

2. Planning and research

Your teacher will have helped you study your text and taught you how to approach the topics. He or she will now advise you on how to carry out further research and plan for your task.

- During this phase you can work with others, for example discussing ideas and sharing resources on the internet.
- Your teacher can give you general feedback during this phase, but not detailed advice.
- You must keep a record of all the source materials you use, including websites.

3. Writing up the response

This will take place under timed, supervised conditions.

- It may be split into more than one session, in which case your teacher will collect your work at the end of the session and put it away until the beginning of the next. You will not have access to it between sessions.
- You may be allowed to take an **unpenalised** copy of the text into the session.
- You may be allowed to take in some brief notes.
- You may be allowed access to a **dictionary** or a **thesaurus**.
- You may be allowed to produce your permanent electronically, but you will not be allowed access to the internet, word, slide or memory sticks.
- During this time, you may not communicate with other candidates. The work you produce must be entirely **your own**.
- Your teacher will advise you on how much you should aim to write.

4. Marking

Your Controlled Assessment Task will be marked by your teacher and moderated (supervised and checked) by your exam board.

General marking rules

Remember:

- you will get marks for responding to the task, but not for writing other material that is irrelevant
- you must produce an **individual** response to the task to be final assessment, even if you have discussed ideas with other students previously

How to succeed in AQA English Literature

Your teacher will decide whether you should write about *Macbeth* as a Controlled Assessment Task (Unit 2) or an Examination Unit (3). These two units are very different, so you need to be absolutely sure which one you are taking. If you are in any doubt, ask your teacher.

Teacher's tip

Refer back to pages 106-7 for more about the assessment objectives you will be assessed on in Unit 2 (Controlled Assessment) or Unit 3 (Exam).

Unit 2 (Controlled Assessment Task)

If you take this unit, you have to write about a Shakespeare play and any other text that your teacher will choose. It may be a novel, a selection of poems, another play or even another Shakespeare play. The two texts will be linked in some way and you are expected to write about both.

The task

AQA will give your teacher a number of tasks to choose from. There are two main types:

1. Themes and ideas

These tasks might involve writing about power and conflict, the supernatural and fate, ambition, loyalty and heroism. For example: Explain the ways in which power affects the supernatural in the texts you have studied or Explain the ways in which power and fate affect loyalty in the texts you have studied.

2. Characterisation and voice

These tasks might involve writing about relationships, the presentation of good or evil characters, or characters who change in some way. For example: Explain the ways the texts present darkness, or the texts you have studied or Explain the ways the texts show how people can be influenced by others in the texts you have studied.

How to succeed

- You have to complete a written response to CPD tasks. This should be about 2,000 words, but remember that it's quality not quantity that counts.
- You have 1½ hours to produce your work. Your teacher will probably ask you to complete the task over separate sessions rather than in a single sitting.

Aqa English Controlled Assessment Task Bank 2015

Michal Rosen-Zvi



Aqa English Controlled Assessment Task Bank 2015:

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

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

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 *Aqa Gcse English Language Student Book 2* Jane Branson,Peter Ellison,2015-03-09 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 **REVISE AQA GCSE English Language**
Revision Guide Jonathan Morgan,Julie Hughes,David Grant,2016

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