



Qualifications and  
Curriculum Authority



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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# GCSE controlled assessment regulations for English Literature

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## 1. Scheme of assessment

GCSE specifications in English literature must allocate a weighting of:

- 75% external assessment
- 25% controlled assessment

All specifications must require candidates to demonstrate their ability to:

Assessment objectives		% weighting
AO1	Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations.	25-35
AO2	Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings.	25-35
AO3	Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects.	15-25
AO4	Relate texts to their social, cultural and historical contexts; explain how texts have been influential and significant to self and other readers in different contexts and at different times.	15-25

## 2. Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- study of linked texts

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

These skills must be assessed in the context of the content specified in paragraphs 9, 10, and 12 of the GCSE subject criteria for English literature.

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

Regulations for controlled assessment in English literature are defined for the three stages of the assessment:

- task setting
- task taking
- task marking.

For each stage, to ensure reliability and authenticity, the level of control is set as high as possible for the skills assessed.

#### **3(i) Task setting – high 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 awarding body must specify foci for study, areas of linkage and a range of appropriate texts associated with them. The tasks must be replaced each year, although foci may be retained for a longer period.

Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances<sup>1</sup>.

#### **3(ii) Task taking**

##### ***A) Research and planning - limited control***

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

- Authenticity control (externally defined): specifications must require candidates to complete all work under limited supervision. The awarding body must provide clear guidance regarding the use of research materials and 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 support is allowed and how this should be recorded.
- Time control (internally defined): specifications must provide guidance on appropriate time limits.<sup>2</sup>
- Collaboration control (externally defined): specifications must state that the work of individual candidates may be informed by working with others but that candidates must provide an individual response.<sup>3</sup>
- Resource control (internally defined): specifications must state that candidates' access to resources is determined by those available to the centre.

***B) Analysis and evaluation - high control***

- Authenticity control (externally defined): specifications must require candidates to complete all work under formal 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 preparation and communication of analysis and evaluation of findings<sup>4</sup>.

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

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

- 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<sup>5</sup>. Specifications must state that candidates' are allowed access to dictionaries and thesauri and to grammar and spell check programs. Copies of texts used during the assessment must be unannotated.

### **3(iii) Task marking – medium control**

- Teachers mark the controlled assessment using mark schemes or criteria provided by the awarding body.
- The awarding body moderation must be consistent with the requirements of the *GCSE, GCE, GNVQ and AEA Code of Practice*.

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

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