

Swanmore College of Technology, Southampton



**GCSE 2009 - 2011
CONTROLLED ASSESSMENT**

A guide for pupils and parents

CONTROLLED ASSESSMENT

Controlled assessment has replaced coursework at GCSE level. It is part of the assessment scheme in most, but not all, subjects: the table on the next page will show you which subjects are involved.

Controlled assessment differs from coursework essentially in that the final piece is produced under closely supervised conditions. In some subjects this may mean writing up the final piece in class over the course of one or more lessons monitored by your teacher. Supporting materials such as notes may be used during the writing up, but not a complete draft. Your teachers will give you details on how controlled assessment is carried out in their subjects.

A few basic guidelines

- Make sure you know what you are expected to do – ask your teacher if uncertain!
- Check interim and final submission dates for any draft work. Try to work well in advance of them and, if you have more than one piece with a similar deadline, organise your time to make sure both are given the time and attention they deserve.
- Plan thoroughly and follow your plan. The Project Guidelines printed in this booklet may help you to do this.

Dates and deadlines

Overviews of the periods during which coursework is ongoing for years 10 and 11 are included in this booklet.

Teachers or heads of department will tell you of any deadlines for draft work or dates of supervised tasks.

Problems with deadlines

It is your responsibility, if you have a genuine reason for finding it difficult to meet a date or a deadline, to inform your subject teacher sufficiently in advance for other special arrangements to be made, if these are thought to be appropriate.

Circumstances where special arrangements would be considered might include, for example, a sustained period of illness. Having to meet more than one deadline around the same date would not be regarded as a genuine reason – good organisation will avoid problems in this case.

Loss of work related to computer problems is not generally an acceptable reason for delaying a deadline: you should always have back-ups of any coursework – for example, parallel copies on the School network, on hard-drive at home, and on a USB memory stick. At least one copy should be kept on a non-portable medium.

OVERVIEW OF GCSE CONTROLLED ASSESSMENT 2009 - 2011

The tables below provide a general overview of the timing of controlled assessment during year 10 and 11. Where the period appears very lengthy, this may indicate the period within which different classes undertake controlled assessment but at different times. More precise details of deadlines and nature of the task will be provided by subject staff and will be listed when available on the School website. All controlled assessment, of whatever duration, has to be completed by the end of the Spring Term in year 11. If a subject is not listed in this table, there is no controlled assessment involved.

YEAR 10: 2009-2010												
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	
Art	Ongoing →				Ongoing →			Ongoing →				
Drama	Ongoing →				Ongoing →			Ongoing →				
Business Studies										← CA →		
DT Electronics					← CA →			← CA →				
DT Graphics					← CA →			← CA →				
DT Product Design					← CA →			← CA →				
DT Resistant Mats					← CA →			← CA →				
DT Textiles										← CA →		
DT Food										← CA →		
Geography										Fieldworks		
History									← CA →			
ICT	Ongoing →				Ongoing →			Ongoing →				
Music			CA	CA		CA	CA					
PE	Ongoing →				Ongoing →			Ongoing →				
Science					CA	CA			CA			
MFL									Spk & Writ 1			

YEAR 11: 2010-2011											
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY		
Art	Ongoing →				Ongoing →			CA	CA		
Drama	Ongoing →				Ongoing →						
DT Electronics	← CA →				CA →						
DT Graphics	← CA →				CA →						
DT Product Design	← CA →				CA →						
DT Resistant Mats	← CA →				CA →						
DT Textiles	← CA →				CA →						
DT Food	← CA →				CA →						
Geography	CA	CA				→					
ICT	Ongoing →				Ongoing →			Ongoing →			
Music		CA		CA		CA					
PE	Ongoing →				Ongoing →			Ongoing →			
RE											
SCIENCE	Ongoing →				Ongoing →						
MFL	Speaking & Writing 2										

PROJECT GUIDELINES

PLEASE READ THROUGH THESE GUIDELINES BEFORE STARTING WORK
NB: SUBJECTS MAY ALSO HAVE SPECIFIC OR ALTERNATIVE GUIDELINES

1. PLANNING

Make sure that you:

- Understand the task.
- Know how long the project has to be.
- When it has to be handed in.
- What format it must take.
- How the marks are to be awarded.
- List the main aspects of the topic and select the keywords – a ‘spider chart’ may be helpful.
- Make a plan with an introduction, conclusion and bibliography or list of references.

2. FINDING

- Discuss your ideas with other people, including your teacher.
- List all the things that you will need.
- Make a list of all the sources of information that will help you in your tasks; books, websites, newspapers, magazines, videotapes and any other materials.

3. SELECTING

- Keep full notes of the sources you use as you go along. This will help you to compile your bibliography or list of references. Check with your teacher whether you should quote title, date, etc using the Harvard System.
- Cut and paste information found into a Word document or Excel Spreadsheet instead of printing out source material. This will save time in the ‘writing up’ stage.

4. ANALYSING

Having selected your material and information, decide upon the most suitable approach.

5. PRESENTING

- Make sure that your name is on every page and that each page is numbered.
- The title should appear at the top of the first page.
- Put the material into your own words and provide sufficient explanation for an uninformed reader.
- The conclusion should be a brief, clear answer to the task.
- Check that the layout and format is suited to the task.

6. SELF-EVALUATING

- Realise your strengths by identifying the most successful part of the whole process.
- When the project has finished, make a note of any teacher’s comments consider how others approached the task and how you would undertake a similar project in the future.

