

# A level English Language and English Literature

Coursework Marker Training  
2022 (9EL0/03)





# Aims and objectives

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



# Session Agenda

16:00 Introduction and overview

16:15 Mark Schemes

16:20 Coursework marking

17:00 Comfort Break

17:10 Coursework marking

17:30 Useful information and submission of folders

17:45 Time for questions

18:00 Finish



# 2020–21 Assessment

As you are well aware, due to Covid-19 there were no ‘normal’ assessments in the 2020 and 2021 examination series.

The assessment situation returned to ‘normal’ in 2022. The Principal Moderator’s Report, which gives detailed feedback on this series, is provided in your pack.

# Overview





# Introduction to the Assessment

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, 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 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).



# Non-fiction Tasks

- at AO5 :‘Demonstrate expertise and creativity in the use of English to communicate in different ways’ it is important that students are able to meet the requirements of audience, purpose and genre
- one of the most frequently asked questions is about the nature of non-fiction tasks
- there is clear guidance in both the specification and in previous reports by the Principal Moderator
- for example, an eye-witness account of an historic event such as the Coronation or a newspaper article from the 1960s might use non-fiction devices, but is still fiction
- when writing about past events, students are advised to offer contemporary reflections on them and to assess their importance for a modern audience.



# 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:
<b>Assignment</b>	<b>Marks awarded</b>	<b>Comments</b>
Please list stimulus texts used		
Fiction writing Title:	/18	
Creative non-fiction writing Title:	/18	
Commentary	/24	
<b>TOTAL</b>	<b>/60</b>	

### 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





# 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 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.



# Assignment Choices

1. Always first consider the [guidance](#) online which is updated regularly.
2. Look at past coursework [event packs](#).
3. [Coursework Advisory Service](#) available to support development of assignments – this does NOT ‘approve’ assignments, merely advises on them and is not compulsory.



# Mark grid: AO5

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 (AO5)
	0	No rewardable material
<b>Level 1</b>	1–3	<b>Low skill level</b> <ul style="list-style-type: none"><li>• Writing has frequent errors and technical lapses. Limited control of genre and mode, with inappropriate style used for audience and function.</li><li>• Writing is formulaic and predictable.</li></ul>
<b>Level 2</b>	4–6	<b>General/imprecise skills</b> <ul style="list-style-type: none"><li>• Writing has some errors and technical lapses. Shows general understanding of genre, mode and the requirements of audience and function.</li><li>• Writing has evidence of an engaging individual voice. Able to see obvious, though not always successful, attempts at crafting language for effect.</li></ul>



# Mark grid: AO1, AO2, AO3, AO4

<b>Level</b> <b>Mark</b>		<b>Non-examination assessment : Creating and Investigating Texts</b>			
		<b>Commentary</b>			
		<b>AO1 – bullet point 1</b>	<b>AO2 – bullet point 2</b>	<b>AO3 – bullet point 3</b>	<b>AO4 – bullet point 4</b>
		<b>Descriptor (AO1, AO2, AO3, AO4)</b>			
<b>Level 4</b>	15–19	<b>Discriminating controlled approach</b> <ul style="list-style-type: none"><li>• 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.</li><li>• Discriminating analysis of how meaning shaped when explaining own writing.</li><li>• Shows a secure awareness of how contextual factors affect own writing.</li><li>• Discriminating analysis of connections between stimulus texts and own writing. Uses appropriate concepts and methods.</li></ul>			

# Example work





# Student Folder 1

- This folder has been selected as an example of a mid-range folder.
- Please read this as a way of seeing the sort of work which might reasonably be expected at this level.
- The two creative pieces are very different. Look at how the different voices are established and maintained.
- The **commentary** offers a clear and observational overview of the topic. Look for examples of how AOs 1–4 have been integrated.



# Folder 1: Commentary

There is a confident sense of genre, purpose and audience in each creative piece and both are well structured.

The candidate has maintained a clear narrative voice in the fiction writing.

In many ways this is a typical non-fiction response. There is much to admire in the writing but the precise nature of the genre is not as clear as it should be.

Do the graphics add anything to the piece?

The commentary is often integrated. Clearly more secure discussing the fiction.

**Marks: Fiction writing: 9 Non-fiction: 13 Commentary: 13**





# Student Folder 2

## Points to consider.

- The difference between two creative pieces based on the same theme in terms of genre.
- The use of narrative voice for the fiction.
- The clear sense of audience, especially in the non-fiction
- The difference between this commentary and that produced in Folder 1.



