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Do and Don'ts

<p style="text-align: center;">DO</p> 	<p style="text-align: center;">Don't</p> 
✓ Know when each subject's controlled assessment starts and is due in.	✗ Take time off when you have controlled assessment.
✓ Complete all work when it is first set.	✗ Leave your work to the last minute
✓ Use different sources for research.	✗ Just use the internet.
✓ Keep your research diary up to date – do this after each research session.	✗ Share your work with others
✓ Analyse the task and identify what needs to be done before you start your research.	✗ Communicate with other students during controlled assessment sessions.
✓ Bring your research to the lesson.	✗ Try to borrow equipment from other students.
✓ Bring the correct equipment to the lesson.	✗ Use your phone, ipod, mp3, USB or other electrical equipment.
✓ Treat controlled assessment as an exam.	✗ Assume you will be able to use ICT.
✓ Turn your phone off and leave it in your bag.	✗ Write in text speak or slang
✓ Write in Standard English.	✗ Go over the word limit (If appropriate)
✓ Include at Header that states: Your Name, Centre Number & Candidate Number.	✗
✓ Include a footer that states the page number: 1 of 10.	✗

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Internet Research

The Internet. Used for all kinds of reasons. Social Networking, games, news, shopping and also researching.

So what do you use for all this research??

Well there are loads of search engines and useful websites you can use.

But, not all are useful, as some are reliable and some aren't.

In this part of the booklet we'll be showing you the good and the bad of internet research.



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Wikipedia, the last place you want to go!! 😞

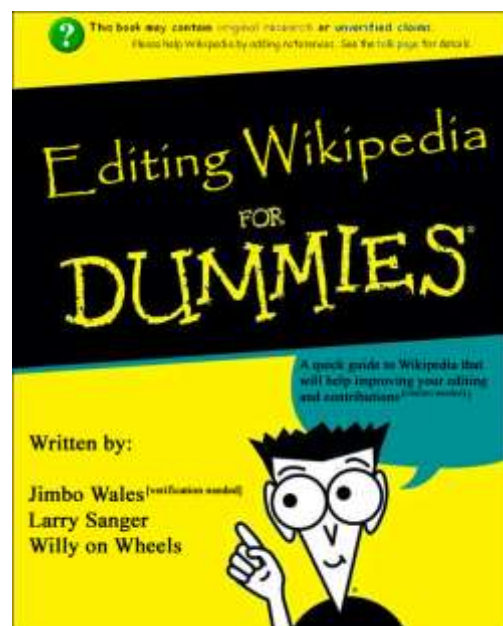
I'm sure most of you use Wikipedia for all your research when it comes to coursework.

WELL DON'T. It is an unreliable source of information because anyone can edit the information on Wikipedia.

So any random person can change the information to what they think is right.

If you use Wikipedia your research could be wrong.

This could jeopardise your piece of coursework, which could lower your final grade.



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Where to start off

The best place to start your research is a search engine.

The two main types of search engine are normal search engines and subject guides.

Normal search engines like Google let you search for words or phrases on individual pages.

Then they sort the websites out by showing you the website which is most relevant to your search.

Yahoo is a subject guide. It puts lists of websites into groups for you. It's important to make sure you use the right search engine.

If you're looking for a site by subject, use a subject guide like Yahoo. If you're looking for pages with information by keyword; use a search engine like Google.

Good sites to use

Reliable sites are sites that have good, correct information consistently.

For example:

- Most search engines (Google, Yahoo, Bing)
- BBC
- News websites (BBC News)
- Websites of Universities
- Websites that you have used in the past and have found reliable (apart from wikipedia)

When a website has a quote from a professor of your subject or has been peer assessed by one of them, it is usually reliable. This is because the professor has agreed with the info on the page, which usually means it is correct. These are the best websites to use.

In addition, if two or more websites have the same info then this information is very likely to be correct.

