

# GCSE Examinations Summer 2020

## Construction

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### Instructions to Teachers

### Teacher-Assessed Component



## 1 Introduction

- 1.1 Moderation of controlled assessment will be by centre. Centres will be asked to submit the work of a number of candidates, chosen from the centre as a whole, to represent the standards of marking. Adjustments, if needed, will apply to all of the candidates in a centre and not to individual teaching groups.

## 2 Recording controlled assessment marks

### 2.1 *Assessing Controlled assessment*

Teachers must assess their candidates' controlled assessment against the marking criteria set out in the controlled assessment memorandum making use of any additional exemplar material or guidance issued by CCEA.

### 2.2 *Completion of Candidate Record Sheets*

In order to leave sufficient time for marking, teachers should start assessing their candidates' controlled assessment well in advance of 1 May. The marks awarded for each element of Unit 3 and should be recorded on the appropriate *eCandidate Record Sheet*. When the last item has been assessed the final mark should be entered in the appropriate box in accordance with instructions.

**The completed *eCandidate Record Sheets* of all candidates for both Units must be submitted to CCEA on the 1st May. A copy of the *eCandidate Record Sheet* for each candidate for both Units should be retained in the centre. A copy of the *eCandidate Record Sheet* for Unit 3 must be made available to the Moderator at the time of the visit. Candidates must not continue work on the teacher-assessed component after this date.**

NB: Only Unit 3 will be moderated by the visiting moderator. Unit 4 will be moderated via the postal moderation system. Please refer to the following booklet for further detailed guidance on the postal moderation process: GCSE and GCE A/AS Examinations, Summer 2019, Product Type Subjects, Instructions to Teachers, Internally Assessed Component.

The *eCandidate Record Sheet* contains a space for teachers to comment on the mark awarded to the candidate for each element of the controlled assessment Units; teachers may make use of this space, or they may prefer to annotate their candidate's work. Comments and/or annotation are a useful indication to the Moderator of the criteria being assessed and justification of the mark being awarded.

A copy of the completed *eCandidate Record Sheet* should be retained by the centre to be given to the Moderator during the Moderation visit.

**Candidates must not do any further work on Units 3 or 4 after 1st May of each year.**

**On each *eCandidate Record Sheet* teachers should comment on each main section.**

**Teachers should comment specifically on any assistance which has been given to the candidate over and above normal teaching.** The observations recorded in the Comment column should reflect the wording used for each mark band in the Controlled assessment Memorandum and should provide any additional information to support the mark awarded.

A typical completed *eCandidate Record Sheet* is presented in Appendix 2. *eCandidate Record Sheets* are available for download from the Construction and the Built Environment microsite <http://www.ccea.org.uk/construction>.

### 2.3 *Standardisation of assessments within the centre*

In those cases where there is more than one teaching group in the subject, the head of department, or another teacher designated by him/her, **must** conduct a standardisation exercise within the centre to ensure that all of the teachers have applied the assessment criteria consistently when making their assessments. A suitable procedure for conducting such an exercise is attached to these instructions as Appendix 1. As a result of this internal standardisation exercise it may be necessary to adjust the marking of individual teachers to bring their assessments into line with those of the other teachers in the subject. Where such an adjustment is necessary the total/final mark recorded on the *Candidate Record Sheet* for each candidate in the teaching group should be amended as shown in Fig 1. The **amended** mark must then be recorded on the *OMR TACI* form.

**Fig 1**

T o t a l    53 IS
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IS signifies that the total mark has been adjusted as a result of internal standardisation.

### 2.4 *Submission of controlled assessment marks to CCEA*

Centres must submit their controlled assessment marks on pre-printed *OMR TACI* forms. These will be sent to centres in advance.

Detailed guidance on the completion of controlled assessment stationery and submission of controlled assessment marks is given in Appendix 5.

A sample *OMR TACI* is shown in Fig 2.


### 2.5 *Instructions for drawing samples*

Four days before the start of the Moderation period centres will receive specific instructions regarding the samples of controlled assessment which must be made available for moderation. It is essential that all the samples specified in the instructions be displayed in rank order for the visit of the Controlled assessment Moderator.

NB - Centres must submit all Candidate Record Sheets to CCEA.

