



GCSE Examinations January 2021

English Language

Instructions to Teachers

Teacher Assessed Components
Writing Controlled Assessment

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Written Controlled Assessment Units

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Assessment and Moderation of
Written Controlled Assessment for:
GCSE English Language Unit 3 (GEN31)

Moderation of written Controlled Assessment in GCSE English Language is by Centre and requires those Centres to forward a specific sample of Controlled Assessment folders to CCEA for External Moderation. These samples will be collected on **7 January 2021**.

1 Introduction

Written Controlled Assessments must be set, taken and marked in accordance with the guidelines provided in the Specification. The controls for taking assessments in English Language Unit 3 are **high**.

2 Rubric for Controlled Assessment Components:

Task Setting

CCEA provide the themes and/or tasks for written Controlled Assessment. These change each year. Centres must choose tasks from the list that we provide. Teachers can then contextualise and adapt tasks to suit the needs of their candidates. For 2021, either the 2020 or 2021 themes can be followed. Please note that **both** tasks 1 and 2 must adhere to the selected moderation period theme.

2.1 English Language: Unit 3 [20%]

This unit is assessed through Controlled Assessment. It is worth 20%. Candidates must complete two tasks. Specific themes are set for each year but in 2021, CCEA will accept either 2020 or 2021 themes.

Task 1 – The Study of Spoken Language

This task is worth 10%. It allows candidates to investigate the characteristics of, and influences on, their own and others' use of spoken language.

Task 2 – The Study of Written Language

This task is worth 10%. It allows candidates to demonstrate knowledge of characters, themes or genre in a literary text. Candidates can use a text that they are studying for GCSE English Literature for this task; however, they must submit a piece of work that specifically meets the requirements of this task.

3 Task Taking

Controlled Conditions

The level of control for task taking is **high**. Candidates can complete preparatory work in groups. For each task, candidates must complete an **independent** response for final assessment under controlled conditions as outlined in the Specification.

4 Task Marking for GCSE English Language (Unit 3)

Assessment of the Controlled Assessment Tasks

- 4.1 Teachers should mark the Controlled Assessment tasks using the Assessment Criteria published in Appendix 5 of the Specification. Teachers should assess the response's features in relation to each of the five Competence Level Strands.
- 4.2 Teachers should then use the Mark Grid to determine the two-mark range that reflects the Competence Levels awarded. Teachers should use their professional judgement to decide on the final mark awarded. The final mark should balance the strengths and weaknesses of the response on a 'best fit' basis. Should teachers find that CL442 best reflects a candidate's achievement, they should determine a final mark of 19 or 20. (CL442 totals 10 [4+4+2]; CL443 also totals 10.)

Annotation of Controlled Assessment

4.3 **All written Controlled Assessment must be carefully assessed and annotated**

Annotation should be in the form of underlining, ticks and 'C' throughout the body of the response. The summative comment should take the form of a note of the 'strand scores' followed by the final mark awarded (e.g. 443/21).

- Use underlining to highlight positive elements in the candidate's response, such as creditworthy, relevant explanation or purposeful interpretation.
- Tick to acknowledge the use of relevant examples or supporting evidence.
- In the margin, write 'C' to highlight where appropriate cross-references are used.
- Ignore all errors in punctuation, syntax and spelling as they are not being assessed.

5 Internal Standardisation

- 5.1 In accordance with agreed GCSE procedures, all moderation is by Centre and as any adjustments will be made to part or all of the mark range within a Centre, it is **essential** that assessments are internally standardised. This is effectively achieved by:
- establishing the standard using exemplar material provided by the Council;
 - attending the Agreement Trials organised by the Council (for 2021 submissions a webinar can be accessed);
 - discussing and internalising the Controlled Assessment Criteria in relation to actual Controlled Assessment pieces;
 - using the descriptors in the Competence Levels in a meaningful way to challenge colleagues' interpretations;

- periodically cross-marking a further sample of each teacher's Controlled Assessment prior to submitting the Centre's Controlled Assessment drawn from the other teachers' classes;
- reviewing and cross-marking a further sample of each teacher's Controlled Assessment tasks prior to submitting the Centre's Controlled Assessment sample for External Moderation and fine tuning adjustments as necessary.

- 5.2 A suitable procedure for conducting this final Internal Standardisation exercise is set out in Appendix A. If as a result of this Internal Standardisation exercise it is necessary to adjust the marking of individual teachers to bring their marking into line with those of the other teachers in the subject then the summative mark on the *eCandidate Record Sheet* (eCRS) should be amended.
- 5.3 The lead teacher must confirm that Internal Standardisation has been carried out within the eCRS application.

6 Recording Controlled Assessment Marks

If Controlled Assessment has not been properly annotated, folders may be returned to Centres for additional comments.

