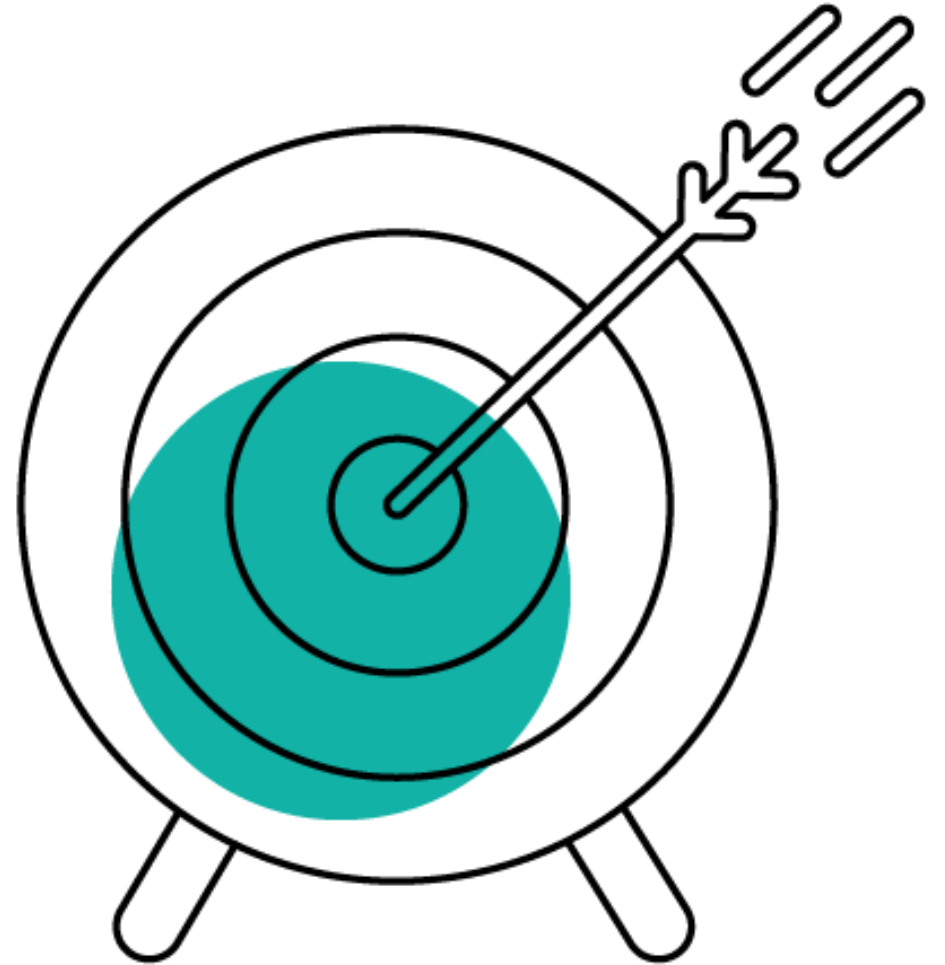


# A Level English Language and Literature Coursework Marking Training



# 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

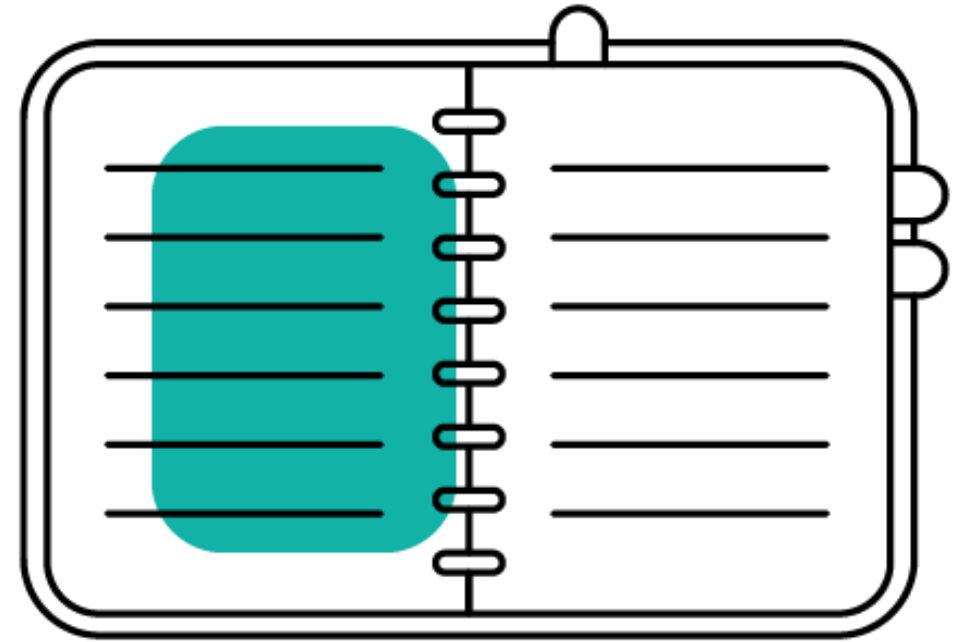
17:00 Comfort Break

17:10 Coursework marking

17:30 Useful information and submission of folders

17:45 Time for questions

18:00 Finish



# 2024 comments

The Principal Moderator reflecting on the 2024 series, states:

'It is once again pleasing to report that centres have risen to the challenge of coursework and that candidates have engaged with the spirit of the specification with energy and enthusiasm. Moderators consistently reported how engaging the work was; personal investment in the production of both creative pieces and the commentary was a recurrent theme of moderator reports throughout the series. Candidates who used personal experience and family interviews and histories produced some extraordinary work. Many candidates were politically engaged and there was much discussion of the state of the world.'

The Principal Moderator's Report, which gives detailed feedback on the 2024 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"/>		

