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Introduction

In October 2005, the Qualifications and Curriculum Authority (QCA) published a report on coursework that raised a number of issues about coursework in GCSE and GCE qualifications. As a result, controls on coursework were tightened. QCA published a series of guidance documents for teachers, students and parents to describe and explain new requirements.

As part of the 2007 review of GCSE qualification and subject criteria, QCA commissioned a report on internal assessment in GCSEs. The report, published in June 2007, recommended that coursework be replaced in the majority of subjects with controlled assessment. In controlled assessment, the levels of control are designated at three key control points: task setting, task taking and task marking. In addition, it was proposed that the level of control at each of these key control points falls into one of three categories: limited, medium or high. Definitions of the key control points and the categories within them can be found in the glossary of terms at the end of this document.

In line with these recommendations, controlled assessment regulations have been developed for all GCSE subjects with internal assessment. Additional, subject-specific controlled assessment regulations have been developed for a number of subjects that have both subject criteria and controlled assessment. These regulations are designed to ensure comparability across all specifications within a subject.

The generic and subject regulations must be read alongside each other, and in conjunction with the subject criteria.

Generic regulations

These generic regulations have been drawn up to support the development and implementation of controlled assessment in the revised GCSE specifications for first teaching from September 2009. They will be used by the regulators in the accreditation process and in amending the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

The regulations apply to GCSE single award qualifications. Awarding bodies should apply the regulations appropriately to short course and double award GCSEs. GCSE subjects with a weighting of 25% controlled assessment for the single award must have a weighting of 50% controlled assessment for the short course.

Awarding bodies must ensure that appropriate advice is available to support centres in interpreting subject requirements.

These regulations apply to all subjects that include controlled assessment. Additional regulations are specified for subjects with criteria.

For subjects without criteria, awarding bodies must:

- align subject requirements with one of the three defined ratios of controlled assessment to external examination (0%:100%; 25% :75%; 60%:40%)
- follow, as closely as possible, controlled assessment regulations laid down for cognate subjects, agreeing any divergence with the regulators
- adhere to the generic regulations identified below.

Level of control

Regulations are defined for the three stages of assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control must be set as high as possible for the skills assessed. However, the level of control must provide for valid assessment of the subject while ensuring manageability for learners, centres and awarding bodies.

Subject-specific regulations define the level of control that must operate for the three stages of assessment.

Number of controlled assessment components/units

- For specifications with a weighting of 25% controlled assessment, there must be just one controlled assessment unit/component, which is moderated and awarded as a single entity.
- For specifications a weighting of 60% controlled assessment, there may be one, two or three controlled assessment components/units that are moderated and awarded separately. The number of controlled assessments may be specified in the subject-specific regulations. Each controlled assessment component/unit must have a minimum weighting of 20% of the overall assessment.
- A controlled assessment component/unit may contain more than one task/sub-task.

Word and/or time limits

To ensure manageability, controlled assessment components/units must be defined by word and/or time limits. Exceptionally, both controls may be used.

Awarding bodies must ensure that specifications contain guidance on appropriate word/time limits for controlled assessment components/units according to the following principles.

- Subjects with 25% controlled assessment (except Welsh second language): awarding body guidance on task taking must recommend about 2000 words or equivalent.
- Subjects with 60% controlled assessment (except MFL and Welsh second language): awarding body guidance on task taking must recommend about 15 hours for each 20% of contribution to the overall assessment. This includes preparation time, but does not include teaching and learning time.
- Mark schemes must provide suitable credit for precision and succinctness of expression.

Controlled assessment review

All controlled assessment tasks set by awarding bodies must be reviewed, as a minimum, on a two-yearly cycle to ensure that they continue to set an appropriate challenge.

In subjects where it could be an advantage to candidates to have access to work done in previous years, controlled assessment regulations will specify that tasks must be changed each year.

Drafting/redrafting

When drafting is inherent in the skills being assessed, mark schemes must clearly assign credit for drafting/redrafting work. Awarding body guidance must include details of interim assessment by teachers and exemplify ways in which candidates show evidence of re-drafting.

When drafting is not one of the skills being assessed, awarding body guidance must make clear that teachers may review candidates' work, and may provide advice at a general level. The guidance must also make clear that teachers must not provide detailed and specific advice on how the draft could be improved to meet the assessment criteria.

Equalities issues

It is the awarding body's responsibility to ensure that all aspects of qualification development, where possible, promote equality of opportunity in the areas of race, disability and gender, for example in the content, assessment methodology and access arrangements. This is to ensure compliance with statutory equalities duties¹ under these three areas.

Additionally, awarding bodies should aim to ensure qualifications are non-discriminatory on the grounds of age, sexual orientation, religion and belief.

QCA has identified any barriers associated with the subject criteria, based on its impact assessment, and the access arrangements that may be used, for example use of practical assistants and readers. These arrangements should also apply to controlled assessment.

If the awarding body considers any arrangements in the GCSE subject criteria to be inappropriate for its controlled assessment purposes, it must provide a justification and identify the steps taken to mitigate any alternative action it chooses to take. The awarding body should do this by using the diversity and inclusion (D&I) screen on QCA's web-based accreditation (WBA) system. Similarly, the awarding body should indicate on WBA if it intends to include additional barriers to those in the subject criteria, justify their inclusion, and outline the mitigating actions taken to minimise these barriers.

¹ The Disability Discrimination Act requires the involvement of disabled people and/or their representatives.

Applied business

Scheme of assessment

GCSE specifications in applied business must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.	25–35
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	35–45
AO3	Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.	25–35

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- practical – time management, personal organisation and action planning
- presentational
- personal and interpersonal
- cognitive – reflection and review of their own and others' performances
- decision making – use of data and problem-solving.

