



# Geography

**GCSE 2012**

## **Geography B**

Guide to Controlled  
Assessment

J385

Version 1  
September 2012

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

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# 1. INTRODUCTION

## 1.1 WHAT IS CONTROLLED ASSESSMENT?

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 for Geography will be 25% 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 controls are defined as follows:

- Formal supervision (High level of control) – the candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
- Informal supervision (Medium level of control) – questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work. Supervision is confined to (i) ensuring that the contributions of individual candidates are recorded accurately, and (ii) ensuring that plagiarism does not take place. The supervisor may provide limited guidance to candidates.
- Limited supervision (Limited level of control) – requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

## 1.3 WHAT IS THE PURPOSE OF THIS GUIDE?

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

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

## 2. SUMMARY OF THE CONTROLLED ASSESSMENT UNIT

### 2.1 UNIT B562: GEOGRAPHICAL ENQUIRY

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

This unit consists of **one** task, a Fieldwork Focus of a hypothesis or question.

A choice of specific OCR set task titles will be released each year. There will be one task set per theme for the Fieldwork Focus, **except** for Rivers and Coasts, which will have one each. There will not be a task for the Natural Hazards theme.

Each candidate's submission should be no more than 2000 words in total.

The recommended timing for the Controlled Assessment task is:

**Fieldwork Focus:** eight weeks or 16 hours of class work. Not including fieldwork.

Field notebooks, research notes, full sets of questionnaires, etc, should not be submitted for assessment.

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 two different stages, each with a different level of control:

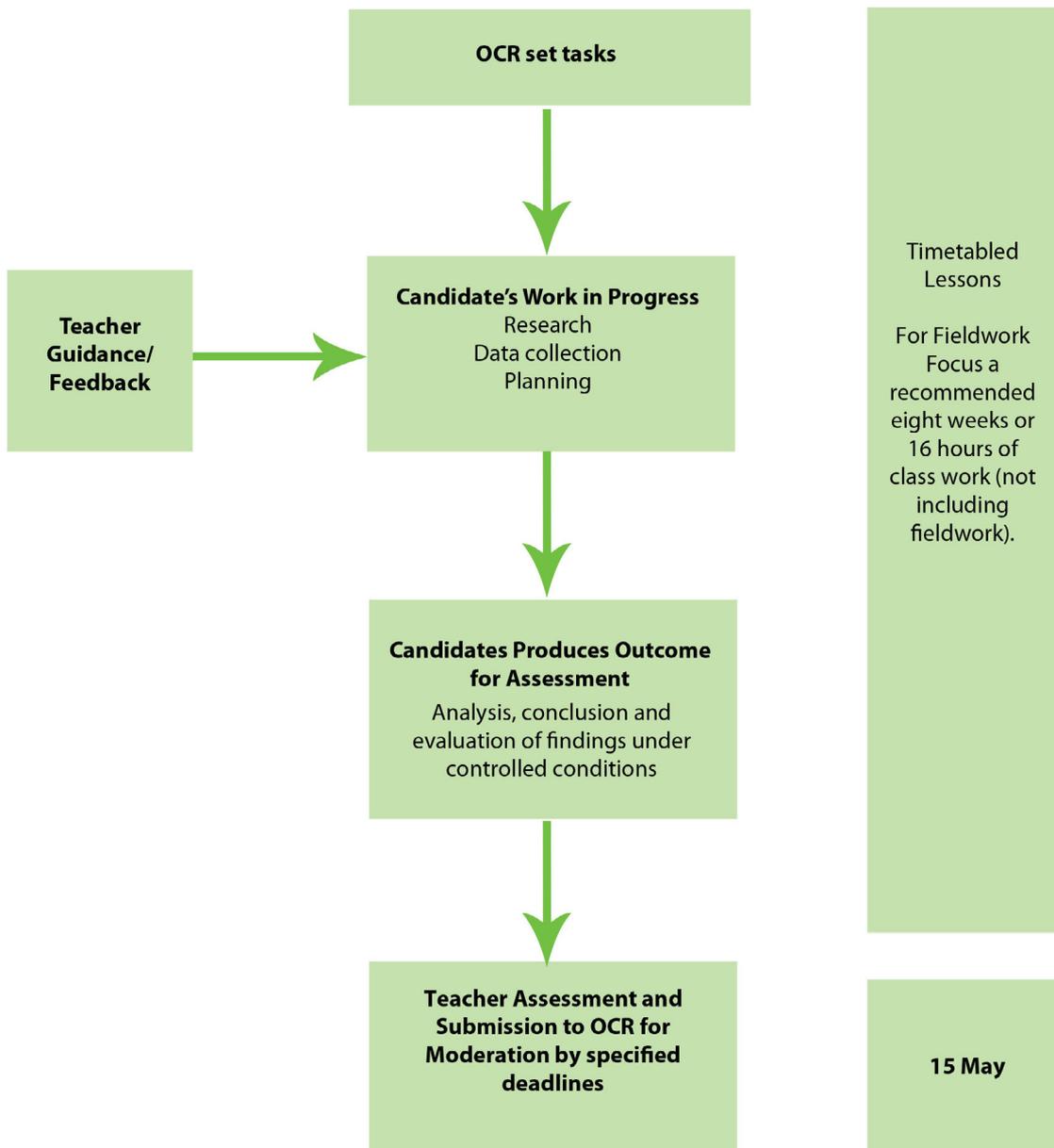
- Research/data collection: limited level of control
- Analysis, conclusion and evaluation: high level of control

