



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

GCSE controlled assessment regulations for modern foreign languages

Final Draft

10 December 2007

QCA/07/xxxx

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1. Scheme of assessment

- 40% external assessment
- 60% controlled assessment

Assessment objectives		% weighting
AO1	Understand spoken language	20-30
AO2	Communicate in speech	20-30
AO3	Understand written language	20-30
AO4	Communicate in writing	20-30

2. Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- A minimum of 50% controlled assessment must relate to communication in speech (AO2) and writing (AO4)
- A maximum of 10% controlled assessment may relate to understanding spoken language (AO1) and/or understanding written language (AO3)

3. Level of control

Regulations for controlled assessment in modern foreign languages are defined for the three stages of the assessment:

- task taking
- task setting
- task marking.

For each stage, the level of control must be as high as possible to ensure reliability and authenticity.

3(i) Task setting

Limited level of control

The awarding body must ensure that specifications require candidates to complete a minimum of two tasks for each component/unit (speaking and writing). Tasks must ensure that candidates use language for different purposes.

The awarding body must:

- provide exemplar tasks
- indicate, with reference to the assessment criteria, the types of tasks and the characteristics of the language used by candidates that will provide access to higher grades.

The awarding body must ensure that specifications provide opportunities for centres to:

- adapt exemplar tasks provided by the awarding body within clearly defined parameters set by the awarding body
- OR
- design their own tasks according to clearly defined parameters, including provision for the regular replacement of tasks, set by the awarding body.

3(ii) Task taking

a) Communicate in speech

Medium level of control - task-taking parameters are externally defined for the following key controls:

- Authenticity control (externally defined): specifications must require candidates to complete all work under informal supervision. The awarding body must provide clear guidance regarding the use of stimulus material, preparatory work, the use of materials from other sources, and the preparation for final production of the work to be assessed.
- Feedback control (externally defined): the awarding body must indicate clearly what teacher support is allowed and how this should be recorded.
- Time control (externally defined): the awarding body must indicate the approximate minimum and maximum duration of speaking tasks¹.
- Collaboration control (internally defined): specifications must state that the work of individual candidates may be informed by working with others, for example in conversational groups, but that candidates must provide an individual response.² Other externally defined parameters, listed above, must be maintained.
- Resource control (externally defined): the awarding body must specify the resources available to candidates. Candidates must not be permitted use of a dictionary during speaking tasks but may be permitted access to notes or a visual stimulus.³

b) Communicate in writing

High level of control - task-taking parameters are externally defined for the following key controls.

- Authenticity control (externally defined): specifications must require candidates to complete all preparatory work under informal supervision. The awarding body must provide clear guidance regarding the use of stimulus material, preparatory work, the use

¹ The awarding body must provide guidance regarding candidates who require extra time, for example due to dyslexia.

² The awarding body must provide guidance, regarding candidates who require the use of special equipment due to, for example, a disability.

³ The awarding body must provide guidance regarding what notes or visual stimulus are permitted and regarding candidates who require the use of special equipment, for example voice technology.

of materials from other sources, and the preparation for final production of the work to be assessed.

- Feedback control (externally defined): the awarding body must indicate clearly what teacher support is allowed and how this should be recorded.
- Time control (externally defined): the awarding body must agree with the regulators the duration within which candidates are required to complete all written work.⁴
- Collaboration control (externally defined): specifications must require candidates to complete all work independently.
- Resource control (externally defined): the awarding body must specify the resources available to candidates. Access to dictionaries must be permitted when candidates write their final version under formal supervision. Specifications must clearly state that candidates are not permitted access to earlier drafts but may access notes that must be submitted with the final version⁵. The awarding body must provide a template for the notes. Specifications must state that candidates should not have access to online resources such as foreign language grammar and spell checkers but may access online dictionaries.

3(iii) Task marking

a) Communicate in speech

Medium level of control

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with Code of Practice requirements.

⁴ The awarding body must provide guidance regarding candidates who require extra time, for example due to dyslexia.

⁵ The awarding body must provide guidance regarding candidates who require the use of special equipment, for example due to a disability.

b) Communicate in writing

High level of control

- The awarding body marks the controlled assessment.