by the title, with full explanation. They should also demonstrate understanding of the knowledge and evidence that they have included.

### AO3

Candidates should demonstrate the ability to analyse and evaluate. This should include evaluation of the issues raised by the Controlled Assessment task title. It should also include effective analysis of the evidence they have included, both primary sources (either literary or archaeological) and also analysis of the relevance of information they have included. Conclusions should be supported by evaluation and analysis. Candidates should also offer a personal response to the question, for example if they have offered a number of different theories, they should evaluate which one they agree with and explain why.

## 5.3 INTERPRETATION OF THE CONTROLLED ASSESSMENT MARKING CRITERIA

For Controlled Assessment AO1 is weighted at 35% of the marks for the unit, AO2 at 30% and AO3 at 35%. This means that there is a maximum of 21 marks available for AO1, 18 for AO2, and 21 for AO3. Candidates should be given a mark for each Assessment Objective, and these marks added together to give a total mark out of 60.

The marking grid has a column for AO1, AO2 and AO3. Each Assessment objective column is divided into 5 levels; **thorough, sound, some, limited and minimal/none**. The number of marks available for each AO at each level is then listed above the descriptor for that level.

	<b>A01</b> Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	<b>A02</b> Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	<b>A03</b> Interpret, evaluate and respond to literature and its contexts and/or of society and values of the classical world.
<b>Thorough</b>	<b>17–21</b> <ul style="list-style-type: none"> <li>• Demonstrates thorough knowledge based on a full range of relevant factual information and evidence, appropriate to the title.</li> <li>• Facts are accurate.</li> <li>• <b>Thorough</b> range of relevant primary source material.</li> <li>• Gives a detailed overview.</li> <li>• Text is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</li> <li>• The candidate has written with precision and succinctness, so that the word limit is not exceeded.</li> </ul>	<b>15–18</b> <ul style="list-style-type: none"> <li>• Demonstrates <b>thorough</b> understanding of issues raised by title with full explanation.</li> <li>• Demonstrates <b>thorough</b> understanding of evidence with clear and detailed explanation.</li> </ul>	<b>17–21</b> <ul style="list-style-type: none"> <li>• <b>Thorough</b> evaluation of issues raised by title with detailed analysis of evidence.</li> <li>• Primary sources are used effectively in constructing a reasoned argument.</li> <li>• Conclusions are well drawn and <b>thoroughly</b> supported by evaluation and analysis.</li> <li>• Candidate constructs an informed personal response to the question.</li> </ul>
<b>Sound</b>	<b>12 - 16</b> <ul style="list-style-type: none"> <li>• Demonstrates <b>sound</b> knowledge based on a range of relevant factual information and evidence, appropriate to the title.</li> <li>• Facts are mostly accurate though there may also be inclusion of some material that is inaccurate or outside the remit of the title.</li> <li>• <b>Sound</b> range of relevant primary source material.</li> <li>• Gives a <b>sound</b> overview.</li> <li>• Text is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</li> <li>• The candidate has written with some precision and succinctness, but has not exceeded the prescribed word limit.</li> </ul>	<b>11-14</b> <ul style="list-style-type: none"> <li>• Demonstrates <b>sound</b> understanding of issues raised by title with explanation.</li> <li>• Demonstrates <b>sound</b> understanding of evidence with explanation.</li> </ul>	<b>12-16</b> <ul style="list-style-type: none"> <li>• <b>Sound</b> evaluation of issues raised by title with analysis of evidence.</li> <li>• Primary sources are mostly used effectively though some may not move the argument forward much.</li> <li>• <b>Sound</b> conclusions are drawn from the evaluation and analysis.</li> <li>• Candidate offers a personal response to the question.</li> </ul>