	<b>Prose Fiction and other Genres - Remember to tick TWO per selected theme</b>			
	<b>Society and the Individual</b>			
	<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"/>		
	<b>Love and Loss</b>			
	<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	<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>
Level 2	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

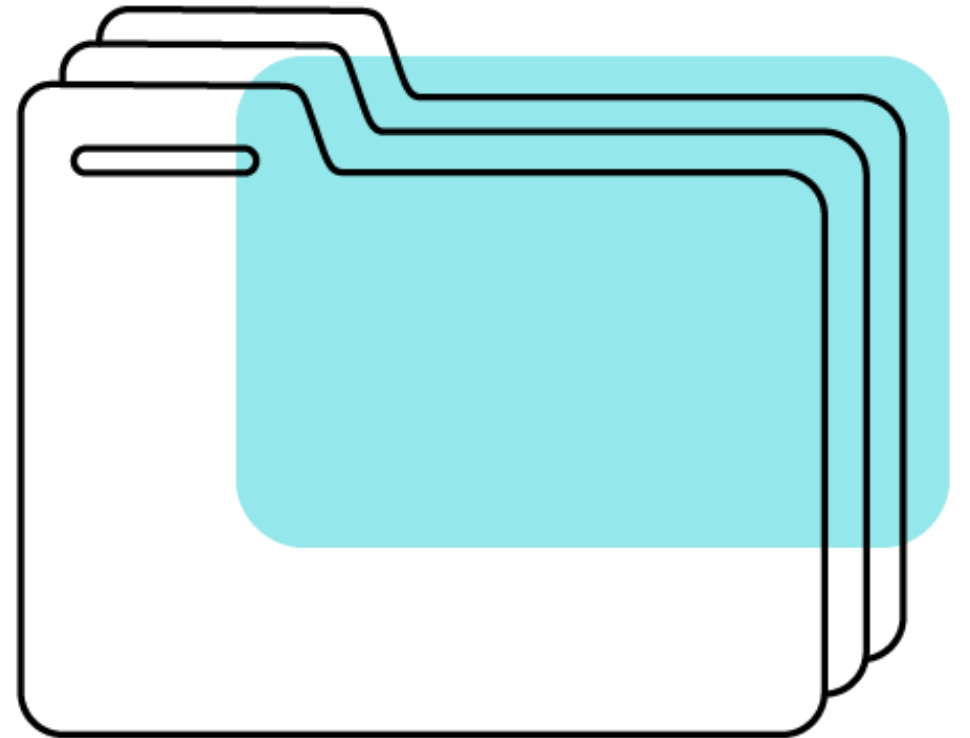
		Non-examination assessment : Creating and Investigating Texts			
		Commentary			
		AO1 – bullet point 1	AO2 – bullet point 2	AO3 – bullet point 3	AO4 – bullet point 4
Level	Mark	Descriptor (AO1, AO2, AO3, AO4)			
Level 4	15–19	<b>Discriminating controlled approach</b> <ul style="list-style-type: none"> <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 A

- 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 work is secure at the very top of Level 5.
- 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.



# Student Folder A: Commentary

There is a confident sense of genre, purpose and audience in each creative piece and both are well structured. Although the front sheet is missing, the candidate has included a brief summary of genre, purpose and audience. This is good practice.

