



Qualifications and  
Curriculum Authority



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



---

# GCSE controlled assessment regulations for English Language

---

28 May 2009

© Crown copyright 2007

© Northern Ireland Council for the Curriculum, Examinations and Assessment 2007

© Qualifications and Curriculum Authority 2007

# Contents

Scheme of assessment.....	<a href="#">3</a>
Skills assessed by controlled assessment.....	<a href="#">3-4</a>
Task Setting .....	<a href="#">4</a>
Task Taking.....	<a href="#">4-5</a>
Task Marking.....	<a href="#">5</a>

## 1. Scheme of assessment

GCSE specifications in English language must allocate a weighting of:

- 40% external assessment
- 60% controlled assessment

All specifications must require candidates to demonstrate their ability to:

	<b>Assessment objectives</b>
AO1	<b>Speaking and listening</b> <ul style="list-style-type: none"><li>■ Speak to communicate clearly and purposefully; structure and sustain talk, adapting it to different situations and audiences; use standard English and a variety of techniques as appropriate.</li><li>■ Listen and respond to speakers' ideas and perspectives, and how they construct and express meanings.</li><li>■ Interact with others, shaping meanings through suggestions, comments and questions and drawing ideas together.</li><li>■ Create and sustain different roles.</li></ul>
AO2	<b>Study of spoken language</b> <ul style="list-style-type: none"><li>■ Understand variations in spoken language, explaining why language changes in relation to contexts.</li><li>■ Evaluate the impact of spoken language choices in their own and others' use.</li></ul>
AO3	<b>Studying written language</b> <ul style="list-style-type: none"><li>■ Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-</li></ul>

	<p>references as appropriate.</p> <ul style="list-style-type: none"> <li>■ Develop and sustain interpretations of writers' ideas and perspectives.</li> <li>■ Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.</li> </ul>
AO4	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>■ Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.</li> <li>■ Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.</li> <li>■ Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.</li> </ul> <p><i>At least one third of available credit for AO4 should be awarded to the use of a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.</i></p>

## 2. Skills assessed by controlled assessment

The following skills must be assessed through controlled assessment:

- 20% controlled assessment must relate to AO1, speaking and listening
- 10% controlled assessment must relate to AO2, study of spoken language
- 30% controlled assessment must relate to AO3, studying written language and AO4, writing.

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

These skills must be assessed in the context of the content specified in paragraphs 11, 12, 13, 14, 15 and 16 of the GCSE subject criteria for English language.

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

Regulations for controlled assessment in English language 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) Speaking and listening**

##### **Task setting – limited control**

Specifications must require candidates to complete a single controlled assessment component/unit in speaking and listening. The controlled assessment component/unit must require candidates to complete a minimum of three speaking and listening tasks.

The awarding body must provide exemplar tasks.

The awarding body must ensure that specifications provide opportunities for centres to:

- adapt exemplar tasks provided by the awarding body within clearly defined parameters set by the awarding body

OR

- design their own tasks according to clearly defined parameters set by the awarding body, including provision for the regular replacement of tasks.

## **Task taking – medium control**

### **Authenticity control (externally defined)**

Specifications must require candidates to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under limited supervision.

### **Feedback control (externally defined)**

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

### **Time control (externally defined)**

The awarding body must indicate the approximate minimum and maximum duration of speaking tasks.

### **Collaboration control (internally defined)**

Specifications must state that the work of individual candidates may be informed by working with others, for example in discussion groups, but that candidates must provide an individual response.

### **Resource control (internally defined):**

Specifications must state that candidates' access to resources is determined by those available to the centre.

## **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*.

### **3(ii) Spoken language study**

#### **Task setting – high control**

Tasks must be selected from a number of comparable tasks provided by the awarding body. Specifications must include details of the use of source or research material, including access to users of language beyond the classroom. The tasks must be replaced each year.

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

#### **Task taking – medium control**

#### **Authenticity control (externally defined)**

Specifications must require candidates to complete all work, with the exception of research, under formal supervision. Research may be completed under limited supervision.

The awarding body must provide clear guidance in relation to the nature of supporting materials that candidates are permitted, including the use of materials from other sources.

---

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

### **Feedback control (externally defined)**

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

### **Time control (externally defined)**

The awarding body must indicate the approximate minimum and maximum duration of the spoken language study.

### **Collaboration control (internally defined)**

Specifications must state that the work of individual candidates may be informed by working with others, for example in discussion groups, but that candidates must provide an individual response.

### **Resource control (internally defined):**

Specifications must state that candidates' access to resources is determined by those available to the centre.

### **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*.

### **3(iii) Written language study**

#### **Task setting – high control**

Tasks must be selected from a number of comparable tasks provided by the awarding body. The tasks must be replaced each year.

Specifications must provide opportunities for centres to contextualise the task(s) to best suit their centre-specific circumstances<sup>2</sup>.

## **Task taking – medium control**

### **Authenticity control (externally defined)**

Specifications must require candidates to complete all work, with the exception of preparation, under formal supervision. Preparation may be completed under informal supervision.

The awarding body must provide clear guidance in relation to the use of stimulus materials, and preparatory work.

### **Feedback control (externally defined)**

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

### **Time control (externally defined)**

The awarding body must indicate the approximate duration of the tasks.

### **Collaboration control (externally defined)**

Specifications must state that candidates must provide an individual response.

---

<sup>2</sup> Centre-specific circumstances will include the availability of and access to resources.

## **Resource control (externally defined)**

Specifications must state that candidates are not allowed access to dictionaries and thesauri and to grammar and spell check programs. Specifications must state that candidates must use unannotated copies of texts.

## **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*.

## **3(iv) Writing**

### **Writing**

#### **Task setting – high control**

. Tasks, which may be linked by topic or general theme, must be selected from a number of comparable tasks provided by the awarding body. Tasks must be replaced each year although topics and themes 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>3</sup>.

#### **Task taking – medium control**

---

<sup>3</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, with the exception of preparation, under formal supervision. Preparation may be completed under informal supervision.

The awarding body must provide clear guidance in relation to the use of stimulus materials, and preparatory work.

## **Feedback control (externally defined)**

The awarding body must indicate clearly the level of teacher support that is allowed and how this should be recorded.

## **Time control (externally defined)**

The awarding body must indicate the approximate duration of the tasks.

## **Collaboration control (externally defined)**

Specifications must state that candidates must provide an individual response.

## **Resource control (externally defined)**

Specifications must state that candidates are not allowed access to dictionaries and thesauri and to grammar and spell check programs.

## **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*.