

Controlled Assessment guidance

GCSE Classical Civilisation



**Unit 4 – Greece and Rome:
An Evaluative Study**

Controlled Assessment is the new GCSE Classical Civilisation form of internal assessment. At AQA, we are providing Classical Civilisation teachers with an overview of the Controlled Assessment process to give you the support you need to make a smooth transition into the new internal assessment process.

The Controlled Assessment process has three stages:

- **task setting**
- **task taking**
- **task marking.**

Each stage has a control level (High, Medium or Low), which has been defined by QCA for all awarding bodies.

For more information on GCSE Classical Civilisation see:

- aqa.org.uk/ClassicalCivilisation2009
- section 3.4 (Unit 4 – Greece and Rome: An Evaluative Study) and section 6 (Controlled Assessment Administration) of the GCSE Classical Civilisation Specification (4020).

Section A: Task setting

Level of control: High

- Each year we will set **two** tasks on each of the optional topics in this unit.
- Students will complete **one** of these tasks.
- Tasks will be replaced each year and will only be available for one assessment opportunity.

For each topic, the **first title** will be a straightforward evaluative essay. Students may be asked to evaluate:

- the literary techniques of the poets and playwrights they have studied
- the achievements of the historical figures they have encountered
- the limitations of the evidence they have studied.

They may be asked:

- ‘How far...?’
- ‘How important...?’
- ‘How significant...?’
- ‘To what extent...?’

or they may be given a statement and asked:

- ‘How far do you agree?’

The **second title** will take a more imaginative approach to try to recreate some of the good practice/innovative approaches seen in coursework. Students may be asked to:

- write a diary entry, a television or play script or an article for a magazine or newspaper
- design a vase or a room for a Roman villa.

Whatever the task, it will be essential for students to:

- base their answers on the primary evidence
- show their ability to interpret, evaluate and respond to literature and sources, as required by the AO3 criteria.

You may:

- choose which approach suits your students’ best
- give all students the same task or different tasks to different students
- give students a free choice between the two tasks.



Section B: Task taking

The production of the final piece of work for assessment is divided into two phases:

- Research and Planning
- Analysis and Evaluation.

Research and Planning – Level of control: Limited

- You should give the students up to **10 hours** to carry out research in the classroom after you have given them the task(s).
- There should be no further formal teaching after the tasks have been set.
- Students should record their work in a Research Diary.
- You may give feedback to individual students during the Research and Planning phase.
- Your feedback should also be recorded in the Research Diary.
- Students may work with others during Research and Planning. So, for example, they may discuss their ideas in small groups or share resources found on the Internet. Each student must, however, produce an individual response to the task in the Analysis and Evaluation phase. Students should record group participation in their Research Diaries.

In essence:

- Students **do not** need to be under the direct supervision of teaching staff at all times during the Research and Planning phase of the assessment.
- It is expected, however, that the majority of research and planning undertaken by the student will be carried out in the classroom.

In this way you will be able to state with confidence that the final piece of work submitted for assessment is the result of the student's own research and reflects his or her own ideas.

See section 3.4, page 19 of the Classical Civilisation Specification for further details.

Working with others

- Students may work in pairs or groups, for example sharing a computer.
- They may discuss ideas.
- They should keep a record of who they have worked with and keep their individual notes in their Research Diary.

Homework

- Students may continue their research at home.
- They must keep a record of any research completed at home in their Research Diary.
- They must record any sources (books, websites, etc) they have consulted in their Bibliography.

Use of resources

You should aim to provide a copy of the set text for each student. For topics where the primary sources are extracts, plans and photographs, each student will need access to a copy of a suitable textbook. Suggestions for each topic are given in section 3.4 of the Specification.

You should also make sure that as many relevant printed and electronic resources as possible are available to students. They should be allowed access to these during the Research and Planning phase of the assessment. During this phase, they will make notes which they can refer to when they are writing up their assignment.

Feedback to students

You can review work and provide advice to ensure that it is appropriately focussed but, whilst students may be guided as to the approach they may wish to adopt, the outcome must remain their own. The advice can:

- be provided orally or in writing
- be used to evaluate progress to date
- propose suggested broad areas for improvement.

It is **not** permissible, however, to:

- provide advice on specific improvements to meet the assessment criteria
- give detailed feedback on errors or omissions
- indicate how specific improvements to content can be made.

Any help given to students during this phase must be recorded in the Research Diary.

The Research Diary

- This is a record of student work during the Research and Planning phase.
- It may be a blank notebook in which the student can make notes or a specially designed booklet. An example of what this might look like is included in the Teacher Resource Bank.
- It is the only thing, apart from the primary sources, that the student can take into the room during the Analysis and Evaluation phase of the assessment.
- It must be collected in with the final assignment.
- It will not be marked, but the moderator may ask to see it as evidence that the final assignment is the student's own work.

The essay plan

- Students may write an essay plan during the Research and Planning phase.
- All essay plans must be in note form.
- Students must not produce a draft assignment.

Time limits

Students should have no more than **10 hours** to research and plan their piece of work for assessment.

Analysis and Evaluation – Level of control: High

- Students must produce a piece of work of about **2000 words** in a period of **three to four hours** in response to the Controlled Assessment task.
- While writing up their response, students must work independently and complete all work under formal supervision.
- You must record any feedback given to students during this phase on the Candidate Record Form.



In essence:

- It is essential that you are able to confirm that the work submitted by each student is his or her own, unaided work.
- To ensure that this can be done, the final piece of work for assessment must be completed under **formal supervision**.
- The student's Research Diary must be collected in at the end of the assessment.

During the Analysis and Evaluation phase students must:

- write up their assignment – this is the piece of work that will be assessed
- work under direct supervision – the supervisor could be yourself, another teacher, a cover supervisor or an invigilator
- work independently – there is to be no pair or group work.

See section 3.4, page 19 of the Classical Civilisation Specification for further details.

Time limits

- The total time for students to write up their final piece of work for assessment should be between **three and four hours**
- This phase of the assessment may be split into two or three shorter sessions.
- At the end of each session, you must collect in all materials (Research Diaries and incomplete assignments). These should be handed out again at the beginning of the next session.
- Students must not bring any extra materials into the room for the second and subsequent sessions.

Please refer to section 6 – Controlled Assessment Administration – of the Classical Civilisation Specification.

Feedback to students

Any support or feedback given to individual students during the Analysis and Evaluation phase must be clearly recorded on the Candidate Record Forms.

Section C: Task marking

Level of control: Medium

- You must mark all Controlled Assessments using the criteria published on pages 29-31 of the Specification.
- We will moderate the work according to the procedures outlined in section 7.

Work must be marked in the three assessment objectives of the published marking criteria, namely:

- **AO1 – Knowledge and Organisation of Material** – Recall, select and organise relevant knowledge of literature and its contexts or of society and values of the classical world.
- **AO2 – Understanding** – Demonstrate an understanding of literature and its contexts or of society and values of the classical world.
- **AO3 – Evaluation and Response** – Interpret, evaluate and respond to literature and its contexts and sources related to society and values.

See section 3.4, page 20 of the Classical Civilisation Specification for further details.

- Exemplar material will be provided to centres as part of our ongoing commitment to provide support in this area.
- Once teaching of the Specification is underway, the availability of additional exemplar material will become more frequent.

We are here to help you

If you would like further information or advice please contact the AQA Classical Civilisation department at:

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