Top Tips for the Administration and Submission of Controlled Tasks

Administration

1. Ensure every candidate has a soft bound folder (Unit 2) A3 poly pocket (Unit 3) to keep their work in from the outset of the task.
2. Prepare section dividers (Unit 2) or headed sheets (Unit 3) before controlled assessment starts.
3. “Time sheets” should be completed as the candidates work through the task and kept with their work.
4. Controlled assessments should be on the school’s calendar of assessments.
5. Build in time to prepare room, move rooms, set up task. An hour lesson would usually produce 45 minutes of controlled assessment work.

Submission of work

1. Make sure all work is secure; there should be no loose sheets. All work should be clearly labelled so that it can be identified should the CD3 forms be removed. Additional coversheets are available for both units to assist the marking/moderation process.
2. Every piece of work should have a CD3 signed by the teacher and the candidate. All work must also have an individual timesheet.
3. CD1 and CD2 forms should be completed in RANK order – within each unit.
4. It is helpful if all candidates are listed on the CD forms not just those sent for moderation.
5. Check all additions on CD1 and CD2 forms.
Top Tips for the Teaching and Marking of Controlled Tasks

Teaching

1. Use exemplar controlled tasks to set standards and expectations in starter lessons.
2. Use framework guides / headed sheets, examples are available on website. (CPD materials 2010, 2011)
3. Complete practice pieces for sections within both Units. Unit 3 can be completed on A4 paper for practice sessions.
4. Teach between controlled timed sessions, i.e. break up the task - pupils forget requirements from initial research to evaluations!
5. Display pathway through the Unit with reference to pages required and time (Teachers Guide).

Marking

1. Discuss marks available for each section with pupils as you work through the task.
2. To ease your workload mark pupils’ work as they work through the task, this will only be an initial mark as a candidate may re-visit an earlier section if time allows at the end. NB candidates should not be made aware of their marks.
3. Use criteria as set out in the specification, firstly place in a band and then a mark within the band.
4. Final mark should reflect the grade boundary description (Teachers Guide).
5. Place cohort in rank order to check that you are happy with the final grades.
Top Ten Tips for Candidates for completion of Unit 2 – Child Study

1. Write out the chosen task – place inside front cover as first page. This ensures that you focus on the chosen question and that the examiner is clear about your choice from the outset.
2. Only write about your chosen area of development as set in the question, i.e. physical development or intellectual or social/emotional.
3. Make the age of your child clear from at the start of your work.
4. Place your work in the 5 identifiable sections – each section carries a specific number of marks. Plan of Action, Introduction, Gathering Information, Analysis, and Evaluation – make file dividers before you start your controlled assessment.
5. Write your initial time plan and stick to it! Too many candidates spend several hours writing an introduction.
6. Include detailed norms of development for your child related to their age in the introduction section but only for the area of development that you are studying.
7. Use your norms of development to plan your activities for the gathering of information section.
8. Check the tense of your writing – planning should be in the future tense, the writing up of visits in the past tense.
9. Interpretation carries 15 marks; your work should reflect this. Your child should be compared to the norm of development but must include discussion and personal viewpoint.
10. Evaluation also carries 15 marks; make sure you cover all the headings in specification. Remember an evaluation is not just a description of what you did; it must be a discussion and evaluation of the work.
**Top Ten Tips for Candidates for completion of Unit 3 – Child Focused Task**

1. Stick to 8 sides of A3 (preferable) or 16 sides of A4.
2. Place headings on the sheets before you start the controlled sessions. Your teacher has guidance as to how many sheets / time you should spend on each section.
3. Read the set task carefully, underline the key words and explain them.
4. Complete appropriate research which shows interpretation of the question. You should aim to complete 3-4 different types of research.
5. Avoid downloaded information and pages of current toys / foods. Try to use your own words.
6. You must have many ideas of which you develop 4 (non-food task) 8 (food task), **relate your development to the chosen task**.
7. You must include a criteria chart and make it absolutely clear which idea (non-food) 4 ideas (food) task you intend to make. Give reasons for your choice again **relate to the chosen task**
8. Planning must include experimental work, health & safety and a time plan.
9. Make an item / items relevant to the chosen task and ones for which you have the skills. Food products frequently are not appropriate but merely an item a candidate likes!
10. Evaluation – make sure you use all the headings, evaluate the practical and the written work. Remember evaluations are not a description of the work; they must discuss the work undertaken and show criticism and positive comments.
Top Ten Tips for Candidates for completion of Unit 1 – Written Paper

1. Read all the questions carefully and underline the key words and think before you put pen to paper.
2. Note the number of marks available for each question / part question and try to write the appropriate amount.
3. Avoid using a similar answer twice in same question – this commonly happens in a question which may require several answers.
4. Learn key words / technical language. Keep a glossary of words throughout the course.
5. Essay questions must be balanced and show discussion and evaluation. Try not to make them your personal viewpoint.
6. Plan extended writing / essay questions before you start. Write key words / complete a brainstorm before you start to write – use margin or first few lines of space given.
7. When completing a piece of extended writing once you have given a fact or statement try to explain or discuss it within the context of the question before you give your next point. Lists will not give you many marks – you must write in full sentences.
8. Learn nutritional guidelines
9. Consider the presentation of your work – writing must be legible if the examiner is going to read the work. Use paragraphs in extended writing.
10. Read through the paper once you have finished, use all of the time given.

Finally .............

REVISE ALL TOPICS THOROUGHLY!