Completing Candidate Record Sheets

- 6.1 Centres have the option of writing the date of completion and the title of each task in full on the *eCandidate Record Sheet*. Alternatively Centres can insert a reference number on the *eCandidate Record Sheet* and record the title against the reference on the *Centre Moderation Record Sheet*. This will mean that titles which are used more than once need only be written out on a single occasion. A copy of the Centre Moderation Sheet can be downloaded to facilitate electronic completion.
- 6.2 In English Language each task should be assessed using the Competence Level Strands and the mark should be recorded in the appropriate section of the *eCandidate Record Sheets*. All assignments should be clearly titled or referenced to the *Centre Moderation Record Sheet* or autofill function.
- 6.3 All Centres **must** submit these marks using the *eCandidate Record Sheet*. Details of how to use this system are available from the E-Moderation area of the CCEA website.

GCSE English Language Unit 3

- 6.4 Teachers should insert a raw mark for each task using the *eCandidate Record Sheet*.

Fig 4

GCSE Examinations EAD63(e)
CENTRE MODERATION RECORD SHEET: English Language Unit 3
Summer/Spring* 20__ * please delete as appropriate

Centre name: Clarendon College Centre number: 71000

Information for Moderation

Teachers may wish to include here information which they feel may be useful in the moderation of their centre's controlled assessment.

A total of six candidates failed to complete one of the tasks required for summative assessment. Their summative marks reflect this failure to comply with the rubric. Two of these candidates - 2006 and 2027 - were selected for moderation. The complete folders of candidates 2007 and 2028 have therefore been substituted for these two folders.

Signature: De Whiston (Head of Department)

Description of Task or Assignment

This form complements the centre's Candidate Record Sheets. The description of the assignment set should include a brief summary of the task and an identifying reference number which must be used each time a candidate has been assessed using this task. Additional pages may be photocopied and attached to the Centre Moderation Record Sheet.

NB There is no requirement to complete this section if your centre has already inserted the coursework tasks or assignment titles on the Candidate Record Sheet.

Reference Number	Description of Assignment Set
EL 1	Compare and contrast two or three poems you have studied on the theme of war and describe how and why they made such an impact on you.
EL 2	Choose two poems on the theme of love which were written before 1900. Explore and compare the different views of love presented in each.
EL 3	In "Oliver Twist" Dickens shows the reader the grim lives lived by the people in the Victorian workhouse. How and why does he do this? Think about the characters and events which he creates in this novel.

6.5 When compiling the Controlled Assessment folders, teachers should ensure that each assignment has a cover page. The *eCandidate Record Sheet* (Portfolio Sample Cover Sheet (A4)) is available to download from the E-Moderation area of the CCEA website. The title and theme of the assignment is not needed on this cover sheet as they will have already been submitted via the *eCandidate Record Sheet* application.

6.6 The lead teacher should also complete the *Centre Moderation Record Sheet*. A section of this form (see Fig 4) entitled *Information for Moderation* will enable a Centre, if necessary, to provide moderators with useful background information about the assignments submitted or marks awarded. A second section can be used to record full details of Controlled Assessment tasks or assignment titles undertaken by candidates.

Authentication of Candidates' Work

6.7 Teachers are required to confirm that work was conducted under the conditions detailed in the Specification. If the tasks are completed under the controls as specified, all work should be the candidate's own.

Malpractice in Internally Assessed Work

6.8 Candidates have to sign a declaration sheet to confirm that the work is their own. This can be printed from the *eCandidate Record Sheet* application under the authentication tab. If the tasks are completed under the controls as specified, all work should be the candidate's own. Centres must retain these signed forms.

In the *eCandidate Record Sheet* application, the lead teacher is also required to confirm the authenticity of each candidate's work.

- 6.9 If dishonesty or malpractice such as copying, collusion or plagiarism, is discovered prior to the candidate signing the authentication statement, the matter should be resolved internally by the Centre. If the candidate is subsequently entered, none of the work which contributed to the malpractice should be submitted.

If dishonesty or malpractice is discovered after the candidate has signed the authentication statement, the Centre's Examination Officer should be informed and the details reported to CCEA using form JCQ/M1. This can be found on the JCQ website:

<http://www.jcq.org.uk/exams-office/malpractice>

Incomplete Folders

- 6.10 In GCSE English Language where candidates have not fulfilled all the requirements of the Controlled Assessment unit, the final mark must be the total for the proportion of Controlled Assessment submitted.
- 6.11 **Teachers should also note that incomplete folders of work should not be included in the sample of folders submitted for final moderation. Teachers should instead select the work of the candidate with the adjacent candidate number whose folder of work is complete. (Please contact CCEA Moderation if further details are required.)**

7 Submission of Controlled Assessment Marks

- 7.1 Centres will forward their Controlled Assessment marks via the eCandidate Record Sheet Application.

