



GCSE Examinations

November 2021

English Language

Instructions to Teachers

Teacher Assessed Components
Speaking and Listening Controlled Assessment
Writing Controlled Assessment

Contents

	Page
Section A: <i>Speaking and Listening</i> Unit	
Introduction	1
1 Moderation of <i>Speaking and Listening</i>	1
2 Internal Standardisation	1
3 Summative Assessment in <i>Speaking and Listening</i>	2
4 Recording Controlled Assessment Marks	3
5 Nomination of Classes and Selection of Candidates for Moderation	4
6 Preparation for Moderation	4
7 Moderation of Candidates	5
8 Requests for Re-Moderation	6
9 Adjustment to Centre Marks	6
10 Report on the Assessment of <i>Speaking and Listening</i>	6
11 Administration Checklist	7
Section B: Written Controlled Assessment Units	
1 Introduction	11
2 Rubric for Controlled Assessment Components	11
2.1 English Language	11
3 Task Taking	11
4 Task Marking for GCSE English Language	12
5 Internal Standardisation	12
6 Recording Controlled Assessment Marks	13
7 Submission of Controlled Assessment Marks	15
8 Samples for Moderation and CCEA Collection of Controlled Assessment	15
9 Moderation of Controlled Assessment	16
10 Special Consideration Requests	16
11 Consortium Arrangements	17
Appendix A	21

Section A
Assessment and Moderation of
Speaking and Listening for:
GCSE English Language Unit 2 (GEN21)

Introduction

This unit is assessed through Controlled Assessment and is worth 20%. It allows candidates to demonstrate Speaking and Listening skills and encourages analysis of spoken language. Candidates must be assessed in three activities: an individual presentation and interaction, a group discussion and a role play. The range of Speaking and Listening activities they undertake should give them the opportunity to respond in a variety of formal and informal situations. Final assessment is based on a candidate's three best assessments.

1 Moderation of Speaking and Listening

1.1 The moderation of *Speaking and Listening* will be by centre visit. The lead teacher will nominate the classes (see Section 5 for more details) to represent the standard of assessment in their centre during the moderation visit.

Timetable for External Moderation

1.2 Centres will be visited by the Council's moderators between **10 November to Friday 19 November 2021**.

1.3 In early **November 2021** centres will have been contacted by their moderator to finalise arrangements for the visit and to confirm the external moderation date.

Centres must note that once issued, this date will **not** change and **must** be inserted into the centre's examination timetable.

1.4 By the end of **October 2021** the tasks to be used in *Speaking and Listening* moderation activities will be uploaded to the 'Assessment, Live Tasks' tab in the English Language area of the CCEA website. The formula for selecting candidates for moderation is also available under this tab.

1.5 It is important that centres ensure that all assessments for Speaking and Listening have been finalised and that *eCandidate Record Sheets* have been submitted by **5 November 2021**.

Please note that centres will no longer receive *OMR TAC1* and *TAC2* forms as the E-Moderation application will contain this information.

2 Internal Standardisation

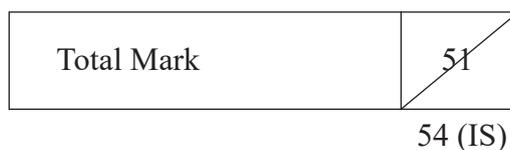
2.1 In accordance with agreed GCSE procedures, all moderation is by centre and as any adjustments will be made to part or all of the mark range within a centre, it is **essential** that all assessments within a centre are internally standardised. This is effectively achieved by:

- using the online recordings and commentaries which are available from the English Language area of the CCEA website;
- teachers working together to assess candidates in each others' classes;

- collectively assessing activities which have been recorded;
- periodically reviewing the assessments of sample candidates to ensure accuracy before completing final records;
- using the descriptors in the Assessment Criteria in a meaningful way to challenge colleagues' interpretations.

2.2 If, as a result of Internal Standardisation it is necessary to adjust the marks of a range of candidates, the final marks on the hardcopy *Candidate Record Sheets* must be amended as follows:

Fig 1



(IS) signifies that the summative mark has been adjusted as a result of Internal Standardisation. Alternatively, details of changes can be recorded in the 'comments' box within eCRS. Only final marks should be **submitted** on the eCRS application. A suitable procedure for conducting this final Internal Standardisation exercise is set out in Appendix A.

2.3 The lead teacher must confirm that Internal Standardisation has been carried out within the eCRS application.

3 Summative Assessment in Speaking and Listening

3.1 Candidates must be assessed in the context of an individual presentation and interaction, a group discussion and a role play. The role play tasks **must** stem from 'real-life' contexts.

The level of control for task setting for Unit 2: Speaking and Listening is limited. CCEA provide exemplar activities (see Appendix 2 in the Specification). Centres have the opportunity to adapt, contextualise and design activities to better suit their specific circumstances.

