OCR
RECOGNISING ACHIEVEMENT

guide to controlled assessment

Version 3 April 2011

GCSE
Drama

J315 – Full Course

This guide is designed to accompany the specification for teaching from September 2009. This guide contains the following support:

- Summary of Controlled Assessment Units
- Teacher's guidance on how to plan Controlled Assessment
- Teacher guidance on task marking
- Guidance on downloading tasks
- Frequently asked questions

OCR GCSE DRAMA

www.ocr.org.uk/drama/newgcse

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1 Introduction

1.1 What is Controlled Assessment?

Controlled Assessment is a new form of internal Assessment. Following a coursework review by QCA, Controlled Assessment has been introduced as part of nearly all new GCSEs, to replace coursework.

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

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

1.2 What does 'control' actually mean?

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

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

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

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

1.3 What is the purpose of this Guide?

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

therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

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

2 Summary of the Controlled Assessment units

Unit A581: From Page to Stage

The focus of this unit will be on how a published text is animated and brought to life for an audience. The emphasis is on working to the intention of the original playwright and not on devising.

Candidates will work on a selected text through workshops and undertake a controlled test in which they perform an extract from the text and complete a working record. The text is selected by the centre.

This unit is internally assessed by the teacher and moderated by postal moderation.

Unit A582: Drama in the Making

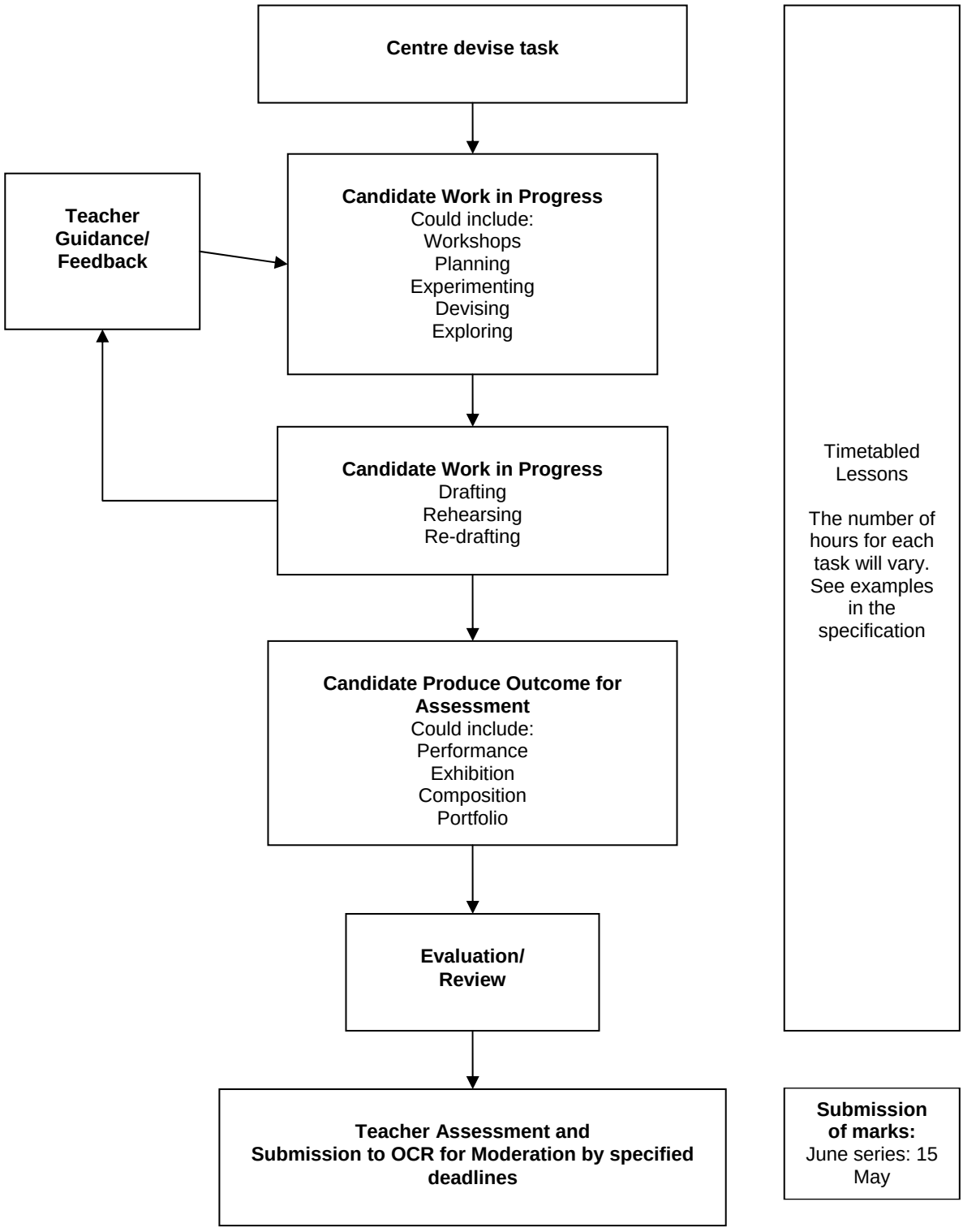
The focus of this unit will be to explore and develop candidates' understanding of the devising process using stimulus material. They will explore and gain an understanding of the key principles and concepts of devising a piece of drama. The stimulus is selected by the centre.

Candidates will explore a chosen stimulus item through workshops and undertake a Controlled Assessment in which they will deliver a Workshop Presentation and complete a working record.

This unit is internally assessed by the teacher and moderated by postal moderation.

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 limited level of control in relation to the setting of tasks. The criteria and parameters for setting the task are set by OCR. The structure of the 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 knowledge and skills required for the unit. They will also complete the evidence requirements of the assessment tasks. They will follow the process of:

- preparation
- exploration
- rehearsal
- performance
- review.

The Rehearsal, Performance and Review stages of the process will constitute the Controlled Assessment tasks. Centres are permitted to choose the text/stimulus material for the tasks and they can be adapted so that they allow the usage of local resources available to any centre. These tasks may also be set within overarching scenarios and briefs more relevant to centres' own environment and targeted at their particular cohorts of candidates.

Controlled Assessment tasks must be devised by centres ensuring that they do not put at risk the opportunity for candidates to meet the Assessment Criteria, including the chance to gain marks at the highest level.

It is **not** permitted to use the same text extracts or stimuli for the assessment as used for practice or background material. Centres should devise their own practice and assessment material using the structure and format laid down in Sections 3 and 4 of this specification as guidance.

3.2.2 When and how to give Controlled Assessment tasks to candidates

Controlled Assessment tasks will be available from Interchange from 1 June to 15 May of the year prior to an assessment series, i.e. 1 June 2009 for assessment in June 2010 series.

Unit A581: *From Page to Stage*

The unit content is the study of a substantial published full-length play (minimum running time of 40 minutes). Other script extracts may be incorporated into the unit to illustrate contrasting performance styles, genres or different cultural or historic contexts.

Centres are free to choose their own script(s). The selected scripts will form the basis of the Controlled Assessment. If the genre, period or any suggested performance style of the script is changed, justification must be given in the candidate's working record. The script used must be changed at least every second year by the centre.

The candidates' working process on the script should cover the five stages listed below. Candidates will assimilate information and take part in a number of practical workshops as they work through the process needed to create a performance. This provides the means to develop and improve skills in preparation for the Controlled Assessment.

The five stages are:

(a) preparation

(b) exploration

(c) rehearsal

(d) performance

(e) review.