In addition, elements of all these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraphs 9 and 12 of the GCSE applied business criteria.

Level of control

Regulations for controlled assessment in applied business are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.²

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

² Centre-specific circumstances will include the availability of and access to resources.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).³

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁴

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body
- The awarding body moderation must be consistent with the requirements of the GCSE, GCE, GNVQ and AEA Code of Practice, April 2007 (QCA/07/3082).

³ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁴ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Art and design

Scheme of assessment

GCSE specifications in art and design must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.	20–30
AO2	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.	20–30
AO3	Record ideas, observations and insights relevant to their intentions in visual and/or other forms.	20–30
AO4	Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment in the form of a candidate portfolio. Candidates must explore and create by:

- undertaking research and gathering, selecting and organising visual, tactile and/or sensory materials and other relevant information
- analysing, discussing and evaluating images and their meanings, objects and products, making and recording independent judgements in visual and other forms
- generating and exploring potential lines of enquiry using appropriate new media and techniques
- reviewing and modifying work, and planning and developing ideas in the light of their own and others' evaluations
- organising, selecting and communicating ideas, solutions and responses, and presenting them.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 11 of the GCSE art and design criteria.

Level of control

Regulations for controlled assessment in art and design are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – limited control

- Specifications must state that the candidate portfolio must be set by the centre. It must be developed from candidates' personal and/or given starting points.

- The awarding body must provide exemplar tasks.

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).⁵

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁶

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.

⁵ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁶ The awarding must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

- The awarding body moderation must be consistent with the requirements of the GCSE, GCE, GNVQ and AEA Code of Practice, April 2007 (QCA/07/3082).

Business studies and business-related subjects

Scheme of assessment

GCSE specifications in business studies and business-related subjects must allocate a weighting of:

- 25% controlled assessment
- 75% external assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.	25–35
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	35–45
AO3	Analyse and evaluate evidence, make reasoned judgements and present appropriate conclusions.	25–35

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- decision making – use of data and problem-solving
- analysis and evaluation.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 9 of the GCSE subject criteria for business subjects.

Level of control

Regulations for controlled assessment in business studies and business-related subjects are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a single controlled assessment component/unit. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body. The tasks must be replaced each year.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁷

Task taking

Research/data collection – limited control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under limited supervision.

The awarding body must provide clear guidance in relation to the use of research methodology, materials from other sources, and the preparation for final production of the work to be assessed.

⁷ Centre-specific circumstances will include the availability of and access to resources.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (internally defined)

Specifications must provide guidance on appropriate time limits.⁸

Collaboration control (externally defined)

Specifications must state that the work of individual candidates may be informed by working with others, but that candidates must provide an individual response.⁹

Resource control (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.

Analysis and evaluation of findings – high control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under formal supervision.

The awarding body must provide clear guidance in relation to the use of materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the preparation and communication of analysis and evaluation of findings.¹⁰

⁸ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁹ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

¹⁰ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

Collaboration control (externally defined)

Specifications must require candidates to complete all work independently.

Resource control (externally defined)

Specifications must state that candidates' access to research materials is limited to those specified by the awarding body.¹¹

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

¹¹ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Citizenship studies

Scheme of assessment

GCSE specifications in citizenship studies must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology.	25–35
AO2	Apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts.	40–50
AO3	Analyse and evaluate issues and evidence, including different viewpoints, to construct reasoned arguments and draw conclusions.	30–40

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

Enquiry

- researching issues

Advocacy and representation

- evaluating different ideas and viewpoints
- presenting a convincing argument

Taking informed and responsible action

- researching action to address citizenship issues
- planning, negotiating and taking action to address citizenship issues
- evaluating the impact of action.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in the national curriculum key stage 4 programme of study requirements for England.

Level of control

Regulations for controlled assessment in citizenship studies are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.¹²

¹² Centre-specific circumstances will include the availability of and access to resources.

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research and taking responsible action, under informal supervision. Research and taking responsible action may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of materials from other sources, and the preparation for final production of the work to be assessed. Final outcomes must be produced under formal supervision.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.¹³

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with awarding body guidelines.¹⁴

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.

¹³ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

¹⁴ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

- The awarding body moderation must be consistent with the requirements of the GCSE, GCE, GNVQ and AEA Code of Practice, April 2007 (QCA/07/3082).

Classical subjects

Scheme of assessment

GCSE specifications in classical civilisation must allocate a weighting of:

- 75% external assessment
- 25% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and organise relevant knowledge of literature and its contexts and/or of society and values of the classical world.	25–35
AO2	Demonstrate an understanding of literature and its contexts and/or of society and values of the classical world.	25–35
AO3	Interpret, evaluate and respond to literature and its contexts and/or sources related to society and values of the classical world.	35–45

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- interpretation, analysis and evaluation of appropriate classical sources in context.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 10 of the GCSE classical subjects criteria.

Level of control

Regulations for controlled assessment in classical civilisation are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a single controlled assessment component/unit. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body. The tasks must be replaced each year.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.¹⁵

Task taking

Research/data collection – limited control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under limited supervision.

The awarding body must provide clear guidance in relation to the use of research methodology, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

¹⁵ Centre-specific circumstances will include the availability of and access to resources.

Time control (internally defined)

Specifications must provide guidance on appropriate time limits.¹⁶

Collaboration control (externally defined)

Specifications must state that the work of individual candidates may be informed by working with others, but that candidates must provide an individual response.¹⁷

Resource control (internally defined)

Specifications must state that candidates' access to resources is determined by those available to the centre.

Analysis and evaluation of findings – high control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under formal supervision.

The awarding body must provide clear guidance in relation to the use of materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate time allowed for the preparation and communication of analysis and evaluation of findings.¹⁸

Collaboration control (externally defined)

Specifications must require candidates to complete all work independently.