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

This is a very good non-fiction response. There is much to admire in the writing. There is a totally secure 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

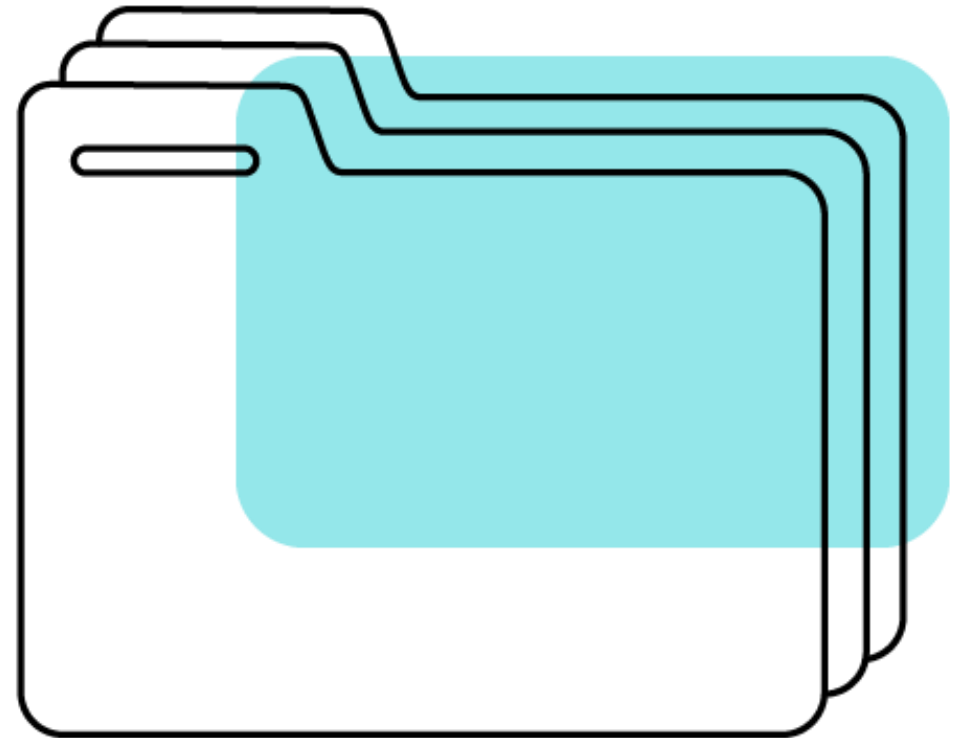
**Fiction writing: 18; Non-fiction: 18; Commentary: 24**



# Student Folder B

## 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 differences between this folder and Folder A.



# Student Folder B: Commentary

The fiction is ambitious and often successful although the work does need further editing.

The non-fiction task is a popular choice but harder than most candidates realise. The candidate has attempted an appropriate tone although structural issues, such as paragraphing, hold it back.

The commentary is less successful than Folder A; there is plenty of analysis, but it does lapse into observation at times

Overall, this is an enjoyable folder which has much to commend it but an extra round of editing would have benefitted all of the pieces.