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

OCR will assume a high level of control in relation to the setting of tasks. Four task titles will be available for Fieldwork Focus, one for Rivers, one for Coasts, one for Population and Settlement and one for Economic Development.

These tasks have been designed to meet the full assessment requirements of the unit. Candidates will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the unit in addition to completing the evidence requirements of the designated task title.

Centres must choose from the task titles offered by OCR and drawn from the content areas of the specification. While the wording must remain unchanged, these tasks can be contextualised so that they allow the usage of local resources available to any centre. These tasks may also be set within overarching scenarios and briefs specifically relevant to the centre's own environment and targeted at their particular cohorts of candidates.

Controlled Assessment tasks must be contextualised by centres in ways that will not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest levels.

The same OCR Controlled Assessment tasks must NOT be used as practice material and then as the actual live assessment material. Centres should devise their own practice material using the OCR specimen Controlled Assessment task as guidance, if they wish to do so. The task will be changed each year.

### 3.2.2 When and how to give Controlled Assessment tasks to candidates

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

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

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

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

### 3.3 GUIDANCE ON THE APPROACHES TO CONTROLLED ASSESSMENT TASKS

#### 3.3.1 Fieldwork Focus

Setting the scene	<p>This involves</p> <ul style="list-style-type: none"> <li>• the investigation question or hypothesis</li> <li>• the expected outcomes;</li> <li>• an explanation of how the question or hypothesis/hypotheses link to the specification;</li> <li>• relevant information about the place(s) chosen as the focus for the investigation.</li> </ul>
Method of data collection	<p>This involves</p> <ul style="list-style-type: none"> <li>• a description of the fieldwork techniques that could be carried out to collect primary data for the enquiry, for example, questionnaire, interview, measuring and recording, mapping and drawing of appropriate features. This could be carried out in groups or individually;</li> <li>• an explanation of why these methods are used;</li> <li>• what problems were encountered in the collection of data.</li> </ul>
Data presentation and analysis	<p>This involves</p> <ul style="list-style-type: none"> <li>• presentation of data collected in an appropriate range of forms. This could include maps, graphs, photographs, drawings or a combination;</li> <li>• a description of the key findings shown by the data;</li> <li>• an explanation of the key findings.</li> </ul>
Evaluation and conclusion	<p>This involves</p> <ul style="list-style-type: none"> <li>• revisiting the original question/hypothesis and drawing substantiated conclusions;</li> <li>• commenting on the success and usefulness of the investigation;</li> <li>• commenting on the limitations of the investigation;</li> <li>• making reasoned suggestions for improving and extending the investigation.</li> </ul>

## 4. CONTROLLED ASSESSMENT CANDIDATE GUIDELINES

### 4.1 TASK SETTING

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

### 4.2 TASK TAKING

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

Once you have been given the task title (or choice of task titles), you will have time to 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 may be helpful to make a basic plan so that you can check you have all the information that you need
- remember, you will not have access to resources other than your notes when you write up the 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. The amount of feedback 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 and draw conclusions from it.

