

# GCSE English Language

## Teacher Guidance for Controlled Assessment (GEN31)





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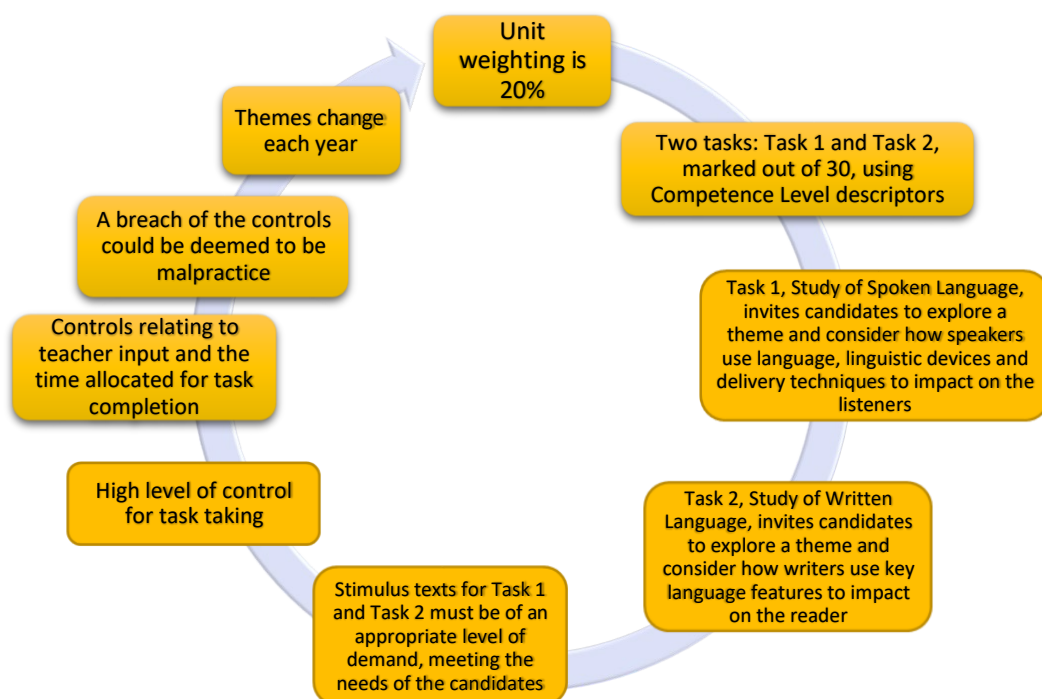
**Preventing Malpractice**

## Teacher Guide to Controlled Assessment (GEN31)

### Introduction

This document is intended to assist teachers in their understanding of the requirements for Unit 3 Controlled Assessment and to provide practical advice on how to manage its delivery in the classroom.

The key points regarding Unit 3 Controlled Assessment can be summarised as follows:



### The Teacher's Responsibility

It is the responsibility of individual teachers to ensure that:

- candidates understand the Assessment Objectives, controls, Competence Level Strands, etc. so they can produce responses which will allow them to maximise their potential
- candidates have been equipped with the necessary skills for each task. This can be achieved by scaffolding or modelling how to approach the skills necessary for this Unit. **N.B. this type of exemplification must not make use of the task title or stimuli for the actual task**
- candidates are given the opportunity to access the Competence Levels appropriate to their ability for Task 1 and Task 2. The task title and the stimulus material should be carefully selected and appropriate to the ability of the candidates
- candidates operate within the controls demanded by the specification
- candidates respond to the set theme
- candidates' final marks accurately reflect their achievements for each of the Competence Level Strands for each of the tasks. The Competence Levels achieved by each candidate in each task may differ
- candidates' work can be authenticated by the teacher

### **The Role of the Teacher in Unit 3**

There are clear regulations about the level of teacher involvement that is permitted when conducting Controlled Assessment. Alerting candidates and parents/carers to these regulations is advisable. The GCSE English Language Specification, Section 6, outlines the permissible level of teacher input and should be read in conjunction with *Conducting Controlled Assessments in CCEA GCSE Qualifications Instructions for subject teachers, senior leaders and Heads of Centre* <https://ccea.org.uk/document/8970> (updated annually).