<b>Some</b>	<b>8-11</b>	<b>7-10</b>	<b>8-11</b>
	<ul style="list-style-type: none"> <li>• Demonstrates <b>some</b> relevant knowledge based on a range of factual information and evidence.</li> <li>• Facts are often accurate, but inaccuracies occur throughout the work and some of the material included is outside the remit of the title.</li> <li>• <b>Some</b> relevant primary source material.</li> <li>• Gives a partial overview.</li> <li>• Text is legible. There are mistakes in spelling, grammar and punctuation, however meaning is still communicated clearly for most of the answer.</li> <li>• The candidate has written with precision or succinctness and has not exceeded the prescribed word limit.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>some</b> understanding of some of the issues raised by title.</li> <li>• Demonstrates <b>some</b> understanding of evidence with <b>some</b> explanation.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Some</b> evaluation of issues raised by title with some analysis of evidence.</li> <li>• <b>Some</b> use of the primary sources that have been included, though others may be placed in the work with little obvious relevance and are merely decorative.</li> <li>• <b>Some</b> conclusions are drawn which are supported to some extent by the evaluation and analysis.</li> <li>• Candidate offers a personal response to <b>some</b> of the question.</li> </ul>
<b>Limited</b>	<b>4-7</b>	<b>4-6</b>	<b>4-7</b>
	<ul style="list-style-type: none"> <li>• Demonstrates <b>limited</b> relevant knowledge and information.</li> <li>• It may appear that many facts have been included but there is a considerable degree of inaccuracy and much of the material is outside the remit of the title.</li> <li>• <b>Limited</b> primary source material, with little relevance.</li> <li>• Text is sometimes illegible and there are mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</li> <li>• The work of the candidate lacks precision and succinctness, but the work presented still does not exceed the prescribed word limit.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>limited</b> understanding of limited relevance to issues raised by the title.</li> <li>• Demonstrates a <b>limited</b> understanding of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Limited</b> evaluation of issues raised by title with <b>limited</b> analysis of the evidence.</li> <li>• The majority of primary sources that have been included are not used and are merely decorative.</li> <li>• Simple conclusion which may not be supported by the evaluation or analysis.</li> <li>• Answers offer a personal response at a <b>limited</b> level.</li> </ul>
<b>Minimal/ None</b>	<b>0-3</b>	<b>0-3</b>	<b>0-3</b>
	<ul style="list-style-type: none"> <li>• Demonstrates <b>minimal or no</b> relevant knowledge.</li> <li>• What is included is almost entirely, or is entirely, inaccurate and outside the remit of the title.</li> <li>• <b>Minimal or no</b> primary source material of any relevance to the title.</li> <li>• Text is often illegible. Frequent mistakes in spelling, grammar and punctuation impede communication of meaning.</li> <li>• The candidate has either written relatively little or it is of some length but the content is not focussed on the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>minimal or no</b> understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Minimal or no</b> evaluation or analysis.</li> <li>• Any primary sources that have been included are merely decorative.</li> <li>• Answers offer a <b>minimal</b> personal response, or <b>no</b> response.</li> </ul>

Teachers should employ a 'best-fit' approach to marking, rewarding achievement rather than penalising failure of omissions. The award of marks should be directly related to the marking criteria. Teachers are asked to use their professional judgement when using the mark grids, identifying the statements for each AO that apply to each particular candidate. Once teachers have decided on a particular level for an AO, based on this process of selecting the statements that best describe a candidate's work, teachers should fine tune the specific mark within each level so that the rank order produced is reasonable and acceptable in the light of candidate performance overall. Where a candidate's work convincingly meets the statements, the highest mark should be awarded. Where a candidate adequately meets the statements, or meets most but not all of the statements, then the most appropriate mark should be awarded that reflects their performance. Where the candidate just meets the statements, then the lowest mark should be awarded.

Centres should use the full range of marks, and if a candidate is deserving of full marks for each AO then the centre should award them. Candidates may well perform differently across the different assessment objectives. For example, a candidate's work may demonstrate a **sound** level of knowledge (AO1), but only **some** understanding (AO2) and **limited** evaluation and analysis (AO3). This is not to suggest that the different Assessment Objectives are not inter-related. It would be difficult, for example, for a candidate to demonstrate **thorough** or **sound** analysis and evaluation if they had included only a **limited** level of information and evidence for AO1, because there would then be very little for them to base their evaluation and interpretation on. However, the three assessment objectives relate to the different skills, AO1 being the inclusion of the information and evidence, AO2 demonstration of understanding of that information and related issues, and AO3 the way the information and evidence is evaluated and interpreted to reach conclusions about the topic in question. For this reason, candidates will often achieve marks in different levels across the 3 Assessment Objectives. This is perfectly acceptable, and appropriate marks should be awarded.

## 5.4 AUTHENTICATION OF CONTROLLED ASSESSMENT OUTCOMES

Teachers/course tutors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout their research/data collection, but they must be supervised during production of analysis and evaluation of findings. The teacher/course tutor must exercise sufficient supervision that they are confident that the notes produced during research data collection are the only resource candidates have access to during analysis and evaluation, in order to be in a position to judge the authenticity of the candidate's work.

Wherever possible during research/data collection, the teacher/course tutor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for assessors to provide general feedback and to judge the authenticity of the work produced during the evaluation and analysis of findings stage.

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. 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 Controlled Assessment tasks are 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. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Appendix B of the Specification.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's file.