¹⁶ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

¹⁷ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

¹⁸ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

Resource control (externally defined)

The awarding body must specify the resources available to candidates.¹⁹

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

¹⁹ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Construction and the built environment

Scheme of assessment

GCSE specifications in construction and the built environment must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of a range of contexts.	25–35
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	45–55
AO3	Analyse and evaluate evidence, make reasoned judgements and present conclusions.	15–25

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- planning investigations and/or tasks
- carrying out investigations and/or tasks.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 9 of the GCSE construction and the built environment criteria.

Level of control

Regulations for controlled assessment in construction and the built environment are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.²⁰

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

²⁰ Centre-specific circumstances will include the availability of and access to resources.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).²¹

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.²²

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007, (QCA/07/3082).

²¹ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

²² The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Dance

Scheme of assessment

GCSE specifications in dance must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge, understanding and appreciation of dance performance and choreography.	20–30
AO2	Apply skills, knowledge and understanding to communicate choreographic/artistic intention through dance performance.	45–55
AO3	Analyse and evaluate dance to bring about improvement.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- effectiveness as a performer and choreographer
- ability to appreciate and critique dance in response to the candidate's own work and the work of others.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraphs 9–12 of the GCSE dance criteria.

Level of control

Regulations for controlled assessment in dance are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – medium control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must either be selected from a number of comparable tasks provided by the awarding body or designed by the centre according to criteria set out by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.²³

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research and preparation, under informal supervision. Research and preparation may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

²³ Centre-specific circumstances will include the availability of and access to resources.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).²⁴

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.²⁵

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007, (QCA/07/3082).

²⁴ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

²⁵ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Design and technology

Scheme of assessment

GCSE specifications in design and technology must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding in design and technology, including its wider effects.	25–35
AO2	Apply knowledge, understanding and skills in a variety of contexts and in designing and making products.	45–55
AO3	Analyse and evaluate products, including their design and production.	15–25

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- designing creatively
- making products
- applying systems and control, CAD/CAM, digital media and new technologies
- analysis and evaluation of processes and products.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 12 of the GCSE design and technology criteria.

Level of control

Regulations for controlled assessment in design and technology are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.²⁶

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research and preparation, under informal supervision. Research and preparation may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, and materials from other sources, in the preparation for final production of the work to be assessed.

²⁶ Centre-specific circumstances will include the availability of and access to resources.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).²⁷

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by those available to the centre.²⁸

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the GCSE, GCE, GNVQ and AEA Code of Practice, April 2007, (QCA/07/3082).

²⁷ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

²⁸ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Drama

Scheme of assessment

GCSE specifications in drama must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.	25–35
AO2	Apply practical skills to communicate in performance.	35–45
AO3	Analyse and evaluate their own work and that of others using appropriate terminology.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- planning and preparation (select, synthesize and use ideas to create drama)
- improvisation
- performance and production
- collaboration and creativity
- reflective, analytical and evaluative skills.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 10 of the GCSE drama criteria.

Level of control

Regulations for controlled assessment in drama are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – limited control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be designed by the centre according to criteria set by the awarding body.

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research for final performance and/or production of the work to be assessed. Final performances and/or productions must be completed under formal supervision.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).²⁹

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.³⁰

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007, (QCA/07/3082).

²⁹ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

³⁰ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Engineering

Scheme of assessment

GCSE specifications in engineering must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of a range of contexts.	25–35
AO2	Apply skills, knowledge and understanding, including quality standards, in a variety of contexts and to plan and carry out investigations and tasks, involving a range of tools, equipment, materials and components.	45–55
AO3	Analyse and evaluate evidence, make reasoned judgements and present conclusions.	15–25

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- designing a product
- engineering a product.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraphs 9 and 10 of the GCSE engineering criteria.

Level of control

Regulations for controlled assessment in engineering are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.³¹

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

³¹ Centre-specific circumstances will include the availability of and access to resources.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).³²

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.³³

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007, (QCA/07/3082).

³² The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

³³ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Expressive arts

Scheme of assessment

GCSE specifications in expressive arts must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select use and communicate their knowledge and understanding of the work of practitioners and the connections between their works, demonstrating an understanding of contextual influences.	10–20
AO2	Apply skills, processes and techniques, and shape and structure ideas, reviewing, modifying and refining their work as it progresses.	30–40
AO3	Communicate ideas through chosen art forms, applying knowledge and understanding of how art forms relate and interact with each other, using relevant skills, techniques and compositional elements.	30–40
AO4	Analyse and evaluate the effectiveness of their work at all stages, in relation to the work of others, their intentions and the intended audience.	10–20

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- research and investigation
- exploration of the relationships and connections within and between art forms
- realisation of creative intentions in light of the intended audience
- evaluation of candidates' own work and the work of others.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 11 of the GCSE expressive arts criteria.

Level of control

Regulations for controlled assessment in expressive arts are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – limited control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be designed by the centre according to criteria set out by the awarding body.

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).³⁴

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.³⁵

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the GCSE, GCE, GNVQ and AEA Code of Practice, April 2007, (QCA/07/3082).

³⁴ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

³⁵ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Geography

Scheme of assessment

GCSE specifications in geography must allocate a weighting of:

- 75% external assessment
- 25% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of places, environments and concepts.	30–40
AO2	Apply their knowledge and understanding in familiar and unfamiliar contexts.	30–40
AO3	Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues.	30–40

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment in the context of fieldwork:

- identifying, analysing and evaluating geographical questions and issues
- establishing appropriate sequences of investigation incorporating geographical skills, including enquiry skills
- extracting and interpreting information from a range of different sources
- evaluating methods of collecting, presenting and analysing evidence, and the validity and limitations of evidence and conclusions.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 11 of the GCSE geography criteria.