CCEA's Compliance Team has also produced a range of materials that may be useful in making parents/carers and candidates aware of the responsibilities of the teacher. These materials can be accessed at [www.ccea.org.uk/qualifications/adminhelp/compliance\\_and\\_malpractice](http://www.ccea.org.uk/qualifications/adminhelp/compliance_and_malpractice)

### **The Specification**

The starting point for the teaching of the Controlled Assessment Unit is rooted in the English Language specification. This document includes information relating to the skills assessed by Controlled Assessment, levels of control, task setting, task taking, task marking, internal standardisation and moderation. It is essential that teachers adhere to the requirements set out in the specification. Please access the current specification, available on the CCEA website, to ensure that you are aware of any updates.

## A Practical Guide to managing Controlled Assessment in the Classroom

	Good Practice and Requirements	Situations to Avoid
Preparing Candidates for Controlled Assessment	Candidates should be taught the skills which will enable them to respond independently to Unit 3 (e.g. be taught how to explain, analyse and evaluate.)	The teacher must not teach the Controlled Assessment stimulus material for either Task 1 or Task 2. Any attempt to do so, may be considered as a breach of controls and regarded as teacher malpractice.
	<p>Candidates should have the flexibility to select and prioritise the textual evidence they draw upon. This will help them adhere to the controls: <i>Responsibility for planning the piece of work for assessment lies entirely with candidates... each candidate must complete an individual response for final assessment</i> (specification Section 6). It may be useful to make parents/carers aware of the demands of Unit 3 and how the role of the teacher differs for this unit because of the controls in place.</p> <p>Candidates would benefit from knowing the differences between the key descriptors “explanation”, “analysis” and “evaluation” so that they can access the higher Competence Levels. Useful definitions are below:</p> <p><b>explanation</b> gives an overview of what has happened in order to provide clarity;</p> <p><b>analysis</b> considers why specific words or devices/techniques have been used. An analytical response will examine in detail the intended effects of the speaker or writer;</p> <p><b>evaluation</b> provides a value judgement, weighing up/assessing whether or not a word or device/technique has been successful in achieving its intended effect. An evaluative response will examine in detail the effectiveness of relevant devices and strategies on the audience.</p>	<p>Teachers must not direct candidates to include specific quotations and/or devices.</p> <p>Teachers should discourage candidates from simply retelling what happens in a text. This often results in a narrative response which cannot achieve a mark in the higher Competence Levels.</p>
	In order to practise the skills of writing critically and increase confidence in analysing and evaluating, candidates should be given opportunities to engage with a wide range of materials. It might be useful to start with short extracts from speeches, interviews, discussions, poetry, drama, short stories, novel extracts, etc. to use as preparatory resources. Any stimulus can be used for this purpose, with the exception of the stimulus selected for the actual Task 1 or Task 2.	Teachers should be mindful that each task is worth 10% and the time commitments should reflect this weighting.