The Preparation and Exploration stages will be teacher led and will not be under direct supervision. These two stages will give background information on the script and develop candidate knowledge and skills, in the roles of Performer, Director and Designer.

The Rehearsal, Performance and Review stages will constitute the Controlled Assessment and will be completed under formal supervision.

(a) Preparation: based on source material and input provided by the teacher.

Examine the social, cultural and historical context for the play.

Identify the genre, performance style and audience.

Investigate the intention of the playwright.

Approx 2–4 hours

(b) Exploration: using the script as written.

Take part as a Performer and Director in workshops on the script.

Consider the Design implications of the script and within the time constraints of the unit, apply elements of design when and where possible.

8–10 hours

Prior to this next stage, which constitutes the start of the Controlled Assessment, candidates working in groups will complete the first section of their working record. Note this is not part of the Controlled Assessment and is not assessed, but enables the group to establish their starting point for the Moderator. As it is not assessed it can be produced collectively.

(c) Rehearsal: start of the Controlled Assessment.

Direct section(s) of the script applying ideas generated from previous workshops or creating a new interpretation.

Prepare for performance as a Performer.

Complete second section of working record under controlled conditions.

Controlled conditions 10 hours

(d) Performance: outcome marked by the teacher.

Present the rehearsed section(s) of script as a Performer.

Approx 10 minutes
Approx 2 hours to see all groups in a teaching set

(e) Review:

Reflection on performance(s), the third section of the working record.

Up to 1 hour controlled conditions

Unit A582: *Drama in the Making*

Centres can choose a stimulus, issue or theme and must provide candidates with background social, historical and cultural information.

The candidates' working process on the stimulus should cover the five stages listed below. This will involve candidates assimilating information and taking part in a number of teacher-led practical workshops as they work through the process needed to devise a drama. This provides the means to hone skills in preparation for the Controlled Assessment.

The five stages are:

(a) preparation

(b) exploration

(c) rehearsal

(d) workshop presentation

(e) review.

The Preparation and Exploration stages will be teacher-led and will not be under direct supervision. These two stages will prepare the work on the stimulus, issue or theme and develop candidate knowledge and skills, in the roles of Deviser, Designer, Director and Performer.

The Rehearsal, Workshop Presentation and Review stages will constitute the Controlled Assessment and will be completed under formal supervision.

(a) Preparation:

Examine the social, cultural and historical context for the stimulus, issue or theme.

Select what is to be the key intention of the drama.

Identify suitable genre(s) and performance style(s) and audience.

Approx 2–3 hours

(b) Exploration:

Use improvisation to devise the drama.

Take part as a Performer and Director in workshops on the evolving drama.

Identify and/or use the semiotics of performance to contribute to or enhance the devising process.

Approx 10–12 hours

Prior to this next stage, which constitutes the start of the Controlled Assessment, candidates will complete the first section of their working record (see Section 4.1). Note this is not part of the Controlled Assessment and is not assessed, but enables the group to establish their starting points for the moderator. As it is not assessed, where working in groups for any of the three items, it can be produced collectively.

(c) Rehearsal: start of the Controlled Assessment.

Consider and develop material for the Workshop Presentation.

Select what is to be included in the Workshop Presentation and rehearse/prepare.

Complete the second section of the working record individually.

Controlled conditions 10 hours

(d) Workshop Presentations: outcome marked by the teacher.

Give the Workshop Presentations of three selected items, one of which will be a rehearsed improvisation. The overall time for the three presentations will be approximately ten minutes.

Controlled conditions approx 2–3 hours to see all groups in a teaching set

(e) Review:

Working record review of Workshop Presentations, including a review of one other group.

Up to 1 hour controlled conditions

3.3 Guidance on research/data collection

(a) Authenticity control: Candidates will complete all work for assessment under direct teacher supervision except as outlined below. For GCSE in Drama, the Rehearsal, Performance and Review stages of the process which forms the assessment would be under direct teacher supervision. The teacher must be able to authenticate the work and insist on acknowledgement and referencing of any sources used.

(b) Feedback control: Feedback to candidates will be encouraged but tightly defined. Within GCSE in Drama, OCR expects teachers to supervise and guide candidates who are undertaking work that is internally assessed. The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions. When supervising tasks, teachers are expected to:

- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism

- exercise continuing supervision of practical work to ensure essential compliance with Health and Safety requirements

- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures

- keep a record of feedback given to candidates.

(c) Time control: The time limit available to candidates to complete the assessment task is specified within each unit. Tasks will be set within a broader learning programme, which will allow the acquisition of subject-specific knowledge and the development of appropriate practical skills.

Controlled assessed work should be completed within the time limit and supervised and marked by the teacher. Some of the work, eg the Preparation and Exploration phases of the process may be undertaken outside the centre. It is permissible for the learning of lines to be undertaken at home in addition to rehearsal time.

The background of the play and intent of the playwright (Unit A581) and the background information for the Stimulus (Unit A582) which forms the first section of the working record can be completed before the commencement of the set ten hours of rehearsal of the Performance/Workshop Presentation.

All other elements of rehearsal, work on the second section of the working record and the Performance (Unit A581) or Workshop Presentation (A582) are created and contained within the set hours of the teacher supervised Controlled Assessment.

The Review, the final reflection and evaluation of the Performance (Unit A581) or Workshop Presentation (A582), which forms the third section of the working record, can be undertaken after the completion of the Performance/Workshop Presentation.

With all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work and be able to authenticate it using the specified procedure.

(d) Collaboration control: Candidates must complete and/or evidence all work individually. With reference to collaboration control, all assessment evidence will be provided by the individual candidate. However, where candidates are working in groups it is vital to be able to identify the individual contribution in their working record. Candidates must provide an individual working record.

(e) Resource control: Access to resources will be limited to those appropriate to the task and as required by the unit. Candidates will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria. For most units, basic drama classroom/studio equipment will be adequate.

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.

Completing the tasks

Candidates should be allowed sufficient time to complete all of the tasks. It is suggested that evidence is produced in several sessions, each focusing on a specific task within the overall task or scenario.

Each candidate must produce individual and authentic evidence for each of the tasks. It is particularly important that candidates working in groups should still produce individual evidence of their contribution to ongoing group work and any final realisation or outcome.

Centre staff may give support and guidance to candidates. This support and guidance should focus on checking that candidates understand what is expected of them. It is not acceptable for centre staff to provide model responses or to work through responses in detail.

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.

3.4.2 Controlled Assessment task security

It is the responsibility of the centre to ensure that downloaded Controlled Assessment Tasks and candidates' scripts are stored securely. Any breach in security must be reported to OCR as soon a possible by submitting a written report (a blank report form is available on Interchange) from Head of Centre to 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 Enquiries about Results following the examination series in which entries for the units concerned are made.

Candidate absence at the time of assessment

If a candidate is absent from a centre when an assessment is carried out, the Controlled Assessment task may be set at an alternative time provided that the centre is satisfied that security has been maintained by keeping all materials secure.

Unexpected circumstances

If an unexpected problem (such as a fire alarm or other circumstances beyond the teachers' Controlled) 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 are expected to evidence all of the assessment objectives whilst producing work for this unit. Candidates must select and present their own work for assessment purposes from the work that they have undertaken in response to this unit.

Candidate work may be presented in an appropriate format for the area of study using for example annotated sketchbooks, mounted sheets, maquettes, prototypes, scale models, written work, etc.

Candidates must observe certain procedures in the production of Controlled Assessments.

