

EDEXCEL A LEVEL ENGLISH LANGUAGE AND LITERATURE: COURSEWORK MARKING TRAINING PAPER 3 (2015)

17BAE03





Aims and Objectives

- Explore the coursework assessment criteria
- Look at examples of marked student coursework
- Carry out some marking on exemplar materials
- Address common issues and frequently asked questions



Session Agenda

10:00 Introduction and overview

10:15 Mark Schemes

10:20 Coursework marking

11:30 Comfort Break

11:45 Coursework marking

12:30 Presentation and submission of folders

12:45 Time for questions

13:00 Finish



Introduction to the Assessment

Content

Students study:

- a free choice of two texts. One must be fiction and one non-fiction.
- Fiction texts may be selected from genres such as prose fiction, poetry, drama or short stories
- Non-fiction texts may be selected from genres such as travel writing, journalism, collections of letters, diaries and reportage.
- The texts must be different from those studied for Components 1 and 2.

Assessment Objectives

AO1, AO2, AO3, AO4, AO5 assessed

Structure of assessment

Assessment consists of TWO assignments:

Assignment 1: two pieces of original writing; one piece of fiction and one non-fiction (1500-2000 words for both). (AO5)

Assignment 2: one analytical commentary reflecting on their own writing (1000-1250 words). (AO1, AO2, AO3, AO4)



NEA Authentication Sheet

Appendix 4: Non-examination Assessment Authentication Sheet

Pearson Edexcel Level 3 Advanced GCE in English Language and Literature
9EL0/03

Have you received advice on the assignment from the Assignment Advisory Service?		Y/N
Centre name:		Centre number:
Candidate name:		Candidate number:
Assignment	Marks awarded	Comments
Please list stimulus texts used		
Fiction writing Title:	/ 18	
Creative non-fiction writing Title:	/ 18	
Commentary	/ 24	
TOTAL	/ 60	

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification. I can confirm that the same texts have not been studied for both non-examination assessment and examination.

Assessor name:			
Assessor signed:		Date:	

Candidate declaration



NEA Authentication sheet cont.

Text Coverage Check

Texts coverage check

You are reminded that the text choices for the coursework must be different to the texts studied in Components 1 and 2.

Please tick all texts that have been studied in the other components.

Component 1	Drama Texts			
	<i>All My Sons</i>	<input type="checkbox"/>	<i>Elmina's Kitchen</i>	<input type="checkbox"/>
	<i>A Streetcar Named Desire</i>	<input type="checkbox"/>	<i>The History Boys</i>	<input type="checkbox"/>
	<i>Equus</i>	<input type="checkbox"/>	<i>Translations</i>	<input type="checkbox"/>
	<i>Top Girls</i>	<input type="checkbox"/>		

	Prose Fiction and other Genres - Remember to tick TWO per selected theme			
	Society and the Individual			
	<i>The Great Gatsby</i>	<input type="checkbox"/>	<i>Great Expectations</i>	<input type="checkbox"/>
	<i>The Bone People</i>	<input type="checkbox"/>	<i>Othello</i>	<input type="checkbox"/>
	<i>A Raisin in the Sun</i>	<input type="checkbox"/>	<i>The Wife of Bath's Prologue and Tale</i>	<input type="checkbox"/>
	<i>The Whitsun Weddings</i>	<input type="checkbox"/>		
	Love and Loss			
	<i>A Single Man</i>	<input type="checkbox"/>	<i>Tess of the D'Urbervilles</i>	<input type="checkbox"/>
	<i>Enduring Love</i>	<input type="checkbox"/>	<i>Much Ado About Nothing</i>	<input type="checkbox"/>



Possible template for task grid

Topic	Secrets and Lies
Fiction text	The Crucible: Arthur Miller
Non-fiction text	Lolita in Tehran: Azar Nafisi
Task: fiction	Short story for young adults based on Salem witch trials exploring attitudes to prejudice
Task: non-fiction	Broadsheet investigative article about drug trafficking



Mark Grids:

A05

Apply the following assessment criteria to **each** piece of original writing. Please refer to the marking guidance on *page 21* when applying this marking grid.

Level	Mark	Non-examination assessment: Creating and Investigating Texts
		Original Writing
		Descriptor (A05)
	0	No rewardable material
Level 1	1–3	Low skill level <ul style="list-style-type: none">• Writing has frequent errors and technical lapses. Limited control of genre and mode, with inappropriate style used for audience and function.• Writing is formulaic and predictable.
Level 2	4–6	General/imprecise skills <ul style="list-style-type: none">• Writing has some errors and technical lapses. Shows general understanding of genre, mode and the requirements of audience and function.• Writing has evidence of an engaging individual voice. Able to see obvious, though not always successful, attempts at crafting language for effect.



Mark Grids:

AO1, AO2, AO3, AO4

Level		Non-examination assessment : Creating and Investigating Texts			
		Commentary			
		AO1 – bullet point 1	AO2 – bullet point 2	AO3 – bullet point 3	AO4 – bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)			
Level 4	15–19	Discriminating controlled approach <ul style="list-style-type: none">• Applies controlled discussion of concepts and methods supported with use of discriminating examples. Controls the structure of response with effective transitions, carefully chosen language and use of terminology.• Discriminating analysis of how meaning shaped when explaining own writing.• Shows a secure awareness of how contextual factors affect own writing.• Discriminating analysis of connections between stimulus texts and own writing. Uses appropriate concepts and methods.			



