

St. Joseph's College Controlled Assessment Policy



ST JOSEPHS COLLEGE POLICY ON CONTROLLED ASSESSMENT

What is Controlled Assessment?

Controlled assessment is internal assessment that replaces GCSE coursework from September 2010. It has been introduced by the Qualifications and Curriculum Development Agency to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention.

Preparing students for Controlled Assessment:

The requirements for each subject are different and the Specifications give more detail about what preparation is required and appropriate. Generally teachers will need to;

- teach an overview of the chosen topic/task before students set to work
- give students the context they need to understand the topic
- teach students any skills they will need for their tasks, such as research skills
- support and guide students throughout the research, drafting and write-up stages

Scheduling of Controlled Assessment:

Controlled Assessment should be scheduled during a teachers teaching time with a class. Subject teachers are asked to give advance notice to the SENCO in order to ensure that all Access Arrangements are met. All subject teachers are required to notify the Examinations Officer via email of any scheduled Controlled Assessment they wish to carry out in advance.

Levels of control:

As the name suggests, it applies increased control over assessment of students' work at three critical points:

- task setting
- task taking
- task marking

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessments more manageable for teachers and students.

Teachers will ensure that the correct level of control is enforced at the appropriate time by following the instructions given in their chosen Specifications.

Formal supervision (high level of control):

- Students must be in direct sight of the supervisor at all times
- The use of resources is tightly prescribed, normally only research folder/diaries
- Students must complete all work independently
- No assistance can be given to students

Informal supervision (medium level of control):

Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated

Teachers must ensure that

- the students' work is their own
- plagiarism does not take place
- the contributions of individuals are recorded accurately
- Students have access to resources
- Students can work together
- Students can receive limited oral and written guidance but model answers and writing frames are not permitted

Limited supervision (low level of control):

- Some work can be completed without supervision, outside the classroom/centre
- Students have access to resources
- Students can work together
- Students can receive guidance from teachers

Controlled Assessment Research diary/folder:

Each student should have a research diary/folder in which to record their research, planning, resources etc. It provides evidence that each student's final assignment is their own work and that the ideas are their own.

Each specification will include their own criteria, but generally it should contain a note of all the sources used such as books, websites, DVDs etc (bibliography). It should also record all teacher feedback given to students. It may contain an essay plan but should not contain any lengthy passages of prose that can be copied out in the final assessment. It is perfectly acceptable for teachers to produce a simplified 'student-friendly' version of the assessment criteria to be stored in the diary/folder.

Students may have access to their diary/folder during the high control write-up phase but once this phase has started, no new material can be introduced into the research diary/folder.

Storage of work:

Throughout the assessment period, all assessment materials (including mark schemes and student work) must be stored securely, usually in a locked cabinet/cupboard.

Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc should also be collected in after each session.

In some cases, where students are producing artefacts in Design & Technology or artwork in Art & Design, the locked classroom, studio or workshop will count as secure storage.

Marking

Teachers will mark work using the marking descriptions and other guidance provided by the Examination Board. The work will be standardized internally and prepared for external moderation in line with the requirements set by the Examination Board. Departments must not release or dispose of students' work until after the closing date for enquiries about results or any subsequent appeal.

Any concerns about malpractice should be discussed with the Examinations Officer. Guidance is provided in the Joint Council for Qualifications booklet "Instructions for

conducting controlled assessments” together with Form JCQ/M1. Copies of the booklet and form can be found at www.jcq.org.uk.

Ownership of Coursework/Controlled Assessment

The ownership and copyright of coursework assignments are retained by the teacher and the school. On completion, the coursework submitted by students becomes examination material and the school holds it securely until it has no further value as examination material. Ownership of this original coursework is passed to the school on submission by the student. Any sample of coursework sent to an examination board becomes the property of the board and they may decide to use the material for training purposes. Students should retain a copy of their work, as the original work will not be returned.

Where the coursework results in a product, either a physical product or a software package, the school assumes ownership of the product, as it will have been developed using materials and/or facilities provided by the school and with assistance and/or guidance provided by the teaching staff. The Subject Teacher will have the discretion to decide if the product/package should be returned but all associated documentation will remain the property of the school.

Access Arrangements

These apply equally to controlled or external assessment, for example use of scribes, readers or additional time. Subject teachers are responsible for providing the SENCO with a list of students who require access arrangements for their controlled assessment. Further details are available on the Joint Council for Qualifications website www.jcq.org.uk/exams_office and from the SENCO.

Appeals Procedure

This school is committed to ensuring that whenever its teachers assess students' work this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available.

An appeal may only be made **against the process** that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the student or his parents believe that the procedures for managing, marking, moderating and standardising controlled assessment have not been carried out within the procedures set out by the relevant awarding bodies.

Students will **NOT** have access to the final mark after internal moderation and standardisation has occurred and the mark is ready to be sent to the examination board. The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area. Access to coursework results will only occur after the examination results are provided by the relevant Examination Boards.

The Internal Appeals Procedure

If a student believes that his work has not been treated in accordance with the procedures outlined above he may make use of the Internal Appeals Procedure. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in that examinations series. Appeals should be made in writing to the Principal, who will investigate the appeal. If, for any reason, the Principal is not able to conduct the investigation she may appoint the Vice Principal. The Principal or Vice Principal will decide whether the process used for the internal assessment conformed to the internal regulations, the requirements of the awarding body and the examinations code of practice of the JCQ. This will be done before the end of the current examination series.

If the appeal results in a change in the mark awarded to the student or his fellow students then the relevant examination board will be informed of the change and the reasons for it. The appellant will be informed in writing of the outcome of the appeal, including any correspondence with the examination board, any changes made to the assessment of the student's work, and any changes made to improve matters in future. After a student's work has been assessed and moderated internally it is moderated by the examinations board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work, this is outside the control of the school and is not covered by the Internal Appeals Procedure

If a student has concerns about external moderation, he should ask the Examinations Officer for a copy of the appeals procedure of the relevant examinations board.

Further references:

Joint Council for Qualifications (www.jcq.org.uk)

Qualifications and Curriculum Development Agency (www.qcda.gov.uk)

The Council for the Curriculum Examination and Assessment (www.ccea.org.uk)

The Assessment and Qualifications Alliance (AQA) (www.aqa.org.uk)

OCR Examination Board (www.ocr.org.uk)

Edexcel Examination Board (www.edexcel.org.uk)