












FAQs on GCSE Geography Controlled Assessment

Question	Yes	No	Condition
Can teachers teach background theory lessons?			As long as the lessons don't relate specifically to results that students are likely to get. If theory lessons relate to the students' specific title (e.g. their title is about river discharge and you are guiding students to develop a hypothesis) then you have to count this time as part of their controlled assessment allowance.
Can teachers help students to improve their grade during the limited control write-up phase?			This should be encouraged in the same way that we would normally prompt students (e.g. is there a better graph you could use to display that data?).
Can students source text or images from the internet (during the research phase) and put these in their folder to carry through to the write-up phase?			Yes, as long as the information is appropriately referenced. There is no real advantage to students in copying lots of information in this way because it will be obvious to staff if they try to pass it off as their own work. Also, it is what the students do with this data (i.e. how they interpret and analyse it) that is the important skill.
Can students talk to each other and the teacher about their work?			During limited control time.
Can teachers dictate notes to students during the limited control phase?			
Can teachers give students cloze procedure exercises or detailed writing frames?			The occasional exception would be allowed for students with severe Special Educational Needs who require some additional support. The extent of this support would need to be discussed with the exam board and visiting staff.
Can teachers teach students how to draw graphs?			These skills can be taught prior to the actual controlled assessment, using mock data. Teachers can also give guidance on data presentation during the controlled assessment (as this is a limited control stage) but should avoid too much guidance as the students should decide which data presentation methods they will use.
Can teachers give general scaffolds to help students structure the write-up?			As long as they are general (e.g. suggested sub-section headings, advice on word limit etc.) and do not tell students what to write. An example of this general guidance is a student-friendly version of the mark scheme and a general student guide.
Can teachers give advice on time management?			This should happen regularly (and students should be prompted to save their work if using ICT).
Can students produce graphical work during the limited control phase and carry that through to the high control write-up phase?			
Can teachers help students to improve their skills of analysis and evaluation during their controlled assessment?			No help is allowed during high control sections. You are allowed to run a lesson looking at what makes a good analysis in the preparatory/pilot stages of a course BUT only using mock data which in no way relates to their title.

FAQs on GCSE Geography Controlled Assessment

Question	Yes	No	Condition
Can teachers teach students how to use statistics to analyse data?	<input checked="" type="radio"/>		Only during <i>pilot day or preparatory lesson</i> (and using mock data which doesn't relate to their title).
Can students draft their final report in the limited control phase and copy it out during high control?		<input checked="" type="radio"/>	No drafting of the high control sections allowed during limited control sections.
Can students take their work out of the classroom during the high control phase?		<input checked="" type="radio"/>	Students must not be allowed access to their work during breaks.
Do students need access to a computer at any stage if they would prefer to hand write their write-up?	<input checked="" type="radio"/>		If they are AQA A, AQA B or Edexcel B. These have some very specific ICT requirements built into their mark schemes.
Can students use a spell checker on their laptop during their write-up?	<input checked="" type="radio"/>		Unless they are following the WJEC specifications.
Can students who qualify for extra time in exams get extra time in the high control write-up phase?	<input checked="" type="radio"/>		At your (and visiting staff) discretion.
Can students have additional time if they have missed any of the phases?	<input checked="" type="radio"/>		At your (and visiting staff) discretion.
Can students work in groups?	<input checked="" type="radio"/>		During limited control only, i.e. fieldwork data collection.
Can teachers conduct the high control write-up phase under exam conditions?	<input checked="" type="radio"/>		But this is not a specific requirement. The only requirement is that students do not discuss their work with you or each other. This means that individual desks are not necessary if you can satisfy this criteria with your usual classroom layout. For most students, exam conditions will be less distracting (and easier for staff to manage). This does not have to be done in one large block of time. For example, students could have 30 minutes working on limited control tasks and then 30 minutes of high control analysis time. Alternatively, students could be given longer blocks of high control time in one go.
Can teachers help students to improve their grade during high control write-up phase?		<input checked="" type="radio"/>	

Adapted from material provided by Jane Johnson (Field Studies Council)
jane.pm@field-studies-council.org (01743 852040)