# Folder 2: Commentary

The fiction is ambitious and often successful, both lexically and syntactically, with a fascinating use of narrative voice.

The non-fiction is a popular choice but this is able to sustain the tone throughout.

The commentary is detailed, with an integrated approach for both pieces.

Overall, this is an ambitious and enjoyable folder which has much to commend it.

**Marks: Fiction writing: 17 Non-fiction: 18 Commentary: 23**



# Student Folder 3

## Points to consider

- The choice of contrasting genres for the creative pieces.
- The influence of the stimulus texts. Balance of discussion of stimulus texts in the commentary.



## Folder 3: Commentary

The candidate has clearly inhabited the world of Ian Banks.

The fiction text clearly demonstrates a successful creation of a narrative voice.

The non-fiction is a popular topic and this is well-researched

The commentary has some developed discussion but the approach is imbalanced and there might be an issue with lack of a whole text stimulus for the non-fiction.

**Marks: Fiction writing: 14 Non-fiction: 14 Commentary: 19**



# Student Folder 4

- Points to consider.

The length of the work.

The choice of genres.

Focus of the commentary.

**Marks: Fiction writing 15   Non-fiction writing 13   Commentary 15**



# Folder 4 Commentary

Commentary.

This is a potentially very good folder let down by the length of the work.

Fascinating choice of topics but under-developed.

The commentary is largely observational and descriptive.

**Marks: Fiction writing 5 Non-fiction writing 6  
Commentary 7**



# Student folder 5

Points to consider if there is time.

The use of narrative voice in the fiction.

Genre conventions in both pieces.

The use of tone in the non-fiction.

Balance in the commentary.

Fiction:13 Non-fiction: 12 Commentary: 13



# Folder 5 Commentary

This is a strong folder from a candidate who understands their chosen genres.

The fiction writing uses direct speech and paragraphing for specific effect.

The nature of the non-fiction work needs to be more explicit.

There is again an imbalance in the coverage in the commentary.





# Folder 6 Takeaway

This folder easily meets the requirements for a top level folder. Marks are: Fiction 18, Non-fiction 17, Commentary 22.

There is an assured and confident use of narrative voice in the fiction work, inspired by Lionel Shriver. Immediacy is created by the use of the present tense. The tonal shifts are handled skilfully.

The non-fiction sustains an appropriate tone.

The commentary offers a sophisticated rationale for the work. Analysis is detailed and integrated, with excellent discussion of the influences of the stimulus texts.



# Student Folder 7 (takeaway)

This is an ambitious but not always successful folder.

The candidate is to be applauded for attempting an updated approach to Jane Austen.

The non-fiction is also an ambitious choice but the genre is not always clear.

There is an imbalance in coverage in the commentary.

**Marks: Fiction writing 11      Non-fiction writing 9**  
**Commentary 11.**

# Useful information





# Common Issues

## Word counts:

- these are advisory, but remind students that editing is a key skill
- word counts include references in the body of the commentary, 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

- Student and centre number as header.
- Font size 12 and double spaced (or 1.5) appreciated by moderators.
- 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.

Please ensure the marks on the folders match those submitted online.

**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 (i.e. withdrawn or incomplete) with explanation
- print out of Edexcel online page with marks (clearly indicate highest and lowest folders).

**One teacher centres, please include note to explain why there is no evidence of standardisation.**



# Submission of Evidence

- From 2022 Pearson is changing the way you submit sampled work to us and the accompanying paperwork.
- Centres and moderators will use a new platform called the Learner Work Transfer (LWT). Centres will just upload work not the marks onto the portal.
- Please see this [guidance document](#) for further information and this [guidance video](#)
- Information about the LWT can be found on [our website](#) and the platform is accessed through Edexcel Online (EOL) and any issues should be made through EOL.
- Any further information will be posted under the 'forms and administration' section on the web pages, and will come through the Subject Advisor updates – so ensure you've signed up for those.



# Submission Deadline

The final date for submission of all coursework marks:

# 15 May

Please ensure all folders are received by your moderator on or before this date.





# Moderator Reports

- On Results Day your moderator report is available through your Edexcel Online account.
- Speak to your Exams Officer about access to Edexcel online.
- Moderators will not be aware of any adjustments to your marks made by the system, so the report will not discuss mark changes.
- If you are not happy with your marks you can then look at our [post-exam results service](#), for information on 'review of moderation'.