- any copied material must be suitably acknowledged
- quotations must be clearly marked and a reference provided wherever possible
- work submitted for assessment and moderation should be labelled clearly with:
  - centre number
  - centre name
  - candidate number
  - candidate name
  - specification code and title
  - unit title.

Work submitted on paper for moderation or marking must be secured by treasury tags.

4 Controlled Assessment candidate guidelines

4.1 Task setting

For subjects in the creative arts OCR will allow your teacher to devise material for your Controlled Assessment tasks.

OCR will produce guidance and ideas such as starting points, briefs, scenarios and stimuli and these can be used to help your teacher devise tasks and activities for you to do and give you any advice, direction or guidance you need. These tasks may be based on OCR's material, or on your teacher's material or on your own ideas for starting points, briefs, scenarios or a stimulus. Materials can be adapted to allow you to use local resources and to make them more relevant your own environment and your interests and abilities.

You will not be able to be assessed on any practice material you have worked on.

4.2 Task taking

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

Much of your research and exploration can be done outside your centre. The requirements for this will be clearly laid down by your teacher. Make sure you know how much time you have for any research and exploration and plan how to spend your time.

Any work for assessment, including some of your research, must be completed under what it is called 'informal supervision'. This means your teacher must be able to authenticate the work you do.

Not all the research that you complete will contribute to your assessment. Some of it may just inspire you or support your learning and so this could be completed with a lower level of control from your teacher, possibly outside of your centre.

There must be individual evidence of your work, so if you are allowed to work in groups, it is vital that your teacher can identify your individual contribution in your portfolio/work for assessment, and that your teacher knows your contribution to the group work and any outcome.

You will be given either a time limit or word limit to work within and during that time you may draft and re-draft your work for assessment. During this process your teacher may give you support and guidance as outlined below.

If you include in your work any references to existing materials you must acknowledge this in your work and any quotations must be clearly marked and a reference provided where possible, so make sure you keep records of all the sources of information you intend to use.

Your teacher will advise you on appropriate formats for presenting your work for assessment and you may use ICT, new media and technologies as appropriate.

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 guidance about the availability and choice of materials and resources, although how these are eventually used must be your responsibility
- offer advice to help your research, possibly arranging visits to place of interest, if this is appropriate
- monitor your progress to make sure your work gets underway in a planned and timely manner
- ensure that your work meets the Specification requirements
- keep a log of the feedback they give you
- supervise any practical work you do to ensure you receive advice about health and safety.

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

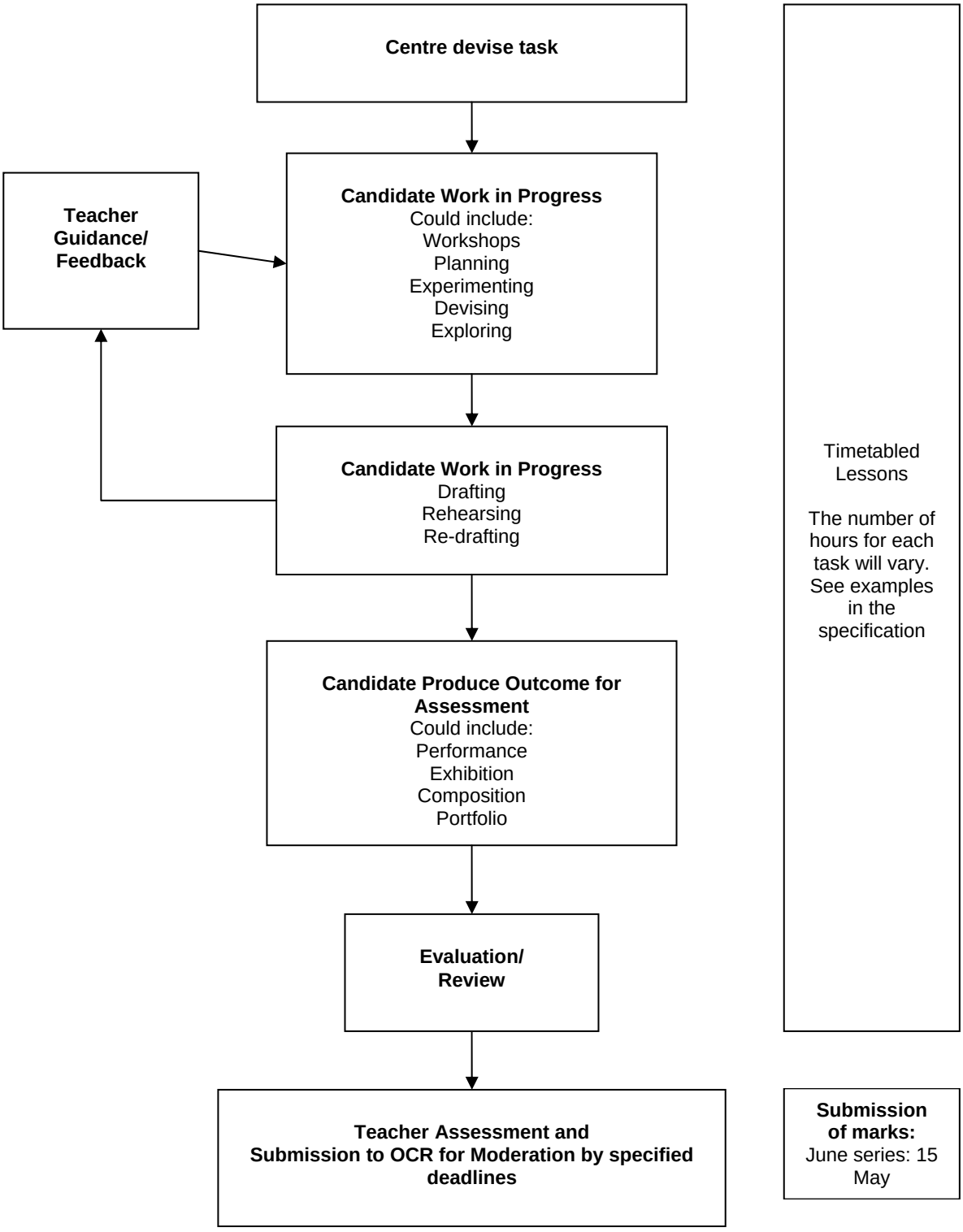
4.2.3 What can I expect in the supervised sessions?

The work that you will be assessed on will take place in these sessions in school time and you will be supervised by your teacher.

These sessions are likely to scheduled in normal classroom time, although some time performances for examples might be after school, and the task(s) will normally spread over several sessions. At the end of each session you teacher will either collect in your work, or make sure your work is kept secure, and give you your work back or allow you access to your work at the start of the next session.

The materials and equipment you will need for your assessment will be provided by your centre, as will access to resources that are appropriate for your particular task. If access to any specialist equipment and software is necessary this access will be provided.

You may wish to provide your own materials, for example, art materials, dance costumes, musical instruments etc in addition to those provided by your centre and this is acceptable.


Centre devise task
Candidate Work in Progress
Could include:
Workshops
Planning
Experimenting
Devising
Exploring
Teacher Guidance/ Feedback
Candidate Work in Progress
Drafting
Rehearsing
Re-drafting
Candidate Produce Outcome for Assessment
Could include:
Performance
Exhibition
Composition
Portfolio
Evaluation/ Review
Teacher Assessment and Submission to OCR for Moderation by specified deadlines
Timetabled Lessons
The number of hours for each task will vary. See examples in the specification
Submission of marks:
June series: 15 May

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 Marking Criteria for each unit. These contain levels of criteria for the skills, knowledge and understanding that the candidate is required to demonstrate. 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(s) for each 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/criteria, the band 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 descriptors that best describes the work of the candidate.

