

GCSE (Graded A* to G) Controlled Assessment Regulations



July 2015

Ofqual/15/5742

(previous version Ofqual/14/5477)

Contents

Controlled assessment regulations	11
Introduction	11
Generic regulations	11
Level of control	12
Number of controlled assessment components/units	12
Word and/or time limits	13
Controlled assessment review	14
Drafting/redrafting	14
Additional Applied Science	15
Scheme of assessment	15
Skills assessed by controlled assessment	15
Task setting – high control	16
Task taking – medium control	16
Task marking – medium control	17
Additional Science	18
Scheme of assessment	18
Skills assessed by controlled assessment	18
Task setting – high control	18
Task taking	19
Task marking – medium control	20
Applied Business	21
Scheme of assessment	21
Skills assessed by controlled assessment	21

Task setting – high control	21
Task taking – medium control	22
Task marking – medium control	22
Art and Design.....	23
Scheme of assessment	23
Skills assessed by controlled assessment.....	23
Task setting – limited control	23
Task taking – medium control	24
Task marking – medium control.....	24
Biology	25
Scheme of assessment	25
Skills assessed by controlled assessment.....	25
Task setting – high control.....	25
Task taking	26
Task marking – medium control.....	27
Business Studies and business-related subjects	28
Scheme of assessment	28
Skills assessed by controlled assessment.....	28
Task setting – high control.....	28
Task taking	28
Task marking – medium control.....	30
Chemistry	31
Scheme of assessment	31
Skills assessed by controlled assessment.....	31
Task setting – high control.....	31

Task taking	32
Task marking – medium control.....	33
Citizenship Studies.....	34
Scheme of assessment	34
Skills assessed by controlled assessment.....	34
Task setting – high control.....	34
Task taking – medium control.....	35
Task marking – medium control.....	36
Classical subjects.....	37
Scheme of assessment	37
Skills assessed by controlled assessment.....	37
Task setting – high control.....	37
Task taking	37
Task marking – medium control.....	39
Construction and the Built Environment	40
Scheme of assessment	40
Skills assessed by controlled assessment.....	40
Task setting – high control.....	40
Task taking – medium control.....	40
Task marking – medium control.....	41
Dance.....	42
Scheme of assessment	42
Skills assessed by controlled assessment.....	42
Task setting – medium control.....	42
Task taking – medium control.....	42

Task marking – medium control.....	43
Design and Technology.....	44
Scheme of assessment	44
Skills assessed by controlled assessment.....	44
Task setting – high control.....	44
Task taking – medium control.....	44
Task marking – medium control.....	45
Drama	46
Scheme of assessment	46
Skills assessed by controlled assessment.....	46
Task setting – limited control	46
Task taking – medium control.....	46
Task marking – medium control.....	47
Engineering	48
Scheme of assessment	48
Skills assessed by controlled assessment.....	48
Task setting – high control.....	48
Task taking – medium control.....	48
Task marking – medium control.....	49
English	50
Scheme of assessment	50
Skills assessed by controlled assessment.....	50
Speaking and listening.....	50
Reading	52
Writing	53

English Language.....	55
Scheme of assessment	55
Skills assessed by controlled assessment.....	55
Speaking and listening.....	56
Spoken language study	57
Written language study	58
Writing	59
English Literature	61
Scheme of assessment	61
Skills assessed by controlled assessment.....	61
Task setting – high control.....	61
Task taking	61
Task marking – medium control.....	63
Expressive Arts	64
Scheme of assessment	64
Skills assessed by controlled assessment.....	64
Task setting – limited control	64
Task taking – medium control.....	64
Task marking – medium control.....	65
Geography	66
Scheme of assessment	66
Skills assessed by controlled assessment.....	66
Task setting – high control.....	66
Task taking	67
Task marking – medium control.....	68

Health and social care	69
Scheme of assessment	69
Skills assessed by controlled assessment	69
Task setting – high control	69
Task taking – medium control	69
Task marking – medium control	70
History	71
Scheme of assessment	71
Skills assessed by controlled assessment	71
Task setting – high control	71
Task taking	71
Task marking – medium control	73
Home economics	74
Scheme of assessment	74
Skills assessed by controlled assessment	74
Task setting – high control	74
Task taking – medium control	74
Task marking – medium control	75
Hospitality and/or Catering	76
Scheme of assessment	76
Skills assessed by controlled assessment	76
Task setting – high control	76
Task taking – medium control	76
Task marking – medium control	77
Humanities	78

Scheme of assessment	78
Skills assessed by controlled assessment	78
Task setting – high control	78
Task taking	78
Task marking – medium control	80
Information and Communication Technology (ICT)	81
Scheme of assessment	81
Skills assessed by controlled assessment	81
Task setting – high control	81
Task taking – medium control	81
Task marking – medium control	82
Leisure and Tourism	83
Scheme of assessment	83
Skills assessed by controlled assessment	83
Task setting – high control	83
Task taking – medium control	83
Task marking – medium control	84
Manufacturing	85
Scheme of assessment	85
Skills assessed by controlled assessment	85
Task setting – high control	85
Task taking – medium control	85
Task marking – medium control	86
Media studies	87
Scheme of assessment	87