	<p>Short extracts or texts, appropriate to the 60-minute write-up time would be appropriate.</p>	<p>As candidates will study the stimulus text independently in order to produce an individual response for Controlled Assessment, lengthy pieces of Spoken Word texts, or a novel/entire literary text, may impede candidates' opportunities to demonstrate their knowledge, understanding and skills.</p>
	<p>Teaching candidates higher order skills is the key to them being able to achieve Competence Levels 4 and 5 in both tasks (skills which will also enhance their performance in the externally-assessed units), as they gradually learn to use relevant examples from the texts, identify devices, analyse the use of these devices and appreciate and evaluate the speakers'/writers' intentions more fully. Successful approaches include regular use of relevant classroom activities which scaffold the candidates' learning, helping them attain greater independence. For example, candidates could be encouraged to discuss different stimulus materials in pairs/groups/whole class thus helping them to become more confident in their identification of devices and to build up a wider critical vocabulary.</p>	<p>The teacher must not give candidates opportunities to discuss (in pairs/groups/whole class) the materials selected for the write-up of the tasks. Formulaic responses may indicate that controls have been breached.</p>
	<p>Candidates should be made aware of the key terms which underpin the Competence Levels for Task 1 and Task 2. For example, candidates need to know what is meant by: context, linguistic techniques, delivery techniques, cross-referencing, language choices, devices, themes, characterisation and structure. This is so that they can analyse and evaluate evidence with ease and confidence.</p>	<p>In Task 1, an isolated/disconnected paragraph on context should be strongly discouraged.</p> <p>A Task 1 response might analyse and evaluate the speaker's use of linguistic devices, but only make brief reference to delivery techniques (or vice versa). This is likely to have a detrimental effect on the candidate's mark as one of the key components of the task has been missed out or side-lined.</p>
	<p>Candidates would benefit from being taught how to adopt a logical and concise approach to their examination of the stimulus materials. They need to present a response which selects appropriate evidence. They should correctly identify the device/technique which has been used. They should then consider the key features in accordance with the demands of the Competence Levels in terms of the speaker's/writer's achievements and intended effects.</p>	<p>Teachers should discourage candidates from providing extremely lengthy responses, containing information which does not relate specifically to what can be rewarded according to the Competence Levels. As there is only one hour allocated to each Controlled Assessment formal write-up, teachers must be realistic about what candidates can actually achieve in this period of time.</p>




		Teachers must not accept responses which candidates may choose to write as part of their planning. Any attempt to do so, may be considered as a breach of controls and regarded as teacher malpractice.
<b>Task Setting</b>	Candidates should be presented with a clear task title which reflects the set theme. An example of an effective title on the theme of interviews for Task 1 is: <i>Oprah Winfrey interviewed two famous, but very different public figures, Lance Armstrong and Michele Obama. Compare and contrast their interviews. In your response you should:</i> * analyse the speakers' choice of language * analyse and evaluate the speakers' use of linguistic techniques * analyse and evaluate their use of delivery techniques. The task title should be clear. Supporting bullet point structures are encouraged but these should be assessment-criterion-referenced i.e., relate specifically to the key aspects of the Competence Levels.	Task titles that are vague, unresponsive or use language that is not accessible to the particular group of candidates, are likely to hinder candidates from fulfilling their potential. An example of an ineffective title for Task 2 is: <i>"Discuss Lady Macbeth's behaviour in the Banquet Scene"</i> . Here, there is no indication of the chosen theme. The lack of scaffolding is also unhelpful to the candidates.
	Task titles should be unambiguous and use terms with which candidates are familiar. The title should support and guide candidates so that they can focus precisely on the stimulus material. Task titles can be shared with candidates in advance of the write-up so they can prepare individually and independently for the Controlled Assessment task.	Task titles should not be overly complicated. For example, it is not necessary for a title to contain 6-10 bullet points. A task title presented in this way could be considered to be a writing framework which would breach the controls in place.
	In Task 1, candidates should respond to how different speakers use language choices or delivery techniques when speaking in different contexts. If considering the Spoken Language of just one speaker, candidates should consider how this speaker has adapted their speech depending on the venue, audience, time, situation, i.e., the context.	In Task 1, linguistic techniques are frequently mentioned, but delivery devices such as pace, tone, volume, pitch, pause, hesitation, etc. although sometimes mentioned, are not always analysed or evaluated.
	In Task 2, candidates need to independently examine how the writer's craft has been presented.	In Task 2, candidates should refrain from simply retelling the story and therefore presenting a merely narrative response.
	In Task 2, candidates need to select their own examples from the text, commenting on these, so as to demonstrate their personal understanding of the text.	Teachers must not direct candidates towards specific quotations or devices within the stimuli.