3.2 The range of Speaking and Listening activities candidates undertake should give them the opportunity to respond in a variety of situations. It is recommended that at least **two tasks** should be completed for each task type. This will facilitate both formal and informal opportunities. Final assessment is based on a candidate's three best marks across the three task types.

3.3 While only the three best marks are required for summative assessment, centres must keep records of formative assessments made during the course using the pro-forma available from the English Language area of the CCEA website. The records kept must provide sufficient detail to complete the *eCandidate Record Sheet* and to confirm and validate the identified purpose of the Speaking and Listening task. These are essential for the moderator to determine the variety of opportunities that candidates have experienced throughout the course.

4 Recording Controlled Assessment Marks

- 4.1 Centres must use the *eCandidate Record Sheet* for GCSE English Language for Speaking and Listening. Centres have the option of writing the date of completion and the title of each task in full on the *eCandidate Record Sheet*. To assist centres in completing these details, an ‘autofill’ function is available which allows teachers to type this information for one candidate, then copy this to all others in that teaching group. (More information on how to use autofill is contained in the *eCandidate Record Sheet User Manual*.) 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.

On the *eCandidate Record Sheet* teachers should record the mark awarded for each task. The final mark will be automatically populated.

- 4.2 To ensure a smooth transfer of information, centres should check that all assessments for Speaking and Listening have been finalised and that *eCandidate Record Sheets* have been completed by **3 November 2021**. The deadline for submitting marks is **5 November 2021**.

Centre Moderation Record Sheet

- 4.3 As outlined in 4.1, teachers can either type the task in full on each *eCandidate Record Sheet* or simply insert a reference number for each time a particular task is used and then, beside the appropriate reference number in the *Centre Moderation Record Sheet*, write in a title/description of the activity. **Additional information** about the moderation of the centre may also be given on this form. In particular, any significant information on the teaching group(s) (e.g. teacher absence) should be noted.
- 4.4 Please note that the E-Moderation application removes the need for a printed *OMR TACI* form.
- 4.5 Printed *eCandidate Record Sheets* will **only** be required for candidates being moderated. All candidates (and teachers) must sign the authentication statement that can be downloaded from the eCRS application. Additional hardcopy *Candidate Record Sheets* only need to be printed if requested by the moderator.
- 4.6 **Teachers should also provide the completed formative assessment records for all candidates in the centre (compulsory pro-forma is available to download from the English Language area of the CCEA website). The rank order for the nominated classes must also be provided for the moderator. This can be completed using the rank order document (available to download from the English Language area of the CCEA website) or this can be generated from the eCRS application by filtering on the teacher code and then using the sort facility at ‘Total Mark’ (highest to lowest).**

5 Nomination of Classes and Selection of Candidates for Moderation

5.1 The lead teacher must:

- nominate two or three GCSE English Language classes taught by different teachers to represent the standard of assessment within the centre;
- ensure that the classes nominated for moderation reflect the range of marks awarded within the centre for that year, i.e. top, middle and bottom mark ranges and taught by different teachers.

5.2 If a centre has **two, three or four teachers** taking GCSE examination classes, then **two classes** should be nominated for moderation.

If a centre has **five or more teachers** taking GCSE examination classes, then **three classes** should be nominated.

5.3 **The candidate with the highest mark in the centre must be seen in his/her own teaching group.**

5.4 The classes selected should, as far as possible, be taught by teachers who were not moderated in the previous moderation period. **(However, priority must be given to the moderation of the full ability range within a centre.)**

5.5 Six candidates from each nominated class will be selected according to the CCEA formula. This formula is available to download from the English Language area of the CCEA website. For teachers who have more than one teaching group in the cohort, the rank order should be applied for the teaching group selected for moderation.

6 Preparation for Moderation

6.1 Moderation will involve the assessment by an external moderator of candidates' attainment in one of the *Speaking and Listening* situations/tasks which have been set by CCEA. Centres are advised that:

- the classes nominated for moderation should be allowed to choose their own topic or situation under teacher guidance;
- the six candidates will work together as a single group for moderation;
- while moderation groups should be informed of the topics/situations for discussion in advance of external moderation, **they must not be rehearsed**;
- discussions should last for 20 minutes. The **Chairperson** is responsible for bringing the discussion to a conclusion.

6.2 Centres should ensure that candidates are prepared for the formality of the external moderation

(e.g. that CCEA will be sending a moderator and that the discussion will be formally assessed).

6.3 The situations/tasks set for moderation will be group orientated and will not require formal presentations. They will be designed to stimulate discussion within the group. Teachers should refer to the Principal Moderator's reports for advice on how such activities can work to the best advantage of their candidates. Teachers should:

- ensure candidates are familiar with the chosen topic;
- appoint a suitable candidate to chair the discussion;
- advise candidates that they should take every opportunity to participate in the Speaking and Listening activity;
- ensure that candidates are aware that they should demonstrate their listening skills as well as their speaking skills;
- advise candidates to actively seek to involve and support other members of the group in the discussion.