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Advanced Search

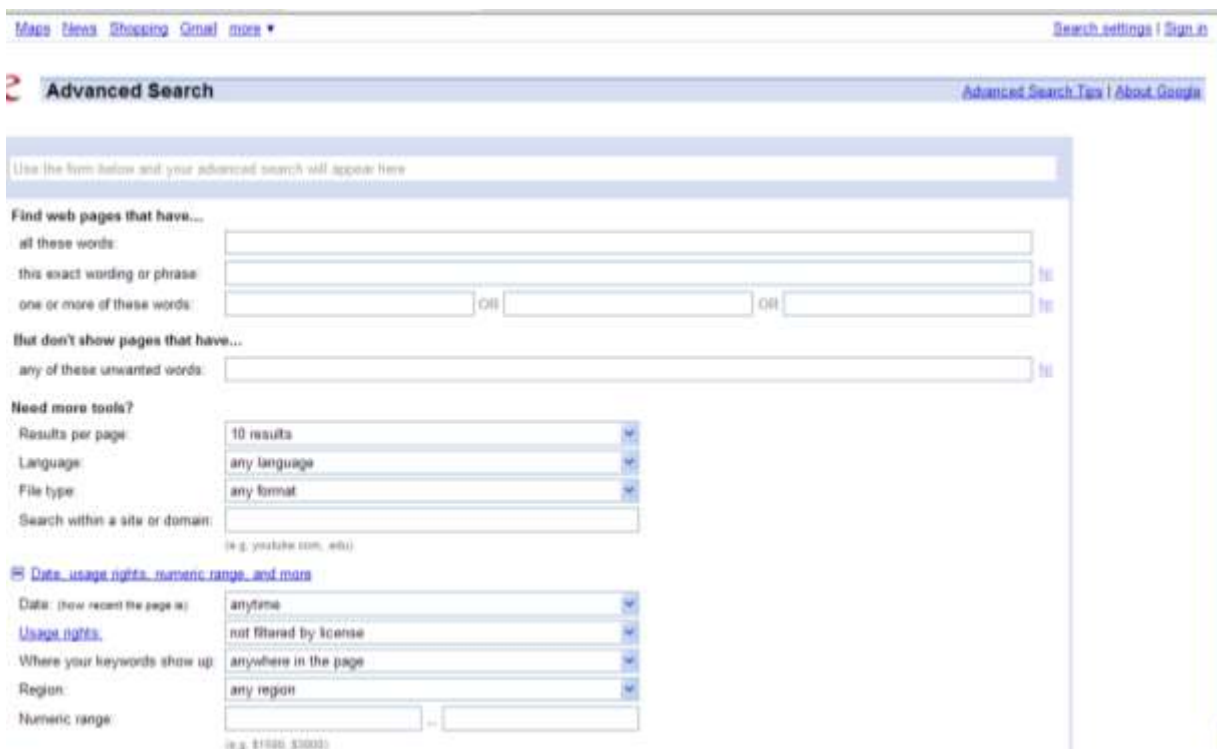


[Advanced Search](#)
[Language Tools](#)

The internet is a gigantic database and it is your job to interrogate the internet to find exactly what you need.

You can be more specific:

Some search engines like google.co.uk allow you to refine your by clicking on advanced search, as shown above.



Mass News Shopping Gmail more ▾ Search settings | Sign in

Advanced Search [Advanced Search Tips](#) | [About Google](#)

Use the form below and your advanced search will appear here

Find web pages that have...

all these words:

this exact wording or phrase:

one or more of these words: OR OR

But don't show pages that have...

any of these unwanted words:

Need more tools?

Results per page:

Language:

File type:

Search within a site or domain:

(e.g. youtube.com, edu)

[Data, usage rights, numeric range, and more](#)

Date: (how recent the page is)

[Usage rights](#):

Where your keywords show up:

Region:

Numeric range: --

(e.g. \$1000, \$1000)

An advanced search allows you to narrow down your search. For example:

Date: Allows you to search for only pages updated recently.

Region: Specifies results from a specific country.

Language: Specify that results should be in English

Now that you know how to research properly on the internet, Good Luck!!

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LEARN, PRACTISE & APPLY

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Here comes the boring bit

Note Taking.

