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GCSE controlled assessment regulations for additional applied science

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Contents

1. Scheme of assessment	2
2. Skills assessed by controlled assessment.....	3
3. Level of control	4
3(i) Task setting	5
<i>High control</i>	5
3(ii) Task taking	5
<i>Medium control</i>	5
3(iii) Task marking	6
<i>Medium control</i>	6

1. Scheme of assessment

- 40% external assessment
- 60% controlled assessment

Assessment objectives		Weighting (%)
AO1	Recall, select and communicate their knowledge and understanding of science	25-35
AO2	Apply skills, knowledge and understanding of science in applied contexts	35-45
AO3	Analyse and evaluate evidence, make reasoned judgements and draw conclusions based on evidence	25-35

2. Skills assessed by controlled assessment

All controlled assessments in additional applied science must be directly related to candidates' practical work.

The following skills must be assessed through controlled assessment task(s)

- devise methods to solve problems
- assess risks for the collection of numerical and other data
- manage risks when using practical techniques, carrying out standard procedures and solving practical problems
- evaluate methods used to solve practical problems
- collect primary data
- process primary and secondary data
- analyse and interpret primary and secondary data
- assess the validity and quality of evidence
- draw evidence-based 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 12 of the GCSE additional applied science criteria.

3. Level of control

Regulations for controlled assessment in additional applied science 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.

3(i) 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 organisation.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances¹.

3(ii) 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 organisation must provide clear guidance regarding 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 organisation must indicate clearly what teacher support is allowed and how this should be recorded.
- Time control (externally defined): the awarding organisation must indicate the approximate duration of the task(s)².

¹ Centre-specific circumstances will include the availability of and access to resources.

² The awarding organisation must provide guidance regarding candidates who require extra time due to, for example, a disability.

- 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 centre³.

3(iii) Task marking

Medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation must be consistent with *Code of Practice* requirements.

³ The awarding organisation must provide guidance regarding candidates who require the use of special equipment due to, for example, a disability.

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