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

- where the candidate's work meets all of the statements in a band, and no others in a higher band, the highest mark should be awarded in that band
- where the candidate's work meets all of the statements in the lower of the two adjacent bands and one of the statements in the higher band, the lowest mark in the highest band should be awarded
- where the candidates work meets all of the statements in the lower of the two adjacent bands and some of the statements in the higher band, an appropriate mark in the highest band should be awarded
- where the candidate's work meets statements across three or more bands, then professional judgement should be used to attain the best fit, which is likely to be somewhere in the middle band.

Centres should use the full range of marks available to them; centres must award *full* marks in any band for work that fully meets that descriptor. This is work that is 'the best one could expect from candidates working at that level'.

Only one mark per assessment objective/criteria will be entered. The final mark for the candidate for each unit is out of a total of **60** and is found by totalling the marks for each of the marking objectives/criteria.

5.2 Unpacking assessment objectives in Controlled Assessment tasks

The Controlled Assessment are marked using the specification's 3 Assessment Objectives.

AO1 Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.

The course will give candidates knowledge and develop understanding of drama as an art form and working process. This objective assesses their ability to demonstrate the knowledge acquired in both their practical work and working record.

AO2 Apply knowledge, understanding and skills – apply practical skills in performance.

This objective assesses the candidates ability to apply the what they have learnt through the practical contexts of Deviser, Director, Designer and Performer. They will demonstrate the skills acquired in these contexts.

AO3 Analyse and evaluate their own work and that of others.

This objective assesses both formative and summative evaluation and analysis. Throughout the working process and practical realisations candidates will be analysing and evaluating their work as it develops. This is integral to the dramatic working process. This objective assesses the quality of the evaluation and analysis in terms of its impact on the practical work created or their ability to offer a critique of completed work. This is demonstrated through both practical work and the working record.

5.3 Interpretation of the Controlled Assessment marking criteria

Unit A581: From Page to Stage

The Performance is marked out of 40:

AO1 20 marks

AO2 20 marks.

The mark schemes for these are found on page 57 of the specification.

The mark schemes for each objective has 5 bands:

Accomplished	17-20
Skilful	13-16

Competent	9-12
Basic	5-8
Limited	0-4

The descriptor for each band relates to the highest mark of the listed range, e.g. descriptor in accomplished band describes a mark of 20.

Use the bands to identify the candidate's level of achievement.

If a candidate fulfils all elements as described by a band descriptor, move to the next band up and see if those are fulfilled, if they are move onto the next band. Repeat until you reach a band where the candidate has not fully fulfilled all aspects of the descriptor. At this point make your judgement as to where the candidates mark should be within that bands range.

You should be prepared to use the full range of marks, so candidates fulfilling the descriptor of the Accomplished band should get 20 marks.

Best Fit Approach

The descriptors anticipate the range of responses that might be achieved by candidates across a wide range of possible responses to a text. It maybe that every element of a particular descriptor is not covered, because that particular element was not used or was not relevant to that particular performance. This is where you use the best fit approach.

The Working Record is marked out of 20

AO3 20 marks

The mark schemes for this is found on page 58 of the specification.

The same principals listed above apply i.e. 5 marks bands, use of the descriptors and application of marks and Best Fit approach. In this mark scheme there are more criteria listed as there is potential to cover all the Areas of Study with a wide range of responses and emphasis. The Best Fit approach is therefore very relevant. You are not looking for the candidate to have covered everything listed for the level described. Broadly across the listed descriptors they reflect the level of achievement of the candidate.

Unit A582 Drama in the Making

The Workshop Presentations consists of 3 items:

Rehearsed improvisation(compulsory)	20 marks
Second item (chosen)	10 marks
Third item (chosen)	10 marks

The mark schemes for these are found on page 61-62 of the specification.

The general points made above for Unit A581 also apply here. The Best Fit approach has to be applied to the mark scheme, selecting the bullet point(s) of the descriptor that applies to each particular item presented.

The Working Record is marked out of 20

AO3 20 marks

Same notes apply as for Working Record Unit A581 above.

5.4 Authentication of Controlled Assessment outcomes

Teachers must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the teacher must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

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 internal 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. **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 work for Unit A581 and Unit A582 is marked by the teacher and internally standardised by the centre. Marks are then submitted, 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 Appendix B of the Specification.

Each candidate's working record should have a cover sheet attached to it with a summary of the marks awarded for each task.

A chaptered DVD recording of the final presentations must be sent to the Moderator.

At the beginning of each performance/presentation, each candidate should state his/her name and candidate number clearly.

Performances/presentations must be planned so that all candidates are visible to the camera and identifiable throughout the performance/presentation.

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 Assessment 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.

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

When can teachers and candidates access the material?

There are no OCR set Controlled Assessment tasks for this subject. The Controlled Assessment tasks will be devised by the centre from information provided in the subject specification. The Controlled Assessment information will also be provided as downloads from the Controlled Assessment area of Interchange.

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

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

There are suggested time limits given in Section 5: Controlled Assessment of all revised GCSE (first teaching in September 2009).

How long is each assessment valid for, ie, can we use last year's assessment this year?

Tasks will remain the same for the duration of the specifications: Controlled Assessment tasks will be devised by the centre from information provided in the subject specification. The Controlled Assessment information will also be provided as downloads from the Controlled Assessment area of Interchange.

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

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

Yes, candidates can resit controlled assessed units but as with any other unit, candidates can only resit once. Also, the 40% terminal rule means that 40% of the assessment has to be taken in the examination series in which the qualification has to be awarded.

Centres have the responsibility to ensure that the correct tasks are used for a Controlled Assessment resit.

Do we mark the tasks or do OCR ?

Controlled Assessment tasks are internally marked by centres and externally moderated by OCR.

Can I devise my own Tasks?

It is likely that only the tasks available in the Specification can be used for assessment purposes. If you have a suggestion for a new task please contact OCR.

Unit A581 From Page to Stage

Do I have to use the one full length play you are required to study as part of the specification requirements for this unit?

Not necessarily, it is your choice. Decide if this fits in with your other schemes of work and the needs of the candidates for this unit.

Must I use one script for all candidates or can I use a selection of script extracts for this unit?

The choice is yours, if you wish to use a range of complimentary or contrasting script extracts you can. Your choice will be governed by how you want to structure the Preparation and Exploration lessons leading up to the Controlled Assessment.

Can candidates organise extra rehearsals in their own time?

No, all candidates are being assessed on what can be achieved in the 10 hours of Controlled Assessment. For purposes of parity of assessment all candidates should stick to this. Candidates are permitted to learn lines at home in preparation for rehearsals.

Can candidates take their working notebooks home?

No the Working Notebook is completed under Controlled Assessment conditions and is handed in to the teacher/supervisor at the end of each session.

When do they create the Working Notebook?

This is done as and when relevant throughout the 10 hours of rehearsal, and in an additional hour after the final performances.

How long should the performances last?

No performance should last longer than 10 minutes, it is the quality of what is created that is assessed and 10 minutes is long enough for any group to fulfil the requirements of the assessment criteria.

What is the minimum length a performance can last?

The base line is 3 minutes exposure for each candidate. However this is not a simple arithmetical yardstick e.g. two candidates on stage together in a duologue could meet the minimum requirement in a 3 minute performance. You would not expect such a duologue to last longer than 6 minutes maximum.