Fig 2

• Please do not fold or attach staples to this form • Use only HB pencil to fill in the boxes-DO NOT mark shaded areas

 Rewarding Learning	<b>ATTENDANCE/MARK SHEET FOR TEACHER-ASSESSED COMPONENT</b>	<b>TAC1</b>																																					
Series: Centre: Subject: Component:		Serial Number: Total Candidates: Component Maximum Mark:																																					
<b>Official use only</b>	<b>Candidate</b>	<b>Transfer</b>	<b>Abs</b>	<b>Mark</b>																																			
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### 3 Moderation

#### 3.1 Moderator's visit

The work of all candidates of the centre must be available on site. During the period specified in the examination timetable a Moderator will visit each centre, on a date which will be supplied to centres in advance of the visit, to moderate the centre's assessments. Candidates' work should be displayed in rank order. Use the Rank Order Labels to identify the candidates' position in the Centre Rank Order. (Appendix 3.)

A copy of the OMR TAC1 and the completed Candidate Record Sheet for each candidate for Unit 3 must be provided for the Moderator.

The work of all other candidates must be available if required.

#### 3.2 Moderation of the centre's assessments

The purpose of the moderation procedure is to ensure that the standards of assessment of centres are as uniform as possible. The visiting Moderator will moderate a sample of work from the centre. The sample will cover the range of ability within the centre. In those cases where the Moderator feels able to confirm the centre's assessments, the Head of Department (HOD), or teacher deputising, will be informed accordingly. Where the Moderator's assessments and those of the centre are discrepant, the Moderator will discuss the assessments with the HOD and highlight where the variations in marking have been found. Depending on the number of candidates outside tolerance the Moderator will be directed, according to CCEA regulations, to tick a specified box as to whether an adjustment may or may not be required. **Centres should note that Moderators do not have the authority to make an adjustment; this duty falls on the Senior Moderating Team at the Post Moderation meeting.** The confirmation of moderation outcome form should be completed by the school representative and the Moderator.

## 4 Re-moderation

- 4.1 Where agreement cannot be reached, the re-moderation procedure described below must be implemented.

**Requests for re-moderation will only be accepted at the time of the Moderator's visit.**

### 4.2 *Re-moderation of candidates' work*

In those cases where requests for re-moderation have been lodged, the centre must make arrangements for the work to be available for the Assistant Principal Moderator's visit. The Assistant Principal Moderator will moderate the work concerned and report directly to CCEA.

### 4.3 *Re-moderation by an Assistant Principal Moderator*

**The mark(s) awarded by the Assistant Principal Moderator will stand. Thereafter requests for re-moderation cannot be considered for this component of the examination.**

### 4.4 *Retention of controlled assessment in centre*

In accordance with the Council's *Rules and Programme* all controlled assessment must be retained in the centre until all possibility of a review of moderation has been exhausted.

### 4.5 *Requested work for RMA and Agreement Trials*

If work is requested for RMA or Agreement Trial purposes by CCEA, centres must submit the work to CCEA. Centres are advised to ensure all work is correctly labelled and appropriately packaged.

## 5 Enquiries about Results services for controlled assessments

- 5.1 As part of the JCQ awarding bodies' enquiries about results services, centres can request a post-results review of moderation (Service 3) to ensure that the assessment criteria have been fairly, reliably and consistently applied. This service is not available if the centre's marks have been accepted without change by an awarding body.

- 5.2 The review of moderation:

- is a process in which a second moderator reviews the work of the first moderator. The second moderator sees the original marks and any annotations made by the first moderator to gain a full and clear understanding of whether the assessment criteria have been applied as intended;
- is undertaken on the original sample of candidates' work;

- includes feedback similar to that provided following the original moderation. (If centre marks are reinstated, feedback may not be provided.)
- 5.3 A review of moderation will not be undertaken upon the work of an individual candidate or the work of candidates not in the original sample (unless there was a fault in the selection of the original sample, e.g. insufficient candidates included).
- 5.4 The work submitted for a review of moderation:
- must be the original work submitted for moderation;
  - must have been kept under secure conditions;
  - must not have been returned to the candidates.
- 5.5 If the original sample of candidates' work has been lost, an equivalent sample may be requested by the awarding body.
- 5.6 Externally assessed controlled assessments will be treated as examination scripts for the purposes of enquiries about results. Centres should request a post-results review of marking.  
(Service 2) or a priority post-results review of marking (Priority Service 2) as appropriate to the level of the qualification.
- 5.7 For further information on the enquiries about results process please refer to the JCQ document Post Result Services, Information and guidance for centres. This booklet is also available on the JCQ website [http://www.jcq.org.uk/exams\\_office/postresult\\_services](http://www.jcq.org.uk/exams_office/postresult_services).
- 5.8 Controlled Assessments involving Visiting Moderation
- 5.9 (i) For subjects involving visiting moderation, re-moderation can be requested at the time of the visiting moderation exercise. Details about the procedures involved are given in the subject specific instructions booklets.
- Service 3 (post-results review of moderation) is available only for those subjects for which physical work is available. This means that the service is not available for some internally assessed Units/components of subjects such as Drama, PE or GCSE English (Talking and Listening) where the controlled assessment outcome is ephemeral.
- (ii) For those subjects for which physical work is available (e.g. Art and Design, Construction and Technology and Design) Heads of Centre will be required to confirm in writing that the work to be submitted for the Service 3 re-moderation:
- will be the original work submitted for moderation;
  - has been kept under secure conditions;

- has not been available to the candidates;
- will be presented in exactly the same way as for the original moderation.