	Teachers should inform candidates that their work will be marked according to the Competence Levels.	Teachers must not distribute model answers completed by other candidates for that task. Any attempt to do so, may be considered as a breach of controls and regarded as teacher malpractice.
Text Selection for Task 1 and Task 2	For Task 1, candidates should listen and respond to <b>two</b> examples of Spoken Language from real life. The examples should clearly adhere to the set theme for the moderation period.	If the texts do not reflect the set theme, this is regarded as a rubric breach.
	Spoken Language examples from films or TV may be deemed useful preparatory resources to use with candidates in class as they embark upon Unit 3.	Spoken Language examples from films or TV shows are not acceptable and should not be used for the formal write-up for Unit 3.
	Spoken Language texts should enable candidates to respond positively and appropriately. These texts should be stimulating, appropriate, accessible and reflect the candidates' interests and abilities.	The Spoken Language texts selected as stimulus material, should not be unduly long, as the formal write-up is one hour. Lengthy texts can prevent candidates from engaging in detailed analysis and evaluation.
	The stimulus texts for both Task 1 and Task 2 do not need to be long but need to have sufficient depth and be sufficiently challenging in order to provide candidates with plenty of material to which they can respond independently. This wealth of material will encourage candidates to dig deeper, exploring the text in greater detail enabling them to analyse and evaluate more confidently.	Texts that are too short and which lack depth and complexity will not extend candidates. As a result, the responses may be lacking in purpose and insight.
	The text(s) selected for Task 2 should be accessible, appropriate and reflect the interests and abilities of candidates.	The Written Language texts selected as stimulus material, should not be unduly long, as the formal write-up is one hour. Lengthy texts can prevent candidates from engaging in detailed analysis and evaluation.
Rubric Requirements and Controls	CCEA has published the themes for Unit 3 Controlled Assessment ( <a href="#">Revised Specification Unit 3 themes can be accessed here</a> ). These change each year.	
	The controls for task taking are high. Candidates must be formally supervised when writing up their Controlled Assessment tasks.	Candidates must not be left unsupervised when they are writing up their Controlled Assessment tasks.
	The time allocation for completing each task is one hour.	Candidates must not be given additional time to complete the tasks. Any attempt to give extra time outside of Access Arrangements, will be considered as a breach of controls and regarded as teacher malpractice.

Annotation and final marks	<p>When marking a task, some practitioners have found it is useful to write short comments relating to the Competence Levels in the margin. These marginalised comments can serve as useful references to assist the teacher when they are deciding on a final mark. However, it is a CCEA requirement to use the style of annotation as outlined in the specification (i.e., underlining to highlight positive elements, ticking to acknowledge a relevant example or using 'C' to indicate appropriate comparisons or cross-references.</p>	<p>Annotation and marks are not formative (i.e., for candidate feedback). They should provide information to the moderator, as to why particular Competence Levels and marks have been awarded.</p> <p>There is no need to write personalised comments to candidates, such as: <i>'Good effort here. You show a reasonable understanding of the text. Well done!'</i> Formative comments are unnecessary as candidates must not have access to their responses once the write-up time has elapsed.</p>
	<p>It is advisable to make use of the CCEA exemplar materials and supporting resources to assist in the accurate awarding of centre marks. Each task must be assessed in its own merit.</p>	<p>When a candidate's work has been leniently marked, it is sometimes because: explanation has been incorrectly identified as analysis; or comments have been considered to be evaluative when they are not. By contrast, when a candidate's work has been marked severely, it is because they have not been rewarded for their achievements in relation to the Assessment Criteria.</p>
	<p>A final, specific and accurate mark needs to be awarded for each task.</p>	<p>Marks need to be specific. Not written thus: 23/24? It is up to the centre to award a precise mark, based on an accurate assessment of the candidate's work.</p>



## CCEA Support Documents

There are several helpful documents which can be found on the English Language section of the CCEA website. Click on the hyperlinks 

[Applying the required annotation conventions.docx](#) This document illustrates the underlining, ticking and 'C' annotation conventions in place for Unit 3.

[Guidance Unit 3 Controlled Assessment Studying Spoken & Written Language.pdf](#) This document includes useful strategies/exercises for approaching the two tasks which make up Unit 3.

[Controlled Assessment Unit 3 Clarification Document.pdf](#) This document illustrates standards by offering examples of responses across the full range of performance. These responses are presented in ascending order, and in such a way that teachers and their students may appreciate the standard of work associated with each Competence Level. The hope is that the Clarification Document will be useful in enhancing teachers' understanding of the CCEA Assessment Criteria resulting in the fair, consistent and accurate application of CCEA standards within and across all centres.

