



Qualifications and  
Curriculum Authority



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



*Rewarding Learning*

# GCSE controlled assessment regulations for statistics

Final draft

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## 1. Scheme of assessment

- 75% external assessment
- 25% controlled assessment

Assessment objectives		% weighting
AO1	Analyse a statistical problem and plan an appropriate strategy	10-20
AO2	Describe and use appropriate methods to select and collect data	10-20
AO3	Process, analyse and present data appropriately	40-50
AO4	Use statistical evidence to identify inferences, make deductions and draw conclusions	25-35

## 2. Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment.

Apply the statistical problem-solving process, which involves:

- plan
- collect data
- process, present and analyse data
- discuss and interpret results
- communicate in a variety of forms including the use of ICT

In addition, elements of these skills may be assessed externally.

### **3. Level of control**

Regulations for controlled assessment in statistics 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**

##### ***High level of control***

Specifications must require candidates to complete a single controlled assessment component/unit. Each controlled assessment component/unit may contain more than one task. Tasks must be selected from a number of comparable tasks provided by the awarding body. The tasks must be replaced each year.

- The awarding body must ensure that specifications provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances<sup>1</sup>.

### **4. Task taking**

#### **A) Research/data collection**

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<sup>1</sup> Centre-specific circumstances most likely will include the availability and access to resources.

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

- Authenticity control (externally defined): candidates complete all work under supervision. The awarding body must provide clear guidance regarding the use of research methodology, 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 (internally defined): time restrictions are internally defined.<sup>2</sup>
- Collaboration control (externally defined): candidates must complete all work independently.<sup>3</sup>
- Resource control (internally defined): candidates' access to resources is determined by those available to the centre.

## **B) Analysis and evaluation of findings**

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

- Authenticity control (externally defined): candidates complete all work under direct supervision. The awarding body must provide clear guidance regarding 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 duration of the preparation and communication of analysis and evaluation of

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<sup>2</sup> The awarding body must provide guidance, regarding candidates who require extra time due to, for example, a learning difficulty.

<sup>3</sup> The awarding body must provide guidance, regarding candidates who require the use of special equipment due to, for example, a disability.

findings as appropriate to the task parameters set by the awarding body<sup>4</sup>. A word limit of 2000 words must not be exceeded.

- Collaboration control (externally defined): candidates must complete all work independently.
- Resource control (externally defined): candidates' access to research materials is limited to those specified by the awarding body.<sup>5</sup>

## 5. Task marking

### *Medium level of control*

- Teachers mark the task using mark schemes or criteria provided by the awarding body.
- The awarding body externally moderates the marks using a random sample, consistent with the Code of Practice requirements.

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<sup>4</sup> The awarding body must provide guidance, regarding candidates who require extra time due to, for example, a learning difficulty.

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