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Edexcel GCSE
English Literature
Controlled Assessment

Teacher Support Book 2012

PEARSON

Welcome to the GCSE English Literature 2012 Controlled Assessment Teacher Support Book

This CA Teacher Support Book has been designed to provide you with the answers to key questions that will arise during the teaching and assessment of Controlled Assessment 5ET03: Shakespeare and Contemporary Drama.

The book is divided into five sections. It contains content which is applicable for all options and some content which is specific to your chosen option.

Expert advice from the people who know

We hope you find this document useful and look forward to working with you on our new GCSE specifications. We are on hand to answer your questions so please feel free to get in touch.

Tony Farrell, Chair of Examiners

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We look forward to working with you.

Contents

Tasks

What form do the controlled assessment tasks take?

We set up a choice of tasks each year which are then taken by your candidates in supervised stages that you mark and we moderate. Candidates can choose a task that they find appealing. They have unlimited preparation time for the task and then a set, supervised time in which to take the task.

How often will the tasks change?

Tasks will be changed each year for each GCSE English specification.

Will there be a choice of tasks available?

Yes. We always offer a choice of tasks to allow your candidates to choose content that they are confident with.

Do all candidates have to do the same task?

No. This is your choice. Candidates are given a number of tasks to choose from and they can each do a different one if you wish.

Availability and resources

When are the tasks released?

The tasks are available for centres to download from the Edexcel website before the start of the academic year. The tasks will also be changed each year and are valid for one year only. Please ensure that your candidates do the correct task for the year that they are entering for the unit.

Will more exemplar material and guidance on marking be available?

There are sample controlled assessment materials available on our website for each English unit as well as exemplar material and commentaries. There are also free standardisation events to help support you in teaching and delivering controlled assessment.

Preparation time

Can candidates see the tasks and marking grids in advance?

Yes. You can give your candidates all of the set tasks and marking grids whenever you feel it is appropriate. It is useful for them to see what is expected of them and what they will be assessed on in their responses, and the assessment criteria does not change from year to year. Our grids and tasks are written in candidate-friendly language, but you may also want to talk through the grids in order to prepare your candidates for taking the task under controlled conditions. It is very useful for your candidates to think in terms of Bands as these do not change.

Section 1: Information about controlled assessment

Can I give candidates separate preparation time?

Yes. You have unlimited preparation time to allow candidates to prepare for the write-up session. Candidates can research and plan their responses to the chosen task and then start the write-up session when you think they are ready.

How much time should be allocated to teaching and preparing for the controlled assessment tasks?

There is no prescribed preparation time for each controlled assessment task. You need to take into account the size of each controlled assessment task unit and allocate teaching time accordingly. For example, Unit 1 of English has two tasks, each worth 10% of the overall GCSE. Therefore, you would be advised to allocate 20% of your total GCSE teaching time for this unit. Your candidates can complete the controlled assessment at any time and keep this for when you make entries providing you complete the task for the correct year. For example, if you are completing a task in 2012 but will not be entering your candidates until 2014, you need to ensure that the task completed is the one for June 2013 to May 2014, **not** the one for June 2012 to May 2013.

Can I give candidates feedback during the preparation time?

Yes. Candidates can be given feedback and general advice on their planning and research for the task. The advice must be general and offer broad approaches towards improvement.

Can I give candidates feedback after the controlled assessment?

The benefits of controlled assessment are that the tasks are not drafted and redrafted, so it is not necessary to give written feedback on the controlled assessment pieces to your candidates. You may wish to give them some verbal feedback on how they did once the piece has been assessed and internally moderated, but once completed the controlled assessments should be kept securely and not given back to candidates. Candidates should not be given notional grades on their work — as the grade boundaries are set after each series giving them a grade could be misleading.

Can candidates work in groups to prepare and research the task?

Yes. Candidates can discuss their ideas or share resources in groups in order to prepare for the task. Each candidate must produce their own individual response to the task.

What if my candidates have particular needs?

Centres should follow the same procedures for applying for special consideration as they do for examinations. The controlled assessments should include JCQ coversheets.

