



The controlled assessment task carries a weighting of 25%.

Controlled Assessment has three main elements, Task Setting, Task Taking and Task Marking. For each stage, the regulatory authorities have specified certain conditions under which the tasks are set, carried out and marked. These controls are designed to ensure assessment is valid, reliable and authenticated with a high degree of confidence.

TASK SETTING

Who sets the Controlled Task (CT)?

WJEC – there are four to choose from and these are in the specification on pages 16-17.

How many CTs must a student do?

One

Who chooses the CT?

Mrs Jeffreys will choose the task.

TASK TAKING

This has two elements – (A) The Research and (B) The Analysis and Evaluation

(A) THE RESEARCH

How long do the students have to do the research?

Once they have been fully briefed then they have six weeks to undertake the research.

(B) THE ANALYSIS AND EVALUATION

What can the students take with them into the examination room?

- Summary of research methods used and summary of main findings – a maximum of 200 words.
- Graphs/charts/photographs
- Maps/diagrams
- Original copy of questionnaire – if appropriate.

In practical terms students need to hand in to the teacher the file containing this material at least one week before writing up the controlled task. At this point it may be possible and/or desirable to see what information has been gathered and if necessary to prune some of the material. Only the information the students intend using in the write-up needs to be retained. (There is no need for multiple copies of questionnaires or copious handouts from banks.

The file containing material is given back to candidates on the day of the write-up.

Is there a generic template to help students structure the analysis and evaluation?

It is advised that the following structure is followed:

- Title
- Introduction
- Research methods used

- Analysis and evaluation of findings
- Conclusion
- Additional Structure – use of some of the 200 words to give further headings and structure to the analysis and evaluation section – use of BS3 to indicate that this has been provided for all students. If too many heading are given this may prevent the able students from demonstrating fully their skills of analysis and evaluation.
- Students may themselves devise further headings.

Is there a word limit?

Yes the limit is 2000 words (+10%). There should be no need for students to exceed this limit. Many students will write less – as always it is the quality of what they have written rather than the quantity that is assessed.

Is there a time limit?

Yes there a maximum time of 3 hours.

Does it have to be done in one session?

No it could be spread over 2/3 sessions.

Can the students have a break if they are doing it in one session?

Yes – you may give them a break to coincide with the school's normal timetable or you could split the time either side of the lunch break.

Must the work be produced using IT?

No.

Many students will be able to work more effectively and efficiently if they produce handwritten work.

Students can word process their work but they will not require access to any other computer applications. They are not permitted to have access to the internet, prior research work stored on the school server system (they should have already printed hard copies of research work) or portable storage devices.

Must the work be authenticated?

Yes. This must be done by both the teacher and the students on the BS1 and BS2 forms.

Grades

The CT is out of 60 so it might be expected that a grade A will eventually be in the range of 46-51 marks with a grade C in the range 32-36 marks and a grade F 13-17.

Assessment – The students’ work should display the following

(A) The candidate is able to:

- plan the investigation and carry out the research tasks with considerable teacher support. [0 - 2]
- plan the investigation and carry out the research tasks with some teacher support. [3 - 4]
- plan the investigation and carry out the research tasks almost unaided. [5 - 6]
- use their own initiative to plan the investigation and carry out the research tasks totally independently. [7 - 8]

(B) The candidate is able to:

- select information, using either desk or field research, from at least one source and express ideas with limited coherence and with frequent errors in spelling, punctuation and grammar. [0 - 2]
- select relevant information, using either desk or field research from at least two different sources, communicate his/her findings using one or two presentation techniques and express ideas in a generally logical manner with some errors in spelling, punctuation and grammar. [3 - 4]
- select relevant information, using desk or field research from at least three different sources, communicate his/her findings using a variety of presentation techniques and express ideas coherently and with generally accurate spelling, punctuation and grammar. [5 - 6]
- select relevant information, using desk or field research from at least four different sources, communicate his/her findings using a wide variety of presentation techniques and express complex ideas coherently with few, if any, errors in spelling, punctuation and grammar. [7 - 9]

(C) The candidate is able to:

- recall and demonstrate some elementary knowledge of a few of the concepts, issues and specialist terms that are appropriate for the investigation. [0 - 2]
- recall and demonstrate some knowledge and understanding of a few of the concepts, issues and specialist terms that are appropriate for the investigation. [3 - 4]
- recall and demonstrate sound knowledge and understanding of several of the concepts, issues and specialist terms that are appropriate for the investigation. [5 - 6]
- recall and demonstrate detailed knowledge and understanding of most of the concepts, issues and specialist terms that are appropriate for the investigation. [7 - 9]

(D) The candidate is able to:

- apply skills, knowledge and understanding using a narrow range of terms, concepts, theories and methods in an elementary way to the problems and issues of the investigation. [0 - 4]
- apply skills, knowledge and understanding using a variety of terms, concepts, theories and methods with some accuracy to the problems and issues of the investigation. [5 - 8]
- apply skills, knowledge and understanding using a wide variety of terms, concepts, theories and methods accurately to the problems and issues of the investigation. [9 - 12]
- apply skills, knowledge and understanding using most of the appropriate terms, concepts, theories and methods with considerable accuracy to the problems and issues of the investigation. [13 - 16]

- (E) The candidate is able to:
- interpret the data at a simple level but not always accurately. [0 - 2]
 - interpret the data accurately. [3 - 4]
 - interpret the data accurately and attempts to use the information to analyse some of the problems and issues raised by the investigation. [5 - 6]
 - interpret the data in detail and with accuracy and use the information to analyse most of the problems and issues raised by the investigation. [7 - 9]
- (F) The candidate is able to:
- draw a few simple unsupported conclusions. [0 - 2]
 - draw some soundly based conclusions. [3 - 4]
 - evaluate evidence and draw conclusions. [5 - 6]
 - evaluate evidence in a critical manner, make reasoned judgements and draw accurate conclusions throughout the investigation. [7 - 9]

The controlled task for 2010

AIM

To investigate whether there is a gap in the market for a new business in your locality.

Research

- Identify a new business that might set up in your locality.
- Carry out research to find out if there is a need for this new business.
- Assemble, organise and prepare research findings and material for the final report.

Analysis and evaluation of findings

- Write a report on the likely success of the business you have identified.

Adapted from the WJEC Spec