8 Selecting Samples for Moderation and Collection of Candidates' Controlled Assessment

- 8.1 To assist in the selection of samples, teachers should submit samples in rank order, highest to lowest.
- 8.2 On 4 December 2020 Centres will receive a list of candidates' numbers whose Controlled Assessment must be submitted for moderation. It is essential that all of the samples specified in the instructions be submitted for moderation. All samples must be collated by the teacher immediately upon receipt of instructions to ensure that they are available for collection by the Council. The samples for moderation should be placed in rank order starting with the candidate with the highest mark.

Collection of samples

- 8.3 Appropriate postage instructions and materials will be sent to Centres.

Miscellaneous points to note

8.4 The following points should be taken into account before the Controlled Assessment is submitted:

- care must be taken to ensure that **each page** of each candidate's Controlled Assessment is clearly identified with the **Candidate Number and Centre Number**;
- if the total number of candidates in a Centre is ten or less, then the work of all candidates must be submitted as directed.

9 Moderation of Controlled Assessment

Dispatch of Controlled Assessment Samples to Controlled Assessment Moderators

9.1 The Council will send the samples of Controlled Assessment to moderators. By inspection of the samples, the moderators will check that the samples of Controlled Assessment submitted by the Centre are a fair and reasonable sample of the work of the Centre. **It may be that a moderator may require additional samples from a Centre to ensure coverage of the full mark range. Arrangements for this will be made through the Council.**

Scrutiny of Controlled Assessment Samples

9.2 The moderator will scrutinise the Controlled Assessment work submitted and will assess it against the Assessment Criteria contained in the subject Specification.

Controlled Assessment Moderation Meeting

9.3 The moderators, working under the direction of the Principal Moderator and Assistant Principal Moderators, will make recommendations regarding the Centre's assessments. These recommendations will be reviewed by the Principal Moderator and Assistant Principal Moderators not involved in the original assessment, and the Controlled Assessment marks finalised.

Should difficulties arise during moderation, Centres may be asked to review and, where necessary, resubmit revised marks to the Council.

Retention of Controlled Assessment in Centre

9.4 Centres are required to retain candidates' marked work, under secure conditions, whether or not it was part of the moderation sample, until all possibility of a review of moderation has been exhausted or until any appeal, malpractice or other results enquiry has been completed.

Report on Controlled Assessment

9.5 Following the examination series, each Centre will be furnished with the final moderated mark of each candidate.

9.6 Centres will receive a report (*TAC6*) on the Controlled Assessment they submitted.

9.7 The Principal Moderator's report will be uploaded to the English Language area of the CCEA website.

10 Special Consideration Requests

- 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
- 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/>

11 Consortium Arrangements

All Centres must register their consortium arrangements through a web portal that can be accessed via each centre's central login. Examination Officers should be contacted for more information.

Appendices

Northern Ireland Council for the Curriculum, Examinations and Assessments

TEACHER-ASSESSED COMPONENTS

Internal Standardisation – Guidelines to Teachers

- 1 The Council requires that, in each Centre in which more than one teacher is teaching a subject, a process of Internal Standardisation of internally-assessed units/components is carried out within the Centre. These guidelines provide teachers and departments with a straightforward method of Internal Standardisation. The purpose of Internal Standardisation is to ensure, as far as possible, that there is a uniformity in the Centre's assessments for each subject.
- 2 Internal Standardisation should take the form of a mini-agreement trial based on the exemplar material supplied by the Council and on samples of work selected by each of the teachers concerned.

Stage 1 – Confirmation of Standards

- 3 The teacher conducting the Internal Standardisation should choose a number of pieces from exemplars already published by CCEA. The teachers in the department, working together should discuss the pieces of work and decide on an appropriate mark. Teachers should then discuss their marks with the other teachers in the department with the aim of achieving a departmental consensus.
- 4 Any disagreement should be clarified by reference to the Assessment Criteria and any previous notes for guidance and/or exemplar material provided by CCEA. The role of the teacher or teachers who attended the Agreement Trial is important at this stage.

Stage 2 – Agreement Trial

- 5 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. Three items of work from each group are likely to suffice as sample material.
- 6 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.
- 7 The marks resulting from both the original marking and re-marking should be reported together and a discussion held on the reasons for any significant discrepancies which appear. During this process, reference should be made to the Assessment Criteria. 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 Band/Level, consideration must be given to the amount of adjustment to be applied to **all** candidates in that Band/Level.

- 8 If substantial adjustments are found to be necessary the original marker should be asked to reconsider the marks for **all** candidates in that 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.
- 9 The procedures outlined in Paragraphs 4, 5 and 6 above should be repeated for each teaching group.

ONLY THE FINAL AGREED MARKS SHOULD APPEAR ON THE eCRS SUBMITTED TO CCEA.

This booklet has been drawn up to comply with the relevant regulatory requirements.

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



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