

GCSE Learning for Life and Work

Controlled Assessment (GLF4)

Teacher Guide

Part A: Planning: 800 words		Total marks available: 24
		Prompts which teachers may use
<ul style="list-style-type: none"> Proposes research questions as a research focus 	Individual	What questions would you need to ask to complete this investigation?
<ul style="list-style-type: none"> Describes options for research methods 	Individual	Describe the methods you would consider using to obtain answers to your questions.
<ul style="list-style-type: none"> Justifies their research approach 	Individual	Explain why these method(s) would be good to use in your research. Do this at the same time as the description of the methods.
Focus task with candidates before moving forward	Collaborative	This is an opportunity for the teacher to focus the task for all students to move forward on. All candidates should record the focused task that they collaboratively decided to investigate.
Produces a research plan that includes: <ul style="list-style-type: none"> sources of information; targets; actions; and deadlines. 	Collaborative Individual Individual Collaborative and Individual	Candidates are expected to use as many copies of the research plan proforma as required. Candidates may be made aware that the sources could include any of the following: world wide web, an expert, book, newspaper, documentary, people completing a questionnaire. They should be encouraged to provide clarity about the source e.g. by providing the expert's name, book title with author and chapter identified. It is likely that candidates in a class will mostly use the same sources. Candidates to be made aware that targets state what the candidate wishes to achieve to assist them in answering their research questions. Candidates to be made aware that the actions are the steps that need to be taken to obtain information from each source. Candidates to be made aware that deadlines are the dates by which they plan to have obtained the information from each of the sources.
<ul style="list-style-type: none"> Explains the knowledge, understanding and skills they aim to develop by completing the task. 	Individual	Candidates explain the elements of knowledge that they hope to gain by completing tasks in this investigation. Candidates explain the skills that they hope to develop by completing tasks in this investigation.

Part B: Research: 400 words		Total marks available: 24
		Prompts which teachers may use
<ul style="list-style-type: none"> Gathers, compiles and records evidence; 	Collaborative and Individual	The expectation is that candidates will collaborate when using questionnaires and structured interviews but will work individually when researching a text or undertaking a web search.
<ul style="list-style-type: none"> Records and monitors progress. 	Individual	Candidates may be reminded to individually update their Record of Progress in their Research Plans, as and when research is gathered.
<ul style="list-style-type: none"> Analyses the validity, reliability and accuracy of their sources and findings, including analysing for bias and agenda; 	Individual	Candidates describe, with reasons, how dependable each source is and how useful the information will be.
<ul style="list-style-type: none"> Provides reasoned justification of their analysis. 	Individual	Candidates should be encouraged to consider using validity, accuracy, reliability, bias and agenda where appropriate.
Part C: Communicating Findings: 1400 words		Total marks available: 30
		Prompts which teachers may use
Introduction <ul style="list-style-type: none"> provides a rationale and purpose for the research. 	Individual	<p>Ensure candidates address the following.</p> <p>What was the focused task that you investigated?</p> <p>Why did you choose to investigate this task?</p> <p>What are the key points that you will include in your report?</p>
Research Findings: <ul style="list-style-type: none"> includes their own and others' views on key research findings; interprets and explains their research findings. 	Individual	<p>For each key point the candidate will copy/paste relevant excerpts from the research findings and acknowledge the source(s).</p> <p>Candidates make observations about their findings and record any views held by others.</p>
Research Evaluation: <ul style="list-style-type: none"> evaluates strengths and weaknesses; identifies areas for improvement. 	Individual	<p>Candidates use a table to address the following:</p> <ul style="list-style-type: none"> What were the strengths of your research methods? What were the weaknesses of your research methods? What improvements could you make to your research methods?
Conclusion: <ul style="list-style-type: none"> discusses their evaluation, main findings and views. 	Individual	<p>Considering the evaluation of their research approach what conclusions can candidates make from their research findings?</p> <p>How confident are they about their conclusions?</p>

Part D: Self-Evaluation: 400 words		Total marks available: 16
		Prompts which teachers may use
<ul style="list-style-type: none"> evaluates the knowledge, understanding and skills that they have developed; 	Individual	<p>Ensure candidates address the following.</p> <p>How successful were you in gaining the knowledge that you identified in Part A and what were the tasks you used to gain it?</p> <p>How successful were you in developing the skills that you identified in Part A and what were the tasks you used to develop them?</p>
<ul style="list-style-type: none"> evaluates their performance in their research approach and in the work itself, suggesting areas for improvement. 	Individual	<p>Ensure candidates address the following.</p> <p>What were your strengths in carrying out research and completing the task?</p> <p>What were your weaknesses in carrying out research and completing the task?</p> <p>What improvements could you make if you were to complete this task again?</p>
Part E: Presentation of Task		Total marks available: 6
<p>Students must:</p> <ul style="list-style-type: none"> present their task on single sided A4 numbered pages in a flat A4 folder and include: <ul style="list-style-type: none"> an index section headings a bibliography; and presentation slides or notes, where appropriate; and state word counts, where appropriate 	<p>This part is an overview of the presentation of Parts A, B, C and D and is to be used by teachers in conjunction with the assessment criteria.</p> <ul style="list-style-type: none"> The overall word limit for parts of the task are given as guidance. However, candidates are advised to adhere to these. This will help ensure clarity and coherences in their responses. The total word limit for the task is 3000 words, excluding references, bibliography and appendices. Candidates must state their word count for Parts A, B, C and D of the task, along with their total overall word count. The following guidance is provided only to help achieve the word limit. Word limits for the task are: <ul style="list-style-type: none"> Part A: Planning – 800 words; Part B: Research – 400 words; Part C: Communicating Findings – written report or 12 slides including slide text and speakers notes (digital presentation) – 1400 words; and Part D: Self -evaluation – 400 words. 	