# Your Subject Advisor

**Clare Haviland**

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- [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)
- Twitter: @PearsonTeachEng
- [Email or live chat](#)
- Visit our [English community groups](#)
- You can sign up for Clare's e-updates by completing this [online form](#)
- [Facebook page](#)





# Subject Specialists

- If you, or your department, would like further specialist help with delivering the qualification – then please get in touch.
- We have specialists that can chat to you – over the phone, via Skype or in person.

[Request specialist support](#)



# Support on the Website

- [Coursework submission guidance](#)
- [Year 12: Starting your Coursework](#) – presentation for students
- [Student coursework planner](#)
- [Network event summary](#)

## Coursework Exemplars

- [2017 exemplars](#)
- [2019 exemplars](#)

## Past training – coursework marking

- [2016–17 event](#)
- [2017–18 event](#)
- [2018–19 event](#)
- [2019–20 event](#)

There's plenty more support for the whole qualification so [please take a look](#).



# Other Useful Links

- [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners' reports which are available for download with other documents.

- [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

- [Results Plus](#)

Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.

See your students' scores for every exam question.

Understand how your students' performance compares with Edexcel national averages.



# Voices in Speech and Writing Anthology

- We're currently gathering feedback on the Anthology.
- Please help and give us your thoughts.
- [Feedback form](#)



# New Mocks Service

Following our successful pilot with The Dean Trust, our new Mocks Service provides schools and colleges with the Pearson Edexcel GCSE and A level exam papers for use in mock examinations. The papers are sat by students and marked by Pearson examiners, and the mock results are uploaded to ResultsPlus for item level analysis.

*“The Mocks service provided us with the assurance that the assessments were consistent, that there was no unconscious or conscious bias and that they were marked and validated by a recognised and highly regarded awarding body. Exceeded our expectations.”*

Andrew Shakos, Trust Director of Operations, The Dean Trust

Take a look our [short video](#) to find out more about the Mocks Service.

The Mocks Service has been shortlisted as a finalist for the **BETT Awards 2021**, in the category 'Collaboration with a School'!





# Subjects and Levels of Service

Available for GCSE and A level English

We provide two levels of service:

- paper-based Pearson-marked for GCSE and A level
- onscreen Pearson-marked with papers available for GCSE English Language (2.0 included) and Literature.

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**Pearson Edexcel GCSE & A level Mocks Service**

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Available for GCSE and A level: English, Mathematics, Science, History, Geography, Computer Science (GCSE only).

We provide two levels of service:

- Paper-based Pearson-marked for GCSE and A level
- Onscreen Pearson-marked for GCSE with papers available for GCSE English Language, English Literature, and Maths.

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Andrew Shalos, Trust Director of Operations,  
The Dean Trust

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# How does it all work?

## Paper-based Mocks Service – Pearson-marked, GCSE and A level. GCSE £9.00, A level £14.00 per exam paper<sup>1</sup>.



## Onscreen Mocks Service – Pearson-marked, GCSE. GCSE £5.50 per exam paper.



[FAQs](#)

[Support contact](#)



# ...and results analysis to support planning student progression and teacher CPD.

## Student progression



Illustration © Nathalie Lees

Item level analysis of students' performance via ResultsPlus to support planning, revision and intervention.

## Professional development



Analysis across individual schools and colleges can support the planning of teacher CPD and learning strategies.

We are piloting an enhanced level of service for the Mocks Service and would love to invite you to be a part of this pilot. For the normal Mocks Service price, you will get additional support from our examiners in the form of additional commentaries and follow up support from our team who will work with you to unpick intervention steps. [Visit this page for details](#)



# New GCSE English Language Qualification

We just wanted to share some great news – we launched a new GCSE this year!

What's it all about?

- It's an inspiring and motivational qualification designed to offer a fresh approach to GCSE English Language.
- It has functional, non-fiction 19th Century texts with relevant contemporary themes and engaging, contemporary fiction texts.
- Plus real-world applicable writing tasks with appropriate, supportive scaffold.

[Find out more here](#)



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Illustration by Lauren Fisher

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[aaresourcing@pearson.com](mailto:aaresourcing@pearson.com)

And finally...

Any questions?

**Thank you for  
attending this event.**