[Instructions to Teachers.pdf](#) This booklet is updated for each series and indicates the key parts of the process for centre staff.

[Reports | CCEA](#) The Principal Moderator's Reports outline the performance of candidates in all aspects of Controlled Assessment in English Language for any given series. The Principal Moderator's Report(s) should be viewed as a helpful and constructive medium to further support in that they offer guidance on administration procedures, the selection of stimulus texts, the construction of appropriate titles for both Task 1 and Task 2 and the application of the Assessment Criteria for both tasks.

Each centre will also receive a Teacher Assessed Component (TAC 6) feedback form following each moderation series, which specifically references the performance in that centre. It will include areas of strength and areas which may need more focus for future series.



## Agreement Trials and Portfolio Clinic Service

As an awarding organisation CCEA is required to ensure that appropriate training is provided for centres delivering internally assessed units. This training is delivered through the provision of **Agreement Trials** held in the Autumn term of each academic year.

- ✓ ensure that there is a common understanding of how the Assessment Criteria should be interpreted and of the evidence required
- ✓ ensure that all centres are applying the Assessment Criteria consistently
- ✓ ensure that candidates from all centres are treated fairly
- ✓ reduce the number of adjustments that are applied to centres' marks during the moderation period.

CCEA also offers the **Portfolio Clinic Service** to further support teachers in their accurate assessment of GEN31 Controlled Assessment unit. This service is an excellent way for centres to ensure that teachers within the department, are marking to the agreed CCEA standard, by submitting marked copies of candidate responses to the Portfolio Clinic. Centres will be invited to submit a maximum of 4 pieces of Controlled Assessment from responses to both Task 1 and Task 2.

If responses satisfy the necessary requirements each response will be assessed by the Senior Moderation Team and clear, detailed, and appropriate feedback will be provided.

It is recommended that centres avail of the opportunity to review the Agreement Trial presentation and exemplars.

Any response submitted must include:

- an appropriate title
- a clearly identified theme
- candidate number to identify the response (this will assist with the process of providing feedback)
- a summative mark
- clearly indicated Competence Level marks for each strand and
- be eligible for submission in that year.



# Internal Standardisation

It is a CCEA requirement that each department engages with Internal Standardisation to ensure that marking is consistent and accurate across all teaching groups.

In a centre where more than one teacher is responsible for the marking of Controlled Assessment, Internal Standardisation **must** be carried out.

Key Points:

- As moderation is by centre any adjustments will be made at centre-level
- Where necessary, adjustments will be made to a specific mark range or to the entire mark range and will be applied to **every** candidate in the cohort (not just those candidates within the sample)
- The more rigorous the process, the more effective Internal Standardisation will be. Effective Internal Standardisation involves a robust challenge of how the work explicitly fulfils the Assessment Criteria for the mark awarded taking careful account of the key descriptors for each Competence Level
- Effective Internal Standardisation will ensure that every candidate in the centre will be awarded the Unit 3 mark that (s)he deserves; no candidate in the centre will be advantaged or disadvantaged

Successful approaches to Internal Standardisation include:

- On-going sharing of marked work among colleagues as an effective way of ensuring that teachers involved are marking to the same standard
- Allocating time for English Departments to have a formal meeting to examine samples from each teaching group (top, middle and bottom folders), and if necessary, adjusting to bring marking into line with the agreed CCEA standards/Assessment Criteria
- Recognising that the Internal Assessment Marking Grid is integral in this process (Appendix 5 of the Specification)
- Rank ordering the work selected for Internal Standardisation is a useful way of clarifying if the marks awarded are appropriate. However, it should not be assumed that the best response in the class fulfils the Competence Level (CL) 5 criteria
- Using the CCEA exemplar material as benchmark pieces to award marks in line with the CCEA agreed standards
- Noting that the final mark for a piece must not be determined by 'an average' of teachers' opinions
- Discussing and interrogating each departmental member's opinions to establish an **agreed** centre judgement which should then be applied to **all** responses (i.e., those that may not have been reviewed as part of the Internal Standardisation process)
- Reference to the Instructions to Teachers Booklet (available on the English Language section of the CCEA website) for each series.