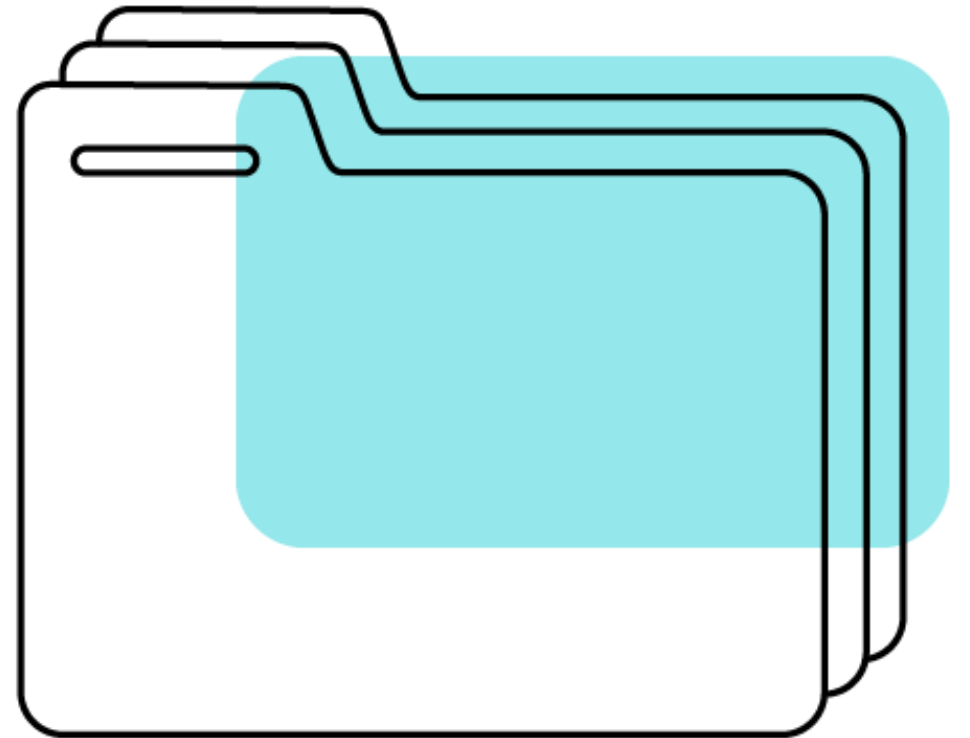
## Marks

**Fiction writing: 13; Non-fiction: 15; Commentary: 19**

# Student Folder C

## Points to consider

- The choice of topics/ genres for the creative pieces.
- The highly personal nature of the work.
- The quality of the commentary.



# Student Folder C: Commentary

The candidate has clearly chosen a highly personal topic and there is a very high level of engagement.

The non-fiction is well-researched but lacks control. The reference to “article” suggests a slightly all-purpose approach.

The commentary is generalised and does show high levels of research and thought but does not probe the shaping of the texts. It does address all the AOs but the approach stays on the surface.

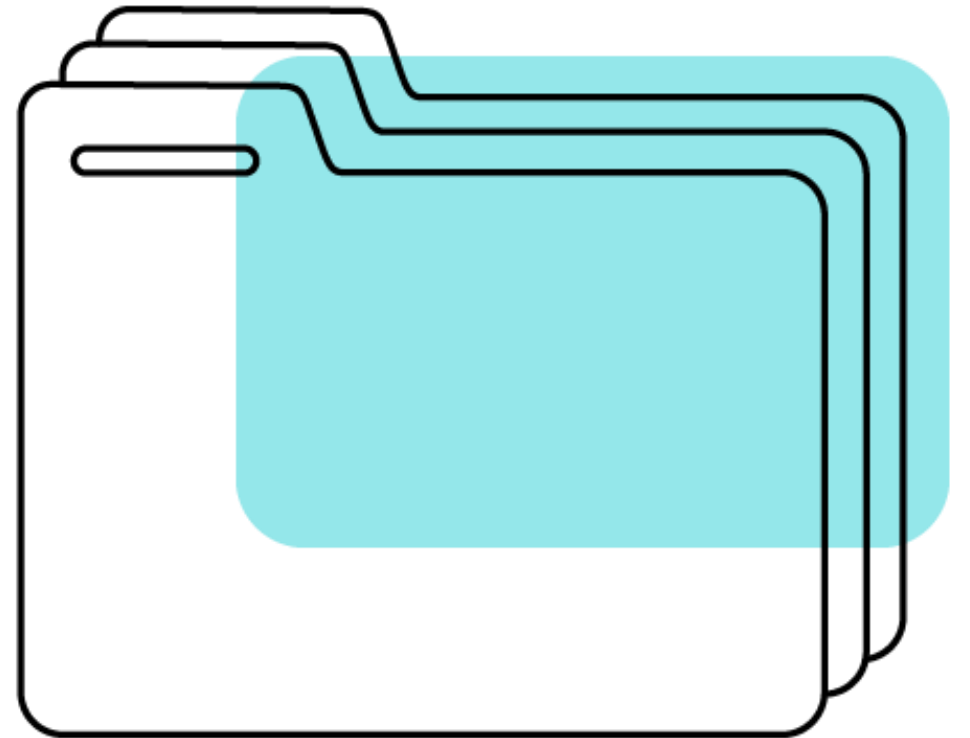
## Marks

**Fiction writing: 10; Non-fiction: 9; Commentary: 14**

# Student Folder D

## Points to consider

- The contrast between the two creative pieces.
- The choice of stimulus texts.
- Quality of the commentary in relation to the creative pieces.



# Folder D Commentary

This is a good folder which has a clear difference in achievement between the creative pieces and the commentary.

Popular choice of topic: not as easy as some candidates might imagine.

The commentary is less secure, with secure discussion of the structural influence of the fiction stimulus but superficial engagement with the specifics of language.