## **6 Application for Special Consideration (SPC)**

- CCEA has developed the SPC Online Application to allow centres to submit applications for SPC.
- Please note - paper forms will no longer be accepted unless prior agreement has been approved through CCEA's Centre and Examiner Support Team. Enquiries should be forwarded to [specialconsideration@ccea.org.uk](mailto:specialconsideration@ccea.org.uk)
- Teachers are asked to contact their Examination Officer, who will have access to the secure online application, for further details on how to submit an application for SPC online.
- The SPC application can be accessed from the Central Login portal on the CCEA website or by clicking the link below:

<https://www.qualsadmin.org.uk/CentralisedLoginApplication/>

The work of candidates requesting Special Consideration should be marked, based on the evidence available, in a manner similar to all other candidates. Teachers should not make any allowance for the special circumstances which apply. Special consideration will be given to the candidate by CCEA in accordance with the procedures which apply to all special consideration applicants.



## TEACHER-ASSESSED COMPONENTS

### Internal standardisation – guidelines to teachers

- 1 CCEA requires that, in each centre in which more than one teaching group is entered for a subject, a process of internal standardisation of controlled assessment should be carried out within the centre. The purpose of these guidelines is to provide teachers and departments with a simple method of internal standardisation. The purpose of this process is to ensure, as far as possible, that there is uniformity in the centre's assessments for each subject.
- 2 The internal standardisation should take the form of a mini agreement trial, based on samples of work drawn from each of the teaching groups concerned.
- 3 From each teaching group the work selected should illustrate the variety of types of work undertaken by that group and also the range of performance within the group. Five items of work from each group are likely to suffice as sample material.
- 4 The sample work from one teaching group should be re-marked by the other teachers in the department. The original marks should not be known to those doing the re-marking. All assessments should be in accordance with the assessment criteria for the subject.
- 5 The marks resulting from both the original marking and the re-marking should be recorded together and a discussion held on the reasons for any significant discrepancies which appear. Reference should be made to the assessment criteria in this process. If it is found that the original marks awarded by one or more teachers do have to be adjusted, agreement should be reached on the adjustment(s) needed. For each mark range, consideration must be given to the amount of adjustment to be applied to all candidates in the mark range.
- 6 If substantial adjustments are found to be necessary the original marker should be asked to reconsider the marks for all candidates in that teaching group. It might be wise (time permitting) to hold a second agreement trial based on different items of work from that teaching group, before the submission of the marks to CCEA.
- 7 The procedures outlined in paragraphs 4, 5 and 6 above should be repeated for each teaching group.
- 8 As indicated in the teachers' instructions in relation to the submission of marks for teacher-assessed components, any adjustments to the total mark made as a result of this internal standardisation procedure should be shown on the *Candidate Record Sheet*. The letters *IS* should be used to indicate that this is the reason for the change.

## Appendix 2



**GCSE Examinations  
CANDIDATE RECORD SHEET:  
Construction and the Built Environment  
Summer 20\_\_**

Centre Name: \_\_\_\_\_

Centre Number:

Candidate Number:

### UNIT 3: THE CONSTRUCTION CRAFT PROJECT

Areas	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range	Mark Band 5	Mark Range	Totals
<b>Product: Accuracy of tolerances</b>	1 tolerance correct.	4	2 tolerances correct.	8	3 tolerances correct.	12	4 tolerances correct.	16	5 tolerances correct.	20	
<b>Marks/ Comments</b>											
<b>Product: Suitability and standard of joints, fixings, components and processes involved</b>	The candidate's project is not assembled and incomplete.	1-10	The candidate's project uses an appropriate range of joints, fixings, components and processes, which are incomplete and executed to a basic standard	11-20	The candidate's project uses an appropriate range of joints, fixings, components and processes, which are complete and executed to a satisfactory standard.	21-30	The candidate's project uses an appropriate range of joints, fixings, components and processes, which are complete and executed to a good standard.	31-40	The candidate's project uses an appropriate range of joints, fixings, components and processes, which are complete and executed to an excellent standard	41-50	
<b>Marks/ Comments</b>											
<b>Product: Quality of finish</b>	The candidate's project has not had a finish applied. Some preparation for a finish has taken place. Major flaws are clearly visible.	1-4	The candidate has completed a project that is finished to a basic standard; basic preparation has taken place. Some flaws are clearly visible.	5-8	The candidate has completed a project that is of a satisfactory standard; satisfactory preparation has taken place. A few flaws are clearly visible.	9-12	The candidate has completed a project that is of a good standard; good preparation has taken place. One or two flaws may be visible.	13-16	The candidate has completed a project that is of an excellent standard; excellent preparation has taken place. No flaws are clearly visible.	17-20	
<b>Marks/ Comments</b>											

