

- Your teacher will give you plenty of time to prepare for the task. You can use any resources you like, but do keep a record of them (including websites). You must include a list of these at the end of your task.
- You can work in a small group to research and prepare your material but your final work must be all your own.
- Choose different versions of the play. You can refer to the different versions when you write your response and you will be given credit for this.
- You can refer to local notes when you are writing your response, but these must be brief. You must hand in your notes at the end of each session and on completion of the task. You can also use a copy of the play without any annotations.
- You can highlight your response or use a word processor. You are allowed a dictionary and thesaurus or grammar and spelling's programs. You are NOT allowed to use the internet, email, dictionaries, etc. when writing your response.
- You can do the Controlled Assessment Task in January or June. When you have finished, your teacher will mark your work and then send a sample from your school to NQA for its checklist.

Examiner's tip

The Controlled Assessment Task is worth 10 per cent of your final English Literature mark – so it's worth doing it well!

How to write a good report

1. Select what you write about carefully. It is better to write a lot about a little, if you write on one scene in Shakespeare and one character in a novel or a single poem or on two characters, one from a Shakespeare play and one from a novel.
2. Use short, relevant quotations. Every time you include a quotation, consider the language the writer has used and the probable effect on the audience.
3. Name what the story. You and your teacher already know it. If you find yourself doing this, stop and refer to the quotation.
4. Check your spelling, in particular writers' and characters' names.
5. Always remember that Macbeth, Lady Macbeth and the other characters in the play are not real. The text writes about them as if they are. They have been created by Shakespeare. It's the important person to consider.

Sample Controlled Assessment Task

Explore the more serious present characters who are influenced by others.

Here are extracts from responses written by two students. Both are writing about the dialogue between Macbeth and Lady Macbeth in Act 1 Scene 5.

Extract 1 Grade C response

Examine the text

Examine the context

Use evidence from the text

In this scene Lady Macbeth makes sure that her husband will be happy what she wants her to do. Macbeth wants to sleep the murder and says "We will proceed no further" He tells her wife that King Duncan has become her and he wants her to help the new experience Lady Macbeth is being willing of it. She's only after one thing and that's to be Queen. She tells that a reward and compares that to a hell that says that hell isn't worth to get the power with the crown. But Macbeth wants to be King but Macbeth wants to be getting happiness by becoming King. Macbeth explains that he is a real man and will not let his feelings for his wife control what will happen if they die. Lady Macbeth thinks that she is being betrayed. "You'll not say that". At the end of the scene Macbeth has been persuaded to carry on with the plan. The audience is not waiting for the murder to be committed.

Examine the context

Examine the text

Examine the context

Examiner's comments

- The student has a considerable range of Shakespeare's often and uses of language in the poem.
- Not all points are fully explained and backed up. For example, Lady Macbeth's accusation of cowardice.
- There is a general understanding of how Lady Macbeth influences her husband although the effect on Macbeth and the audience are not considered in much detail.
- This is a Grade C response. To improve, this student needs to develop ideas in more detail and to link these details to a more thoughtful consideration of the scene.

Aqa English Controlled Assessment Task Bank 2015

Keith Brindle, Mike Gould



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A/AS Level English Language and Literature for AQA Student Book Marcello Giovanelli, Andrea Macrae, Felicity Titjen, Ian Cushing, 2015-07-09 A new series of bespoke full coverage resources developed for the 2015 A Level English qualifications Endorsed for the AQA A AS Level English Language and Literature specification for first teaching from 2015 this print Student Book offers stretch opportunities for the more able and additional scaffolding for those who need it Providing full coverage of the specification the unique three part structure bridges the gap between GCSE and A Level and develops students understanding of descriptive linguistics and literary and non literary stylistics together with support for the revised coursework component and new textual intervention task An enhanced digital edition and free Teacher s Resource are also available

Understanding and Applying Assessment in Education Damian Murchan, Gerry Shiel, 2024-04-09 All teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners schools and wider education systems Designed as a pragmatic guide for new teachers and those training to teach this book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts This updated second edition reflects recent trends in assessment and includes more balanced coverage across primary and secondary age phases with a broader range of examples across curriculum subject areas a new chapter on the potential of digital assessment for both formative and summative purposes the impact of the COVID 19 pandemic on assessment in general and examinations in particular Damian Murchan is Associate Professor in the School of Education at Trinity College Dublin Gerry Shiel is a Research Fellow at the Educational Research Centre Dublin Ireland