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:

- 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.

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, conclusion and evaluation however, as this part of the work needs to be completed under controlled conditions.

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

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

## 5. TEACHER GUIDANCE ON TASK MARKING

### 5.1 MARKING CRITERIA FOR CONTROLLED ASSESSMENT TASK: FIELDWORK FOCUS

	Level 1	Level 2	Level 3	Total
AO2 Application of knowledge and understanding in familiar and unfamiliar contexts	<ul style="list-style-type: none"> <li>• Candidates have applied their knowledge and understanding of the question/ hypothesis to describe the context of the enquiry in a limited range of contexts.</li> <li>• They have applied their knowledge and understanding to suggest a basic outcome of their enquiry.</li> <li>• They have used basic information to describe the place(s) chosen as a focus for the enquiry but it is not always relevant.</li> <li>• They have used their knowledge and understanding to describe and explain their evidence simply.</li> </ul>	<ul style="list-style-type: none"> <li>• They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a variety of contexts.</li> <li>• They have applied their knowledge and understanding to suggest some expected outcomes of their enquiry with some explanation.</li> <li>• They have used sound information to describe the place(s) chosen as a focus for the enquiry.</li> <li>• They have used their knowledge and understanding to describe and explain their evidence in a sound way.</li> </ul>	<ul style="list-style-type: none"> <li>• They have applied their knowledge and understanding of the question/hypothesis to describe the enquiry in a wide range and variety of contexts.</li> <li>• They have applied their knowledge and understanding to suggest in detail a range of expected outcomes of their enquiry with justifications.</li> <li>• They have used detailed and complex information to describe the place(s) chosen as a focus for the enquiry.</li> <li>• They have used their knowledge and understanding to describe and explain their evidence in a consistently detailed way.</li> </ul>	
	Marks 1–8	9–16	17–24	24
AO3 Selection and use of a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues: <i>selection, investigation and presentation</i>	<ul style="list-style-type: none"> <li>• Candidates have suggested a limited number of techniques and technologies that are not always appropriate to undertake their enquiry.</li> <li>• They have collected and recorded a limited selection of appropriate evidence from some sources, mainly fieldwork.</li> <li>• They have presented their data in a few simple maps, graphs and diagrams.</li> <li>• Their written work contains mistakes in spelling, grammar and punctuation, which sometimes hinders communication.</li> <li>• They have either written relatively little or it is of some length but the content is not focused on the tasks (see page 28 of the specification for further information).</li> </ul>	<ul style="list-style-type: none"> <li>• They have suggested a variety of techniques and technologies that are usually appropriate to undertake their enquiry with some explanation of why these have been chosen.</li> <li>• They have collected and recorded appropriate evidence from a range of different sources, mainly fieldwork.</li> <li>• They have presented their data in a range of maps, graphs and diagrams.</li> <li>• Their written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</li> <li>• They have written with some precision and succinctness and have not exceeded the prescribed word limit (see page 28 of the specification for further information).</li> </ul>	<ul style="list-style-type: none"> <li>• They have suggested a wide variety of techniques and technologies that are consistently appropriate to undertake their enquiry with detailed justification of why these have been chosen.</li> <li>• They have collected and accurately recorded a range of appropriate evidence from a wide range of sources, mainly fieldwork.</li> <li>• They have presented their data in a wide range of appropriate maps, graphs and diagrams.</li> <li>• Their written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated clearly.</li> <li>• They have written with precision and succinctness, so that they do not exceed the prescribed word limit (see page 28 of the specification for further information).</li> </ul>	
	Marks 1–6	7–12	13–18	18