To use notes effectively:

- Have **clear objectives**. For example, notes will be taken for presentations and assignments.
- **Preparation** is important to be able to collect data and record your findings.
- A **selection of research** should be chosen carefully and logically.
- **Understand** your findings and put into own words.
- The use of **headings and subheadings**.
- **Spelling** of technical terms should be correct.
- Bullet points and numbering.
- Should be **readable**.
- Spider diagrams and mind maps to illustrate your notes.
- DON'T **PLAGIARISE!**

Plagiarism is the act of taking someone's work, with or without their consent and presenting it as their own.

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Techniques

1. **Read** through carefully to identify the subject and facts.
2. Make sure work is **titled** and is **relevant** to topic.
3. **Re-read** the passage looking for topic sentences and important information.
4. **Understand** the text and put into **own words**.
5. **Ensure** related subjects are kept together.
6. **Do not diverse** from the subject.
7. Use subheadings and bullet points to make your points clear.
8. **Balance** out your arguments and ideas; do not have too much weight to certain parts of topic.
9. Spelling and grammar should be checked regularly.

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Feeling stressed?

COURSEWORK & EXAMS GETTING TO YOU?

Can't be bothered?

DON'T WORRY, there **ARE solutions.**

START EARLY.

(The earlier you start, the earlier you finish)

TAKE SHORT BREAKS.

(This will give you time to relax)

FIND THE RIGHT ENVIRONMENT TO REVISE.

(This gives you the space and peace to revise)

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Referencing

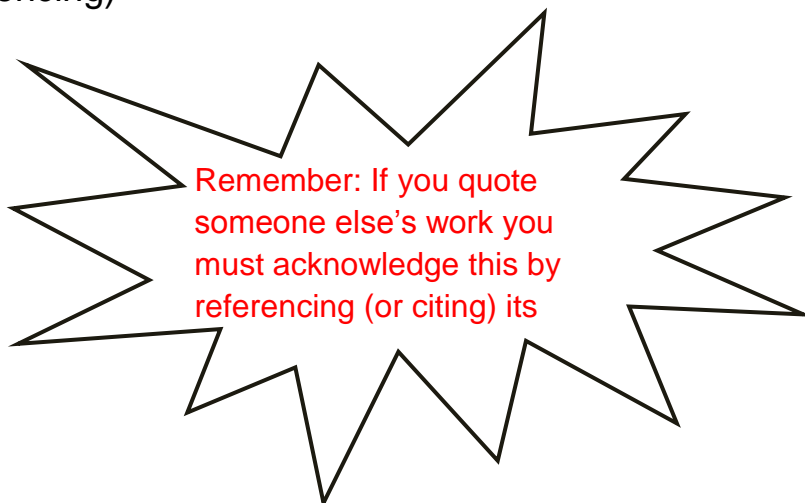
What is Referencing?

Referencing is used to show where you have taken the information from. Such as putting a hyperlink underneath a picture you have taken from Google images.

FISHER, D. and HANSTOCK, T., 2003. *Citing references: a guide for users*, 5th ed. [online] Nottingham: The Nottingham Trent University. Available at: <http://www2.ntu.ac.uk/itr/library/citingrefs.htm> [Accessed 15th September, 2004]

You can reference in two ways:

- 1) Referencing in the text (in text referencing)
- 2) Or writing a list at the end of the text (reference list or end text referencing)



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What is a reference list?

It consists of the full details of the sources cited in your work (i.e. used in direct and indirect quotations). This list is usually located at the end of your work.

What is a bibliographic list?

It consists of all items contained in the reference list as well as those read but not quoted in your work (directly or indirectly). The Bibliography is placed after the Reference list at the end of your assignment.

Real life Examples of Referencing

The direct quote below is included in the text to support the argument that the use of a bibliographic system enhances access to information:

"Finding information in the first place can be hard enough. Finding it again some time afterwards can be even harder unless your methods or recording and filing are thorough and systematic." (Bell, 1993, p.24)

Note that the **end bracket** is the reference!!