Write-up sessions

The task-taking guidelines for writing up the controlled assessment state that the level of control is 'high' for all the written tasks. What does this mean?

It means that candidates must sit their tasks under formal supervision. This means that they must be in a room with the supervisor at all times. They must work alone and not talk to each other or be given any assistance by the supervisor or teacher. They are allowed to take some notes into the room with them. The guidelines for this are listed in our specifications.

How are the write-up sessions organised?

You can decide when the sessions are held and how long each one is, as long as candidates are supervised and all controlled assessment requirements are met, and they are within the time requirements. These requirements can be found in the specification. The write-up is completed under normal classroom supervision and you must retain the candidates work securely between sessions.

Where can candidates take the controlled assessment tasks?

Assessments can take place in the classroom or ICT suite in supervised sessions. These can be supervised by a teacher or an invigilator.

Can candidates use a PC to write up their assessments?

Yes. The tasks can be handwritten or word processed. Candidates are not allowed access to online dictionaries, the Internet, email or any external memory devices such as USB sticks. The work must be saved securely so that candidates cannot make any alterations or amendments outside of the allotted time. WordPad is a particularly good programme to use for doing this task.

Can candidates take texts into the assessment?

Yes. Candidates are allowed to take clean, un-annotated copies of the texts in with them.

What notes can candidates take into the assessments?

Candidates can take brief notes such as bullet or numbered points. They will not be allowed to take in detailed planning grids or pre-prepared drafts. The notes should be checked by the centre — some candidates in previous series have taken in bullet points which have full sentences or even paragraphs. The notes must not be structured by the teacher.

If candidates prepare drafts within the set assessment time, can I give feedback on them?

No. Once the assessment time has started, you cannot give any feedback on any work they have produced. All work produced in the set assessment time must be submitted for assessment and moderation.

Do candidates have to complete the task in one sitting?

No. Most tasks have a set completion time of up to two hours. In previous series some teachers have found that splitting this into two one-hour sessions works well, while others prefer to offer one single two-hour session.

What if one of my candidates misses one of the write-up sessions?

We have made certain that our controlled assessment is flexible for both you and your candidates. If candidates are unable to attend a write-up session, you can allow them to sit the task at a convenient time, as long as they are supervised and all controlled assessment requirements are met.

What happens if candidates do not complete all of the tasks within the unit?

Candidates will be marked with a zero for any tasks that are missing. There will not be the need for any further mark reduction.

What happens if the candidate goes over the word limit?

There is no penalty for exceeding the word limit, but candidates should try to keep their answers within the word limit to ensure that their responses are focused and to answer the task correctly. The word limit is a guide as to how much can reasonably be written in the time provided. Candidates should not waste time counting words.

Submission of controlled assessment

When does controlled assessment need to be submitted?

The controlled assessment unit marks will need to be entered at the same time as the candidate is 'cashing-in' the GCSE. Our controlled assessment tasks are changed each academic year. You will need to ensure that the candidates are using the appropriate task(s) for the year of GCSE entry. For example, if you are starting your two-year GCSE course in September 2012, you will be cashing in your candidates' results in June 2014. You will therefore need to ensure that the controlled assessment task is valid for the year that you are submitting. If you are submitting in summer 2014 for example, you will need to make sure that your candidates complete the tasks for June 2013 to May 2014.

This does not mean that the tasks have to be completed in the year of submission. Candidates can take the tasks throughout the two year course. It is just the marks that must be submitted at the end of the two year course and the correct task completed.

How do I submit the controlled assessment for moderation?

Centre marks are submitted on Edexcel Online. On Edexcel Online you will find the details of candidates chosen for the controlled assessment sample and the name and address of the moderator where the samples will need to be sent. Before sending the controlled assessment samples to the moderator, you must ensure you include the:

- copy of the EDI printout
- controlled assessment samples for the candidates chosen by Edexcel (the ones with a * next to their name)
- highest and the lowest scoring candidates (if not already included in the sample)
- Mark Record Sheet for each candidate, signed by both the candidate and the teacher to authenticate the work (blank copies are included in Section 7 of this book).