	Level 1	Level 2	Level 3	Total
AO3 Selection and use of a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues: <i>analysis and evaluation</i>	<ul style="list-style-type: none"> <li>• Candidates have attempted to interpret their limited evidence.</li> <li>• They have reached a very simplistic conclusion, which may be linked to their interpretation.</li> <li>• They have attempted a basic evaluation of the success and usefulness of their enquiry.</li> <li>• They have included a brief reference to a possible limitation to their enquiry.</li> <li>• They have included a brief reference to either a possible solution or an extension to their enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• They have analysed and interpreted some of their evidence.</li> <li>• They have used this analysis and interpretation to make a plausible conclusion.</li> <li>• They have made an overall evaluation of the success and usefulness of their enquiry.</li> <li>• They have suggested some possible limitations to their enquiry.</li> <li>• They have suggested some plausible solutions and extensions to their enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• They have critically analysed and thoroughly interpreted their evidence.</li> <li>• They have used this analysis and interpretation to draw an appropriate and substantiated conclusion.</li> <li>• They have made a critical evaluation of the success and usefulness of their enquiry.</li> <li>• They have analysed thoroughly the range of limitations to their enquiry.</li> <li>• They have made reasoned suggestions for possible solutions and extensions to their enquiry.</li> </ul>	
	Marks 1–6	7–12	13–18	18
Max Total	20	40	60	60

0 marks = no response or no response worthy of credit

## AUTHENTICATION OF WORK

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of the entire task. During data collection and planning the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work. Producing the final piece of work (analysis, conclusion and evaluation of findings), however, must be carried out under formal supervised conditions. See 4.2.2 of the specification for further guidance.

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

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

**Please note:** Centres must confirm to OCR that the evidence produced by candidates is authentic. The Centre Authentication Form includes a declaration for assessors to sign and is available from the [OCR website](#) and [OCR Interchange](#).

## INTERNAL STANDARDISATION

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.

## MODERATION

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

The sample of work which is presented to the moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in section 4.3.4 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 files.

## 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.

AO2: This relates to the candidate's ability to apply their knowledge and understanding in familiar and unfamiliar contexts.

Candidates should become increasingly confident in processing the knowledge that they possess so that their understanding of real places and issues can be applied to unfamiliar contexts. This could involve them carrying out fieldwork in a city, river or coast that they are unfamiliar with.

AO3: This assessment objective is concerned with analysis and evaluation. It addresses the candidate's ability to analyse and evaluate questions and issues that they have investigated and researched in the Fieldwork Focus. It is also about how well the candidates have selected appropriate skills, techniques and technologies in their fieldwork and research. Those selected need to show variety and be appropriately applied.

Candidates may perform differently across different elements of the mark scheme. For example, a candidate may perform at Level 3 for application of knowledge and understanding (AO2), but at Level 2 for Analysis and Evaluation (AO3). This is perfectly acceptable, and appropriate marks should be awarded.

## 5.3 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.

## 5.4 SUBMISSION DATE FOR CONTROLLED ASSESSMENT

Candidates' marks must be despatched to the Moderator and to OCR. The final submission date is 15 May.

## 6. FAQs

### When can Controlled Assessments be taken?

Controlled Assessment is a form of internal assessment and as such there isn't a specified date in which Controlled Assessment has to be taken.

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

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

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

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

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

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

### 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 of the Specification (first teaching in September 2012).

### Where can the Controlled Assessment materials be accessed and by whom?

Controlled Assessment tasks and other documents are accessed via Interchange.

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

### How long is each assessment valid for, i.e. can we use last year's assessment this year?

Tasks change every year, so it is not permitted 'to use last year's assessment this year'. It is the responsibility of centres to make sure that candidates are submitting the correct tasks for the year of submission.

### Where can the Mark Schemes be accessed?

Mark Schemes are included in the specification and can also be accessed from the OCR website.

### Are the Controlled Assessments the same as written examinations, can we resit?

Candidates may retake the qualification but only in its entirety. It is no longer possible to resit individual units.