Level of control

Regulations for controlled assessment in geography are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a single controlled assessment component/unit. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body. The tasks must be replaced each year.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.³⁶

Task taking

Research/data collection – limited control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under limited supervision. The awarding body must provide clear guidance in relation to the use of research methodology, materials from other sources, and the preparation for final production of the work to be assessed.

³⁶ Centre-specific circumstances will include the availability of and access to resources.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (internally defined)

Specifications must provide guidance on appropriate time limits.³⁷

Collaboration control (externally defined)

Specifications must state that the work of individual candidates may be informed by working with others, but that candidates must provide an individual response.³⁸

Resource control (internally defined)

Specifications must state that candidates' access to resources is determined by those available to the centre.

Analysis and evaluation of findings – high control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under formal supervision. The awarding body must provide clear guidance in relation to the use of materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate time allowed for the preparation and communication of analysis and evaluation of findings.³⁹

³⁷ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

³⁸ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

³⁹ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

Collaboration control (externally defined)

Specifications must require candidates to complete all work independently.

Resource control (externally defined)

The awarding body must specify the resources available to candidates.⁴⁰

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁴⁰ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Health and social care

Scheme of assessment

GCSE specifications in health and social care must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding in a range of contexts.	25–35
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	40–50
AO3	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- planning investigations and/or tasks
- carrying out investigations and/or tasks.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 10 of the GCSE health and social care criteria.

Level of control

Regulations for controlled assessment in health and social care are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁴¹

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

⁴¹ Centre-specific circumstances will include the availability of and access to resources.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).⁴²

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre.⁴³

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁴² The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁴³ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

History

Scheme of assessment

GCSE specifications in history must allocate a weighting of:

- 75% external assessment
- 25% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history.	25–35
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationships between them. 	25–35
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry. 	30–40

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- historical enquiry
- historical interpretation.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraphs 12 and 13 of the GCSE history criteria.

Level of control

Regulations for controlled assessment in history are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a single controlled assessment component/unit. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body. The tasks must be replaced each year.
- The awarding body must ensure that specifications provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁴⁴

⁴⁴ Centre-specific circumstances will include the availability of and access to resources.

Task taking

Research/data collection – limited control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under limited supervision.

The awarding body must provide clear guidance in relation to the use of research methodology, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (internally defined)

Specifications must provide guidance on appropriate time limits.⁴⁵

Collaboration control (externally defined)

Specifications must state that the work of individual candidates may be informed by working with others, but that candidates must provide an individual response.⁴⁶

Resource control (internally defined)

Specifications must state that candidates' access to resources is determined by those available to the centre.

Analysis and evaluation of findings – high control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under formal supervision.

The awarding body must provide clear guidance in relation to the use of materials from other sources, and the preparation for final production of the work to be assessed.

⁴⁵ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁴⁶ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate time allowed for the preparation and communication of analysis and evaluation of findings.⁴⁷

Collaboration control (externally defined)

Specifications must require candidates to complete all work independently.

Resource control (externally defined)

The awarding body must specify the resources available to candidates.⁴⁸

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁴⁷ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁴⁸ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Home economics

Scheme of assessment

GCSE specifications in home economics must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of a range of contexts.	25–35
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	40–50
AO3	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- planning investigations and/or tasks
- carrying out investigations and/or tasks.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 9 of the GCSE home economics criteria.

Level of control

Regulations for controlled assessment in home economics are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁴⁹

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

⁴⁹ Centre-specific circumstances will include the availability of and access to resources.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).⁵⁰

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁵¹

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁵⁰ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁵¹ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Hospitality and/or catering

Scheme of assessment

GCSE specifications in hospitality and/or catering must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of a range of contexts.	25–35
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	40–50
AO3	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- planning investigations and/or tasks
- carrying out investigations and/or tasks.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraphs 10 and 11 of the GCSE hospitality and/or catering criteria.

Level of control

Regulations for controlled assessment in hospitality and/or catering are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁵²

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.⁵³

⁵² Centre-specific circumstances will include the availability of and access to resources.

⁵³ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁵⁴

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁵⁴ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Humanities

Scheme of assessment

GCSE specifications in humanities must allocate a weighting of:

- 75% external assessment
- 25% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of concepts, issues and terminology.	40–50
AO2	Apply their knowledge and understanding in familiar and unfamiliar contexts.	30–40
AO3	Analyse and evaluate information, sources, arguments and interpretations.	15–25

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- investigation
- analysis.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 9 of the GCSE humanities criteria.

Level of control

Regulations for controlled assessment in humanities are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a single controlled assessment component/unit. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body. The tasks must be replaced each year.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁵⁵

Task taking

Research/data collection – limited control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under limited supervision.

The awarding body must provide clear guidance in relation to the use of research methodology, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

⁵⁵ Centre-specific circumstances will include the availability of and access to resources.

Time control (internally defined)

Specifications must provide guidance on appropriate time limits for tasks.⁵⁶

Collaboration control (externally defined)

Specifications must state that the work of individual candidates may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁵⁷

Analysis and evaluation of findings – high control**Authenticity control (externally defined)**

Specifications must require candidates to complete all work under formal supervision.

The awarding body must provide clear guidance in relation to the use of materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate time allowed for the preparation and communication of analysis and evaluation of findings.⁵⁸

Collaboration control (externally defined)

Specifications must require candidates to complete all work independently.

⁵⁶ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁵⁷ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

⁵⁸ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

Resource control (externally defined)

The awarding body must specify the resources available to candidates.⁵⁹

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁵⁹ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Leisure and tourism

Scheme of assessment

GCSE specifications in leisure and tourism must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of a range of contexts.	25–35
AO2	Apply skills, knowledge and understanding in a variety of contexts and in planning and carrying out investigations and tasks.	40–50
AO3	Analyse and evaluate information, sources and evidence, make reasoned judgements and present conclusions.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- planning investigations and/or tasks
- carrying out investigations and/or tasks.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 9 of the GCSE leisure and tourism criteria.

