

# Controlled Assessment guidance

GCSE Modern Foreign Languages



Controlled Assessment is the new GCSE Modern Foreign Languages form of internal assessment. At AQA, we are providing Modern Foreign Language teachers with an overview of the Controlled Assessment process to give you the support you need to make a smooth transition into the new internal assessment process.

The Controlled Assessment process has three stages:

- **task setting**
- **task taking**
- **task marking.**

Each stage has a control level (High, Medium and Low). This is also referred to as Formal, Informal and Limited Supervision and is defined by QCA for all awarding bodies.

For more information on GCSE Modern Foreign Languages see [aqa.org.uk/MFL2009](http://aqa.org.uk/MFL2009)



## Unit 3 – Speaking

The Speaking unit is worth 30% of the qualification as a whole. There are 30 marks available per task, making a total of **60 marks**. Each task should last between **four and six minutes**.

Students will complete **two, untiered** Controlled Assessment tasks.

- Both tasks will be in the form of a dialogue.
- Differentiation is by outcome, not by task.
- The tasks may be drawn from the exemplar tasks we provide or adapted by you for your students.
- You may also devise your own tasks.
- You mark the tasks and submit them to us for moderation.
- The work of individual students may be informed by working with others but students must provide an individual response.
- Students must not submit the same task for Speaking and Writing.

### Section A: Task setting

#### Level of control: Limited

Students must complete **two** tasks of equal weighting. You may:

- use the exemplar tasks in Appendix E of the Specification
- use an adapted version of these exemplar tasks
- devise tasks which meet students' individual learning needs or interests.

#### Adapting exemplar tasks

You may adapt the exemplars in the following ways:

**Exemplar A (i)** – the task must be an interview. It could be adapted to be an interview with, for example, a celebrity. Please see Appendix E, Exemplar A (ii).

**Exemplar B (i)** – the task must be a conversation. The exemplar is drawn from the context ‘Leisure’. It could be adapted to be a conversation drawn from a different context, eg a special occasion celebrated in the home from ‘Home and Environment’, or from a different aspect of the ‘Leisure’ context, eg Holidays. It could be drawn from outside the range of contexts listed in the Specification. Please see Appendix E, Exemplar B (ii).

Controlled Assessment Advisers will be available to provide guidance.

## Devising tasks

You may choose to devise your own tasks. In doing this, you must ensure that students aiming to achieve grades C and above use a variety of structures which may relate to past and future events and:

- express points of view
- present information
- show the ability to deal with some unpredictable elements.

For students aiming to achieve grade A, you must ensure that tasks offer the opportunity to:

- express and explain ideas and points of view
- narrate events
- produce extended sequences of speech.

For students aiming to achieve grade F, you must ensure that tasks offer the opportunity to:

- take part in simple conversations
- present simple information
- express opinion.

Controlled Assessment Advisers will be available to provide guidance.

Your own devised tasks need **not** be drawn from the range of contexts listed in the Specification.



## General

- You must submit different tasks every two years. This applies to the use of our exemplar tasks, adapted exemplar tasks and your own devised tasks.
- We will provide new tasks every two years. You can, however, meet the requirement to submit different tasks by changing some of the task bullet points.
- If you use the same task for a number of candidates, the unpredictable element must be changed.
- If you use tasks published in the Specification you must change the unpredictable element.
- There is no prescribed number of bullet points though we recommend a minimum of three. Less able students may need more bullet points to guide them. Students must address all the bullet points in the tasks they are given. If they do not, their Communication mark will be affected.
- Tasks and bullet points must be in English.

## Section B: Task taking

### Level of control: Medium

The following three stages must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place. The work of individual students may be informed by working with others, eg in conversational groups, but students must provide an individual response.

#### Stage One

- This stage refers to the general teaching and learning activities carried out in preparation for receiving the task.
- There is no time limit for this stage.
- As part of these teaching and learning activities, students may use reference materials and resources of all kinds including course books, dictionaries and Internet resources.
- Your involvement is not limited at this stage.

#### Stage Two

- This stage begins when students are given the task and may last for a maximum of **six hours**.
- The six hours must include time for you to give feedback on the plan and for students to amend the plan following your feedback. There is no need to use the full six hours.
- You should discuss the task with the students, including the kind of language they might need and how to use their preparatory work.
- You must not provide any other support.
- Students may have access to reference materials including dictionaries, course books and Internet resources.
- This research can be carried out outside the classroom
- There is no need to tell us at what point students are given the task.