The lowest mark should be the lowest non-zero mark and should be for a complete folder. There is no need to use the old Coursework Authentication Forms any more as the coversheet signatures authenticate the work. Ensure you check the key dates section of the website so that controlled assessment samples are submitted on time.

Centres should ensure that the tasks completed by the candidates are clearly identified on the coversheet and reflect the tasks set. This is especially important in writing tasks as the candidates are assessed on their use of language for purpose and audience.

Should the work be annotated?

There is no requirement for the work to have detailed annotations but there should be a summative comment which uses the Band criteria in order to demonstrate to the external moderator why marks were awarded. Annotations are however useful to show where candidates have been awarded marks in the controlled assessments you send to the external moderator. Comments and annotations should be written to the moderator, not to the candidates.

How should we show internal moderation?

You can demonstrate where the work has been internally moderated using your internal systems — there is not formal Edexcel process to demonstrate this. It could be a marking grid, comments on the work from different teachers or simply signatures on the work from different teachers.

Can my candidates re-sit a unit?

Yes, but only once you have certificated. The results of these units will remain in Edexcel's unit bank and will have a shelf-life limited only by the shelf-life of the specification. These unit results may be carried forward after certification and put towards a subsequent retake of the whole qualification.

Overview of assessment

Below is a summary of the units available on the specification. For a more detailed version please see the full specification document.

Unit	Percentage	Marks	Details	Assessment
Unit 1: Understanding Prose	50	80	Compulsory unit	Externally assessed (1 hour 45 minute examination)
Unit 2: Understanding Poetry	25	50	Compulsory unit	Externally assessed (1 hour 45 minute examination)
Unit 3: Shakespeare and Contemporary Drama	25	50	Compulsory unit	Maximum time: 2 hours for Shakespeare drama task 2 hours for the contemporary drama task

5ET03: Shakespeare and Contemporary Drama

What will candidates actually do?

We set a choice of tasks each year which are taken by your candidates, in supervised stages, that you mark and we moderate. Candidates can choose a task that they find appealing. They have unlimited preparation time for the task, then a set, supervised time in which to take the task.

The focus of this unit is the study on page and stage or screen of one Shakespeare drama text and one contemporary drama text.

This units gives candidates the opportunity to:

- understand how dramatists use their drama texts to entertain and engage audiences

- make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects

- explain how language, structure and form contribute to the presentation of ideas.

Candidates will complete two tasks — one Shakespeare task and one contemporary drama task. Task-taking time will be up to four hours to complete both tasks.

Centres will have the opportunity to choose two drama texts that will excite and engage their candidates:

- one Shakespeare drama text chosen by the centre

- one contemporary drama text chosen by the centre.

Centre text selection

Centres wishing to select their own texts should ensure that they choose a complete and substantial contemporary text. The choice of play must be one that has been professionally published and produced.

When studying the chosen play candidates should note:

- characterisation

- major theme(s)

- style and stagecraft/production

- how meaning may be communicated to an audience.

Suitable examples of contemporary dramas include:

Brian Clark	*Whose Life is it Anyway?*
Arthur Miller	*A View from the Bridge*
Dennis Potter	*Blue Remembered Hills*
J B Priestley	*An Inspector Calls*
Willy Russell	*Educating Rita*
G B Shaw	*Pygmalion*
R C Sherriff	*Journeys End*

Assessment summary

This unit represents 25% of the total assessment weighting of the GCSE available in June. It is internally assessed under controlled conditions and is un-tiered.

Assessment objectives

- AO1: 10%
- AO2: 5%
- AO3: 10%

Controlled assessment: reading task

Task setting

Level of control: high

A high level of control means that Edexcel will set the tasks for candidates to complete.

One task will be set on each of the following four areas of study: characterisation, stagecraft, theme and relationships; these will apply to both the Shakespeare drama text and the contemporary drama text.

Candidates complete two tasks, one on Shakespeare, one on contemporary drama, and may choose to respond to the same area of study for each drama text.

The tasks will be made available for centres before the start of the academic year. These will be available to download from the Edexcel website.