WJEC GCSE English Language Student Book Paula Adair, Gavin Browning, Jamie Rees, Jane Sheldon, 2016-07-04 Exam Board WJEC Level GCSE Subject English First Teaching September 2015 First Exam June 2017 Endorsed by WJEC Ensure that every student develops the reading writing and oracy skills they need to fulfil their potential with this confidence boosting skills focused Student s Book that contains a rich bank of stimulus texts and progressive activities designed specifically for the new WJEC specification in Wales Guides you and your students through the 2015 English language requirements mapping the core content thematically to support teaching and learning Enables students of all ability levels to build and boost their English language skills by working through a variety of developmental activities supported by extension tasks to stretch high achievers Includes a range of engaging literary and non fiction texts that aid comprehension encourage synthesis and comparison and provide effective models for students own writing for different purposes and genres Prepares students for examination by providing numerous opportunities to practise the new question types and sample student answers that show clearly how they could be improved Offers trusted skills focused advice from an author team with extensive teaching and examining experience

Sri Lanka Education Sector Assessment Halil

Dundar,Benoit Millot,Michelle Riboud,Mari Shoji,Harsha Aturupane,Sangeeta Goyal,Dhushyanth Raju,2017-06-16 A country's education system plays a pivotal role in promoting economic growth and shared prosperity Sri Lanka has enjoyed high school attainment and enrollment rates for several decades However it still faces major challenges in the education sector and these challenges undermine the country's inclusive growth goal and its ambition to become a competitive upper middle income country The authors of Sri Lanka Education Sector Assessment Achievements Challenges and Policy Options offer a thorough review of Sri Lanka's education sector from early childhood education through higher education With this book they attempt to answer three questions How is Sri Lanka's education system performing especially with respect to participation rates learning outcomes and labor market outcomes How can the country address the challenges at each stage of the education process taking into account both country and international experience and also best practices Which policy actions should Sri Lanka make a priority for the short and medium term The authors identify the most critical constraints on performance and present strategic priorities and policy options to address them To attain inclusive growth and become globally competitive Sri Lanka needs to embark on integrated reforms across all levels of education These reforms must address both short term skill shortages and long term productivity As Sri Lanka moves up the development ladder the priorities of primary secondary and postsecondary education must be aligned to meet the increasingly complex education and skill requirements

The British National Bibliography Arthur James Wells,2000 **English GCSE for AQA 2010** Keith Brindle,Mike Gould,2010 Written by senior examiners and teachers this student book gives you comprehensive coverage of each section of the AQA English Language specification including speaking and listening and controlled assessments in creative writing and spoken language *AQA GCSE English Language: Book 2: Assessment preparation for Paper 1 and Paper 2* Jane Branson,Peter Ellison,Ken Haworth,Julia Waines,Michelle Doran,Jill Carter,Annabel Charles,Margaret Graham,2020-07-16 Student Book 2 provides guidance and activities in the context of the Paper 1 and Paper 2 exam questions on how to improve question specific reading and writing skills With the types of texts that students will face in the exams in context SPAG support and regular opportunities to monitor progress this book aims to improve exam performance **Gcse Ess Aqa Lit 1 Rev Comp** ,2010-06-01 This revision and classroom companion focuses on the skills and material needed to pass the GCSE AQA English Literature exam The information and skills covered are essential for both the externally assessed exams and the controlled assessment tasks **AQA GCSE English Language: AQA GCSE English Language Student Book 1** Helen Backhouse,Beverley Emm,David Stone,2015-01-01 This book develops the reading and writing skills that students will be assessed on in the exams Using a thematic approach that focuses on the AOs with SPAG delivered in context this book supports students of all abilities Peer and self assessment activities end of chapter assessments and sample exam papers allow progress to be monitored *REVISE AQA GCSE English Language Revision Guide* Jonathan Morgan,Julie Hughes,David Grant,2016

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