Skills assessed by controlled assessment.....	87
Task setting – high control.....	87
Task taking – medium control.....	87
Task marking – medium control.....	88
Modern Foreign Languages	89
Scheme of assessment	89
Skills assessed by controlled assessment.....	89
Task setting – limited control	89
Task taking	90
Task marking	92
Music.....	93
Scheme of assessment	93
Skills assessed by controlled assessment.....	93
Task setting – medium control.....	93
Task taking – medium control.....	93
Task marking – medium control.....	94
Physical Education	95
Scheme of assessment	95
Skills assessed by controlled assessment.....	95
Task setting – limited control	95
Task taking – medium control.....	95
Task marking – medium control.....	96
Physics.....	97
Scheme of assessment	97
Skills assessed by controlled assessment.....	97

Task setting – high control	97
Task taking	98
Task marking – medium control	99
Science	100
Scheme of assessment	100
Skills assessed by controlled assessment	100
Task setting – high control	100
Task taking	101
Task marking – medium control	102
Statistics	103
Scheme of assessment	103
Skills assessed by controlled assessment	103
Task setting – high control	103
Task taking	103
Task marking – medium control	105
Welsh second language	106
Scheme of assessment	106
Skills assessed by controlled assessment	106
Task setting – limited control	106
Task taking	107
Task marking	109
Glossary of terms for controlled assessment regulations	110

This document replaces all previous versions of *GCSE Controlled Assessment Regulations*, and comes into effect at 12.01am on 17 July 2015.

Controlled assessment regulations

Introduction

1. In controlled assessment, the levels of control are designated at three key control points:
 - task setting;
 - task taking;
 - task marking.
2. The level of control at each of these key control points falls into one of three categories:
 - limited control;
 - medium control;
 - high control.
3. Definitions of the key control points and the categories within them can be found in the 'Glossary of terms for controlled assessment regulations' at the end of this document.
4. Controlled assessment regulations have been developed for all GCSE (graded A* to G) 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.
5. The generic and subject regulations must be read alongside each other, and in conjunction with the subject criteria.

Generic regulations

6. The regulations in this document constitute a Regulatory Document under General Conditions B7 and D5 and apply to all GCSE (graded A* to G) single award qualifications. These regulations do not apply to GCSEs (graded 9 to 1) in any subject.¹ Awarding organisations should apply the regulations appropriately to short course and double award

¹ This is a consequential amendment since this document was published on 26 June 2014.

GCSEs. GCSE subjects with a weighting of 25 per cent controlled assessment for the single award must have a weighting of 50 per cent controlled assessment for the short course.

7. These regulations apply to all subjects that include controlled assessment. Additional regulations are specified for subjects with criteria.
8. For subjects without criteria, awarding organisations must:
 - align subject requirements with one of the three defined ratios of controlled assessment to external examination (0 per cent:100 per cent; 25 per cent:75 per cent; 60 per cent:40 per cent);
 - 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

9. Regulations are defined for the three stages of assessment:
 - task setting;
 - task taking;
 - task marking.
10. 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 organisations.
11. Subject-specific regulations define the level of control that must operate for the three stages of assessment.

Number of controlled assessment components/units

12. For specifications with a weighting of 25 per cent controlled assessment, there must be just one controlled assessment unit/component, which is moderated and awarded as a single entity.

13. For specifications with a weighting of 60 per cent 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 per cent of the overall assessment.
14. For specifications in GCSE English and GCSE English Language, there may be 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 per cent of the overall assessment, except for assessments in speaking and listening, which must not form part of the weighting toward the final GCSE mark.
15. A controlled assessment component/unit may contain more than one task/subtask.

Word and/or time limits

16. To ensure manageability, controlled assessment components/units must be defined by word and/or time limits. In exceptional circumstances, both controls may be used.
17. Awarding organisations must ensure that specifications contain guidance on appropriate word/time limits for controlled assessment components/units according to the following principles:
 - Subjects with 25 per cent controlled assessment (except Welsh second language): awarding organisation guidance on task taking must recommend about 2,000 words or equivalent.
 - Subjects with 60 per cent controlled assessment (except Modern Foreign Languages and Welsh second language) and GCSE English and GCSE English Language: awarding organisation guidance on task taking must recommend about 15 hours for each 20 per cent 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

18. All controlled assessment tasks set by awarding organisations must be reviewed, as a minimum, on a two-yearly cycle to ensure that they continue to set an appropriate challenge.
19. In subjects where it could be an advantage to learners to have access to work done in previous years, controlled assessment regulations will specify that tasks must be changed each year.

Drafting/redrafting

20. When drafting is inherent in the skills being assessed, mark schemes must clearly assign credit for drafting/redrafting work. Awarding organisation guidance must include details of interim assessment by teachers and exemplify ways in which learners show evidence of redrafting.
21. When drafting is not one of the skills being assessed, awarding organisation guidance must make clear that teachers may review learners' 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.

Additional Applied Science

Scheme of assessment

22. GCSE specifications in Applied Science must allocate a weighting of:
- 40 per cent external assessment;
 - 60 per cent controlled assessment.

Skills assessed by controlled assessment

23. All controlled assessments in Additional Applied Science must be directly related to learners' practical work.
24. 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.
25. In addition, elements of these skills may be assessed externally.
26. These skills must be assessed in the context of the content specified in the GCSE Additional Applied Science criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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. The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre. The awarding organisation must provide

guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Additional Science

Scheme of assessment

27. GCSE specifications in Additional Science must allocate a weighting of:
- 75 per cent external assessment;
 - 25 per cent controlled assessment.