The four areas of study (characterisation, stagecraft, theme and relationships) will be valid for the life of the specification.

The tasks will be changed each year.

Candidates should have access to the tasks as soon as they are suitably prepared.

Task taking – research and planning

Level of control: limited

Candidates' preparation for the tasks should include the study of the Shakespeare drama text and the contemporary drama text. Preparation of these tasks should take 25% of the time available for the GCSE.

- **Feedback:** teachers may support candidates through the preparation process.
- **Collaboration:** candidates' preparation be informed by working in groups, but they must provide an individual response to the task.
- **Resources:** when preparing, candidates should use the range of appropriate resources available to the centre. The same range of resources must be made available to all candidates within a centre. These could include the Internet, TV, videos and film, and any notes made in class.

Task taking – analysis and evaluation

Level of control: high

A high level of control means that the completion of the task must be done under controlled conditions. This means that candidates should be supervised whilst they are completing their responses.

Task marking

Level of control: medium

A medium level of control means that teachers mark the controlled assessment tasks using the assessment criteria provided in this unit.

Edexcel will externally moderate the marking.

Controlled conditions

Candidates must not prepare a draft response in advance of the controlled assessment. Candidates will be able to complete the task only when supervised. If this takes place over more than one session, candidates' materials must be collected in at the end of each session, stored securely and handed back at the beginning of the next session. The tasks must be collected at the end of the controlled assessment.

Candidates must complete their tasks individually, without intervention or assistance from others.

Candidates may have access to:

- Unannotated copies of the texts
- notes, which must be checked to ensure they do not include a pre-prepared draft. Notes can include bullet or numbered points on themes, ideas, effects, textual or performance features. Notes cannot be continuous sentences or paragraphs that would constitute a draft response. Please see Edexcel support materials for further guidance.
- a dictionary or thesaurus
- grammar or spell-check programs

Candidates must not have access to:

- a draft of their response

Information and communication technology

Candidates may use ICT equipment to complete their controlled assessment but centres must ensure that candidates' ICT equipment does not have Internet access, and that there is no access to any pre-prepared materials on the hard drive.

Time

Centres should allow up to **four hours** for candidates to complete the tasks. This time may be distributed over two or more sessions at the centres' discretion.

Authentication

Candidates' work must be authenticated.

Assessment criteria for Shakespeare task

Assessment Objective: AO2		
Explain how language, structure and form contribute to writers' presentation of ideas, themes and settings		
Band	**Mark**	**Descriptor**
0	0	• No rewardable material
1	1-2	• Little explanation of how the writer uses language, structure and form to create effect. • Basic understanding of how language, structure and form contribute to presentation of ideas, themes or settings. • Little relevant textual reference to support response.
2	3-4	• Some explanation of how the writer uses language, structure and form to create effect. • Some understanding of how language, structure and form contribute to presentation of ideas, themes or settings. • The selection of examples is valid but undeveloped.
3	5-6	• Sound explanation of how the writer uses language, structure and form to create effect. • Some clear understanding of how language, structure and form contribute to presentation of ideas, themes or settings. • The selection of examples is appropriate; shows some support of the points being made.
4	7-8	• Specific and detailed explanation of how the writer uses language, structure and form to create effect. • Developed understanding of how language, structure and form contribute to presentation of ideas, themes or settings. • The selection of examples is detailed, appropriate and supports the points being made.
5	9-10	• Discriminating explanation of how the writer uses language, structure and form to create effect. • Perceptive understanding of how language, structure and form contribute to presentation of ideas, themes or settings. • The selection of examples is discriminating; fully supports the points being made.

Assessment Objective: AO3		
Make comparisons and explain links between texts, evaluating writers' different ways of expressing meaning and achieving effects		
Band	**Mark**	**Descriptor**
0	0	• No rewardable material
1	1-4	• Limited (or no) comparisons/links. • Limited (or no) evaluation of the different ways of expressing meaning. • The selection of examples is limited. *Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar.
2	5-8	• Some comparisons and links. • Some evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is valid but undeveloped. *Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar.
3	9-12	• Sound comparisons and links. • Some clear evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is appropriate; shows some support of the points being made. *Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar.
4	13-16	• Specific and detailed comparisons and links. • Developed evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is detailed, appropriate and supports the points being made. *Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate.
5	17-20	• Discriminating comparisons and links showing insight. • Perceptive evaluation of the different ways of expressing meaning and achieving effects. • The selection of examples is discriminating; fully supports the points being made. *Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout.