Level of control

Regulations for controlled assessment in leisure and tourism are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁶⁰

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

⁶⁰ Centre-specific circumstances will include the availability of and access to resources.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).⁶¹

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁶²

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁶¹ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁶² The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Manufacturing

Scheme of assessment

GCSE specifications in manufacturing must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of a range of contexts	25–35
AO2	Apply skills, knowledge and understanding, including quality standards, in a variety of contexts, and plan and carry out investigations and tasks, involving a range of tools, equipment, materials and components.	45–55
AO3	Analyse and evaluate evidence, make reasoned judgements and present conclusions.	15–25

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- designing a product
- manufacturing a product.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraphs 9 and 10 of the GCSE manufacturing criteria.

Level of control

Regulations for controlled assessment in manufacturing are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁶³

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

⁶³ Centre-specific circumstances will include the availability of and access to resources.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).⁶⁴

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁶⁵

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁶⁴ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁶⁵ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Media studies

Scheme of assessment

GCSE specifications in for media studies must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of media products and the contexts in which they are produced and consumed.	20–30
AO2	Analyse and respond to media texts/topics using media key concepts and appropriate terminology.	20–30
AO3	Demonstrate research, planning and presentational skills.	20–30
AO4	Construct and evaluate their own products using creative and technical skills.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- analysing and responding to media texts/topics using key media concepts and terminology
- researching, planning and constructing media products and evaluate those products and processes

- presenting ideas and arguments supported by evidence.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 10 of the GCSE media studies criteria.

Level of control

Regulations for controlled assessment in media studies are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁶⁶

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research and preparation, under informal supervision. Research and preparation may be completed under limited supervision.

⁶⁶ Centre-specific circumstances will include the availability of and access to resources.

The awarding body must provide clear guidance in relation to the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s)⁶⁷.

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁶⁸

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁶⁷ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁶⁸ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Modern foreign languages

Scheme of assessment

GCSE specifications in modern foreign languages must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Understand spoken language	20–30
AO2	Communicate in speech	20–30
AO3	Understand written language	20–30
AO4	Communicate in writing	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- a minimum of 50% controlled assessment must relate to communication in speech (AO2) and communication in writing (AO4)⁶⁹

⁶⁹ A maximum of 10% controlled assessment may relate to understanding spoken language (AO1) and/or understanding written language (AO3).

Level of control

Regulations for controlled assessment in modern foreign languages are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – limited control

Specifications must require candidates to complete a minimum of two tasks for each component/unit (speaking and writing). Tasks must ensure that candidates use language for different purposes.

The awarding body must:

- provide exemplar tasks
- indicate, with reference to the assessment criteria, the types of tasks and the characteristics of the language used by candidates that will provide access to higher grades.

The awarding body must ensure that specifications provide opportunities for centres to:

- adapt exemplar tasks provided by the awarding body within clearly defined parameters set by the awarding body

OR

- design their own tasks according to clearly defined parameters set by the awarding body, including provision for the regular replacement of tasks.

Task taking

Communicate in speech – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under informal supervision.

The awarding body must provide clear guidance in relation to the use of stimulus material, preparatory work, the use of materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate minimum and maximum duration of speaking tasks.⁷⁰

Collaboration control (internally defined)

Specifications must state that the work of individual candidates may be informed by working with others, for example in conversational groups, but that candidates must provide an individual response.⁷¹

Resource control (externally defined)

The awarding body must specify the resources available to candidates. Candidates must not be permitted use of a dictionary during speaking tasks, but may be permitted access to notes or a visual stimulus.⁷²

Communicate in writing – high control

Authenticity control (externally defined)

Specifications must require candidates to complete all preparatory work under informal supervision.

The awarding body must provide clear guidance in relation to the use of stimulus material, preparatory work, the use of materials from other sources, and the preparation for final production of the work to be assessed.

⁷⁰ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, dyslexia.

⁷¹ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

⁷² The awarding body must provide guidance in relation to the types of notes or visual stimulus permitted, and in relation to candidates who require the use of special equipment, for example voice technology.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must agree with the regulators the duration within which candidates are required to complete all written work.⁷³

Collaboration control (externally defined)

Specifications must require candidates to complete all work independently.

Resource control (externally defined)

The awarding body must specify the resources available to candidates. Access to dictionaries must be permitted when candidates write their final version under formal supervision.

Specifications must clearly state that candidates are not permitted access to earlier drafts, but may access notes that must be submitted with the final version.⁷⁴ The awarding body must provide a template for the notes.

Specifications must state that candidates should not have access to online resources, such as foreign language grammar and spell checkers, but may access online dictionaries.

Task marking

Communicate in speech – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁷³ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, dyslexia.

⁷⁴ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Communicate in writing – high control

- The awarding body marks the controlled assessment.

Music

Scheme of assessment

GCSE specifications in music must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Performing skills: performing/realising with technical control, expression and interpretation.	30–40
AO2	Composing skills: creating and developing musical ideas with technical control and coherence.	30–40
AO3	Listening and appraising skills: analysing and evaluating music using musical terminology.	30–40

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- performing/realising and composing music.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 9 of the GCSE music criteria.

Level of control

Regulations for controlled assessment in music are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – medium control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must either be selected from a number of comparable tasks provided by the awarding body or designed by the centre according to criteria set out by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁷⁵

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research and preparation, under informal supervision. Research and preparation may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and preparation for final production of the work to be assessed. Final performance/s must be completed under formal supervision.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

⁷⁵ Centre-specific circumstances will include the availability of and access to resources.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).⁷⁶

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁷⁷

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁷⁶ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁷⁷ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Physical education

Scheme of assessment

GCSE specifications in physical education must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of physical activity.	20–30
AO2	Apply skills, knowledge and understanding in physical activity.	45–55
AO3	Analyse and evaluate physical activity, and identify action to bring about improvement.	20–30

Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- developing competence in different types of physical activity, and different roles and contexts within the activities
- selecting and applying tactics, strategies and compositional ideas
- analysing and evaluating performance and identifying key priorities for improvement.