Folder 1

- This folder has been selected as an example of a top band folder
- Please read this as a way of seeing the sort of work which might reasonably expected at this level
- The two creative pieces are very different
- The commentary offers a clear overview of the topic



Folder 1: Moderator Commentary

- **This folder was awarded full marks for each AO**
- There is a clear sense of genre, purpose and audience in each creative piece and both are well structured
- The narrative voices are sustained in both pieces and the choice of two very different styles allows the candidate to show their control of voice throughout
- The commentary is sustained and evaluative. It is focused on lexis and syntax and attempts to make clear points about the effect of linguistic choices
- The folder has been chosen as a reasonable example of the level of achievement necessary for full marks.



Folder 2

Points to consider when reading this folder:

- The difference between two creative pieces based on the same theme in terms of genre
- The use of generic features
- The clear sense of audience
- The difference between this commentary and Folder 1



Folder 2: Moderator Commentary

- The fiction is ambitious and often successful, both lexically and syntactically, with Hosseini's influence apparent throughout
- The non-fiction is very well-researched and sustains the journalistic genre
- The commentary is detailed and good on structure and context but sometimes lacks the sophistication required for the top level
- Overall, this is an ambitious and enjoyable folder which has much to commend .



Folder 3

Points to consider when reading this folder:

- The treatment of a very personal theme
- The influence (and choice) of the stimulus texts, especially in the fiction work
- Interesting variety of tasks on the same theme



Folder 3: Moderator Commentary

- The personal nature of the topic means that there is a strong sense of verisimilitude here
- The TED style talk was a popular choice in the last series and this example was chosen as a secure example of the genre
- The commentary has developed discussion of structure and context but tends to describe rather than analyse the linguistic details.



Folder 4

Points to consider when reading this folder:

- The choice of theme. Is it specific enough to guide the candidate?
- The nature of the genres
- The focus in the commentary



Folder 4: Moderator Commentary

- This is a potentially fascinating topic and there are excellent moments. However, the fiction seems to let down by a lack of attention to detail and reliance on cliché. A few more drafts would have raised the achievement considerably.
- The genre of the non-fiction is not clear until you read the commentary.
- The commentary has moments of clarity and there is clearly get potential here. However, the lack of sustained discussion holds the mark down.



Additional example:

Folder 5

- This folder has been included as an example of what might be regarded as a typical submission
- The candidate has clearly been engaged by their research and wider reading and the choice of pieces has also allowed them to show their level of engagement with the topic
- There are times, especially in the non-fiction, where the amount of research gets in the way and the lack of re-shaping of material hinders achievement
- The commentary is thorough and includes some detailed readings although there is a tendency to observe and describe, rather than analyse and evaluate.



Key Guidance and Common Issues

- Key Guidance: advice on text and task choices.
- Word counts:
 - these are advisory but remind candidates that editing is a key skill
 - include references, but not bibliography or footnotes
- Plagiarism:
 - it's not worth the risk
- Presentational features:
 - time spent on fancy graphics could be spent proof-reading



Presentation of folders

- Candidate and centre number as header
- Font size 12 and double spaced appreciated by moderators
- Tagged, not stapled
- No plastic wallets
- Where more than one teacher has taught the cohort, **evidence of standardisation** (mark agreed/disagreed, comment, initials)
- No need to include drafts, style models, plans



Submission of folders to your moderator

On **Edexcel Online**, the required sample will be ticked and moderator's address details supplied

With the selected folders, also include:

- **Highest** and **lowest** folders (if not included in ticked ones)
- Suitable substitutions for any folders that cannot be submitted (ie withdrawn or incomplete) with explanation
- Print out of Edexcel online page with marks (clearly indicate highest and lowest folders)
- Folders in rank order
- One teacher centres, please include note to explain why there is no evidence of standardisation



Submission deadline

- The final date for submission of all coursework marks:

15th May

- Please ensure all folders are delivered to your moderator on or before this date.



Support contact information

English Subject Advisor, Clare Haviland:

- teachingenglish@pearson.com
- 0207 010 2183
- <http://www.edexcel.com/Subjects/English/Pages/Default.aspx>
- **English forum** look at and participate in:
www.community.edexcel.com/english/default.aspx
- **Twitter:** www.twitter.com/EnglishSubAdv
- www.edexcel.com/learningforabetterfuture



Networking

We encourage you to network and discuss your experiences and thoughts on teaching the qualification with your peers.

However, due to privacy, we are unable to share email addresses. Make sure to exchange them today!



Future Training Events

- Feedback Events – we're interested in hearing from you!

What coverage would you like to see in future Feedback Events? Let us know in your feedback forms!



New resources

Contemporary Black British Writers Teaching Resources

Developed with Deirdre Osborne of Goldsmiths, University of London, includes:

- A comprehensive guide to 12 Black British writers across the genres of prose, poetry and drama.
- A mini-student guide to give a taster of each text and how they might pair it up for coursework.
- Teaching activities to support use of these texts for coursework.

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Illustration by Lauren Rowling

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Any questions?

Thank you for attending this event.