What do I have to send to the moderator?

1. A DVD of all the performances. 2. The working notebooks of a sample of candidates representing the full range of candidates at the centre, top, middle and bottom. The centre to select the representative sample. (see guidelines for creating the DVD and size of sample in the Support Booklet).

Unit A582 Drama in the Making

Do the three items for assessment have to relate to each other?

Not necessarily, but more than likely to. The items will evolve from the ongoing process of exploring the drama theme/stimulus. However it is conceivable that the investigation may take disconnected leaps that are acceptable in that they enable the candidate to fulfil the assessment criteria.

What type of items are legitimate for assessment?

Anything that involves the candidate applying the point of view or mindset of the Deviser, Designer, Director, or Performer. One of the items must be a rehearsed improvised scene (Performer) and at least one other context must be covered.

What are some examples of items for assessment?

As a Designer with all ideas working to an overall design concept: examples of projected slides that could accompany a drama; sketches or a rough model of the setting for drama; costume ideas that work; lighting ideas; sound effects; make-up designs.

As a Deviser: A script outline for a more extended improvised drama; a monologue for a character created in improvised scene; narration; a prologue or epilogue to accompany improvised drama.

As a Director: outline key ideas for staging the drama; explanation for actors of performance style, genre, target audience, any relevant cultural, historical and social context, with reasoning.

As a performer: improvised group scene; a monologue; a piece of physical theatre; a demonstration of a particular acting style e.g. melodrama.

Do all 3 items have to be presented together one after each other?

No, there will be three presentation sessions interspersed throughout the Controlled Assessment. Each item will be worked on one at a time, presented, then move on to the next item work on it, present it.

How developed or polished should these items be?

The emphasis in this unit is on process and generating material with the potential to create good drama. Therefore although the ideas will be given a practical life in the candidates presentation, they should not spend much time rehearsing and polishing them. The bulk of the time is spent generating ideas and the potential of these ideas is what is assessed. Practical implementation or performance is a trial that helps assess the potential of the ideas.

What do I send the moderator?

1. A DVD of all the presentations. 2. The working notebooks of a sample of candidates representing the full range of candidates at the centre, top, middle and bottom. Models and bulky items are not to be sent these will be seen on the DVD. The centre is to select the representative sample (see guidelines for creating the DVD and size of sample in the Support Booklet).

7 Guidance on downloading Controlled Assessment task from Interchange

Before you start

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

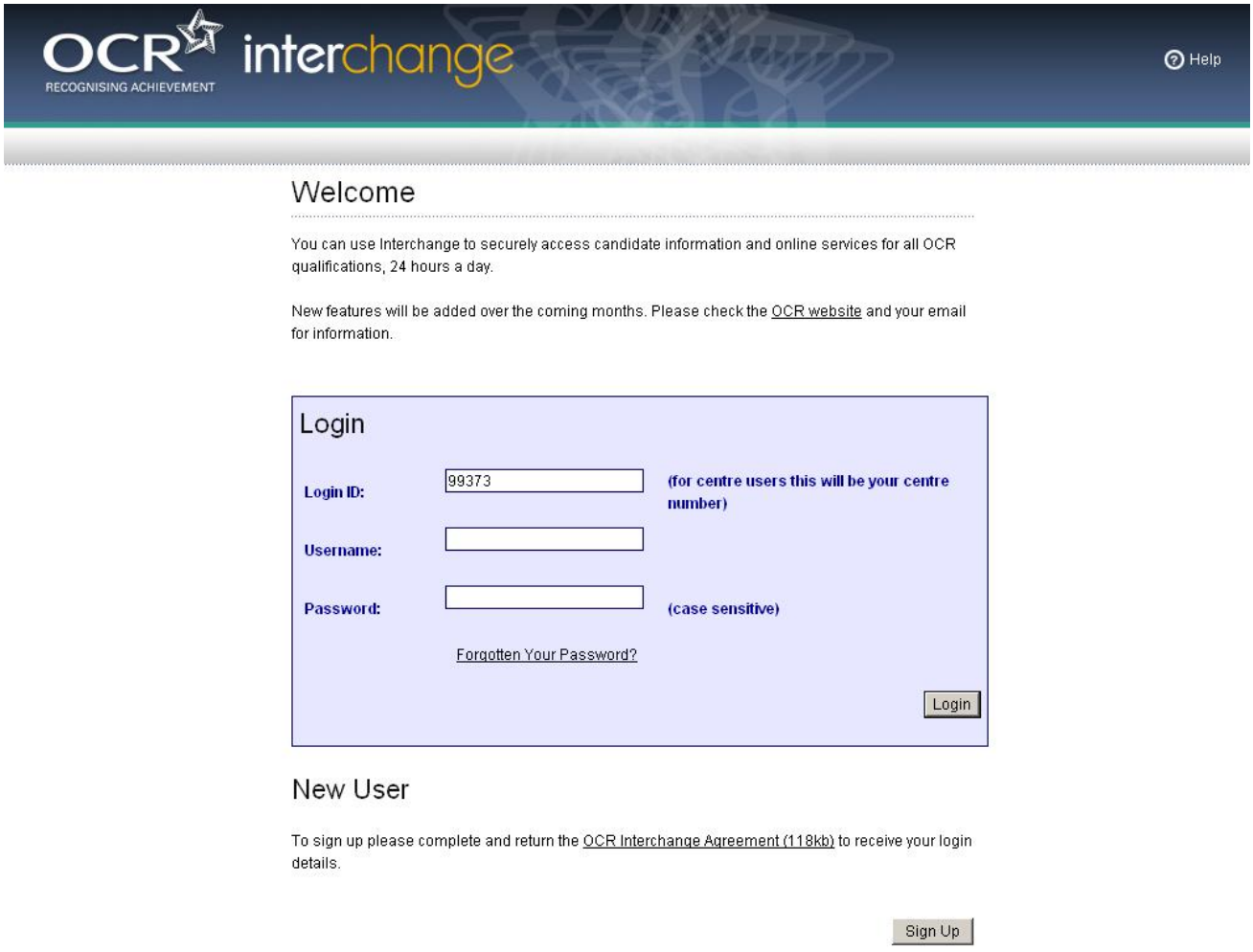
In order to use Interchange for the first time, you just need to register your centre by returning the Interchange Agreement. This can be downloaded from the OCR website at http://www.ocr.org.uk/interchange