Skills assessed by controlled assessment

28. All controlled assessments in Additional Science must be directly related to learners' practical work.
29. The following skills must be assessed through controlled assessment:
- develop hypotheses and plan practical ways to test them including risk assessment;
 - manage risks when carrying out practical work;
 - collect, process, analyse and interpret primary and secondary data including the use of appropriate technology to draw evidence-based conclusions;
 - review methodology to assess fitness for purpose;
 - review hypotheses in light of outcomes.
30. In addition, elements of these skills may be assessed externally.
31. These skills must be assessed in the context of the content specified in the GCSE Additional Science criteria.

Task setting – high control

- Specifications must require learners 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 organisation.
- 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. 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 learners to complete all work under limited supervision. The awarding organisation must provide clear guidance regarding 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 organisation must indicate clearly what support is allowed and how this should be recorded.

- **Time control (internally defined)**

Specifications must provide guidance on appropriate time limits. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others but that learners must provide an individual response. The awarding organisation must provide guidance regarding learners who require the use of special equipment due to, for example, a disability

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation must provide clear guidance regarding 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 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 tasks. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Applied Business

Scheme of assessment

32. GCSE specifications in Applied Business must allocate a weighting of:
- 40 per cent external assessment;
 - 60 per cent controlled assessment.

Skills assessed by controlled assessment

33. 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.
34. In addition, elements of all these skills may be assessed externally.
35. These skills must be assessed in the context of the content specified in the GCSE Applied Business criteria.

Task setting – high control

- Specifications must require learners 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 circumstances, including the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Art and Design

Scheme of assessment

36. GCSE specifications in Art and Design must allocate a weighting of:
- 40 per cent external assessment;
 - 60 per cent controlled assessment.

Skills assessed by controlled assessment

37. The following skills must be assessed through controlled assessment in the form of a learner portfolio. Learners 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.
38. In addition, elements of these skills may be assessed externally.
39. These skills must be assessed in the context of the content specified in the GCSE Art and Design criteria.

Task setting – limited control

- Specifications must state that the learner portfolio must be set by the centre. It must be developed from learners' personal and/or given starting points.
- The awarding organisation must provide exemplar tasks.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice

Biology

Scheme of assessment

40. GCSE specifications in Biology must allocate a weighting of:
- 75 per cent external assessment;
 - 25 per cent controlled assessment.

Skills assessed by controlled assessment

41. All controlled assessments in Biology must be directly related to learners' practical work.
42. The following skills must be assessed through controlled assessment:
- develop hypotheses and plan practical ways to test them including risk assessment;
 - manage risks when carrying out practical work;
 - collect, process, analyse and interpret primary and secondary data including the use of appropriate technology to draw evidence-based conclusions;
 - review methodology to assess fitness for purpose;
 - review hypotheses in light of outcomes.
43. In addition, elements of these skills may be assessed externally.
44. These skills must be assessed in the context of the content specified in the GCSE Biology criteria.

Task setting – high control

- Specifications must require learners 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 organisation.
- 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. 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 learners to complete all work under limited supervision. The awarding organisation must provide clear guidance regarding 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 organisation must indicate clearly what support is allowed and how this should be recorded.

- **Time control (internally defined)**

Specifications must provide guidance on appropriate time limits. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others but that learners must provide an individual response. The awarding organisation must provide guidance regarding learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation must provide clear guidance regarding 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 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 tasks. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Business Studies and business-related subjects

Scheme of assessment

45. GCSE specifications in Business Studies and business-related subjects must allocate a weighting of:
- 25 per cent controlled assessment;
 - 75 per cent external assessment.

Skills assessed by controlled assessment

46. The following skills must be assessed through controlled assessment:
- decision making – use of data and problem solving;
 - analysis and evaluation.
47. In addition, elements of these skills may be assessed externally.
48. These skills must be assessed in the context of the content specified in the GCSE subject criteria for business subjects.

Task setting – high control

- Specifications must require learners 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 organisation. 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. 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 learners to complete all work under limited supervision. The awarding organisation 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 organisation 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. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others, but that learners must provide an individual response. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

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

Analysis and evaluation of findings – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work under formal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the preparation and communication of analysis and evaluation of findings. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

Specifications must state that learners' access to research materials is limited to those specified by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

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 the relevant codes of practice.

Chemistry

Scheme of assessment

49. GCSE specifications in Chemistry must allocate a weighting of:

- 75 per cent external assessment;
- 25 per cent controlled assessment.

Skills assessed by controlled assessment

50. All controlled assessments in Chemistry must be directly related to learners' practical work.

51. The following skills must be assessed through controlled assessment:

- develop hypotheses and plan practical ways to test them including risk assessment;
- manage risks when carrying out practical work;
- collect, process, analyse and interpret primary and secondary data including the use of appropriate technology to draw evidence-based conclusions;
- review methodology to assess fitness for purpose;
- review hypotheses in light of outcomes.

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

53. These skills must be assessed in the context of the content specified in the GCSE Chemistry criteria.

Task setting – high control

- Specifications must require learners 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 organisation.
- 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. 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 learners to complete all work under limited supervision. The awarding organisation must provide clear guidance regarding 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 organisation must indicate clearly what support is allowed and how this should be recorded.