In her book Bell (1993) claims that good research is supported by appropriate referencing ... The difference between this referencing is that the reference comes in the sentence where as the one above comes at the end.

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Examples of Referencing with listing of what referencing they have used:

Referencing information to be included (in order of appearance):		Referencing books written by single authors (end -text reference)
Author	✓	<p>In both direct and indirect quotations, you must position the full details of the work quoted under the heading List of References at the end of the assignment.</p> <p>The referencing information you need to include is listed in the left-hand column, while the examples below show you how to display this information in the list of references.</p> <p>This list should be arranged in alphabetical order by author's name, and with the title of the book in <i>Italic</i>, like this:</p> <p>List of References: Bell, J. (1993) <i>Doing your research project</i>, Second edition. Buckingham: Open University Press. Buzan, T. (2003) <i>Use your head</i>, revised edition, London: BBC Worldwide Hind, D. W.G. (1989) <i>Transferable personal skills: a student guide</i>, Sunderland: British Education Publishers. Kumar, R. (2005) <i>Research methodology: a step-by-step guide for beginners</i>, Second edition, London: Sage.</p>
Year of publication	✓	
Title of article/chapter		
Title of publication	✓	
Issue information		
Place of publication	✓	
Publisher	✓	
Edition (if available)	✓	
Page number(s)		
URL		
Date accessed		

Referencing information to be included:	Book	Journal	Referencing books and journals written by multiple authors (end-text referencing)
Author	✓	✓	<p>In both direct and indirect quotations for multiple authors the full reference listing all the authors must be included and would look like this:</p> <p>List of References: Allison, B., O'Sullivan, T., Owen, A., Rice, J., Rothwell, A., Saunders, C., (1996) <i>Research Skills for Students</i>, London: Kogan Page. Fazey, J. A. and Marton, F., (2002) Understanding the space of experiential variation, <i>Active Learning in Higher Education</i>, Vol 3 (3), pp. 234-250</p> <p>Note that for a journal you need to include the title of the paper as well as the title of the journal that contains that paper you have referenced.</p>
Year of publication	✓	✓	
Title of article/chapter		✓	
Title of publication	✓	✓	
Issue information		✓	
Place of publication	✓		
Publisher	✓		
Edition	✓		
Page number(s)		✓	
URL			
Date accessed			

Important!! Don't think that the second example is always better than the first one. They are two different examples and would be used differently and so it depends on the purpose of your writing you are using

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Important things to remember

- A. If you take something from a source other than your mind you **MUST** reference it
- B. A good way to reference is to put links underneath the information you have taken to show the examiner what the original source is
- C. Another thing is to put down the date and time you have accessed the website, this also helps the examiner to know when you have accessed the website and at what time.

Blah blah blah blah blah, blah blah blah blah blah blah blah. Blah blah blah blah blah blah blah. Blah blah blah, blah blah blah blah. According to Lee (2005), something very interesting was the result. Something something something something, something something. Blah blah blah blah blah. Smith (2005) reports on some key effects of e-something on something, and suggests another interesting point. Something something blah something.

However a recent study indicates something even more interesting: blah something blah something blah something (Jones *et al*, 2006). Blah blah, blah blah, blah blah blah.

Reference List

Jones, C., Smith, A., Garcia, D. & Lee, A. B. (2006). Challenges in e-something. *Something Interesting*, 40, pp50-55.

Lee, A. B. (2005). *An Organisational Theory Of Something*. New York, NY: Reference Books.

Smith, A. (2005). E-something. **In:** Black, A. & White, B. (Eds.), *An Introduction To Something*, 30-52. Edinburgh: Textbook.

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Not using quotation marks when you have quoted from a source or text.

Incorrectly referencing a source or quote.

Copying another's work

Handing in someone's work as your own

What is Plagiarism?

Copying most of the words or ideas from a source or text - even if you have referenced it correctly.

Using the original sentence structure and only changing a few words.

Using the ideas of another person (student)

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Writing sequence

Your teacher may guide you through the following steps when approaching a piece of extended writing for coursework. This will help ensure you fully understand the expectations for the piece of work and will give you a clear picture of how your writing should look and sound.