### 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.

### If the assessment tasks change each year will I have to organise new fieldwork?

Four new Fieldwork Focus task titles will be set each year by OCR. However, each task will be broadly linked to the previous question so that the same fieldwork locations can be used each year. The focus of the enquiry will just have to be redirected to fit exactly the new task set.

**Is it possible for candidates to work together?**

Yes it is possible for candidates to work together. This can be in the classroom where they can discuss in pairs or groups, the key questions they wish to investigate, the methods of data collection that they may use, and obviously some fieldwork can only be done in a group such as measuring the discharge of a river. They can also share data that they have collected. It is essential that what has been done in these circumstances is acknowledged by the candidate and approved by the teacher. The time they are not allowed to work together is when there is a need for a high level of control such as when they are analysing and evaluating their work and drawing conclusions.

**Can the teacher provide resources for their candidates?**

A teacher can provide resources for their candidates such as base maps, digital photographs, census data, and suggest web sites. It is important that these are freely available to all the candidates and that they acknowledge the source of the resources.

**Can candidates undertake research work outside the classroom?**

Yes it is appropriate for candidates to undertake research outside the classroom. This could be in a library, homework club or at home. It is advisable for candidates to keep a research log where they list and acknowledge all their sources. They could also include with the list their raw research as a separate section.

**Can candidates use ICT?**

This will have to be closely supervised by the teacher and the school network should be controlled and monitored. They may wish to draw graphs, maps and annotate photographs for their fieldwork using ICT.

**How should I allow my candidates to do their analysis, conclusion and evaluation?**

This must be done under high level of control in a classroom. They can use their previously completed work to help them undertake the task. They could do this in written form, but it must be collected in by the teacher at the end of a session. If candidates are going to use ICT and word process this aspect of their work it must be done under very close supervision and monitoring. This can involve blocking internet access and their work is to be saved at the end of the session onto a secure file. It is not envisaged that they do it under exam conditions as it is appropriate for them to ask for help from the member of staff in the form of guidance and clarification.

**How should I mark their work?**

Advice on task marking can be found on pages 28 and 29 of the specification. In summary, the candidates work should be marked by the teacher using the Marking Criteria Grid. They should use the best fit approach and mark positively and holistically using only the marking criteria. The three band descriptors should be applied with care and teachers use their professional judgement as to where in the band the work lies and how many marks should be allocated. It is very important that teachers annotate the candidates work or write in a comment box below the mark grids where and why they have allocated credit. This will aid internal standardisation and external moderation.

**When should I do the Controlled Assessments?**

Centres will have to take into account many factors when deciding when they do the fieldwork focus. The school calendar with mock exams, work experience, public exams, availability of ICT rooms, fieldwork dates and many others will need to be considered. They fieldwork can be completed in Year 10 ready for submission when the students sit their examinations the following year.

## 7. GUIDANCE ON DOWNLOADING CONTROLLED ASSESSMENT TASKS FROM INTERCHANGE

### Before you start

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

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

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

### STEP 1 – LOG INTO INTERCHANGE

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

Enter your log in details

**OCR** **interchange**  
RECOGNISING ACHIEVEMENT

Help

**Welcome**

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

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

**Login**

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

Username:

Password:  (case sensitive)

[Forgot Your Password?](#)

Login

**New User**

To sign up please complete and return the [OCR Interchange Agreement \(118kb\)](#) to receive your login details.