## 5.7 MINIMUM REQUIREMENTS FOR CONTROLLED ASSESSMENT

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

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

## 5.8 SUBMISSION DATE FOR CONTROLLED ASSESSMENT

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



## 6 FAQs

### **When can Controlled Assessments be taken?**

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

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

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

### **When can teachers and candidates access the material?**

Controlled Assessment tasks will be available from Interchange on 1 April of the year prior to an assessment series, i.e. 1 April 2013 for assessment in June 2014 series. Tasks change every year and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every year for this subject.

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

Yes. Controls are set at the level of tasks setting, task taking and task marking. Preparation work comes into the task taking level, under Research and Data Collection, which have a limited level of control i.e. work can be carried out without direct supervision. More guidance on this can be found in Section 4: Controlled Assessment (in the 2012 Specification).

### **Is there a minimum or maximum time that can be spent on the assessments?**

Suggested time limits vary per subject: there are suggested time limits given in Section 4: Controlled Assessment (in the 2012 Specification).

### **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, ie, can we use last year's assessment this year?**

Tasks change every year and it is the responsibility of centres to make sure that candidates are submitting the correct task. Tasks will be taken off Interchange on 15 May every year for this subject.

### **Where can the Mark Schemes be accessed?**

Mark Schemes are included in the specifications and can also be accessed from the OCR website. Mark Schemes are attached at the end of each Sample Assessment Material.

### **Do we have to take the Controlled Assessment under exam conditions/teacher supervision?**

Yes, but only for task taking, i.e. the last part of Controlled Assessment when candidates are producing their final piece of work – note that this can be over more than one supervised session. More guidance on this can be found in Section 4: Controlled Assessment (in the 2012 Specification).

### **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 tasks?**

No, the wording of tasks cannot be changed, though centres can choose resources in order to fit their centre specific circumstances. For example if there was a task on Roman towns, centres or candidates would be able to choose which town(s) to study. If you have a suggestion for a new task please contact OCR.

### **Do all the exam boards have Controlled Assessment?**

Yes, where subjects have Controlled Assessment it is part of the subject criteria, therefore Controlled Assessment will be part of the GCSE specification for Classical Civilisation for all the exam boards who offer this subject.

### **Does the entire 2000 word task have to be written in one sitting?**

No. The 2000 word task can be completed in several sessions, however, this stage of task taking (analysis and evaluation of findings) does have a high level of control, therefore centres will need to ensure that work is only completed under controlled conditions and that candidates do not add to their analysis/ evaluation outside of the supervised sessions.

### **What counts towards the word count?**

Headings included within the body of the materials presented by the candidate should be included in the word count, but footnotes, figures/diagrams, quotations from literary texts and appendices should not be included.

### **How much help may I give candidates?**

During the research stage of task taking, when candidates are gathering information and making notes to help them complete the second stage of task taking – analysis and evaluation of findings, teachers can offer help and guidance. Teachers can talk to candidates about the task and discuss the various approaches that might be taken and resources that could be used. There is detailed information in Section 4 of the specification on the level of help that can be given.

### **Do I have to supervise them during the write up (analysis and evaluation of findings)?**

Candidates have to complete the analysis and evaluation of findings stage of task taking under formal supervised conditions. It is however up to the centre to decide the most appropriate way to do this. Candidates do not

necessarily have to be supervised by their teacher.

### **How is it any less open to abuse and plagiarism than coursework was?**

Controlled Assessment is far more tightly controlled than coursework was. Task taking has a high level of control, with titles being set by the board and changed every year. The analysis and evaluation of findings element of task taking also has a high level of control, meaning that during this stage candidates will work under formal, supervised conditions. For coursework in Classical Civilisation the choice of titles was completely open, and there were no restrictions over the conditions in which coursework could be completed.

### **With the board setting titles, how will I still find something to suit the different interests and abilities of all my candidates?**

The titles will be set by the board, which will restrict to some extent what candidates can do. However, the Controlled Assessment unit has a choice of 6 options, and there will be two titles set for each of these, so there will be a good range of titles every year. In addition, while the wording of the titles must not be changed, it will be broad enough to allow each task to be approached from a number of different angles and in varying degrees of depth. The combination of a range of titles and options, and the open-ended style of the questions, should mean that it is still possible to find something to suit the interests and abilities of all candidates.

### **Can learners re-sit the qualification?**

Yes but only in its entirety, re-sitting individual units mid-course is no longer possible.

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

Yes they can

## 7 GUIDANCE ON DOWNLOADING CONTROLLED ASSESSMENT TASKS FROM INTERCHANGE

### Before you start

Controlled Assessment materials will be available to download from OCR Interchange.