Areas	Mark Band 1	Mark Range	Mark Band 2	Mark Range	Mark Band 3	Mark Range	Mark Band 4	Mark Range	Mark Band 5	Mark Range	Totals
<b>Product evaluation</b>	The candidate has described and evaluated one problem area. The candidate's spelling, grammar and punctuation is limited.	1-2	The candidate has described and evaluated two problem areas. The candidate's spelling, grammar and punctuation is basic.	3-4	The candidate has described and evaluated three problem areas. The candidate's spelling, grammar and punctuation is satisfactory.	5-6	The candidate has described and evaluated four problem areas. The candidate's spelling, grammar and punctuation is good.	7-8	The evaluation contains a detailed critique of the candidate's progress throughout the project. Judgements made are sound; improvements suggested are logical and coherently presented. The candidate's spelling, grammar and punctuation are excellent. The form and style of the evaluation are clear and coherent and they use specialist terms appropriately.	9-10	
<b>Marks/ Comments</b>											
<b>Overall Comments</b>											
	<b>Total</b>										

Moderator Number: \_\_\_\_\_ Moderator name: \_\_\_\_\_ Signature: \_\_\_\_\_

*Teachers, centres and candidates should note that CCEA may use extracts from examination scripts/controlled assessment material on an anonymous basis in educational presentations, materials and products.*

**Candidate and teacher are required to sign the declarations below:**

*Candidate*  
I have produced this work without help apart from that indicated by the teacher either in the work or elsewhere. Signature: \_\_\_\_\_  
(Candidate)

*Teacher*  
I confirm that this work has been done in accordance with the conditions required by CCEA for controlled assessment and that a sufficient amount was done under direct supervision to allow me to authenticate it with confidence. Signature: \_\_\_\_\_  
(Teacher)

Clarendon Dock, 29 Clarendon Road, Belfast BT1 3BG Tel: (028) 9026 1200, Fax (028) 9026 1234

### Appendix 3

#### CCEA GCSE Construction: Candidate Rank Order Labels

Centre should photocopy this master sheet to provide the number of labels required.

<div data-bbox="331 383 778 728"><p>Candidate Rank Order</p></div> <div data-bbox="331 728 778 824"><p>Candidate No.</p></div>	<div data-bbox="842 383 1289 728"><p>Candidate Rank Order</p></div> <div data-bbox="842 728 1289 824"><p>Candidate No.</p></div>
<div data-bbox="331 913 778 1258"><p>Candidate Rank Order</p></div> <div data-bbox="331 1258 778 1355"><p>Candidate No.</p></div>	<div data-bbox="842 913 1289 1258"><p>Candidate Rank Order</p></div> <div data-bbox="842 1258 1289 1355"><p>Candidate No.</p></div>
<div data-bbox="331 1482 778 1827"><p>Candidate Rank Order</p></div> <div data-bbox="331 1827 778 1924"><p>Candidate No.</p></div>	<div data-bbox="842 1482 1289 1827"><p>Candidate Rank Order</p></div> <div data-bbox="842 1827 1289 1924"><p>Candidate No.</p></div>




**Completion of controlled assessment Stationery and Submission of controlled assessment Marks**

GCSE Construction Controlled assessment Marks will be submitted using OMR TAC1.

1. The Council uses an optical mark reader (OMR) to input data on to the computer. A sample of the component mark sheet is provided on *page 14 (Appendix 5)*.
2. The top of the sheet (illustrated below) will be pre-printed.

• Please do not fold or attach staples to this form • Use only HB pencil to fill in the boxes-DO NOT mark shaded areas

	<b>ATTENDANCE/MARK SHEET FOR TEACHER-ASSESSED COMPONENT</b>	<b>TAC1</b>
<b>Series:</b> <b>Centre:</b> <b>Subject:</b> <b>Component:</b>	<b>Serial Number:</b> <b>Total Candidates:</b> <b>Component Maximum Mark:</b>	

Check that the information provided is correct.