In addition, elements of these skills may be assessed externally.

These skills must be assessed in the context of the content specified in paragraph 10 of the GCSE physical education criteria.

Level of control

Regulations for controlled assessment in physical education are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – limited control

- Specifications must require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must either be selected from a number of comparable tasks provided by the awarding body or designed by the centre according to criteria set out by the awarding body.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁷⁸

Task taking – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work, with the exception of research and preparation, under informal supervision. Research and preparation may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the use of research and preparation for final production of the work to be assessed.

⁷⁸ Centre-specific circumstances will include the availability of and access to resources.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate duration of the task(s).⁷⁹

Collaboration control (internally defined)

Specifications must state that the work of the individual may be informed by working with others, but that candidates must provide an individual response.

Resources (internally defined)

Specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body.⁸⁰

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁷⁹ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁸⁰ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Statistics

Scheme of assessment

GCSE specifications in statistics must allocate a weighting of:

- 75% external assessment
- 25% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Analyse a statistical problem and plan an appropriate strategy.	10–20
AO2	Describe and use appropriate methods to select and collect data.	10–20
AO3	Process, analyse and present data appropriately.	40–50
AO4	Use statistical evidence to identify inferences, make deductions and draw conclusions.	25–35

Skills assessed by controlled assessment

The following skill must be assessed through controlled assessment:

- applying the statistical problem-solving process.

In addition, elements of this skill may be assessed externally.

This skill must be assessed in the context of the content specified in paragraph 10 of the GCSE statistics criteria.

Level of control

Regulations for controlled assessment in statistics are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – high control

- Specifications must require candidates to complete a single controlled assessment component/unit. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body. The tasks must be replaced each year.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances.⁸¹

Task taking

Research/data collection – limited control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under limited supervision.

The awarding body must provide clear guidance in relation to the use of research methodology, materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

⁸¹ Centre-specific circumstances will include the availability of and access to resources.

Time control (internally defined)

Specifications must provide guidance on appropriate time limits.⁸²

Collaboration control (externally defined)

Specifications must state that candidates must complete all work independently.⁸³

Resource control (internally defined)

Specifications must state that candidates' access to resources is determined by those available to the centre.

Analysis and evaluation of findings – high control**Authenticity control (externally defined)**

Specifications must require candidates to complete all work under formal supervision.

The awarding body must provide clear guidance in relation to the use of materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the time allowed for the preparation and communication of analysis and evaluation of findings as appropriate to the task parameters set by the awarding body.⁸⁴

Collaboration control (externally defined)

Specifications must state that candidates must complete all work independently.

⁸² The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

⁸³ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

⁸⁴ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, a disability.

Resource control (externally defined)

Specifications must state that candidates' access to research materials is limited to those specified by the awarding body.⁸⁵

Task marking – medium control

- Teachers mark the task using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*, April 2007 (QCA/07/3082).

⁸⁵ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

Cymraeg ail iaith

Cynllun asesu

Ar gyfer y llwybr cyffredinol mewn Cymraeg Ail iaith, mae'n rhaid i fanylebau TGAU ddosrannu pwysoliad o:

- 75% asesu allanol
- 25% asesu mewnol.

Ar gyfer y llwybr cymhwysol mewn Cymraeg Ail iaith, mae'n rhaid i fanylebau TGAU ddosrannu pwysoliad o:

- 40% asesu allanol
- 60% asesu mewnol.

Mae'n rhaid i bob manyleb fynnu bod ymgeiswyr yn dangos eu gallu mewn:

Amcanion asesu		% pwysoli
AA1	Llafaredd	40–50
AA2	Darllen	20–30
AA3	Ysgrifennu	20–30

Y sgiliau a asesir gan asesu dan reolaeth

Llwybr cyffredinol

Mae'n rhaid asesu dau o'r amcanion asesu trwy asesu dan reolaeth a'u hintegreiddio yn yr un dasg.

Mae'n rhaid asesu pob un o'r amcanion asesu'n allanol hefyd.

Llwybr cymhwysol

Mae'n rhaid asesu pob amcan asesu trwy asesu dan reolaeth.

Gellir asesu elfennau o'r sgiliau hyn yn allanol.

Lefel rheolaeth

Diffinnir rheoliadau ar gyfer asesu dan reolaeth mewn Cymraeg Ail iaith ar gyfer tri cham yr asesu:

- gosod tasgau
- cyflawni tasgau
- marcio tasgau.

Ar gyfer pob cam, er mwyn sicrhau dibynadwyedd a dilysrwydd, gosodir y lefel rheolaeth mor uchel â phosibl i'r sgiliau a asesir.

Gosod tasgau – rheolaeth ar lefel gyfyngedig

Llwybr cyffredinol

Mae'n rhaid i ymgeiswyr gwblhau un dasg estynedig.

Dylai manylebau awgrymu tua 18 awr ar gyfer y dasg hon. Mae hyn yn cynnwys amser paratoi ond nid yw'n cynnwys amser addysgu a dysgu.

Llwybr cymhwysol

Mae'n rhaid i ymgeiswyr gwblhau tair tasg estynedig.