In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at <http://www.ocr.org.uk/interchange>

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

### STEP 1 – LOG INTO INTERCHANGE

Click on the following link <https://interchange.ocr.org.uk>

Enter your log in details

**OCR interchange**  
RECOGNISING ACHIEVEMENT

Welcome

You can use Interchange to securely access candidate information and online services for all OCR qualifications, 24 hours a day.

New features will be added over the coming months. Please check the [OCR website](#) and your email for information.

**Login**

Login ID:  (for centre users this will be your centre number)

Username:

Password:  (case sensitive)

[Forgot Your Password?](#)

**New User**

To sign up please complete and return the [OCR Interchange Agreement \(1.18.08\)](#) to receive your login 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.

**OCR interchange**  
RECOGNISING ACHIEVEMENT

You are here: Home

Welcome to Interchange

**What's new?**

**Support materials**  
Controlled assessment materials sign our secure website, Interchange, which has been redeveloped following your feedback. [Find out more](#)

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

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

**Tell us what you think**

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

**By task**

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

**By qualification**

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

### 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.

**OCR interchange**  
RECOGNISING ACHIEVEMENT

You are here: Home » Controlled assessment materials

**Controlled Assessment Materials**

**Notices**

Controlled Assessment materials for GCSE specifications will be available to download from June 2009

Use the drop-down menus below to select the controlled assessment material you require or search by unit code.

Unit Code (eg. F123)

Select qualification type:

Select subject:

Select subject details:

[A268 - Controlled Assessment](#) (PDF 254KB)

[A268 - Resource Booklet](#) (PDF 254KB)

**Page notes**

Windows XP and Windows Vista have a built in zip extractor.  
If you use Windows 95, 98, 2000, ME, or NT, use a zip program such as WinZip or PKZip to extract the files.

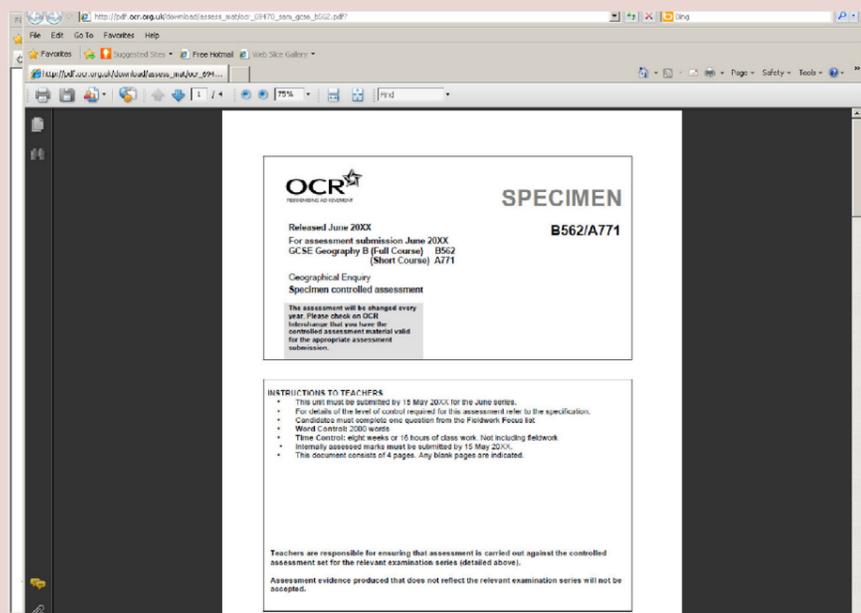
Download Adobe Acrobat software | Accessibility | Terms of use | © 2005-2009 OCR



## STEP 4 – OPEN MATERIALS

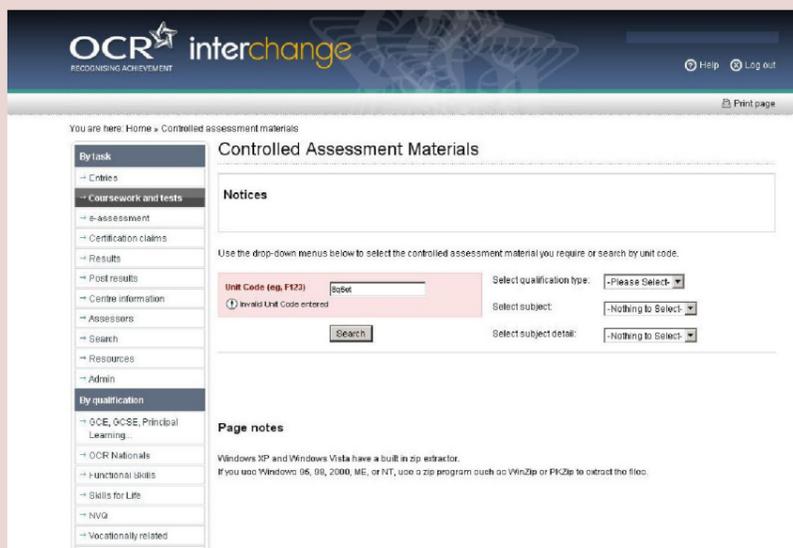
Click on the document link, the document will open in your browser.