- **Time control (internally defined)**

Specifications must provide guidance on appropriate time limits. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others but that learners must provide an individual response. The awarding organisation must provide guidance regarding in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation must provide clear guidance regarding 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 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 tasks. The awarding organisation must provide guidance in relation to learners, who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with any relevant codes of practice.

Citizenship Studies

Scheme of assessment

54. GCSE specifications in Citizenship Studies must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

55. 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.

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

Task setting – high control

- Specifications must require learners 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

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

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Time control (externally defined)**

The awarding organisation 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with awarding organisation guidelines. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Classical subjects

Scheme of assessment

57. GCSE specifications in Classical Civilisation must allocate a weighting of:
- 75 per cent external assessment;
 - 25 per cent controlled assessment.

Skills assessed by controlled assessment

58. The following skills must be assessed through controlled assessment:
- interpretation, analysis and evaluation of appropriate classical sources in context.
59. In addition, elements of these skills may be assessed externally.
60. These skills must be assessed in the context of the content specified in the GCSE classical subjects criteria.

Task setting – high control

- Specifications must require learners 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 organisation. 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. 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 learners to complete all work under limited supervision. The awarding organisation 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 organisation 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. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others, but that learners must provide an individual response. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate time allowed for the preparation and communication of analysis and

evaluation of findings. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the requirements of the relevant codes of practice.

Construction and the Built Environment

Scheme of assessment

61. GCSE specifications in Construction and the Built Environment must allocate a weighting of:
- 40 per cent external assessment;
 - 60 per cent controlled assessment.

Skills assessed by controlled assessment

62. The following skills must be assessed through controlled assessment:
- planning investigations and/or tasks;
 - carrying out investigations and/or tasks.
63. In addition, elements of these skills may be assessed externally.
64. These skills must be assessed in the context of the content specified in the GCSE Construction and the Built Environment criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**
Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

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

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the requirements of the relevant codes of practice.

Dance

Scheme of assessment

65. GCSE specifications in Dance must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

66. 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 learner's own work and the work of others.

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

68. These skills must be assessed in the context of the content specified in the GCSE Dance criteria.

Task setting – medium control

- Specifications must require learners 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 organisation or designed by the centre according to criteria set out by the awarding organisation.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the requirements of the relevant codes of practice.

Design and Technology

Scheme of assessment

69. GCSE specifications in Design and Technology must allocate a weighting of:
- 40 per cent external assessment;
 - 60 per cent controlled assessment.

Skills assessed by controlled assessment

70. 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.
71. In addition, elements of these skills may be assessed externally.
72. These skills must be assessed in the context of the content specified in the GCSE Design and Technology criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 organisation 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.

- **Feedback control (externally defined)**

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

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by those available to the centre. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Drama

Scheme of assessment

73. GCSE specifications in Drama must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

74. The following skills must be assessed through controlled assessment:

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

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

76. These skills must be assessed in the context of the content specified in the GCSE Drama criteria.

Task setting – limited control

- Specifications must require learners 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 organisation.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Engineering

Scheme of assessment

77. GCSE specifications in Engineering must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

78. The following skills must be assessed through controlled assessment:

- designing a product;
- engineering a product.

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

80. These skills must be assessed in the context of the content specified in the GCSE Engineering criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

English

Scheme of assessment

81. GCSE specifications in English must allocate a weighting of:

- 60 per cent external assessment;
- 40 per cent controlled assessment.

However, this does not include GCSE English assessments in speaking and listening, which are not allowed to form part of the weighting toward the final GCSE mark. Marks from assessments in speaking and listening are graded separately from the final GCSE qualification grade.

Skills assessed by controlled assessment

82. The following skills must be assessed through controlled assessment:

- assessment objective 1, speaking and listening;
- assessment objective 2, reading;
- assessment objective 3, writing.

83. The skills referred to in paragraph 82 must be assessed in the context of the content specified in the GCSE subject criteria for English.

84. In addition, elements of the skills referred to in paragraph 82 may be externally assessed.

85. As noted above, assessments in speaking and listening are not allowed to form part of the weighting toward the final GCSE mark. Of the 40 per cent weighting allocated to controlled assessment in the GCSE specification:

- 20 per cent must be allocated to controlled assessments relating to assessment objective 2, reading;
- 20 per cent must be allocated to controlled assessments relating to assessment objective 3, writing.

Speaking and listening

Task setting – limited control

- Specifications must require learners to complete a single controlled assessment component/unit in speaking and listening. The controlled assessment component/unit must require learners to complete a minimum of three speaking and listening tasks.
- The awarding organisation must provide exemplar tasks.
- The awarding organisation must ensure that specifications provide opportunities for centres to do one of the following:
 - adapt exemplar tasks provided by the awarding organisation within clearly defined parameters set by the awarding organisation;
 - design their own tasks according to clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks.

Task taking – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under limited supervision.
- **Feedback control (externally defined)**

The awarding organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.
- **Time control (externally defined)**

The awarding organisation must indicate the approximate minimum and maximum duration of speaking tasks.
- **Collaboration control (internally defined)**

Specifications must state that the work of individual learners may be informed by working with others, for example in discussion groups, but that learners must provide an individual response.
- **Resource control (internally defined)**

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

Task marking – medium control

86. Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
87. The awarding organisation moderation process must be consistent the relevant codes of practice

Reading

Task setting – high control

- Specifications must require learners to complete a single controlled assessment component/unit in reading. 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. Tasks must be based on learners' study of a range of texts as specified in the subject criteria for English. Specifications must include details of the range of reading necessary to complete the task. 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.