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

Step 1 – Log into Interchange

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

Enter your log in details

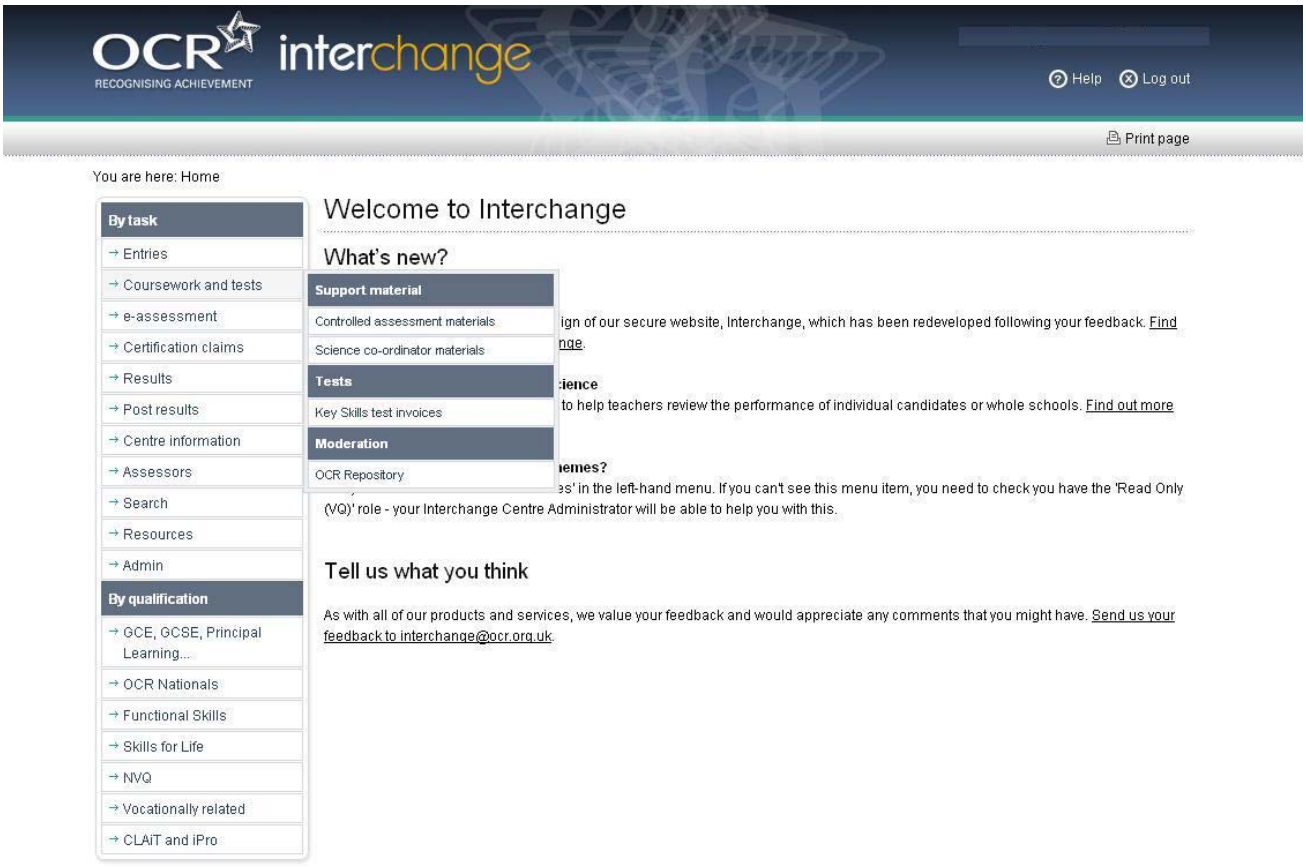


Step 2 – Navigate to Controlled Assessment materials area

Click on ‘Coursework and tests’

Click on ‘Controlled Assessment materials’

