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# **GCSE controlled assessment regulations for English**

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June 2009

Ofqual/09/4292

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# 1 Scheme of assessment

GCSE specifications in English must allocate a weighting of:

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

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		Weighting (%)
<b>AO1</b>	<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate.</li> <li>• Listen and respond to speakers' ideas, perspectives and how they construct and express their meanings.</li> <li>• Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.</li> <li>• Create and sustain different roles.</li> </ul>	<b>20</b>

<b>AO2</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.</li> <li>• Develop and sustain interpretations of writers' ideas and perspectives.</li> <li>• Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.</li> <li>• Understand texts in their social, cultural and historical contexts.</li> </ul>	<b>40</b>
<b>AO3</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.</li> <li>• Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.</li> <li>• Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.</li> </ul> <p>At least one-third of the available credit should be allocated to this last part of AO3.</p>	<b>40</b>

## 2 Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- 20 per cent controlled assessment must relate to AO1, speaking and listening
- 20 per cent controlled assessment must relate to AO2, reading

- 20 per cent controlled assessment must relate to AO3, writing.

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

These skills must be assessed in the context of the content specified in paragraphs 10, 11, 12, 12 and 13 of the GCSE subject criteria for English.

### **3 Level of control**

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

- task setting
- task taking
- task marking.

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

#### **3.1 Speaking and listening**

##### **Task setting – limited control**

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

##### **Task taking – high control**

- Authenticity control (externally defined): Specifications must require candidates 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 body must indicate clearly the level of teacher support that is allowed and how this should be recorded.
- Time control (externally defined): The awarding body must indicate the approximate minimum and maximum duration of speaking tasks.
- Collaboration control (internally defined): Specifications must state that the work of individual candidates may be informed by working with others, for example in discussion groups, but that candidates must provide an individual response.
- Resource control (internally defined): Specifications must state that candidates' 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 body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE and AEA code of practice* (Ofqual/09/4151).

## **3.2 Reading**

### **Task setting – high control**

- Specifications must require candidates 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 body. Tasks must be based on candidates' study of a range of texts as specified in paragraph 16 of 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.<sup>1</sup>

### **Task taking – high control**

- Authenticity control (externally defined): Specifications must require candidates to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under informal supervision.

The awarding body must provide clear guidance in relation to the choice of texts, preparatory work, and the use of materials from other sources.

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<sup>1</sup> Centre-specific circumstances will include the availability of and access to resources.

- Feedback control (externally defined): The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.
- Time control (externally defined): The awarding body must indicate the approximate duration of the tasks.
- Collaboration control (internally defined): Specifications must state that individual candidates' preparation may be informed by working with others but that candidates must provide an individual response.
- Resource control (externally defined): Specifications must state that candidates 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 body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, and AEA code of practice (Ofqual/09/4151)*.

### **3.3 Writing**

#### **Task setting – high control**

- Specifications must require candidates 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 body. 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.<sup>2</sup>

#### **Task taking – high control**

- Authenticity control (externally defined): Specifications must require candidates to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under informal supervision.

The awarding body must provide clear guidance in relation to the use of stimulus materials and preparatory work.

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<sup>2</sup> Centre-specific circumstances will include the availability of and access to resources.

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- Feedback control (externally defined): The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.
- Time control (externally defined): The awarding body must indicate the approximate duration of the tasks.
- Collaboration control (externally defined): Specifications must state that candidates must provide an individual response.
- Resource control (externally defined): Specifications must state that candidates 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 body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE and AEA code of practice* (Ofqual/09/4151).



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