



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

GCSE controlled assessment regulations for citizenship studies

Final draft

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Draft

1. Scheme of assessment

- 40% external assessment
- 60% controlled assessment

Assessment objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of citizenship concepts, issues and terminology	25-35
AO2	Apply skills, knowledge and understanding when planning, taking and evaluating citizenship actions in a variety of contexts	40-50
AO3	Analyse and evaluate issues and evidence including different viewpoints to construct reasoned arguments and draw conclusions	30-40

2. Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- Advocacy and representation
- Taking informed and responsible action
- Exploring creative approaches to taking action¹ on problems and issues to achieve intended purposes

¹ When taking action students develop and practise citizenship skills, while applying citizenship knowledge and understanding. Action should be informed by research and investigation.

- Researching, initiating and planning action to address citizenship issues, working individually and with others
- Negotiating, deciding on and taking action to try to influence others, bring about change or resist unwanted change, managing time and resources appropriately
- Analysis and evaluation.

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

3. Level of control

Regulations for controlled assessment in citizenship studies 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

The awarding body must ensure that specifications require candidates to complete a minimum of one and a maximum of three controlled assessment components/units. 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 awarding body must ensure that specifications provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances².

3(ii) Task taking

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, with the exception of research and taking responsible action, under informal supervision. Research and taking responsible action may be completed under limited 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 approximate duration of the task(s).
- Collaboration control (internally defined): specifications must state that the work of the individual may be informed by working with others but that candidates must provide an individual response. Other externally defined parameters, listed above, must be maintained.
- Resources (internally defined): specifications must state that candidates' access to resources is determined by the centre, in line with awarding body guidelines.

² Centre-specific circumstances most likely will include the availability and access to resources.

3(iii). Task marking

Medium level of control

- Teachers mark the tasks 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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