

A level English Language and English Literature

Coursework Marker Training
2023 (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



2023

The Principal Moderator reflecting on the 2023 series, states:

‘Centres have once again risen to the challenge of coursework and candidates have engaged with the spirit of the specification with energy and enthusiasm. Moderators reported how enjoyable the work was to read; personal investment in the production of both creative pieces and the commentary was a recurrent theme of moderator reports throughout the series’.

The Principal Moderator’s Report, which gives detailed feedback on the 2023 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:
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



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
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 grid: AO1, AO2, AO3, AO4

Level Mark		Non-examination assessment : Creating and Investigating Texts			
		Commentary			
		AO1 – bullet point 1	AO2 – bullet point 2	AO3 – bullet point 3	AO4 – bullet point 4
		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.			

Example work





Student 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 be expected at this high level.
- The two creative pieces are very different. Look at how the different voices are established in the fiction and how they are maintained.
- The **commentary** offers a clear and analytical 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 two clear narrative voices in the fiction writing.

This is a very good non-fiction response. There is much to admire in the writing. There is a clear understanding of genre, purpose and audience.

The commentary is fully integrated and shows a candidate in control of their material and confident when discussing the shaping of their material.

Marks: Fiction writing: 18 Non-fiction: 18 Commentary: 24



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 although the work does need further editing.

The non-fiction is a thoughtful piece, although the graphics are a distraction. See Moderator Reports on this.

The commentary is less successful as it tends to describe and identify features without analysing.

Overall, this is an enjoyable folder which has much to commend it but the disparity between the creative pieces and the commentary does hinder the overall achievement.

Marks: Fiction writing: 14 Non-fiction: 13 Commentary: 14



Student Folder 3

Points to consider

- The choice of contrasting genres for the creative pieces.
- The influence of the stimulus texts, especially for the fiction.



Folder 3: Commentary

The candidate has clearly inhabited the world of George Orwell.

The fiction text clearly demonstrates an attempt to use the stimulus text of 1984.

The non-fiction is well-researched but lacks control and a sense of audience.

The commentary is generalised and sometimes makes a little go a long way.

Marks: Fiction writing: 10 Non-fiction: 11 Commentary: 14



Student Folder 4

- Points to consider.

The contrast between the two pieces.

The choice of genres.

Quality of the commentary.



Folder 4 Commentary

Commentary.

This is a very good folder which has two highly contrasting pieces.

Fascinating choice of topic: Gothic is a popular choice.

The commentary is very strong, with only a few generalisations letting it down. The candidate has 200 words to spare and could have used these to develop some points.

**Marks: Fiction writing 16 Non-fiction writing 16
Commentary 22**



Student folder 5

Points to consider if there is time.

The achievement in both the fiction and non-fiction.

The awareness of audience and genre.



Folder 5 Commentary

This is a strong folder which belongs on the border of Levels 4 and 5.

The Commentary is very good on AO2 and AO4 but lacks enough specific linguistic analysis to be placed securely in the top band.

Both creative pieces have a clear sense of audience.

**Marks: Fiction writing: 15 Non-fiction: 14
Commentary: 20**



Folder 6 Takeaway

This folder easily meets the requirements for a Level 4 folder. Marks are: Fiction 15, Non-fiction 14, Commentary, 17.

There is an assured and confident use of narrative voice in the fiction work

The non-fiction sustains an appropriate tone although it is slightly let down by its lack of clear audience.

The commentary is less successful and misses some opportunities for sustained discussion, especially about the audience for the non-fiction.

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'.



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.

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Voices in Speech and Writing Anthology

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

Subject Advisor contact details

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- qualifications.pearson.com/contactus
- Email: teachingenglish@pearson.com
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Andrew Shakos, Trust Director of Operations,
The Dean Trust

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Where to go for further support

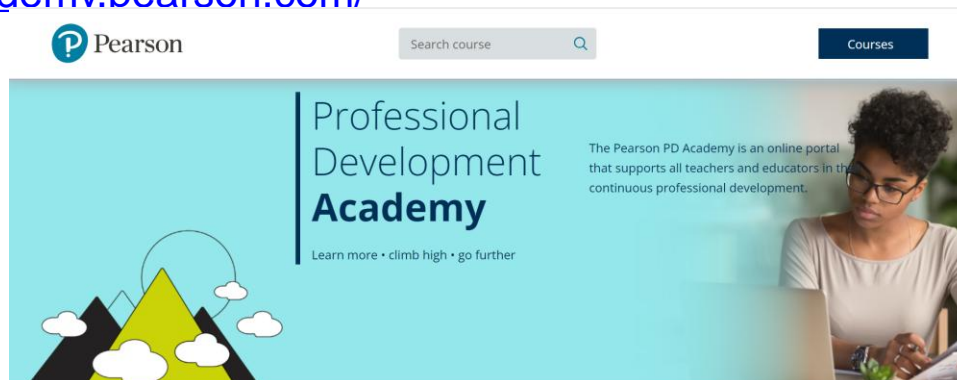
Go to our qualification page:

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For all essential materials to support you in teaching and assessing your students.

Go to our PD Academy page for our training and cpd events:

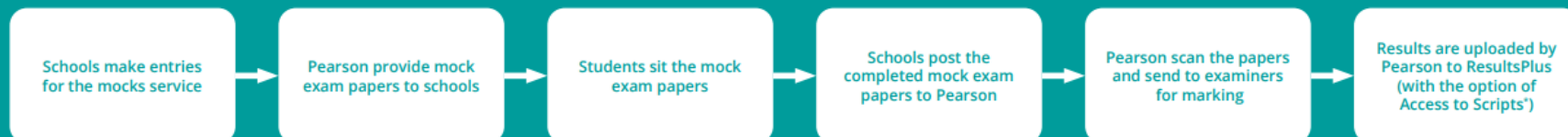
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How does it all work?

Paper-based Mocks Service – Pearson-marked, GCSE and A level. GCSE £9.00, A level £14.00 per exam paper¹.



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](#)



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And finally...

Any questions?

**Thank you for
attending this event.**





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