Llwybrau cyffredinol a chymhwysol

Ar gyfer llwybrau cyffredinol a chymhwysol, mae'n rhaid i'r corff dyfarnu:

- ddarparu tasgau enghreifftiol
- nodi, gan gyfeirio at y meini prawf asesu, y mathau o dasgau a nodweddion yr iaith a ddefnyddir gan ymgeiswyr a fydd yn arwain at fynediad i raddau uwch.

Mae'n rhaid i'r corff dyfarnu sicrhau bod manylebau'n darparu cyfleoedd i ganolfannau:

- ddewis gweithgareddau o ystod o dasgau tebyg a ddarperir gan y corff dyfarnu, a'u gosod mewn cyd-destun.

- dethol tasgau, eu haddasu a'u gosod mewn cyd-destun o fewn ffiniau a ddiffiniwyd yn glir gan y corff dyfarnu.

NEU

- cynllunio eu tasgau eu hunain yn unol â meini prawf a nodwyd gan y corff dyfarnu.

Cyflawni tasgau

Ymateb llafar – rheolaeth ar lefel ganolig

Rheoli dilysrwydd (a ddiffinnir yn allanol)

Mae'n rhaid i fanylebau fynnu bod ymgeiswyr yn cwblhau'r holl waith o dan oruchwyliaeth anffurfiol. Mae'n rhaid i'r corff dyfarnu ddarparu arweiniad clir o ran defnyddio deunyddiau ysgogol, methodoleg ymchwil, defnyddio deunyddiau o ffynonellau eraill, a'r paratoi ar gyfer cynhyrchu'r gwaith terfynol i'w asesu.

Rheoli adborth (a ddiffinnir yn allanol)

Mae'n rhaid i'r corff dyfarnu nodi'n glir pa gefnogaeth gan athrawon a ganiateir a sut y dylid cofnodi hyn.

Rheoli amser (a ddiffinnir yn allanol)

Mae'n rhaid i'r corff dyfarnu nodi'n fras barhad lleiaf a mwyaf tasgau sy'n briodol ar gyfer ymgeiswyr sy'n anelu at raddau G–D, ac ar gyfer ymgeiswyr sy'n anelu at raddau C–A*.⁸⁵

Rheoli cydweithio (a ddiffinnir yn fewnol)

Mae'n rhaid i fanylebau nodi y caiff ymgeiswyr weithio gyda'i gilydd, er enghraifft, mewn grwpiau sgwrsio, cyn belled ag y cynhelir y ffiniau eraill a ddiffinnir yn allanol, a restrir uchod.

Rheoli adnoddau (a ddiffinnir yn allanol)

Mae'n rhaid i'r corff dyfarnu nodi'r adnoddau sydd ar gael i ymgeiswyr. Ni chaniateir i ymgeiswyr ddefnyddio geiriadur yn ystod tasgau ymateb llafar, ond caniateir iddynt ddefnyddio nodiadau a deunydd ysgogol priodol.⁸⁶

⁸⁵ Mae'n rhaid i'r corff dyfarnu ddarparu arweiniad o ran ymgeiswyr y mae angen amser ychwanegol arnynt o ganlyniad i, er enghraifft, ddyslecsia.

⁸⁶ Mae'n rhaid i'r corff dyfarnu ddarparu arweiniad o ran ymgeiswyr y mae angen iddynt ddefnyddio offer arbennig, er enghraifft, technoleg llais.

Ymateb ysgrifenedig – rheolaeth ar lefel uchel

Rheoli dilyrwydd (a ddiffinnir yn allanol)

Bydd ymgeiswyr yn cwblhau'r holl waith o dan oruchwyliaeth ffurfiol.

Mae'n rhaid i'r corff dyfarnu ddarparu arweiniad clir o ran defnyddio deunyddiau ysgogol, methodoleg ymchwil, defnyddio deunyddiau o ffynonellau eraill, a'r paratoi ar gyfer cynhyrchu'r gwaith terfynol i'w asesu.

Rheoli adborth (a ddiffinnir yn allanol)

Mae'n rhaid i'r corff dyfarnu nodi'n glir pa gefnogaeth gan athrawon a ganiateir a sut y dylid cofnodi hyn.

Rheoli amser (a ddiffinnir yn allanol)

Mae'n rhaid i'r corff dyfarnu gytuno â'r rheoleiddiwr a nodi'r cyfnod a'r cyfyngiad geiriau y mae'n ofynnol i'r ymgeiswyr gwblhau'r holl waith ysgrifenedig o fewn iddynt, ar gyfer ymgeiswyr sy'n anelu at raddau G-D ac ar gyfer ymgeiswyr sy'n anelu at raddau C-A*.⁸⁷

Rheoli cydweithio (a ddiffinnir yn allanol)

Mae'n rhaid i fanylebau fynnu bod ymgeiswyr yn cwblhau'r holl waith yn annibynnol.

Rheoli adnoddau (a ddiffinnir yn allanol)

Mae'n rhaid i'r corff dyfarnu nodi'r adnoddau sydd ar gael i ymgeiswyr. Mae'n rhaid caniatáu i ymgeiswyr ddefnyddio geiriaduron pan fyddant yn ysgrifennu eu fersiwn terfynol o dan oruchwyliaeth ffurfiol. Mae'n rhaid i fanylebau nodi'n glir na chaniateir i ymgeiswyr ddefnyddio drafftiau cynharach, ond caniateir iddynt ddefnyddio nodiadau y mae'n rhaid eu cyflwyno gyda'r fersiwn terfynol.⁸⁸ Dylai manylebau nodi y caniateir i ymgeiswyr ddefnyddio adnoddau ar-lein fel geiriaduron ar-lein a gwirwyr gramadeg a sillafu.

Marcio tasgau

Ymateb llafar – rheolaeth ar lefel ganolig

- Mae athrawon yn marcio'r dasg gan ddefnyddio cynlluniau marcio neu feini prawf a ddarparwyd gan y corff dyfarnu.

