

## **Controlled Assessment**

### **Students' Notes**

When attempting the Reading and Literature Controlled Assessment assignments students are allowed to have with them clean copies of the text(s) plus one A4 side of notes.

The specifications clearly state that these notes must not contain either a plan or a draft. They must be prepared by the individual student. It is not permissible for teachers to provide students with notes. These notes may be handwritten or typed but must be the student's own work.

Before beginning the Controlled Assessment session, it would be sensible for the teacher to check the notes to ensure that they are appropriate and do not contain any material not permitted.

If the assessment session is not continuous, the notes must be collected in with the student's work and kept securely.

When Controlled Assessment folders are chosen for external moderation, the notes must be included with the work.

The notes may include any information that the student may find helpful when attempting the assignment. For example, the notes may contain:

- The exact title of the task
- Page references for particular scenes/chapters or significant sections of the text
- Key quotations
- Lists of characters
- General notes on approaches
- The spelling of particular words (e.g. metaphor, simile etc)

**An example of appropriate notes for a Reading or Literature Controlled Assessment assignment.**

*Task: Examine how Harper Lee presents the character of Calpurnia in To Kill a Mockingbird. Refer closely to the text in your answer.*

**Page references**

*First appearance: Page 11*

*Writing: Page 24*

*Walter Cunningham: Page 30*

*Mad dog: Page 98*

*Jem growing up: Page 121*

*Church: page 123*

*Aunt Alexandra's view: Page 142*

*Courtroom: 212*

*Missionary group: Page 234*

*Tom's death: Page: 241*

**Key quotations**

*Calpurnia always won, mainly because Atticus always took her side. (Page 12)*

*In Calpurnia's teaching, there was no sentimentality. (Page 25)*

*'Yo' folks might be better'n the Cunninghams but it don't count for nothin' the way you're disgracing 'em.' (Page 30)*

*Calpurnia stared, then grabbed us by the shoulders and ran us home. (Page 99)*

*'I don't want anybody sayin' I don't look after my children.' (Page 123)*

*That Calpurnia led a modest double life never dawned on me.' Page 131)*

*'She tried to bring up according to her lights and Cal's lights are pretty good and another thing- the children love her.' (Page 142)*

**Remember:**

*Prove what you say by reference to the text.*

*Keep the quotations short.*

*Look at the way the author uses the language- word choices etc.*

*Don't tell the story.*

*Think about the way Calpurnia reacts to other people and what other people think of her.*

*Remember that Scout tells the story and we see Calpurnia through her eyes.*

*Be relevant and organised.*

## *An example of inappropriate notes for a Reading or Literature Controlled Assessment assignment.*

*Task: Examine how Harper Lee presents the character of Calpurnia in To Kill a Mockingbird. Refer closely to the text in your answer.*

### *Plan*

- 1. Look at how Calpurnia is first presented- Scout's view- biased. Calpurnia a disciplinarian.*
- 2. Think about how Calpurnia has helped Scout- writing.*
- 3. Walter Cunningham- more lessons in manners.*
- 4. Looks after children- dog incident- protective*
- 5. Changing relationship with Scout- when Jem becomes more grown up. Closer to her and more gentle- sympathetic to her situation.*
- 6. Look at how she is seen in her own community (church visit)- respected and literate. Highly regarded and upright. Surprise to Scout.*
- 7. Care of the children in the church- what it says about her that she takes them.*
- 8. Aunt Alexandra's view- not suitable to bring up the children. Atticus's view about Calpurnia and the way he values her equally, not as an inferior.*
- 9. The dignity of Calpurnia when hearing of Tom's death.*
- 10. How she helps Helen Robinson.*
- 11. Summing up- her qualities. How Harper Lee makes her out to be a human being rather than a 'nigger'. Central issue- the equality of all mankind. She proves that she has all the 'qualities' that the white people have and more but some of them regard her as inferior.*

### *Opening*

*When we first meet Calpurnia in the first chapter of the book, Scout only mentions her unpleasant characteristics. Scout obviously resents the authority Calpurnia has over her and she points out her features in negative language: 'She was all angles and bones...her hand was as wide as a bed slat and twice as hard.' At this stage in the book, Scout does not like Calpurnia but when reading these lines we are aware that Scout is simply recounting the feelings of a small girl and our more adult eyes probably side with Calpurnia in feeling that the little girl needs a firm hand to keep her in order. This hand*

*Calpurnia provides. This ironic approach allows the readers to make up their own minds about the kind of woman Calpurnia is despite Scout's criticism.*