



This document provides subject teachers, senior leaders and the head of centre (Headteacher) with a single, definitive source of generic guidance and instructions for GCSE/LEVEL 2/GCE/LEVEL 3/Level 2/GCE/Level 3 qualifications.

### Aims

- To cover procedures for planning and managing controlled assessment;
- To define staff roles and responsibilities with respect to controlled assessment;
- To manage risks associated with controlled assessment

### Introduction

Controlled assessment was introduced for GCSE/LEVEL 2/GCE/LEVEL 3 specifications for first teaching in September 2009 with the aim of addressing a number of issues that were believed to be compromising traditional coursework. Principally, controlled assessment was intended to:

- ensure that all candidates spend approximately the same amount of time on their assignments;
- prevent third parties from providing inappropriate levels of guidance and input;
- mitigate concerns about plagiarism and improve the reliability and validity of GCSE/LEVEL 2/GCE/LEVEL 3 awards;
- allow centres a reasonable degree of freedom and control;
- allow candidates to produce an original piece of work.

Controlled assessment is a form of internal assessment where the control levels (High, Medium, or Limited) are set for each stage of the assessment process: task setting, task taking and task marking. In some subjects, the awarding body will mark work. For most subjects however work will be marked by the centre and moderated by the awarding body.

### Key features

- Enables a more integrated approach to teaching and learning and assessment.
- Provides an increased facility to ensure that work is the students own
- Enables teachers to choose the timing of the controlled assessment
- Enables teachers to select from a choice of tasks and contextualize them
- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning
- Usually takes place in the classroom, within the normal timetable
- Features levels of control designed to maximise reliability and authenticity.

## **Process of Controlled Assessment**

### **Task setting**

Tasks are set either by the awarding body (High Control) or by the centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

### **Task Taking**

Three levels of control apply:

- Limited control – students can work unsupervised outside the classroom. This is normally the research stage
- Medium control – students can work under informal supervision. This is normally the analysis stage
- High control – students complete their task under direct supervision throughout. This is the write up stage

### **Task Marking**

Task Marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where the teacher assesses work and externally moderated by the awarding body in the same way as coursework.

#### **1. Senior leadership team**

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies subject-specific instructions
- In the summer term prior to the start of each academic year, begin co-ordinating with heads of department/subject to schedule controlled assessments.
- Map overall resource management requirements for the year. As part of this resolve:
  - i) Clashes/problems over the timing or operation of controlled assessments.
  - ii) Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved has a calendar of events.
- Update an internal appeals policy for controlled assessments.
- Create, publish and update an internal appeals policy for controlled assessments.

## 2. Heads of Departments

- Decide on the awarding body and specification for a particular GCSE/LEVEL 2/GCE/LEVEL 3.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regards to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

## 3. Teaching Staff

- Understand and comply with the general guideline contained in the JCQ publication *Instructions for conducting controlled assessments*
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams officer details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).

- Post-completion, retain candidates' work securely until the closing date for enquires about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

#### **4. Exams Officer**

- Enter students for individual units, whether assessed by controlled assessment external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exam officer, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

#### **5. Special educational needs coordinator**

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.