Task taking – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under informal supervision. The awarding organisation must provide clear guidance in relation to the choice of texts, preparatory work, and the use of materials from other sources. Centre-specific circumstances will include the availability of, and access to, resources.

- **Feedback control (externally defined)**

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

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the tasks.

- **Collaboration control (internally defined)**

Specifications must state that individual learners' preparation may be informed by working with others but that learners must provide an individual response.

- **Resource control (externally defined)**

Specifications must state that learners are not allowed access to dictionaries and thesauri and to grammar and spell check programs. Copies of the text used during the assessment period must be unannotated.

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 the requirements of the relevant regulatory criteria and code of practice.

Writing

Task setting – high control

- Specifications must require learners to complete a single controlled assessment component/unit in writing. Each controlled assessment component/unit may contain more than one task that may be linked by topic or general theme. Tasks must be selected from a number of comparable tasks provided by the awarding organisation. Tasks must be replaced each year, although topics and themes may be retained for a longer period.

- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances. Centre-specific circumstances will include the availability of, and access to, resources

Task taking – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under informal supervision. The awarding organisation must provide clear guidance in relation to the use of stimulus materials and preparatory work. Centre specific circumstances will include the availability of and access to resources.

- **Feedback control (externally defined)**

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

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the tasks.

- **Collaboration control (externally defined)**

Specifications must state that learners must provide an individual response.

- **Resource control (externally defined)**

Specifications must state that learners are not allowed access to dictionaries and thesauri and to grammar and spell check programs.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice

English Language

Scheme of assessment

88. GCSE specifications in English Language must allocate a weighting of:

- 60 per cent external assessment;
- 40 per cent controlled assessment.

However, this does not include GCSE English Language assessments in speaking and listening, which are not allowed to form part of the weighting toward the final GCSE mark. Marks from assessments in speaking and listening are graded separately from the final GCSE qualification grade.

Skills assessed by controlled assessment

89. The following skills must be assessed through controlled assessment:

- assessment objective 1, speaking and listening;
- assessment objective 2, study of spoken language;
- assessment objective 3, studying written language; and
- assessment objective 4, writing.

90. The skills referred to in paragraph 89 must be assessed in the context of the content specified in the GCSE subject criteria for English Language.

91. In addition, elements of the skills referred to in paragraph 89 may be externally assessed.

92. As noted above, assessments in speaking and listening are not allowed to form part of the weighting toward the final GCSE mark. Of the 40 per cent weighting allocated to controlled assessment in the GCSE specification:

- 10 per cent must be allocated to controlled assessments relating to assessment objective 2, study of spoken language;
- 30 per cent must be allocated to controlled assessments relating to assessment objective 3, studying written language, and assessment objective 4, writing.

Speaking and listening

Task setting – limited control

93. Specifications must require learners to complete a single controlled assessment component/unit in speaking and listening. The controlled assessment component/unit must require learners to complete a minimum of three speaking and listening tasks.
94. The awarding organisation must provide exemplar tasks.
95. The awarding organisation must ensure that specifications provide opportunities for centres to do one of the following:
 - adapt exemplar tasks provided by the awarding organisation within clearly defined parameters set by the awarding organisation;
 - design their own tasks according to clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks.

Task taking – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under limited supervision.
- **Feedback control (externally defined)**

The awarding organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.
- **Time control (externally defined)**

The awarding organisation must indicate the approximate minimum and maximum duration of speaking tasks.
- **Collaboration control (internally defined)**

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

- **Resource control (internally defined)**

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

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice

Spoken language study

Task setting – high control

- Tasks must be selected from a number of comparable tasks provided by the awarding organisation. Specifications must include details of the use of source or research material, including access to users of language beyond the classroom. 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. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work, with the exception of research, under formal supervision. Research may be completed under limited supervision. The awarding organisation must provide clear guidance in relation to the nature of supporting materials that learners are permitted, including the use of materials from other sources.

- **Feedback control (externally defined)**

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

- **Time control (externally defined)**

The awarding organisation must indicate the approximate minimum and maximum duration of the spoken language study.

- **Collaboration control (internally defined)**

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

- **Resource control (internally defined)**

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

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Written language study

Task setting – high control

- Tasks must be selected from a number of comparable tasks provided by the awarding organisation. 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. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under informal supervision. The awarding organisation must provide clear guidance in relation to the use of stimulus materials and preparatory work.

- **Feedback control (externally defined)**

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

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the tasks.

- **Collaboration control (externally defined)**

Specifications must state that learners must provide an individual response.

- **Resource control (externally defined)**

Specifications must state that learners are not allowed access to dictionaries and thesauri and to grammar and spell check programs. Specifications must state that learners must use unannotated copies of texts.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Writing

Task setting – high control

- Tasks, which may be linked by topic or general theme, must be selected from a number of comparable tasks provided by the awarding organisation. Tasks must be replaced each year, although topics and themes may be retained for a longer period.

- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under informal supervision. The awarding organisation must provide clear guidance in relation to the use of stimulus materials and preparatory work.

- **Feedback control (externally defined)**

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

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the tasks.