1) Establish clear aims

Who is the audience?

What is the purpose of the piece of writing? Look at the marking scheme.

2) Provide examples

Look at a good range of examples of similar writing.

3) Explore the conventions of the text

What ingredients does the type of writing have?

4) Define the conventions

Do you understand the different ingredients/conventions?

5) Demonstrate how it is written

As a class discuss how to approach the writing.

Get your teacher to show you how.

6) Compose together

Practise writing in pairs (samples) and as a class

7) Independent writing

Get writing.

8) Draw out key learning

Peers assess each others work.

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CONNECTIVES

Connectives can be used to join sentences together and to improve the quality of **your** extended writing, using connectives could give **you** the extra marks **you** need to get **you** that good grade!

- Write an introduction, set the scene that **you** will write about
- Each paragraph must have a topic sentence
- Vary the length of sentences (long, short)
- Use a variety of verbs and adjectives
- Go into more detail (if possible) on **your** answers, use **P.E.E** (Point, Evidence, Explain)
- Finishes with a conclusion bringing all your work together, show that you have

Adding (joining sentences).	Sequencing (on after the other)	Emphasising (making it sound more important)	Comparing (Differences, and similarities).
<i>E.g.- And, or, also Furthermore, Additionally .</i>	<i>E.g.- Next, firstly, secondly, finally, Meanwhile, eventually.</i>	<i>E.g. - Above all, in particular, especially, significantly, indeed, notably.</i>	<i>E.g. - Equally, in the same way, similarly, likewise, in comparison, as with.</i>
Cause & Effect	Qualifying	Illustrating	Contrasting
<i>E.g. - Because, Therefore, Thus, Consequently, As a result.</i>	<i>E.g.- However, Although, Unless, Except</i>	<i>E.g. - For Example, Such as, For instance, As revealed by, In the case of.</i>	<i>E.g.- Whereas, Instead of, Alternativley, In contrast, Unlike, On the other hand.</i>

understood the task.

Effect	Re-phrasing	Listing points	Comparison	Concession	Summing up
<i>With regard to, Although, Usually, This means that, As shown by, Instead of, Due to....</i>	<i>In other words, To put it more simply, This caused</i>	<i>In the first place, As well, Not only...but also, Most importantly</i>	<i>Compared to, Likewise, In that, In the same way</i>	<i>Although, While it is true that, Despite the fact that, Yet, Still, Nevertheless</i>	<i>In conclusion, In summary, To sum up, On the whole, In short, In brief, So to round off</i>

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Examples-

Some people think that mobile phones are useless; on the other hand some people think they are necessary.

There have been a lot of problems with students taking time off school, due to the poor weather conditions.

Due to the fact that, some parents think school dinners are unhealthy the school will be changing the menu, as of Monday.

Nevertheless, you should not eat a lot of sweets as it damages your teeth.

In conclusion, using these connectives could help you get better marks in your coursework and in controlled assessments.

Literacy Tips!

Commas:

1. Commas separate the items in a list.

E.g. I need some pens, pencils, paper and a calculator for my exam.

Sometimes these items are things you do, or places you go.

E.g. Yesterday I went to work, played badminton, went to the park and then to bed.

Don't use commas where you should use a full-stop, If the word could stand alone in a proper sentence.

2. Commas mark out the less important part of a sentence.

This is a useful way to make your sentences more interesting by adding extra information.

E.g. the car, which was parked by the light, had a dog in the back seat.

This sentence is about the car not the dog; it's not about where the car was parked.

Apostrophes -

Apostrophes can be used to show:

- Possession
- Omission
- Plurals of letters or numbers

Apostrophes showing possession

With singular nouns and most personal names add an apostrophe plus s:

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E.g. We met at Ben's party.

The dog's tail wagged rapidly

Yesterday's weather was dreadful

There are some exceptions to the rule

E.g. St Thomas' Hospital

Colon (:) -

There are three main uses of the colon:

- Between two main clauses in cases where the second clause explains or follows from the first.