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

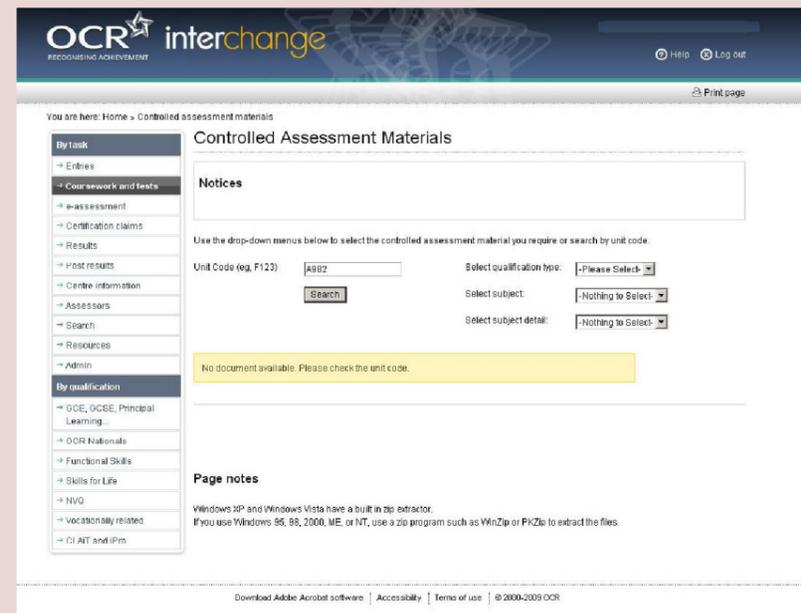


## STEP 5 – TROUBLESHOOTING

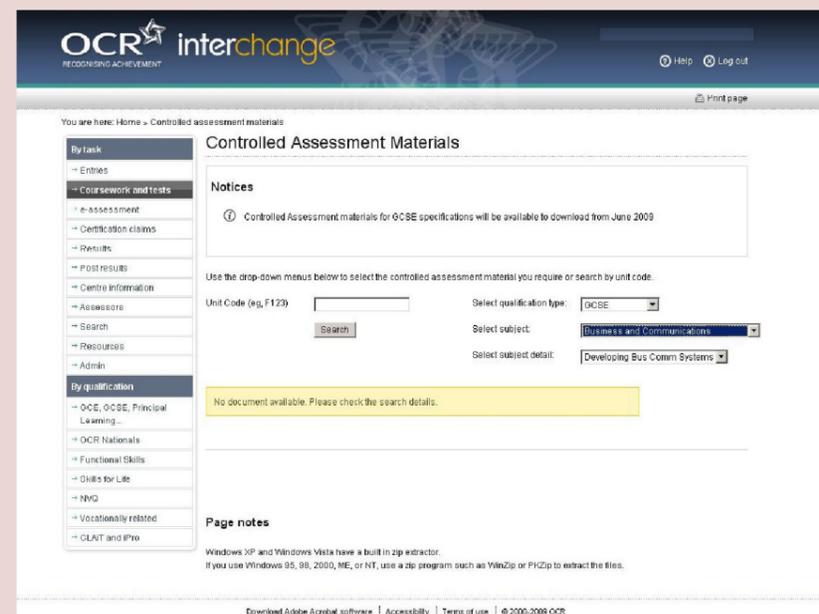
If you search for an invalid unit code, the following error message will be displayed.



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



If you search via the 'drop down' menus but there is no document currently available, the following message will be displayed.



## 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 B562, so that the portfolio is clearly identified as the work of one candidate.

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

### DATA FORMATS FOR EVIDENCE

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

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

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

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the moderator and fully represent the evidence available for each candidate.

Accepted File Formats
Movie formats for digital video evidence
MPEG (*.mpg)
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 on the latest news by registering to receive e-alerts at [www.ocr.org.uk/updates](http://www.ocr.org.uk/updates)

Telephone 01223 553998

Facsimile 01223 552627

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