*Quality of Written Communication will be assessed in the response to Shakespeare task.

Assessment criteria for contemporary drama task

Assessment Objective: AO1		
Respond to texts critically and imaginatively; select and evaluate relevant textual detail to illustrate and support interpretations		
Band	**Mark**	**Descriptor**
0	0	• No rewardable material
1	1-4	• Basic response to text with limited textual reference. • Selection of textual detail shows basic understanding of theme/ideas. *Communicates ideas using simple language but lacks clarity and organisation. There will be frequent errors in spelling, punctuation and grammar.
2	5-8	• Some response to text supported by textual reference which is occasionally appropriate. • Selection of textual detail shows some understanding of theme/ideas. *Communicates ideas using some terminology and there is some organisation of the material. There will be some errors in spelling, punctuation and grammar.
3	9-12	• Sound response to text supported by relevant textual reference. • Selection and evaluation of textual detail shows sound understanding of theme/ideas. *Communicates ideas using terminology and the organisation of the material shows some direction and control. There will be few errors in spelling, punctuation and grammar.
4	13-16	• Sustained response to text supported by detailed textual reference. • Selection and evaluation of textual detail shows thorough understanding of theme/ideas. *Communicates ideas effectively using correct terminology and organises material clearly. Spelling, punctuation and grammar will be mostly accurate.
5	17-20	• Convincing response to text supported by perceptive textual reference. • Selection and evaluation of textual detail shows perceptive understanding of theme/ideas. *Communicates ideas effectively using appropriate terminology and organises material coherently. Spelling, punctuation and grammar will be accurate throughout.

* Quality of Written Communication will be assessed in the response to the contemporary drama task.

Supporting you with controlled assessment

Need help with controlled assessment? Our experts are on hand to support you...

Email your **Subject Advisor, Clare Haviland**, directly at TeachingEnglish@pearson.com

Call 0844 372 2188 to speak a member of the Subject Advisor team for business

Visit the **English Community Forum** to speak to other teachers, ask advice and see documents and links that Clare Haviland has posted

Get the latest English news, advice and reminders straight to your inbox - **sign up for email updates**.

Ask the Expert, our free email service, puts you in direct contact with a senior examiner who will help answer any subject-specific questions concerning the teaching of business. They will email you within two working days of receiving your question.

You can find documents relating to controlled assessment below (as well as on the main **GCSE English** page).

You should also refer to the **JCQ controlled assessment guidance document**.

Here's an indication of what you'll see in some of the document categories:

Assessment forms and guidance
You'll find the necessary forms for controlled assessment here, with additional guidance to help you with administration.

Teaching and learning
We've updated the controlled assessment Teacher Support Book with answers to FAQs from you.

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Controlled Assessment Record Sheet

GCSE English Literature: Unit 3 Shakespeare and Contemporary Drama (5ET03)

Centre name:	Examination session:
Centre number:	Candidate name:
	Candidate number:

Shakespeare task	
Task title:	
	Shakespeare task /30

Contemporary Drama task	
Task title:	
	Contemporary Drama task /20

TOTAL MARK for unit:

/50

Declaration by candidate
I have produced this controlled assessment task without assistance, apart from any which is acceptable under the scheme of assessment.

Signed (candidate): _____ Date: _____

Declaration by teacher
I declare that the candidate's activities were kept under regular supervision and that, to the best of my knowledge, no assistance has been given apart from any which is acceptable under the scheme of assessment.

Signed (teacher): _____ Date: _____

Name of teacher: _____

By signing the above declaration you agree to your controlled assessment task(s) being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators. If you have any concerns regarding this please contact coursework@edexcel.com