Students may prepare a plan inside or outside the classroom. If they do so, they must use our Task Planning Form. We recommend that the plan is produced in the target language though it can be in English and/or the target language. The plan must be:

- in the form of bullet points (with **no** conjugated verbs, full sentences or codes)
- no more than 40 words for each task and/or unlimited drawings and diagrams.

Only one plan per task is permitted and this must be prepared individually by the student.

- You can comment on the plan using the appropriate section at the bottom of our Task Planning Form.
- Any feedback must be restricted to the extent to which candidates are meeting the requirements of the task. For example, your feedback on the plan must not include comments relating to language used (eg 'add a past tense') but could say the bullet point targeting past events had not been covered.
- Students must mark any amendments on their original plan, obliterating unauthorised material. Correction fluid must not be used.

#### Stage Three

- This stage is when students produce the final version.
- Each task should last between **four and six minutes**.
- Students may have access to their Task Planning Form containing your feedback.
- The Task Planning Form must be submitted to us with the final version.
- There must be no intervention or help from you at Stage Three.
- Students must not have access to a dictionary or any other resource except their Task Planning Form and the task itself.
- You must remove posters/wall charts etc, if these provide additional, unauthorised resources.
- You should ask follow-up questions to encourage students to develop their answer to each bullet point.

- If the student gives a full answer without further prompting, however, he/she has access to the highest marks.
- You must ensure that the unpredictable element is covered.

Speaking tasks can be carried out at any time during the course but you may wish to designate a particular period.

After completing Stage 3, students cannot make another attempt at a task. Once Stage 3 has been completed, students must do a different task if the first attempt is not to be submitted. A student may, however, do the same tasks when re-sitting a unit as they did when they sat the unit the first time.

## Section C: Task marking

### Level of control: Medium

- You should mark the Controlled Assessment tasks using the assessment criteria in the Specification.
- Your centre will have to record an adequate sample of tasks to provide sufficient evidence for moderation. Further guidance will be provided.
- There is no correlation between the number of bullet points covered and the communication mark but the mark will be affected if not all bullet points are covered.
- Moderators will stop marking when six minutes is reached.
- There is no need to list resources on the Candidate Record Form (CRF) as the resources are not used at Stage 3 when the final version is produced.

## Unit 4 – Writing

Students must spend no more than **60 minutes**, per task, on writing the final version.

- Students aiming at grades G-D should produce 200-350 words across the two tasks
- Students aiming at grades C-A\* should produce 400-600 words across the two tasks

The Writing unit is worth 30% of the qualification. There are 30 marks per task, making a total of **60 marks**.

Students will complete **two, untiered** Controlled Assessment tasks.

- Differentiation is by outcome, not by task.
- The tasks may be drawn from the exemplar tasks we provide or you can adapt them for your students.
- You may also devise your own tasks.
- The tasks will be marked by us.
- Students must complete all work independently.
- Students must have access to dictionaries while writing up their final version under supervision.
- Students must not submit the same task for Speaking and Writing.



## Section A: Task setting

### Level of control: Limited

Students must complete **two different types** of task to ensure they use language for different purposes. The tasks are equally weighted. You may:

- use the exemplar tasks provided in Appendix F of the Specification
- use an adapted version of these exemplar tasks
- devise tasks which meet students' individual learning needs or interests.

### Adapting exemplar tasks

You may adapt exemplar tasks in the following ways:

**Exemplar Task 1** – 'A day in the life of a celebrity' could be adapted to 'A day in my life' or 'My ideal day' as a blog for a web page. Suggested content for 'A day in my life' could be:

- introduce yourself
- how your day starts
- what you drink and eat
- the people you meet during the day
- how does your day end.

**Exemplar Task 3** – 'Holidays – a chance to win 2 weeks in the sun' could be adapted to be 'An account of a special occasion' produced for a family web page. Suggested content for 'An account of a special occasion' could be:

- reason for the celebration
- where it took place
- the people involved
- what you had to eat and drink
- what else happened
- best memory of the day.

Controlled Assessment Advisers will be available to provide guidance.

### Devising tasks

You may choose to devise your own tasks. When doing this you must ensure that students aiming to achieve grades C and above include a variety of structures which may:

- include different tenses or time frames
- express points of view
- communicate information.

For students aiming to achieve grade A, you must ensure that tasks offer the opportunity to:

- express and explain ideas and points of view
- produce a variety of vocabulary, structures and verb tenses.

