

Controlled Assessments in GCSE Geography

Note: this summary is intended as a general guide to show how the e-scape approach matches with the revised GCSE Examination Specifications in geography. It is not intended as a definitive guide to the characteristics of controlled assessment in each Specification.

	Edexcel	AQA	OCR	WJEC	e-scape
Total mark allocation	25%	25%	25%	25%	(25%)
Type of Task	Syllabus A: a fieldwork investigation Syllabus B: a fieldwork investigation	Syllabus A: local fieldwork or local fieldwork and a global investigation Syllabus B: local fieldwork or local fieldwork and a global investigation <ul style="list-style-type: none"> 2000 word total 	Syllabus A: a fieldwork enquiry and an Issues analysis Syllabus B: a fieldwork enquiry and an Issues analysis <ul style="list-style-type: none"> 2000 word total 1200 words for Task 1 800 words for Task 2 	Syllabus A: a geographical enquiry (15%) Syllabus B: a planning issue (10%)	<ul style="list-style-type: none"> Two tightly structured decision taking Tasks One Task to include primary data from fieldwork One Task based on secondary data Assessment on selected elements of a geographical enquiry
Task setting	High control <ul style="list-style-type: none"> Set by EB. Items on web site in advance for teachers only. Teachers choose the item (or items) to be used each year. 	High control <ul style="list-style-type: none"> Choose one of options written by EB Tasks can be contextualised Schools/pupils create a hypothesis or question Task to be done over 20 hours maximum 	High control <ul style="list-style-type: none"> Set by EB Tasks can be contextualised 	High control <ul style="list-style-type: none"> Items set by EB Tasks can be contextualised to school location and resources 	High control <ul style="list-style-type: none"> Activity (Task) set Option to contextualise Task delivered online
Task taking – research and data	Limited control <ul style="list-style-type: none"> Can research outside the classroom, including at home. Collaboration allowed 	Limited control <ul style="list-style-type: none"> Candidates must collect primary data - this time is not in the 20 hours. Data collection over 4 hours Write up over 6 hours for: Introduction Methodology Data processing Presentation 800 words 	Limited control <ul style="list-style-type: none"> Collaboration allowed Access to resources limited by the school Research must not be done at home 	Limited control <ul style="list-style-type: none"> <i>Collaboration control</i> Collaboration allowed, e.g. in constructing a questionnaire and gathering evidence but candidates must provide an individual response. <i>Resources control</i> Candidates' access to resources is determined by those available to the centre and can include secondary research methods such as use of the internet, journals, books, material from relevant organisations and by means of primary fieldwork. 	Limited control <ul style="list-style-type: none"> Collaboration allowed Individual input identified through file sharing (ICT tool) All work done in school Data research (primary or secondary) not within the time frame Opportunities for individual or group research

<p>Task taking – analysis, conclusions, evaluation</p>	<p>High control</p> <ul style="list-style-type: none"> ▪ Under direct teacher supervision ▪ Done over several lessons ▪ Work collected in after each session 	<p>High control</p> <ul style="list-style-type: none"> ▪ Done over 6 hours during which candidates can not communicate with each other ▪ 1200 words ▪ Teachers may advise candidates on: focus of the investigation: sources of information: relevance of materials/concepts document: structure: techniques of data collection and data presentation: skills of analysis: evaluation: health and safety matters ▪ Candidates must keep a record of all the primary and secondary sources (including websites) ▪ Candidates have a folder in which draft material is stored alongside work completed for Submission - this folder must be collected at the end of each lesson and issued to candidates only under the supervision of a teacher ▪ Teachers monitor progress to ensure that work prepared elsewhere is not introduced into the folders or that plagiarism does not occur ▪ Draft material will not be assessed ▪ Candidates using laptops/PCs cannot access the Internet or removable media such as floppy disks or memory sticks 	<p>High control</p> <ul style="list-style-type: none"> ▪ Work can be over several sessions ▪ Can be interspersed with learning opportunities ▪ EB expects teachers to ‘supervise and guide’ ▪ Feedback and general checks can be made while the work is in progress ▪ No written feedback on drafts 	<p>High control</p> <ul style="list-style-type: none"> ▪ <i>Authenticity control</i> Teachers keep a detailed log that is dated of any general advice given to all candidates. ▪ <i>Feedback control</i> Teachers can comment on the research e.g. on the nature and suitability of the research methodology or the suitability of a questionnaire for primary research. ▪ <i>Time control</i> The total time allocated to this element of the controlled assessment is specified in relation to the two tasks. <p>Enquiry: 1 day for fieldwork and a further 5 hours Issues: Research up to 5 hours – Analysis and Evaluation up to 5 hours</p>	<p>High control</p> <ul style="list-style-type: none"> ▪ Time up to 3 hours ▪ Individual tasks read by the teacher and available online ▪ Timings for each item in the Task with opportunity to review ▪ Teacher feedback or guidance on content not allowed ▪ All parts of the Task recorded online ▪ Multi-media formats for work
<p>Task marking</p>	<p>Limited control</p> <ul style="list-style-type: none"> ▪ Internal marking moderated by EB ▪ Internal standardisation 	<p>Limited control</p> <ul style="list-style-type: none"> ▪ Internal marking moderated by EB ▪ Internal standardisation 	<p>Limited control</p> <ul style="list-style-type: none"> ▪ Internal marking moderated by EB ▪ Internal standardisation 	<p>Limited control</p> <ul style="list-style-type: none"> ▪ Internal marking moderated by EB ▪ Internal standardisation 	<p>Limited control</p> <ul style="list-style-type: none"> ▪ Comparative pairs marking ▪ Online marking

<p>Assessment criteria</p>	<ul style="list-style-type: none"> ▪ AO1: Recall, select and communicate their knowledge and understanding of places, environments and concepts - 4.4% ▪ AO2: Apply their knowledge and understanding in familiar and unfamiliar contexts - 4.5% ▪ AO3: Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues - 16.5% 	<p>AO1: Recall, select and communicate their knowledge and understanding of places, environments and concepts. 3%</p> <p>AO2: Apply their knowledge and understanding in familiar and unfamiliar contexts 7%</p> <p>AO3: Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues 15%</p>	<ul style="list-style-type: none"> ▪ AO2: Knowledge and understanding 12 (10%) ▪ AO3: Analysis and evaluation 24 (15%) ▪ Total 36 	<ul style="list-style-type: none"> ▪ AO1: Recall, select, and communicate their knowledge and understanding of places, environments and concepts Task 1 – 5% Task 2 - 4% ▪ AO2: Apply their knowledge and understanding in familiar and unfamiliar contexts Task 1 - 4% Task 2 - 2% ▪ AO3 Select and use a variety of skills, techniques and technologies to investigate, analyse and evaluate questions and issues Task 1 - 6% Task 2 – 4% 	<p>Use of a holistic descriptor that identifies characteristics of geographical thinking</p>
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