3. The *Mark Sheet* contains spaces for ten candidates. The row for each candidate shows:
  - the candidate number.

Candidate	Transfer	Abs
	T	ABS

These will appear on the pre-printed mark sheets provided to you.

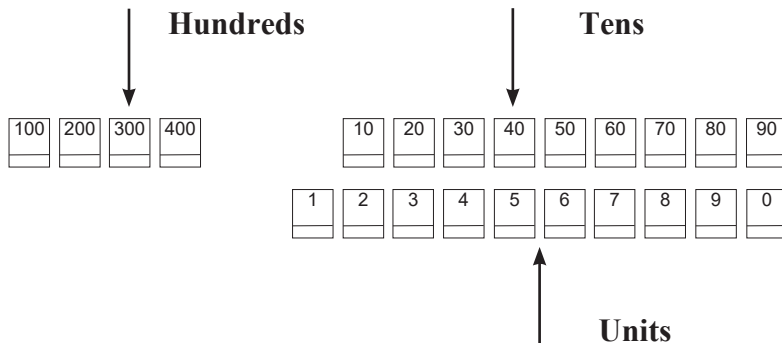
- mark total box:

Mark													
37	10	20	30	40	50	60	70	80	90				
100	200	300	400	1	2	3	4	5	6	7	8	9	0

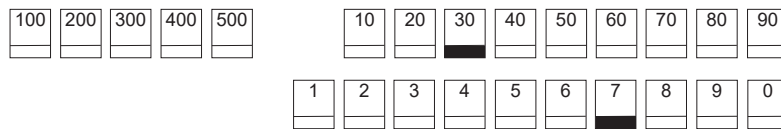
In this box, enter the total marks awarded to each candidate. In this case 37 marks.

- mark boxes:

These boxes are read by the OMR. There are three sets of these, namely: hundreds, tens and Units, as illustrated below.



To record the total mark of 37, these mark boxes would be completed as shown below.



**Note: The 0 cell should be used ONLY when a mark of 0 is to be awarded**

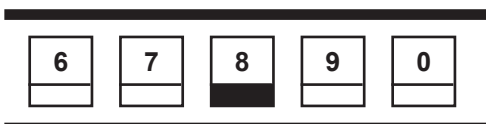
Official use only				

Sections such as this are for computer use only. You must not write in such sections.

4. Completing the *OMR Mark Sheet* form (TAC1):

In order to prepare the sheet for the OMR, the steps listed below should be followed:

- check the centre number and candidate number;
- use only HB pencil – the OMR **cannot** read pen marks;
- complete the small cell in the appropriate box, as illustrated below.



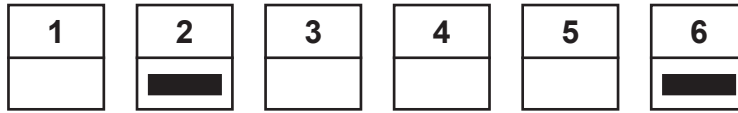
This shows that a mark of eight has been awarded.

**Ensure that your pencil shading stretches horizontally from one side of the cell to the other.** Pencil lines which stretch only partially across the cell or are placed diagonally through the cell **cannot** be read by the OMR.

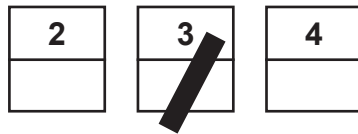
Examples of marks which **cannot** be read are shown below:



This line is too long and connects with adjacent cells.



These examples show lines which are too short.



This line is not placed horizontally across the cell.

- should you make a mistake, erase the pencil marking as completely as possible using a clean rubber;
- remember to sign the *Mark Sheet* in the space provided once you have inserted marks against all the candidates listed.

Signature: A. N. Other

Date: 24/3/19

## Appendix 5

- Please do not fold or attach staples to this form
- Use only HB pencil to fill in the boxes-DO NOT mark shaded areas



### ATTENDANCE/MARK SHEET FOR TEACHER-ASSESSED COMPONENT

TAC1

Series:  
Centre:  
Subject:  
Component:

Serial Number:  
Total Candidates:  
Component Maximum Mark:

Official use only	Candidate	Transfer	Abs	Mark																			
	<input type="checkbox"/>		<input type="checkbox"/>	<table border="1"> <tr> <td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td> </tr> </table>	10	20	30	40	50	60	70	80	90	1	2	3	4	5	6	7	8	9	0
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Official use only area with 10 rows of small boxes for recording additional information.

CCEA/FO/1831/02



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