

- 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.
- Do watch 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 brief 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 handwrite your response or use a word processor. You are allowed a dictionary and thesaurus or grammar and spell-check programs. You are NOT allowed to use the internet, email, disks or memory sticks when writing your response.
- You can do the Controlled Assessment Task in January or June. When you have finished, your teachers will mark your work and then send a sample from your school to AQA to be checked.

#### Examiner's tip

The Controlled Assessment Task is worth 25 per cent of your final English Literature mark – so it's worth doing it well.

#### How to get a good grade

- Select what you write about carefully. It is better to write a lot about a little. Concentrate on one scene in Shakespeare and one chapter in a novel or a single poem, or on two characters, one from a Shakespeare play and one from a novel.
- Use short, relevant quotations. Every time you include a quotation, consider the language the writer has used and the probable effect on the audience.
- Never retell the story. You and your teachers already know it. If you find yourself doing this, stop and refocus on the question.
- Check your spellings, in particular writers' and characters' names.
- Always remember that Macbeth, Lady Macbeth and the other characters in the play are not real. Do not write about them as if they are. They have been created by Shakespeare; he's the important person to consider.

#### SAMPLE CONTROLLED ASSESSMENT TASK

Explore the ways writers 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 7.

#### Extract 1 Grade C response

In this scene Lady Macbeth makes sure that her husband will do exactly what she wants him to do. Macbeth wants to stop the murder and says 'We will proceed no further'. He tells his wife that King Duncan has honoured him and he wants to enjoy his new importance. Lady Macbeth is being ruthless of it. She's only after one thing and that's to be Queen. She calls him a coward and compares him to a cat that wants fish but doesn't want to get his paws wet. She means that Macbeth wants to be king but doesn't want to do anything dangerous to become king. Macbeth replies that he is a real man and will dare to do anything. But he is still worried about what will happen if they fail. Lady Macbeth dismisses this idea as being impossible. 'You'll not fail'. By the end of the scene Macbeth has been persuaded to carry on with the plan. The audience is now waiting for the murder to be committed.

Relevant textual detail

Explains effect

Could be developed more

System explanation

Good point with relevant quotation

Very positive ending - needs much more development

#### Examiner's comments

- The student clearly understands some of Shakespeare's ideas and uses of language in the speech.
- 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 effects 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 25

**Jane Branson, Peter Ellison**



## **Aqa English Controlled Assessment Task Bank 25:**

**International Perspectives on Teaching English in a Globalised World** Andrew Goodwyn, Louann Reid, Cal Durrant, 2013-10-01 The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English IFTE The collected chapters here represent the very best of international writing on the teaching of English in the past decade The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly and incorporate wide ranging topics including The impact of high stakes testing on teaching and learning Addressing the needs of minority groups The digitization of literature and new conceptions of text Rewriting the canon Dealing with curriculum change Best practices in the teaching of English The tension between literacy and English English and bilingual education The impact of digital technologies on teaching and learning Conceptions of English as a subject secondary and tertiary Bringing the critical into the English Literacy classroom The future of subject English Empowering voices on the margins Pre service teacher education The social networking English classroom This text looks at the changing face of subject English from the differing perspectives of policy makers teacher educators teachers and their students It tackles some of the hard questions posed by technological advances in a global society challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations Despite all of the converging political and technological threats the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English

**Teaching and Learning Foreign Languages** Nicola McLelland, 2017-07-14 Teaching and Learning Foreign Languages provides a comprehensive history of language teaching and learning in the UK from its earliest beginnings to the year 2000 McLelland offers the first history of the social context of foreign language education in Britain as well as an overview of changing approaches methods and techniques in language teaching and learning The important impact of classroom external factors on developments in language teaching and learning is also taken into account particularly regarding the policies and public examination requirements of the 20th century Beginning with a chronological overview of language teaching and learning in Britain McLelland explores which languages were learned when why and by whom before examining the social history of language teaching and learning in greater detail addressing topics including the status that language learning and teaching have held in society McLelland also provides a history of how languages have been taught contrasting historical developments with current orthodoxies of language teaching Experiences outside school are discussed with reference to examples from adult education teach yourself courses and military language learning Providing an accessible authoritative history of language education in Britain Teaching and Learning Foreign Languages will appeal to academics and postgraduate students engaged in the history of education and language learning across the world The book will also be of interest to teacher educators

trainee and practising teachers policymakers and curriculum developers English & English Literature Franz Fitzsimmons, John Mannion, 2006-07 This volume covers the 2006 subject specifications for all exam boards The text is laid out in sound bite boxes to aid recollection with clearly labelled diagrams to add visual clarity and further demonstrate the subject matter *The Times Index*, 2012 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement **The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces**, 1890 **The British National Bibliography** Arthur James Wells, 2001 **Gcse Ess Aqa Eng Revsn Class** Jan Edge, Peter Derych, 2010-06-01 This revision and classroom companion focuses on the skills and material needed to pass the GCSE AQA English or English Language exam for courses starting 2010 or later 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 **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 **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 Workbook** KEITH; HODDER EDUCATION. BRINDLE, 2015 Maximise your potential and build the skills needed to succeed with this exam focused Workbook packed with practice questions for every section of the AQA GCSE English Language exam papers Guides you through both exam papers with a unique question by question approach that helps you feel confident tackling terminal assessment Provides a complete solution to exam preparation with over 200 practice questions that cover every element of Papers 1 and 2 plus answers for every activity online Improves extended writing skills through formal exam style tasks for every question type Enc *AQA GCSE English and Language* Malcolm Seccombe, Julia Waines, Malcolm J. White, 2010 **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 Workbook AQA KS3 English

Language Year 7 Helen Backhouse,2016      **Workbook AQA KS3 English Language Year 8** Helen Backhouse,2016

*AQA GCSE (9-1) English Language Exam Practice: Student Book* Jo Heathcote,2018-03-15 Exam Board AQA Level Subject GCSE English Language First teaching September 2015 Next exams November 2024 and June 2025 Help your students succeed in AQA GCSE 9 1 English Language with resources to develop and practise the skills they need for every question in the Paper 1 and Paper 2 exams Help students build and apply the key skills for each question with a carefully designed learning sequence a step by step process for responding and plenty of opportunities to practise the question in focus Assess progress and build confidence for the final exams with half term progress tests end of term mock exams and two further practice papers for revision Show students how to improve their work with annotated sample responses to exemplify Grade 5 achievement Save time searching for texts with a fantastic selection of fiction and non fiction extracts from the nineteenth twentieth and twenty first centuries Trusted support from Jo Heathcote a GCSE English Language assessment expert and an experienced teacher of GCSE and A level      *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

**English GCSE for AQA 2010** Keith Brindle,Mike Gould,2010 Aimed at students Targeting Grade C on the Foundation or Higher papers this Student Book gives you comprehensive coverage of each section of the NEW AQA GCSE English specification including Speaking and Listening and the new Controlled Assessments in Creative Writing and Literature

AQA GCSE English Language Helen Backhouse,Beverley Emm,Esther Menon,2015-10-12 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 KS3 English Language: Key Stage 3: Year 9 Test Workbook** Helen Backhouse,David Stone,2016-05-26 This full colour write in workbook structured around the individual test paper questions and skills prepares students for the AQA Year 9 English Language Paper 1 and Paper 2 tests Containing step by step support and practice as well as sample answers tips and self assessments this workbook can be used by students in class or at home

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