- **Collaboration control (externally defined)**

Specifications must state that learners must provide an individual response.

- **Resource control (externally defined)**

Specifications must state that learners are not allowed access to dictionaries and thesauri and to grammar and spell check programs.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the requirements of the relevant codes of practice.

English Literature

Scheme of assessment

96. GCSE specifications in English Literature must allocate a weighting of:
- 75 per cent external assessment;
 - 25 per cent controlled assessment.

Skills assessed by controlled assessment

97. The following skills must be assessed through controlled assessment:
- study of linked texts.
98. In addition, elements of these skills may be externally assessed.
99. These skills must be assessed in the context of the content specified in the GCSE subject criteria for English Literature.

Task setting – high control

100. Specifications must require learners to complete a single controlled assessment component/unit. Each controlled assessment component/unit may contain more than one task.
101. Tasks must be selected from a number of comparable tasks provided by the awarding organisation. The awarding organisation must specify foci for study, areas of linkage and a range of appropriate texts associated with them. The tasks must be replaced each year, although foci may be retained for a longer period.
102. Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances. Centre-specific circumstances will include the availability of, and access to, resources

Task taking

Research and planning – limited control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work under limited supervision. The awarding organisation must provide clear guidance regarding the use of research materials and 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 support is allowed and how this should be recorded.

- **Time control (internally defined)**

Specifications must provide guidance on appropriate time limits. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others but that learners must provide an individual response. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

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

Analysis and evaluation – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work under formal supervision. The awarding organisation must provide clear guidance regarding 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 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 preparation and communication of analysis and evaluation of findings. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

103. Specifications must state that learners are allowed access to dictionaries and thesauri and to grammar and spell check programs. Copies of texts used during the assessment must be unannotated.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the requirements of the relevant codes of practice.

Expressive Arts

Scheme of assessment

104. GCSE specifications in Expressive Arts must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

105. 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 learners' own work and the work of others.

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

107. These skills must be assessed in the context of the content specified in the GCSE Expressive Arts criteria.

Task setting – limited control

- Specifications must require learners 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 organisation.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent the relevant codes of practice.

Geography

Scheme of assessment

108. GCSE specifications in Geography must allocate a weighting of:

- 75 per cent external assessment;
- 25 per cent controlled assessment.

Skills assessed by controlled assessment

109. 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.

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

Task setting – high control

- Specifications must require learners 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 organisation. 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. 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 learners to complete all work under limited supervision. The awarding organisation 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 organisation 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. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others, but that learners must provide an individual response. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate time allowed for the preparation and communication of analysis and evaluation of findings. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Health and social care

Scheme of assessment

111. GCSE specifications in Health and Social Care must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

112. The following skills must be assessed through controlled assessment:

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

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

114. These skills must be assessed in the context of the content specified in the GCSE Health and Social Care criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

History

Scheme of assessment

115. GCSE specifications in History must allocate a weighting of:

- 75 per cent external assessment;
- 25 per cent controlled assessment.

Skills assessed by controlled assessment

116. The following skills must be assessed through controlled assessment:

- historical enquiry;
- historical interpretation.

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

118. These skills must be assessed in the context of the content specified in the GCSE History criteria.

Task setting – high control

- Specifications must require learners 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 organisation. The tasks must be replaced each year.
- The awarding organisation must ensure that specifications provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances. 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 learners to complete all work under limited supervision. The awarding organisation 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 organisation 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. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others, but that learners must provide an individual response. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

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

guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Home economics

Scheme of assessment

119. GCSE specifications in Home Economics must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

120. The following skills must be assessed through controlled assessment:

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

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

122. These skills must be assessed in the context of the content specified in the GCSE Home Economics criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Hospitality and/or Catering

Scheme of assessment

123. GCSE specifications in Hospitality and/or Catering must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

124. The following skills must be assessed through controlled assessment:

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

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

126. These skills must be assessed in the context of the content specified in the GCSE Hospitality and/or Catering criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Time control (externally defined)**

The awarding organisation 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Humanities

Scheme of assessment

127. GCSE specifications in Humanities must allocate a weighting of:

- 75 per cent external assessment;
- 25 per cent controlled assessment.

Skills assessed by controlled assessment

128. The following skills must be assessed through controlled assessment:

- investigation;
- analysis.

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

130. These skills must be assessed in the context of the content specified in the GCSE Humanities criteria.

Task setting – high control

- Specifications must require learners 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 organisation. 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. 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 learners to complete all work under limited supervision. The awarding organisation 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 organisation 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 for tasks. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

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

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Analysis and evaluation of findings – high control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work under formal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate time allowed for the preparation and communication of analysis and evaluation of findings. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Information and Communication Technology (ICT)

Scheme of assessment

131. GCSE specifications in information and communication technology (ICT) must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

132. The following skills must be assessed through controlled assessment:

- manipulate and process data, develop information, model situations and explore ideas;
- adopt safe, secure and responsible practice;
- iteratively review, modify and evaluate the effectiveness of their own and others' use of ICT.

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

134. These skills must be assessed in the context of the content specified in the GCSE ICT criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with relevant codes of practice.