⁸⁷ Mae'n rhaid i'r corff dyfarnu ddarparu arweiniad o ran ymgeiswyr y mae angen amser ychwanegol arnynt o ganlyniad i, er enghraifft, ddyslecsia.

⁸⁸ Mae'n rhaid i'r corff dyfarnu ddarparu arweiniad o ran ymgeiswyr y mae angen iddynt ddefnyddio offer arbennig o ganlyniad i, er enghraifft, anabled.

- Mae'n rhaid i safoni gan y corff dyfarnu fod yn gyson â gofynion *Cod Ymarfer TGAU, TAG, GNVQ a DUE*, Ebrill 2007 (ISBN 9780750442343).

Ymateb ysgrifenedig – rheolaeth ar lefel uchel

- Mae'r corff dyfarnu yn marcio'r dasg.

Welsh second language

Scheme of assessment

For the general route in Welsh second language, GCSE specifications must allocate a weighting of:

- 75% external assessment
- 25% controlled assessment.

For the applied route in Welsh second language, GCSE specifications must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment.

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Oracy	40–50
AO2	Reading	20–30
AO3	Writing	20–30

Skills assessed by controlled assessment

General route

Two of the assessment objectives must be assessed by controlled assessment and be integrated into the same task.

All assessment objectives must also be assessed externally.

Applied route

All three of the assessment objectives must be assessed by controlled assessment.

Elements of the assessment objectives may be assessed externally.

Level of control

Regulations for controlled assessment in Welsh second language are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

Task setting – limited control

General route

Candidates must complete one extended task.

Specifications must require that candidates spend about 18 hours on the task. This includes preparation time, but does not include teaching and learning time.

Applied route

Candidates must complete three extended tasks.

General and applied routes

For both general and applied routes, the awarding body must:

- provide exemplar tasks
- indicate, with reference to the assessment criteria, the types of tasks and the characteristics of the language used by candidates that will provide access to higher grades.

The awarding body must ensure that specifications provide opportunities for centres to:

- select and contextualise activities from a range of comparable tasks provided by the awarding body

OR

- adapt exemplar tasks provided by the awarding body within clearly defined parameters set by the awarding body

OR

- design their own tasks according to clearly defined parameters set by the awarding body, including provision for the regular replacement of tasks.

Task taking

Oral response – medium control

Authenticity control (externally defined)

Specifications must require candidates to complete all work under informal supervision.

The awarding body must provide clear guidance in relation to the use of stimulus material, research methodology, the use of materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must indicate the approximate minimum and maximum duration of tasks.

Collaboration control (internally defined)

Specifications must state that candidates may work together, for example in conversational groups, provided that the other externally defined parameters are maintained.

Resource control (externally defined)

The awarding body must specify the resources available to candidates. Candidates must not be permitted use of a dictionary during oral response tasks, but may be permitted access to notes and appropriate stimulus material.⁸⁶

Written response – high control

Authenticity control (externally defined)

Candidates complete all work under formal supervision.

⁸⁶ The awarding body must provide guidance in relation to candidates who require the use of special equipment, for example voice technology.

The awarding body must provide clear guidance in relation to the use of stimulus material, research methodology, the use of materials from other sources, and the preparation for final production of the work to be assessed.

Feedback control (externally defined)

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

Time control (externally defined)

The awarding body must agree with the regulators the duration within which candidates are required to complete all written work.⁸⁷

Collaboration control (externally defined)

Specifications must require candidates to complete all work independently.

Resource control (externally defined)

The awarding body must specify the resources available to candidates. Dictionaries must be permitted when candidates write their final version under formal supervision.

Specifications must state clearly that candidates are not permitted access to earlier drafts, but may access notes that must be submitted with the final version.⁸⁸

Specifications must state that candidates should not have access to online resources, such as foreign language grammar and spell checkers, but may access online dictionaries.

Task marking

Oral response – medium control

- Teachers mark the task using mark schemes or criteria provided by the awarding body.

⁸⁷ The awarding body must provide guidance in relation to candidates who require extra time due to, for example, dyslexia.

⁸⁸ The awarding body must provide guidance in relation to candidates who require the use of special equipment due to, for example, a disability.

- The awarding body moderation must be consistent with the requirements of the GCSE, GCE, GNVQ and AEA Code of Practice, April 2007 (QCA/07/3082).

Written response – high control

- The awarding body marks the task.

Glossary of terms for controlled assessment regulations

Component

A discrete and assessable element within a controlled assessment or qualification that is not itself formally reported, where the awarding body records the marks.

A component/unit may contain one or more tasks.

Controlled assessment

A form of internal assessment in which the following control levels are set for each stage of the assessment process: task setting; task taking; and task marking.

External assessment

A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and time limit), and marked by the awarding body.

Mark scheme

A scheme giving details of how credit is to be awarded in relation to a particular unit, component or task. A mark scheme normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts. It may also include information about unacceptable answers.

Supervision

- **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. Informal supervision aims to make sure that the contributions of individual candidates are recorded accurately, and that plagiarism does not take place. The supervisor may provide limited guidance to candidates.

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

Task

A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects.

Task marking

This specifies the way in which credit is awarded for candidates' outcomes. Task marking involves the use of mark schemes and/or marking criteria produced by the awarding body.

Task setting

The specification of the assessment requirements. Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations. Teacher-set tasks must be developed in line with requirements set by the awarding body.

Task taking

The conditions for candidate support and supervision, and the authentication of candidates' work. Task taking may involve different parameters from those used in traditional written examinations, for example candidates may be allowed supervised access to sources such as the internet.

Unit

The smallest part of a qualification that is formally reported and can be separately certificated. A unit may contain separately assessed components.

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