COURSEWORK - AVOIDING PLAGIARISM

This guidance is intended to help you understand what is meant when, in the official JCQ Guidelines, you are told '*the work which you submit for assessment must be your own*'.

In particular, this guidance should help you understand and avoid plagiarism, which is something you must avoid in examination coursework.

This guidance is intended to apply to controlled assessment, but it may also be useful in the context of other essays and project pieces set by your teachers. Although references throughout are to written pieces, similar principles apply to controlled assessment that takes other forms, such as practical activity or production of an artefact.

What is plagiarism?

Plagiarism is using another person's words or ideas without giving credit to the other person.

You must give credit

- if you directly use someone else's words from a book, magazine, newspaper, essay, web page, or any other medium
- if you use information or specific phrases gained through interviewing another person
- if you use ideas that someone else has given you in conversation, e-mail or other form of communication
- if you reprint any diagrams, illustrations, charts and pictures

You don't need to give credit

- if you are writing your own observations, insights, thoughts or conclusions about a subject
- if you are stating what can be regarded as generally accepted facts or opinions, or shared information within your area of study
- if you are writing up your own experimental results

What this means is that, if you use information or ideas gained from your own research, from discussion in class or with other people, or from teacher's notes, you must present them in your own words.

If you directly use someone else's words, you must acknowledge this in some way.

You can acknowledge sources by

- mentioning them in a footnote or bibliography [list of sources]
- using quotation marks in your text to enclose directly-quoted sections

What if I'm not sure?

Look at the examples on the following pages: they might help you decide what is and what isn't plagiarism.

This website might also be useful.

<http://www.mantex.co.uk/samples/plgrsm.htm>

If you are still not sure whether something you've included in your text might be regarded as plagiarism, or whether you need to acknowledge a source, ask your teacher for advice.

WHAT IS PLAGIARISM?

What follows are examples of what is, and what is not, plagiarism, prepared by Richard Dennis of the Geography Department at UCL.

They may be helpful in avoiding unintentional plagiarism.

OBSERVATIONS ON CLASS STRUGGLE

EXAMPLE 1

The history of all hitherto existing society is the history of class struggles. Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat. Masses of labourers, crowded into the factory, are organised like soldiers. Not only are they slaves of the bourgeois class, and of the bourgeois State; they are daily and hourly enslaved by the machine, by the overlooker, and, above all, by the individual bourgeois manufacturer himself. The proletarians have nothing to lose but their chains. They have a world to win.

THIS IS PLAGIARISM. THERE IS NO ATTEMPT TO INDICATE THAT THESE ARE NOT RICHARD DENNIS'S OWN THOUGHTS BUT ARE WORDS TAKEN DIRECT FROM DIFFERENT PARTS OF THE COMMUNIST MANIFESTO.

EXAMPLE 2

Marx and Engels noted that the history of all hitherto existing society had been the history of class struggles. Society as a whole was more and more splitting up into two great hostile camps, into two great classes directly facing each other: Bourgeoisie and Proletariat. They observed that proletarians had nothing to lose but their chains. They had a world to win.

THIS IS STILL PLAGIARISM. ALTHOUGH THE IDEAS ARE ATTRIBUTED TO MARX AND ENGELS, THERE IS NO INDICATION THAT THE FORM OF WORDS IS NOT RICHARD DENNIS'S. JUST CHANGING IT INTO THE PAST TENSE DOESN'T MAKE IT ORIGINAL.

Examples 3 & 4 follow

EXAMPLE 3

In The Communist Manifesto, Marx and Engels (1973 edn., p40) noted that 'The history of all hitherto existing society is the history of class struggles.' They argued that society was 'more and more splitting up into two great hostile camps, into two great classes, directly facing each other: Bourgeoisie and Proletariat' (p41). 'Masses of labourers, crowded into the factory' were 'organised like soldiers ... slaves of the bourgeois class, and of the bourgeois state' (p52). They concluded that 'The proletarians have nothing to lose but their chains. They have a world to win' (p96).

THIS IS NOT PLAGIARISM, BUT IF ALL YOUR ESSAY CONSISTS OF IS A SET OF QUOTATIONS STITCHED TOGETHER, IT DOESN'T SUGGEST THAT YOU HAVE THOUGHT ABOUT OR UNDERSTOOD THE CONTENTS OF THE QUOTATIONS, SO RICHARD DENNIS WOULDN'T EARN VERY MANY MARKS FOR THIS EFFORT!

EXAMPLE 4

In one of the most famous first sentences ever written, Marx and Engels (1973 edn., p40) began The Communist Manifesto thus: 'The history of all hitherto existing society is the history of class struggles.' They went on to exemplify this claim by showing how the structure of society had, in their view, developed into two interdependent but antagonistic classes: bourgeoisie and proletariat. The latter comprised factory operatives, who had been reduced to no more than slave labour; but as they became concentrated geographically, in the great factory towns of the industrial revolution, so they had the opportunity to organise themselves politically. Hence, the authors' conclusion that a communist revolution was not only desirable, but possible, leading them to issue their equally famous final exhortation (p96): 'WORKING MEN OF ALL COUNTRIES, UNITE!'

THIS MAY NOT BE A VERY PROFOUND COMMENTARY, BUT AT LEAST I'VE TRIED! AND **IT IS NOT PLAGIARISM.**

JCQ NOTICE TO CANDIDATES

This follows on the next page. You must make sure you have read and understood it.