



Qualifications and  
Curriculum Authority



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



*Rewarding Learning*

# GCSE controlled assessment regulations for physical education

*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 physical activity	20–30
AO2	Apply skills, knowledge and understanding in physical activity	45–55
AO3	Analyse and evaluate physical activity, and identify action to bring about improvement	20–30

## 2. Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment

- Develop competence in different types of physical activity, and different roles and contexts within the activities.
- Select and apply tactics, strategies and compositional ideas.
- Analyse and evaluate performance and identify key priorities for improvement

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

### 3. Level of control

Regulations for controlled assessment in physical education 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 one and a maximum of three controlled assessment components/units. Each controlled assessment component/unit may contain more than one task. Tasks must either be selected from a number of comparable tasks provided by the awarding body or designed by the centre according to criteria set out 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 circumstances<sup>1</sup>.

#### 3(ii) Task taking

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

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

- Authenticity control (externally defined): specifications must require candidates to complete all work, with the exception of research and preparation under informal supervision. Research and preparation may be completed under limited supervision. The awarding body must provide clear guidance regarding the use of research and 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 guidelines set by the awarding body.

### **3(iii). Task marking**

#### ***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.