



Qualifications and
Curriculum Authority



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

GCSE controlled assessment regulations for ICT

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1. Scheme of assessment

GCSE specifications in information and communication technology (ICT) must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment

All specifications must require candidates to demonstrate their ability to:

	Assessment objectives	Weighting (%)
AO1	<ul style="list-style-type: none"> ■ Recall, select and communicate their knowledge and understanding of ICT. 	25–35
AO2	<ul style="list-style-type: none"> ■ Apply knowledge, understanding and skills to produce ICT-based solutions. 	40–50
AO3	<ul style="list-style-type: none"> ■ Analyse, evaluate, make reasoned judgements and present conclusions. 	20–30

2. Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- Manipulate and process data, develop information, model situations and explore ideas
- Adopt safe, secure and responsible practice
- Iteratively review, modify and evaluate the effectiveness of their own and others' use of ICT.

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

These skills must be assessed in the context of the content specified in paragraph 9 of the GCSE ICT criteria.

3. Level of control

Regulations for controlled assessment in ICT 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 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.

Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances¹.

3(ii) Task taking

Medium control

- Authenticity control (externally defined): specifications must require candidates to complete all work, with the exception of research, under informal supervision. Research may be completed under limited supervision. The awarding body must provide clear guidance regarding the use of research and development, materials from other sources, and the preparation for final production of the work to be assessed.

¹ Centre-specific circumstances will include the availability of and access to resources.

- 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)².
- 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.
- Resources (internally defined): specifications must state that candidates' access to resources is determined by the centre, in line with guidance set by the awarding body³.

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 *Code of Practice* requirements.

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

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