'It wasn't that easy: to begin with, I had to find the right house'.

- To introduce a list:

The price includes the following: travel to London, flight to Venice, had accommodation and excursions.

- Before a quotation, and sometimes before direct speech:

The headline read: 'Taxi Driver Battles Gangsters'.

Semi-colon (;) -

The main task of semicolons is to mark a break that is stronger than a comma but not as final as a full stop.

E.g. an art director searched North Africa; I went to the Canary Islands.

You can also use a semi-colon as a stronger division of a sentence that already has a comma.

E.g. the study showed the following: 76% of surveyed firms monitor employee web-surfing activities, with 65% blocking access to unauthorised internet locations; over one-third of the firms monitor employee key-strokes.

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Homonyms - what's the difference?

-Their - Belonging to them

E.g. 'everyone returned to their seats'.

-There- in or at that place

E.g. 'they have lived there for years'.

-They're- shortening of: they are.

E.g. 'they're coming to the party'.

-Where-

- In or at what place?

E.g. 'where is he?'

- In what position or circumstances?

E.g. 'without money, where are you?'

-Were- past tense of are.

E.g. *we were here.*

-We're-shortening of: *we are.*

E.g. *We're happy to see you.*

Common misspellings!

Correct spelling	Spelling advice	Common misspelling
accommodate, accommodation	two cs, two ms	accomodate, accomodation
achieve	i before e	acheive
across	one c	accross
aggressive, aggression	two gs	agressive, agression
apparently	-ent not -ant	apparrantly
appearance	ends with -ance	appearence
argument	no e after the u	arguement

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assassination	two double s's	assasination
basically	ends with -ally	basicly
beginning	double n before the -ing	begining
believe	i before e	beleive, belive
bizarre	one z , double -r	bizzare
business	begins with busi-	buisness
calendar	-ar not -er	calender
Caribbean	one r , two bs	Carribbean
cemetery	ends with -ery	cemetary
chauffeur	ends with -eur	chauffer
colleague	-ea- in the middle	collegue
coming	one m	comming
committee	double m , double t , double e	commitee
completely	ends with -ely	completly
conscious	-sc- in the middle	conciuous
curiosity	-os- in the middle	curiosity
definitely	-ite- not -ate-	definatly
disappear	one s , two ps	dissappear
disappoint	one s , two ps	dissappoint
ecstasy	ends with -sy	ecstasy
embarrass	two rs , two s's	embarass
environment	n before the m	enviroment
existence	ends with -ence	existance
Fahrenheit	begins with Fahr-	Farenheit
familiar	ends with -iar	familar
finally	two ls	finaly
fluorescent	begins with fluor-	florescent
foreign	e before i	foriegn
foreseeable	begins with fore-	forseeable
forty	begins with for-	fourty
forward	begins with for-	foward
friend	i before e	freind
further	begins with fur-	futher
gist	begins with g-	jist
glamorous	-mor- in the middle	glamourous
government	n before the m	goverment
guard	begins with gua-	gaurd
happened	ends with -ened	happend
harass, harassment	one r , two s's	harrass, harrassment
honorary	-nor- in the middle	honourary

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humorous	-mor- in the middle	humourous
idiosyncrasy	ends with -asy	idiosyncracy
immediately	ends with -ely	immediatly
incidentally	ends with -ally	incidently
independent	ends with -ent	independant
interrupt	two rs	interupt
irresistible	ends with -ible	irresistable
knowledge	remember the d	knowlege
liaise, liaison	remember the second i: liais-	liase, liason
lollipop	i in the middle	lollypop
millennium, millennia	double l, double n	millenium, millenia
minuscule	begins with minu-	miniscule
Neanderthal	ends with -thal	Neandertal
necessary	one c, two s's	neccessary
noticeable	remember the middle e	noticable
occasion	two cs, one s	ocassion, occassion
occurred, occurring	two cs, two rs	occured, occuring
occurrence	two cs, two rs, -ence not - ance	occurance, occurence
pavilion	one l	pavillion
persistent	ends with -ent	persistant
pharaoh	ends with -aoh	pharoah
piece	i before e	peice
politician	ends with -cian	politican
Portuguese	ends with -guese	Portugese
possession	two s's in the middle and two at the end	posession
preferred, preferring	two rs	prefered, preferring
propaganda	begins with propa-	propoganda
publicly	ends with -cly	publically
really	two ls	realy
receive	e before i	recieve
referred, referring	two rs	refered, refering
religious	ends with -gious	religous
remember	-mem- in the middle	rember, remeber
resistance	ends with -ance	resistence
sense	ends with -se	sence
separate	-par- in the middle	seperate
siege	i before e	seige