6.4 On the day of External Moderation, it is important that centres should:

- create the right atmosphere by being relaxed and organised;
- provide a quiet room where there will be no interruptions or disturbances - this is a formal examination;
- ensure that this room is clearly marked '**Examination Room**';
- ensure that a clock is clearly visible in the room;
- provide a method of identifying candidates by first name, e.g. large, easily read, name badges;
- ensure that notes or other materials (apart from the task itself) are not used during the discussion;
- ensure that candidates do not breach any examination rules (e.g. do not bring mobile phones, smart devices, etc. into the room);
- follow any other advice given by the moderator prior to the visit.

7 Moderation of Candidates

7.1 The assessment of candidates during moderation will be carried out by the moderator alone. He or she will engage the candidates in the selected *Speaking and Listening* situation and assess each candidate in the moderation group. This activity should last for twenty minutes. The moderator will then compare his or her marks with the final marks awarded by the

centre. If the marks fall within an acceptable range then no adjustment will be suggested. If the marks are deemed to be consistently lenient or severe (i.e. when approximately one third of the marks are outside the acceptable range) then adjustments may be recommended to the marks or mark ranges of the centre. **In line with the Child Protection Policy in most schools, a teacher should sit in on the moderation process in a purely observational capacity.**

7.2 Following moderation the lead teacher will:

- receive the Outcome of Moderation form;
- be advised that a centre may request a re-moderation if it is concerned as to the outcome of moderation.

8 Requests for Re-Moderation

If the lead teacher is dissatisfied with the outcome of moderation, he or she may request a re-moderation visit.

- Requests for a re-moderation visit should be made within five working days after the initial visit;
- A second visit by a Senior Moderator will take place as soon as possible;
- The outcome of this visit will be final and cannot be the subject of a further appeal.

9 Adjustment to Centre Marks

9.1 The final decision on whether an adjustment to marks of a centre is required will be taken after the moderation visit by CCEA. Adjustments will be determined and confirmed following:

- comparison of final marks awarded by the centre and those determined during the moderation visit;
- consideration of the number and range of candidates whose marks are outside the acceptable range.

9.2 At Post-Moderation CCEA will then, if necessary, apply an adjustment to that centre's marks to bring them into line with the agreed standard. Adjustments may apply to the full rank order of a centre or to a range of marks within this rank order which is judged to be lenient or severe.

10 Report on the Assessment of Speaking and Listening

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

Centres will also receive a report on the assessment of *Speaking and Listening* through a

TAC6 form. The *TAC6* will focus on the following:

- **Tasks**
 - were tasks appropriate (where set or contextualised by the centre)?
 - was there adequate coverage of the assessment objectives?
- **Centre assessment**
 - were marks accurate against the criteria and in relation to the agreed standard for the unit?
- **Centre administration**
 - was this satisfactory?

If a centre wishes to seek further advice, contact should be made with the Education Manager.

11 Administration Checklist

Centres should have the following documents available:

- hardcopy *Candidate Record Sheets* for candidates selected for moderation printed from the eCRS application prior to the moderator's visit;
- the authentication statement (printed from the eCRS application) with the signatures of the candidates and teachers;
- formative records of marks awarded by teachers throughout the course;
- rank order for classes being moderated.

It is important that all this information is available and that arrangements for moderation have been made as moderators will be operating to a very tight schedule and cannot be unduly delayed before going on to their next centre.

Section B
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 centres to forward a specific sample of Controlled Assessment folders to CCEA for External Moderation. These samples will be collected on **10 December 2021** for GCSE English Language (GEN31). Please note that the closing date for the submission of marks is **3 December 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. Please see Circular S/IF/12/21 for details of the themes permissible in 2022.

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. Please see Circular S/IF/12/21 for details of the themes permissible in 2022.

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** and **individual** 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.

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 all assessments within a centre are internally standardised. This is effectively achieved by:
 - establishing the standard using exemplar material provided by the Council;
 - reviewing the online Agreement Trials organised by the Council;
 - 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 by using the 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.
- 6.4 Teachers should insert a raw mark for each task using the *eCandidate Record Sheet*.

- 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 Please note that the work of candidates identified by the generated sample must be submitted for external moderation.

7 Submission of Controlled Assessment Marks

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

8 Samples for Moderation and Collection of Candidates' Controlled Assessment

- 8.1 If centres wish to amend marks following the generation of the sample list, Head of Centre authorisation will be required to support this request.
- 8.2 The samples must be collated by the lead teacher to ensure that they are available for collection on **10 December 2021**. 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.

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, 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 on the Controlled Assessment (*TAC6*) they submitted.

9.7 The Principal Moderator's report for GEN31 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 Level, consideration must be given to the amount of adjustment to be applied to **all** candidates in that 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.