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

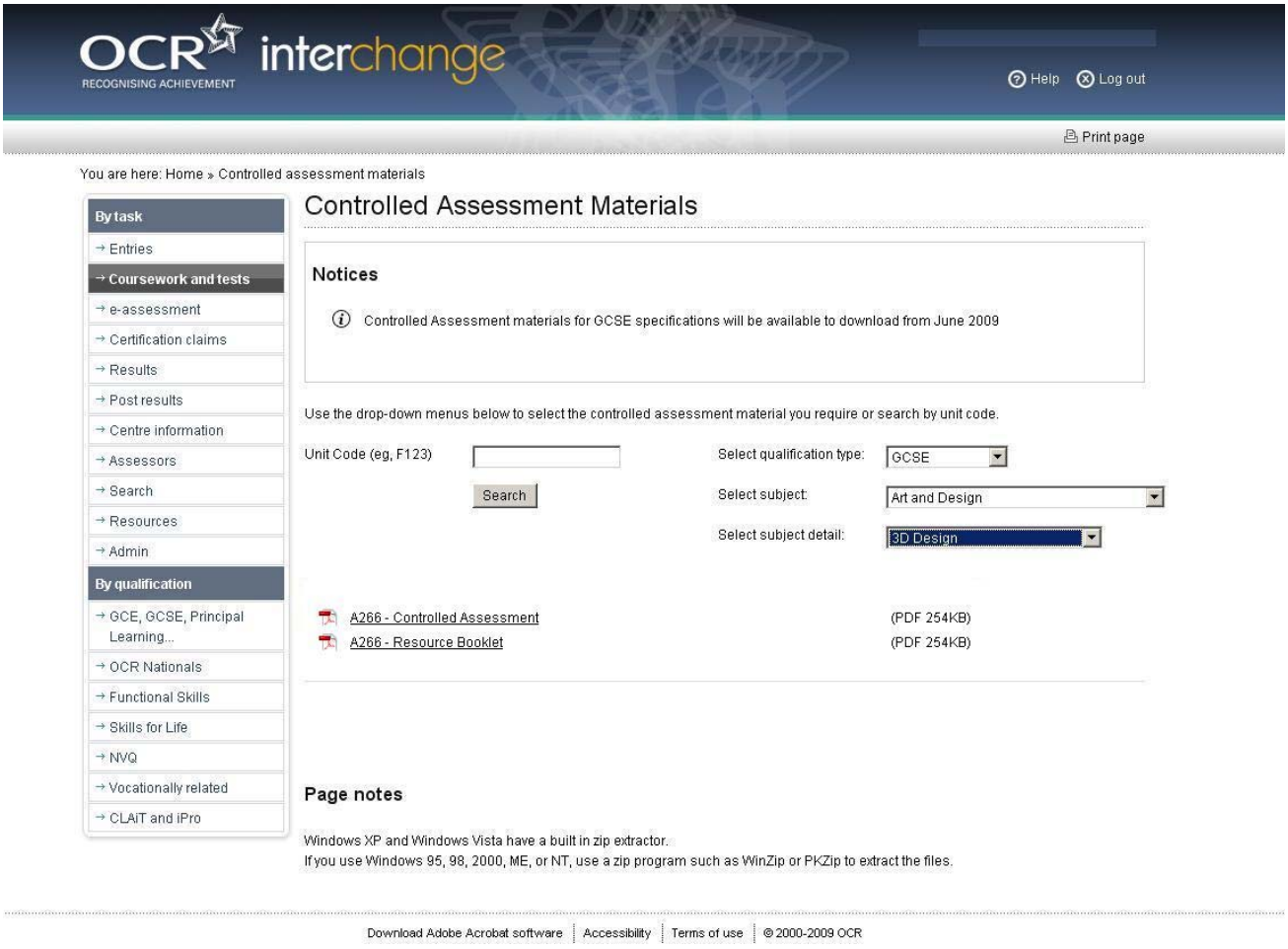


Step 3 – Search for materials

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

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

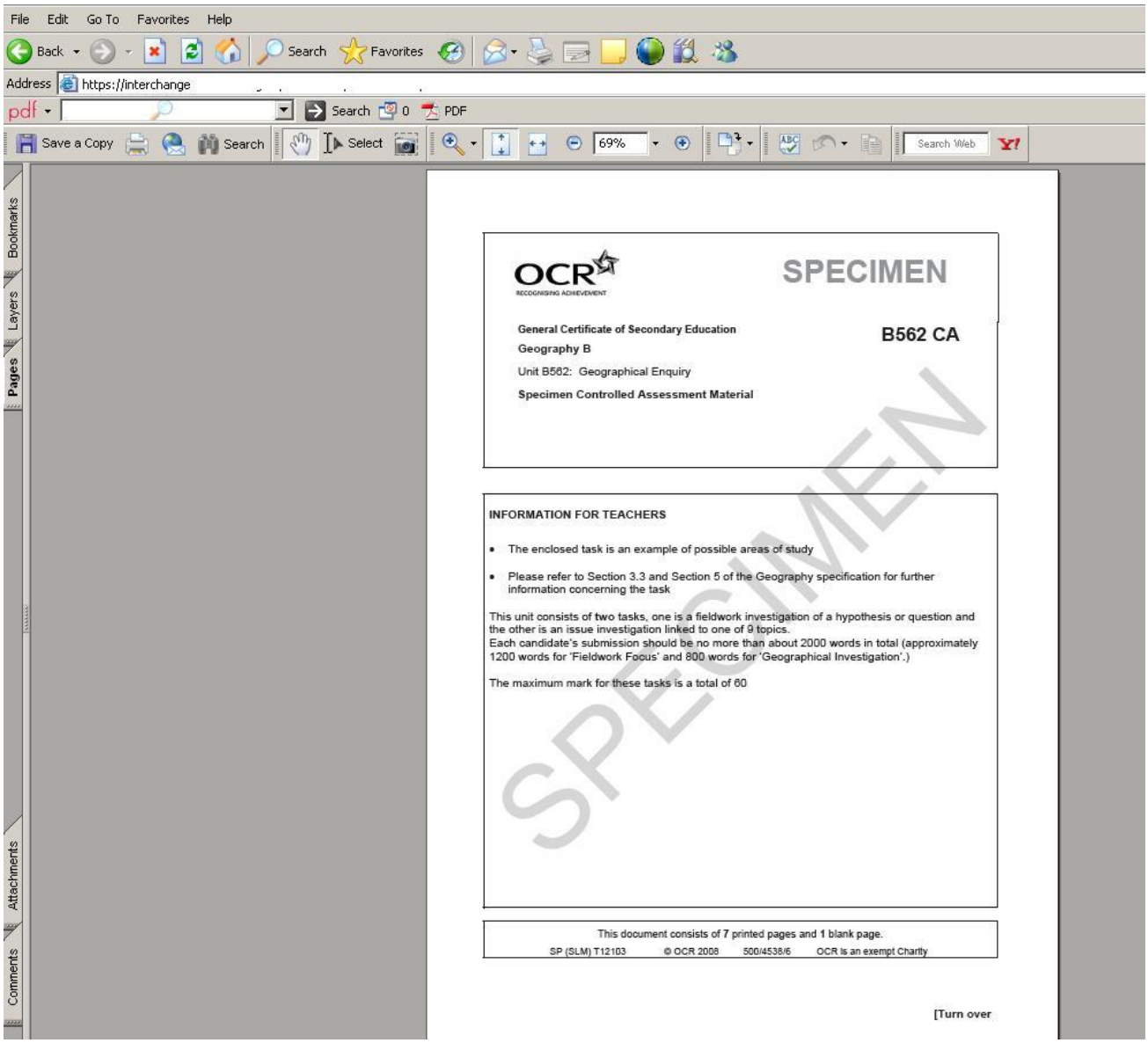
All available documents will be displayed below the search.



Step 4 – Open materials

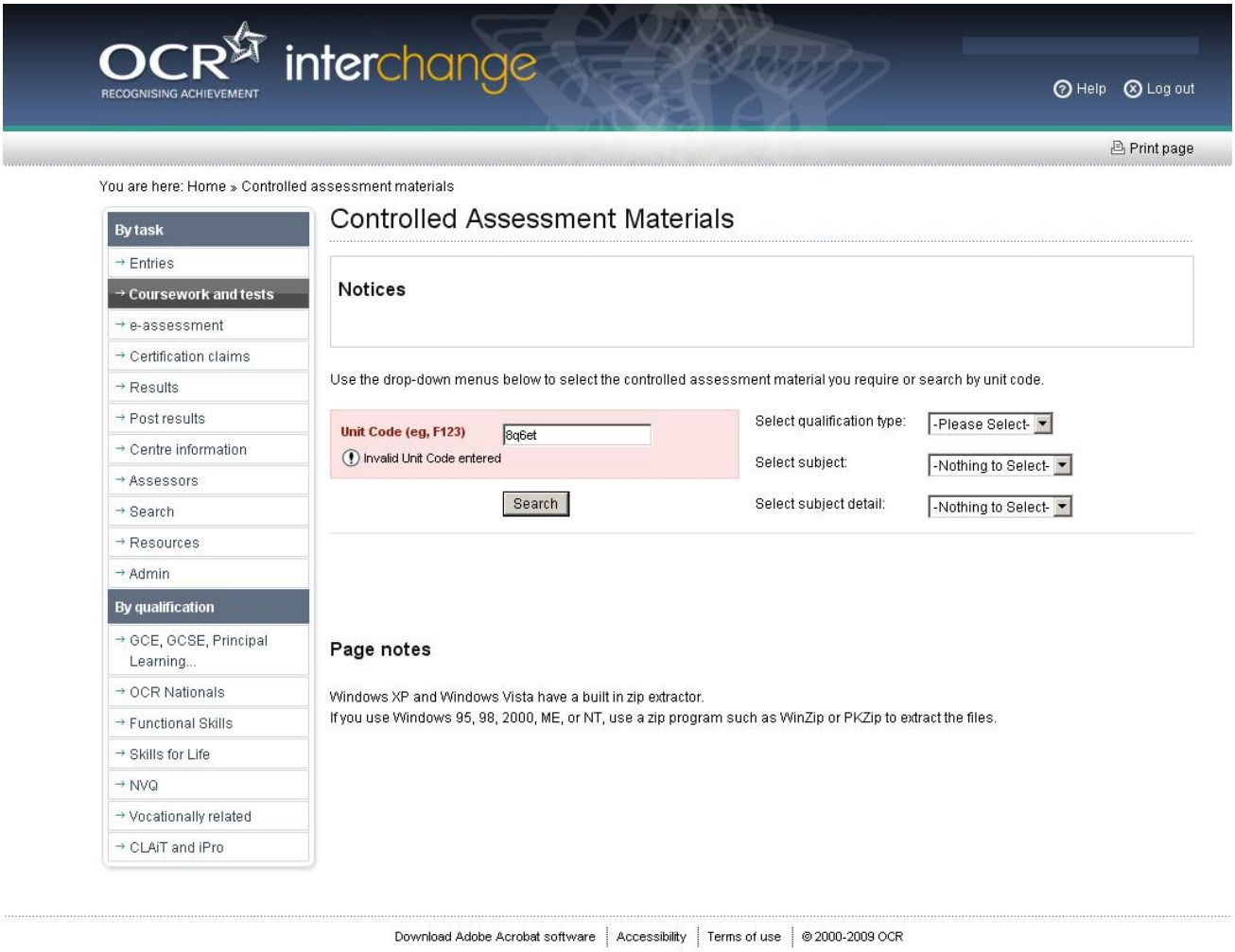
Click on the document link, the document will open in your browser