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successful	two cs, two s's	succesful
supersede	ends with -sede	supercede
surprise	begins with sur-	suprise
tattoo	two ts, two os	tatoo
tendency	ends with -ency	tendancy
therefore	ends with -fore	therefor
threshold	one h in the middle	threshhold
tomorrow	one m , two rs	tommorow, tommorrow
tongue	begins with ton- , ends with -gue	tounge
truly	no e	truely
unforeseen	remember the e after the r	unforseen
unfortunately	ends with -ely	unfortunatly
until	one l at the end	untill
weird	e before i	wierd
wherever	one e in the middle	whereever
which	begins with wh-	wich

'The ability to convert ideas to things,
is the secret to outward success.'

Henry Ward Beecher

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WHAT DOES THE QUESTION MEAN?

Analyse (also can be the Explain in PEE)	Show in depth understanding through detailed discussion
Annotate	Label, make notes and analyse in brief
Argue	Express a point of view and back it up using evidence and explanation. You may be required to show understanding and counter attack another point of view.
Apply	Explain how your decisions are relevant to your task (Help)
Evaluate	Explore strengths and weaknesses, place a value and make a judgment
Explain	Give details about or reasons for the subject, so that it can be understood.
Explore	Look at different ways or alternative meanings
Compare	Identify the similarities
Contrast	Identify the differences
Discuss	To look at the points or arguments on both sides and try to reach your own opinion.
Justify (is like the Evidence in PEE)	Explain your choices/ opinion and why they are suitable giving reasons and using evidence)
Name	To give the title of someone or something
Reflect	Discuss how it can be improved or changed.

Describe

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A series of important points, which must be written down in a few sentences.

To give an account or picture of something, in words.

Identify

To state or name the elements asked for

Outline

Brief notes are needed – about only the most important points.

Assess

To consider something and give judgements about it.

Analyse

To break something down into parts, or investigate it carefully, so that you can describe its main aspects, or find out what it consists of.

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Writing Marking Code for assessment

This marking code will be used for every piece of coursework you do or any controlled assessments. These codes will allow you to know where you are going wrong.

Wrong spelling	sp
Start a new paragraph	NP //
Wrong word used	ww
Wrong tense	T
Punctuation missing	P
Wrong punctuation	Circle the Punctuation
Interesting/sophisticated vocabulary	✓
Word/letter omission	^
Sentence which is not clear	Clarity?
Good varying of sentence structure	✓✓ SSt
Start a new sentence	NS
Short sentence for effect	✓ SS
Irregular grammar	gr
Anything impressive/Good Point	✓✓
Needs a Capital letter	C
Explanation needs developing	*

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Acknowledgements

This booklet was produced by the Controlled Assessment Working Party:

Fatima Ahmed	Sam Weight	Ms. J Heaven
Simran Bhogal	Miss J Anderson	Mr. R Walters
Chloe Cadogan-Goater	Mrs. C Botha	Mrs. F Welch
Taher Hussain	Ms. N Byrne	Mr. W Wright
Omar Vaziry	Miss L Campbell	
Charlotte Webb	Mrs. T Greyson	

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http://www.dafont.com/font.php?file=hand_of_sean&page=1&nb_ppp_old=10&text=Literacy+Tips%21&nb_ppp=10&psize=l&classt=alpha 12/07/2010

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Botha, C	2010	How to Promote Literacy in Business Studies
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