Leisure and Tourism

Scheme of assessment

135. GCSE specifications in Leisure and Tourism must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

136. The following skills must be assessed through controlled assessment:

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

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

138. These skills must be assessed in the context of the content specified in the GCSE Leisure and Tourism criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Manufacturing

Scheme of assessment

139. GCSE specifications in Manufacturing must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

140. The following skills must be assessed through controlled assessment:

- designing a product;
- manufacturing a product.

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

142. These skills must be assessed in the context of the content specified in the GCSE Manufacturing criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Media studies

Scheme of assessment

143. GCSE specifications in for Media Studies must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

144. 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.

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

146. These skills must be assessed in the context of the content specified in the GCSE Media Studies criteria.

Task setting – high control

- Specifications must require learners 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 circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Modern Foreign Languages

Scheme of assessment

147. GCSE specifications in Modern Foreign Languages must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

148. The following skills must be assessed through controlled assessment:

- A minimum of 50 per cent controlled assessment must relate to communication in speech (assessment objective 2) and communication in writing (assessment objective 4).
- A maximum of 10 per cent controlled assessment may relate to understanding spoken language (assessment objective 1) and/or understanding written language (assessment objective 3).

Task setting – limited control

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

149. The awarding organisation must:

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

150. The awarding organisation must ensure that specifications provide opportunities for centres to:

- adapt exemplar tasks provided by the awarding organisation within clearly defined parameters set by the awarding organisation; or

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

Task taking

Communicate in speech – medium control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work under informal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate minimum and maximum duration of speaking tasks. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, dyslexia.

- **Collaboration control (internally defined)**

Specifications must state that the work of individual learners may be informed by working with others, for example in conversational groups, but that learners must provide an individual response. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. Learners must not be permitted use of a dictionary during speaking tasks, but may be permitted access to notes or a visual stimulus. The awarding organisation must provide guidance in relation to the types of notes or visual stimulus permitted, and in

relation to learners who require the use of special equipment, for example voice technology.

Communicate in writing – high control

■ **Authenticity control (externally defined)**

Specifications must require learners to complete all preparatory work under informal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

■ **Time control (externally defined)**

The awarding organisation must agree with the regulators the duration within which learners are required to complete all written work. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, dyslexia.

■ **Collaboration control (externally defined)**

- Specifications must require learners to complete all work independently.

■ **Resource control (externally defined)**

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

Specifications must clearly state that learners are not permitted access to earlier drafts, but may access notes that must be submitted with the final version. The awarding organisation must provide a template for the notes. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Specifications must state that learners 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 organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Communicate in writing – high control

- The awarding organisation marks the controlled assessment.

Music

Scheme of assessment

151. GCSE specifications in Music must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

152. The following skills must be assessed through controlled assessment:

- performing/realising and composing music.

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

154. These skills must be assessed in the context of the content specified in the GCSE Music criteria.

Task setting – medium control

- Specifications must require learners 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 organisation or designed by the centre according to criteria set out by the awarding organisation.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Physical Education

Scheme of assessment

155. GCSE specifications in Physical Education must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

Skills assessed by controlled assessment

156. 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.

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

158. These skills must be assessed in the context of the content specified in the GCSE Physical Education criteria.

Task setting – limited control

- Specifications must require learners 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 organisation or designed by the centre according to criteria set out by the awarding organisation.
- Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances. Centre-specific circumstances will include the availability of, and access to, resources.

Task taking – medium control

- **Authenticity control (externally defined)**

Specifications must require learners 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 organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must indicate the approximate duration of the task(s). The awarding organisation must provide guidance in relation to learners 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 learners must provide an individual response.

- **Resources (internally defined)**

Specifications must state that learners' access to resources is determined by the centre, in line with guidance set by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Physics

Scheme of assessment

- 75 per cent external assessment;
- 25 per cent controlled assessment

Skills assessed by controlled assessment

159. All controlled assessments in Physics must be directly related to learners' practical work.

160. The following skills must be assessed through controlled assessment:

- develop hypotheses and plan practical ways to test them including risk assessment;
- manage risks when carrying out practical work;
- collect, process, analyse and interpret primary and secondary data including the use of appropriate technology to draw evidence-based conclusions;
- review methodology to assess fitness for purpose;
- review hypotheses in light of outcomes.

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

162. These skills must be assessed in the context of the content specified in the GCSE Physics criteria.

Task setting – high control

- Specifications must require learners 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 organisation.
- 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. 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 learners to complete all work under limited supervision. The awarding organisation must provide clear guidance regarding 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 organisation must indicate clearly what support is allowed and how this should be recorded.

- **Time control (internally defined)**

Specifications must provide guidance on appropriate time limits. The awarding organisation must provide guidance, regarding learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others but that learners must provide an individual response. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation must provide clear guidance regarding 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 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 tasks. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Science

Scheme of assessment

163. GCSE specifications in Science must allocate a weighting of:

- 75 per cent external assessment;
- 25 per cent controlled assessment.

Skills assessed by controlled assessment

164. All controlled assessments in Science must be directly related to learners' practical work.

165. The following skills must be assessed through controlled assessment:

- plan practical ways to answer scientific questions and test hypotheses;
- devise appropriate methods for the collection of numerical and other data;
- assess and manage risks when carrying out practical work;
- collect, process, analyse and interpret primary and secondary data including the use of appropriate technology;
- draw evidence-based conclusions;
- evaluate methods of data collection and the quality of the resulting data.