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

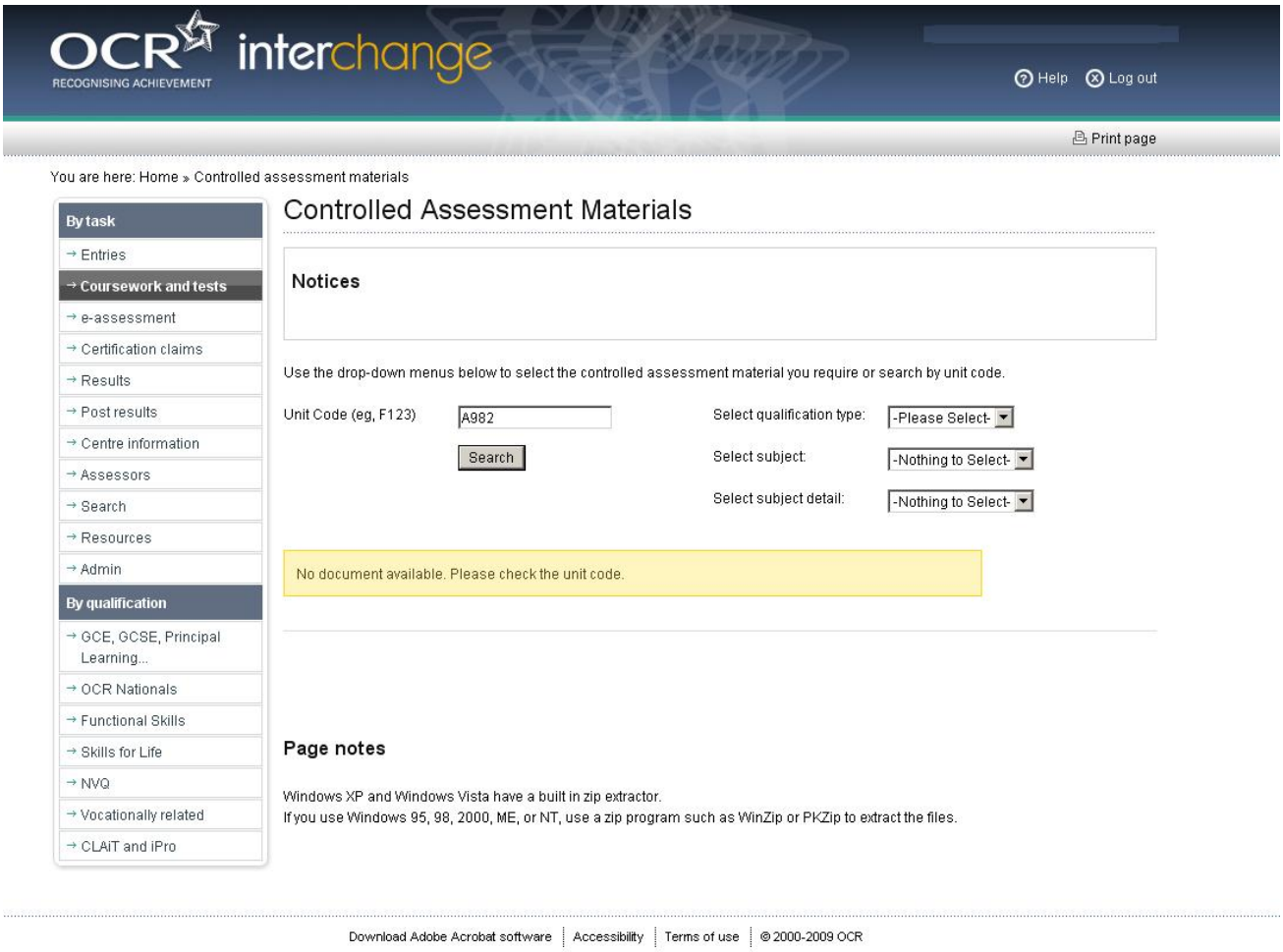


Step 5 – Troubleshooting

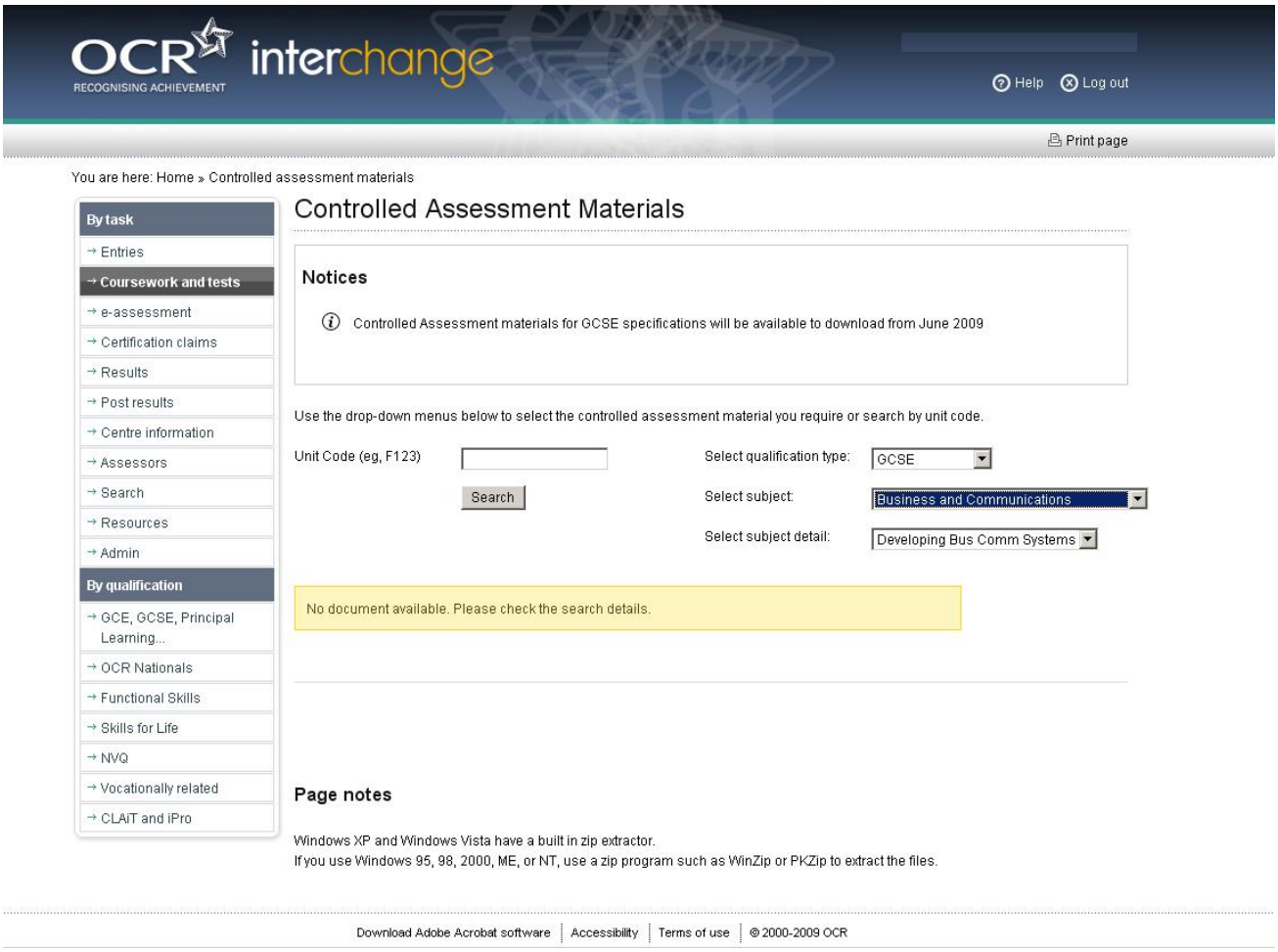
If you search for an invalid unit code, the following error message will be displayed.



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



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



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