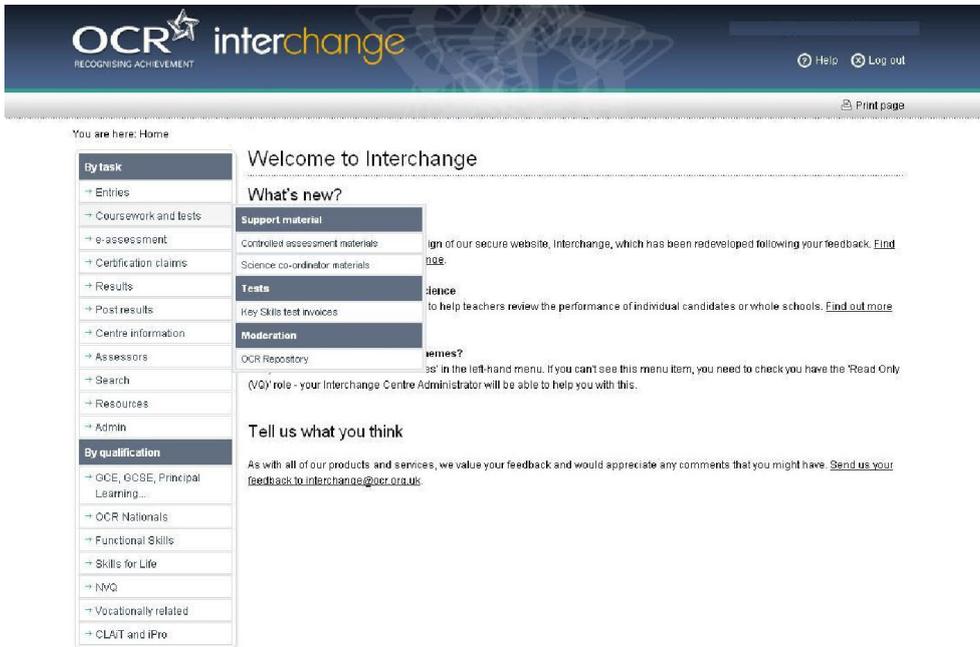
Sign Up

## STEP 2 – NAVIGATE TO CONTROLLED ASSESSMENT MATERIALS AREA

Click on 'Coursework and tests'

Click on 'Controlled Assessment materials'

\*\* If you are unable to see either of these menu items then it is likely that you do not have the 'Tutor / teacher' role assigned to you.

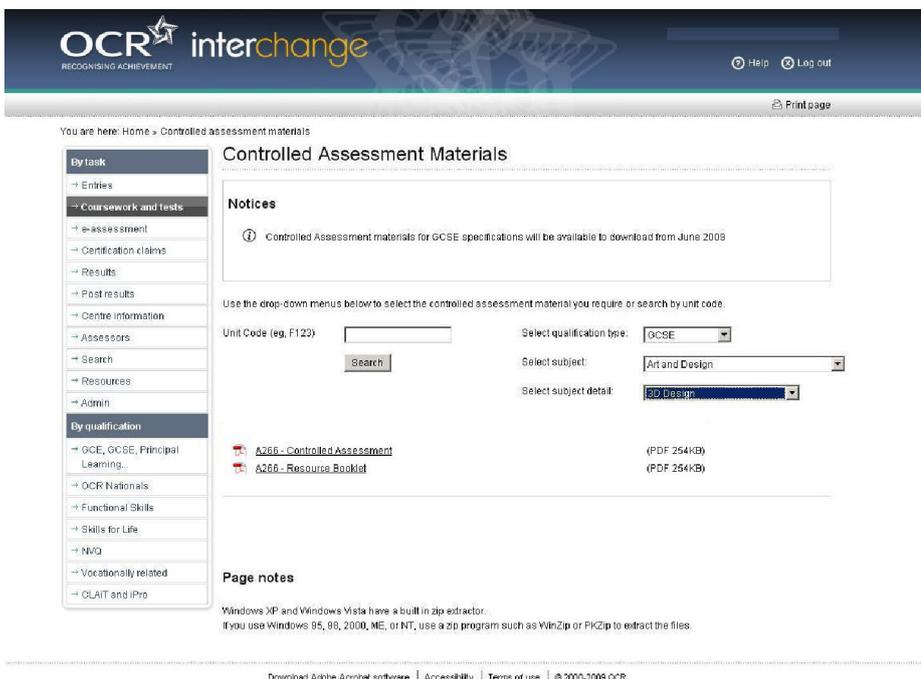


## STEP 3 – SEARCH FOR MATERIALS

You can search for materials by unit code. Enter the unit code and click on the 'search' button.

Or, you can search for materials by subject information by selecting from the 'drop down' options.