For students aiming to achieve grade F, you must ensure that tasks offer the opportunity to:

- express simple opinions using simple sentences
- convey the main points.

Controlled Assessment Advisers will be available to provide guidance.

Your own devised tasks need **not** be drawn from the range of contexts listed in the Specification.

### General

- You must submit different tasks every two years. This applies to the use of our exemplar tasks, adapted exemplar tasks and your own devised tasks.
- We will provide new tasks every two years. You can meet the requirement to submit different tasks, however, by changing some of the task bullet points.
- Our task titles will always provide the opportunity to write for different purposes.
- There is no prescribed number of bullet points but we suggest six to eight.
- Less able students may need more bullet points.
- Students will not automatically be penalised if they do not address all the bullet points in the task they are given; they can choose their personal emphasis within the context of the task.
- You should look carefully at the assessment criteria when devising tasks.
- Tasks and bullet points must be in English.

## Section B: Task taking

### Level of control: High

#### Stage One

- This stage refers to the general teaching and learning activities carried out whilst preparing to receive the task.
- There is no time limit for this stage.
- Students may use reference materials of all kinds including course books, dictionaries and Internet resources.
- Your involvement is not limited at this stage.

#### Stage Two

- This stage begins when students are given the task and may last for a maximum of **six hours**.
- The six hours must include time for you to give feedback on the plan and for the student to amend the plan following your feedback. There is no need to use the full six hours.
- Stage two must be completed under informal supervision. This means that supervision must be sufficient to ensure that plagiarism does not take place.
- The work of individual students may be informed by working with others but students must provide an individual response.
- Students may have access to reference materials including dictionaries, course books and Internet resources. This research can be carried out outside the classroom.
- You should discuss the task with the students and may suggest ways in which the task stimulus could be exploited.
- There is no need to tell us at what point students are given the task.



Students may prepare a plan inside or outside the classroom. If they do so, they must use our Task Planning Form. We recommend that the plan is produced in the target language though it can be in English and/or the target language. The plan must be:

- in the form of bullet points (with **no** conjugated verbs, full sentences or codes)
- no more than 40 words for each task and/or unlimited drawings and diagrams.

Only one plan per task is permitted and this must be prepared individually by the student.

- You can comment on the plan using the appropriate section at the bottom of our Task Planning Form.
- Any feedback must be restricted to the extent to which candidates are meeting the requirements of the task. For example, your feedback on the plan must not include comments relating to language used (eg 'add a past tense') but could say the bullet point targeting past events had not been covered.
- Students must mark any amendments on their original plan, obliterating unauthorised material. Correction fluid must not be used.



## Stage Three

- This stage is when students produce the final version.
- Students must be in direct sight of the supervisor at all times when writing up the final version.
- Students must produce the final version independently. There must be no interaction with other students.
- There must be no intervention or help from you at Stage Three.
- When writing up the final version, students may have access to their Task Planning Form containing your feedback.
- The Task Planning Form must be submitted to us with the final version.
- Students should also have access to a dictionary (this may include an online dictionary) and to the task itself when producing the final version.
- The use of other resources, including online resources such as foreign language grammar, spell-checks and electronic translators is **not permitted**.
- Students may word process their tasks, provided the above restrictions are observed.
- You must remove posters, wall charts etc if these provide additional, unauthorised support.
- Tasks do not need an introduction, conclusion etc but do need a logical ordering of ideas.

After completing Stage 3, a student cannot make another attempt at a task. Once Stage 3 has been completed, students must do a different task if the first attempt is not to be submitted. A student may, however, use tasks when re-sitting a unit which they used the first time.

## Section C: Task marking

### Level of control: High

- We mark the Controlled Assessment.
- Students will not automatically be penalised if they do not address all the bullet points in the task given to them.
- Examiners will mark the whole task even if it is longer than the recommended length. For guidance: 200-350 words across both tasks for students aiming for grades D-G and 400-600 words across both tasks for students aiming for grades A\*- C.
- You must send the tasks to the examiner with the scripts. There is no need to list resources on the Candidate Record Form (CRF) as these resources are not used at Stage 3, when the final version is completed.

## We are here to help you

If you would like further information or advice please contact the AQA Modern Foreign Languages department at:

Tel: 01423 534 381

e-mail: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

[aqa.org.uk/MFL2009](http://aqa.org.uk/MFL2009)