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

167. These skills must be assessed in the context of the content specified in the GCSE Science criteria.

Task setting – high control

- Specifications must require learners 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 organisation.
- 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. 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 learners to complete all work under limited supervision. The awarding organisation must provide clear guidance regarding 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 organisation must indicate clearly what support is allowed and how this should be recorded.

- **Time control (internally defined)**

Specifications must provide guidance on appropriate time limits. The awarding organisation must provide guidance, regarding learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that the work of individual learners may be informed by working with others but that learners must provide an individual response. The awarding organisation must provide guidance, regarding learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation must provide clear guidance regarding 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 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 tasks. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Statistics

Scheme of assessment

168. GCSE specifications in Statistics must allocate a weighting of:

- 75 per cent external assessment;
- 25 per cent controlled assessment.

Skills assessed by controlled assessment

169. The following skill must be assessed through controlled assessment:

- applying the statistical problem-solving process.

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

171. This skill must be assessed in the context of the content specified in the GCSE Statistics criteria.

Task setting – high control

- Specifications must require learners 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 organisation. 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. 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 learners to complete all work under limited supervision. The awarding organisation 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 organisation 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. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that learners must complete all work independently. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

- **Resource control (internally defined)**

Specifications must state that learners' 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 learners to complete all work under formal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation 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 organisation. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, a disability.

- **Collaboration control (externally defined)**

Specifications must state that learners must complete all work independently.

- **Resource control (externally defined)**

Specifications must state that learners' access to research materials is limited to those specified by the awarding organisation. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Task marking – medium control

- Teachers mark the task using mark schemes or criteria provided by the awarding organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Welsh second language

Scheme of assessment

172. For the **general route** in Welsh Second Language, GCSE specifications must allocate a weighting of:

- 75 per cent external assessment;
- 25 per cent controlled assessment.

173. For the **applied route** in Welsh Second Language, GCSE specifications must allocate a weighting of:

- 40 per cent external assessment;
- 60 per cent controlled assessment.

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.

Task setting – limited control

- **General route**
Learners must complete one extended task.

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

- **Applied route**
Learners must complete three extended tasks.
- **General and applied routes**
For both general and applied routes, the awarding organisation must:
 - provide exemplar tasks
 - indicate, with reference to the assessment criteria, the types of tasks and the characteristics of the language used by learners that will provide access to higher grades.

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

- select and contextualise activities from a range of comparable tasks provided by the awarding organisation; or

adapt exemplar tasks provided by the awarding organisation within clearly defined parameters set by the awarding organisation; or
- design their own tasks according to clearly defined parameters set by the awarding organisation, including provision for the regular replacement of tasks.

Task taking

Oral response – medium control

- **Authenticity control (externally defined)**

Specifications must require learners to complete all work under informal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.
- **Time control (externally defined)**

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

- **Collaboration control (internally defined)**

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

- **Resource control (externally defined)**

The awarding organisation must specify the resources available to learners. Learners must not be permitted use of a dictionary during oral response tasks, but may be permitted access to notes and appropriate stimulus material. The awarding organisation must provide guidance in relation to learners who require the use of special equipment, for example voice technology.

Written response – high control

- **Authenticity control (externally defined)**

Learners complete all work under formal supervision. The awarding organisation 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 organisation must indicate clearly the level of teacher support that is allowed and how this should be recorded.

- **Time control (externally defined)**

The awarding organisation must agree with the regulators the duration within which learners are required to complete all written work. The awarding organisation must provide guidance in relation to learners who require extra time due to, for example, dyslexia.

- **Collaboration control (externally defined)**

Specifications must require learners to complete all work independently.

- **Resource control (externally defined)**

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

Specifications must state clearly that learners are not permitted access to earlier drafts, but may access notes that must be submitted with the final version. The awarding organisation must provide guidance in relation to learners who require the use of special equipment due to, for example, a disability.

Specifications must state that learners 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 organisation.
- The awarding organisation moderation process must be consistent with the relevant codes of practice.

Written response – high control

- The awarding organisation 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 organisation 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 organisation, taken under specified conditions (including detailed supervision and time limit), and marked by the awarding organisation.

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 learner must be in direct sight of the supervisor at all times. Use of resources and interaction with other learners 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 learners are recorded accurately, and that plagiarism does not take place. The supervisor may provide limited guidance to learners.

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 learners' outcomes. Task marking involves the use of mark schemes and/or marking criteria produced by the awarding organisation.

Task setting

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

Task taking

The conditions for learner support and supervision, and the authentication of learners' work. Task taking may involve different parameters from those used in traditional written examinations; for example learners 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.

We wish to make our publications widely accessible. Please contact us if you have any specific accessibility requirements.

Published by the Office of Qualifications and Examinations Regulation in 2015

© Crown copyright 2015

You may re-use this publication (not including logos) free of charge in any format or medium, under the terms of the [Open Government Licence](#). To view this licence, [visit The National Archives](#); or write to the Information Policy Team, The National Archives, Kew, Richmond, Surrey, TW9 4DU; or email: psi@nationalarchives.gsi.gov.uk

This publication is also available on our website at www.ofqual.gov.uk

Any enquiries regarding this publication should be sent to us at:

Office of Qualifications and Examinations Regulation	
Spring Place	2nd Floor
Coventry Business Park	Glendinning House
Herald Avenue	6 Murray Street
Coventry CV5 6UB	Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346