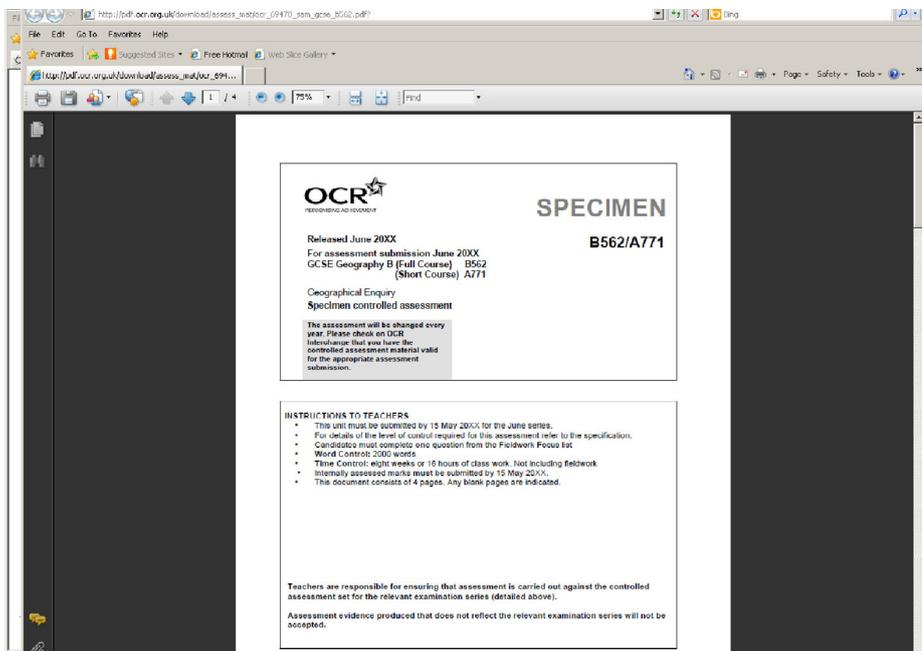
All available documents will be displayed below the search.



## STEP 4 – OPEN MATERIALS

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

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



## STEP 5 – TROUBLESHOOTING

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

The screenshot shows the OCR interchange website. The page title is 'Controlled Assessment Materials'. There is a search form with a dropdown menu for 'Unit Code (eg, F123)' and a search button. The search form shows an error message: 'Invalid Unit Code entered'. There are also dropdown menus for 'Select qualification type', 'Select subject', and 'Select subject detail'. The page also has a 'Page notes' section with information about zip extractors.

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

The screenshot shows the OCR interchange website interface. The header includes the OCR logo and 'interchange' text. A navigation menu on the left is titled 'By task' and 'By qualification'. The main content area is titled 'Controlled Assessment Materials'. Under 'Notices', there is a message: 'Use the drop-down menus below to select the controlled assessment material you require or search by unit code.' Below this, there are search fields: 'Unit Code (eg, F123)' with the value 'AG02', a 'Search' button, 'Select qualification type:' with a dropdown menu set to '-Please Select-', 'Select subject:' with a dropdown menu set to '-Nothing to Select-', and 'Select subject detail:' with a dropdown menu set to '-Nothing to Select-'. A yellow message box states: 'No document available. Please check the unit code.' Below this, there is a 'Page notes' section with text about Windows XP and Vista zip extractors.

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

The screenshot shows the OCR interchange website interface. The header and navigation menu are the same as in the previous screenshot. The main content area is titled 'Controlled Assessment Materials'. Under 'Notices', there is a message: 'Controlled Assessment materials for GCSE specifications will be available to download from June 2009'. Below this, there are search fields: 'Unit Code (eg, F123)' with an empty field, a 'Search' button, 'Select qualification type:' with a dropdown menu set to 'GCSE', 'Select subject:' with a dropdown menu set to 'Business and Communications', and 'Select subject detail:' with a dropdown menu set to 'Developing Bus Comm Systems'. A yellow message box states: 'No document available. Please check the search details.' Below this, there is a 'Page notes' section with text about Windows XP and Vista zip extractors.

## 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)

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