# Moderation

CCEA moderators begin with the folder of work which has been awarded the highest mark in a centre. They then work through the sample in a systematic way, using the Assessment Criteria as the basis for their judgements.

If assessment is accurate (i.e., in keeping with the CCEA standards/Unit 3 Assessment Criteria), the moderator will support the marks awarded by the teachers. However, if one sample is outside tolerance (+/-3) the moderator will moderate all samples submitted.

If assessment is outside of tolerance but consistently severe or lenient, appropriate adjustments can be made to the cohort within the affected mark range.

Any adjustments are made at **centre-level** at Post Moderation after a thorough review of the sample. Where necessary, adjustments will be made to a specific mark range or to the entire mark range and will be applied to **every** candidate in the cohort, within the affected mark range where there is evidence of severe or lenient judgements, not just those candidates within the sample.

If assessment is inaccurate and erratic (i.e., no evidence of effective Internal Standardisation having taken place), it may not be possible to make adjustments at Post Moderation in a way which is fair to all candidates in the centre. In this case, the sample may be returned to the centre and teachers will re-mark the work of every candidate in the centre before re-submitting the sample for moderation or, all of the centre's work will be collected and CCEA Senior Moderators will mark the work.



## Administrative arrangements for Submission of Controlled Assessment

Candidate folders can be submitted for moderation in the January or Summer moderation period. All administration for GEN31 is online – including submission of marks, description of task titles and authentication of work.

Prior to submission, Lead Teachers should:

- ensure that teacher codes are assigned to each candidate
- record marks for candidates that they have assessed
- ensure that marks have been recorded for all candidates
- confirm that Internal Standardisation has been carried out
- confirm authentication has been carried out
- carry out pre-submission validation until submission is successful

Themes and titles for each task must be clearly recorded for the work of each candidate in the submitted sample. Centres have two options as to how to record themes and titles:

- They can be recorded in the space provided in the eCandidate Record Sheet (eCRS) or on a hard copy sample sheet [E-Moderation Forms, User Guides and Login | CCEA](#).
- If reference numbers or codes are used in either instance, these must be noted in the Centre Moderation Record Sheet (CMRS)\* submitted with the sample

These forms can be downloaded from the CCEA website: [E-Moderation for GCSE subjects | CCEA](#).

Samples for moderation will still be submitted in hard copy. Centres must:

- ensure that marks and Competence Levels for each strand are clearly and accurately recorded for each task
- ensure that the date of each final write up is recorded on each response
- include the stimulus material for Task 1 and if appropriate for Task 2
- **ensure that each page of each candidate's work is clearly identified with the Centre Number and Candidate Number, and that candidates' work is securely fastened in an individual folder**
- organise folders in rank order beginning with the candidate with the highest mark
- record the summative mark clearly on the outside of each folder
- complete the Portfolio Sample Cover sheet for each candidate in the sample





# Preventing Malpractice

Not complying with the controls outlined previously could be considered as teacher malpractice.

Teachers must not:

- allow candidates to exceed the 60-minute final write-up time unless candidates are entitled to extra time under JCQ regulations
- teach in detail the resources selected for the final response in each task. Candidates must be taught the skills necessary for them to succeed at an appropriate Level, but this should be done using **alternative** resources and not involve a line-by-line interrogation of the resources selected for the final responses. Equally, teachers should not provide writing frames for candidates. Overly teacher-led responses tend to be formulaic responses with candidates selecting the same quotations to make similar points and often in the same order. To satisfy the Assessment Criteria, candidates should be encouraged and enabled to build an individual and critical response. It is therefore essential that they independently select and examine appropriate textual details of their own choice
- allow candidates to redraft work
- display notes for candidates
- allow candidates to collude when writing up. While pair or group work can form part of the preparation for Controlled Assessment the final response must be the independent work of the candidate
- breach CCEA controls on ICT use.