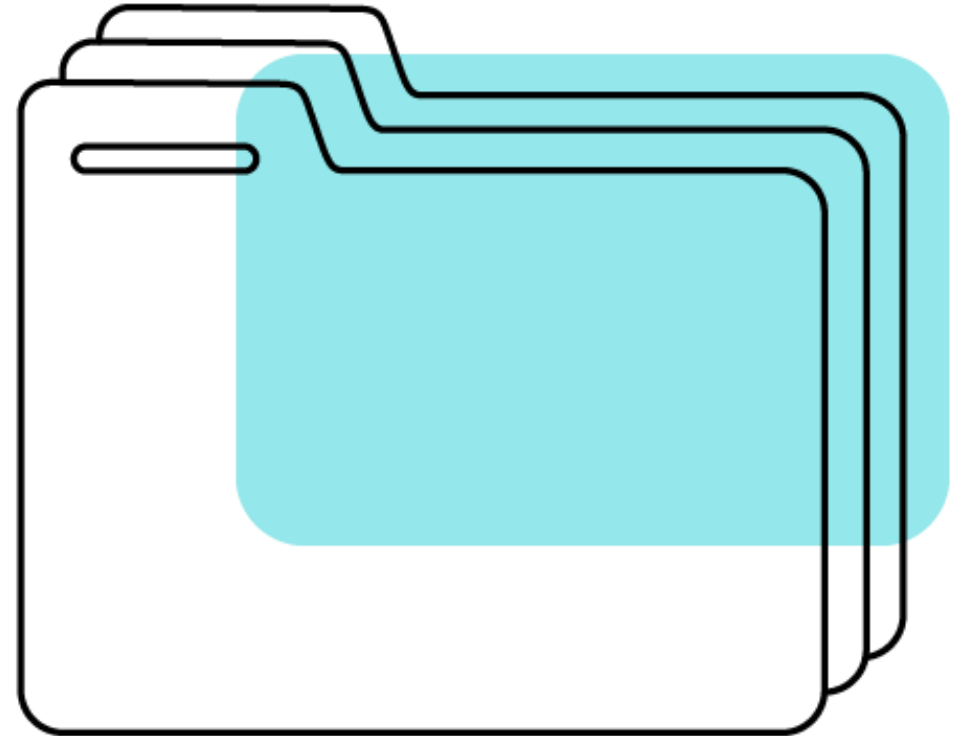
## Marks

**Fiction writing: 14; Non-fiction writing: 14; Commentary: 16**

# Student Folder E

Points to consider if there is time.

- The issues apparent in both the fiction and non-fiction.
- The nature of the commentary.



# Folder E Commentary

This is a weak folder which belongs securely in the lower mark levels.

There are serious issues with AO1 insecurity.

There is little sense of genre in the non-fiction beyond calling the work an “article”.

The Commentary is descriptive and observational with no attempt at analysis. The two texts have been treated separately and there is no attempt at an integrated approach.

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## **Marks**

**Fiction writing: 7; Non-fiction: 6; Commentary: 8**



# Folder F Takeaway

This folder easily meets the requirements for a Level 4 folder. The folder was chosen as a good example of an engaged and assured performance. The choice of *The Great Gatsby* is interesting as the candidate has chosen a 9EL02 exam text which they have not studied.

## Marks

**Fiction: 16; Non-fiction: 17; Commentary: 19**

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

The non-fiction sustains an appropriate tone.

The commentary is less successful and misses some opportunities for sustained discussion. However, the research and bibliography are both impressive.

The work is well-annotated and there is plenty of evidence of internal moderation.

# 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 has changed the way you submit sampled work to us and the accompanying paperwork.
- Centres and moderators use a 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.
- 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](#)

## **Past training – coursework marking**

- [2023-2024 event](#)
- [2022-2023 event](#)

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

# 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.

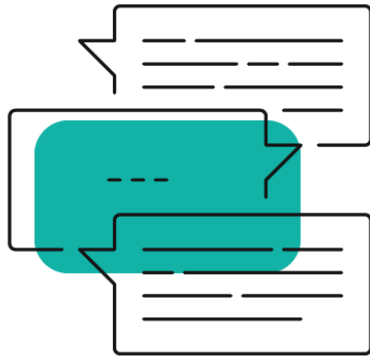
Understand how your students' performance compares with Edexcel national averages.

# Further support



# Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.



Find the Subject Advisor for your area [here](#) and sign up to receive regular updates from your Subject Advisor on qualification news and support for your subject [here](#).

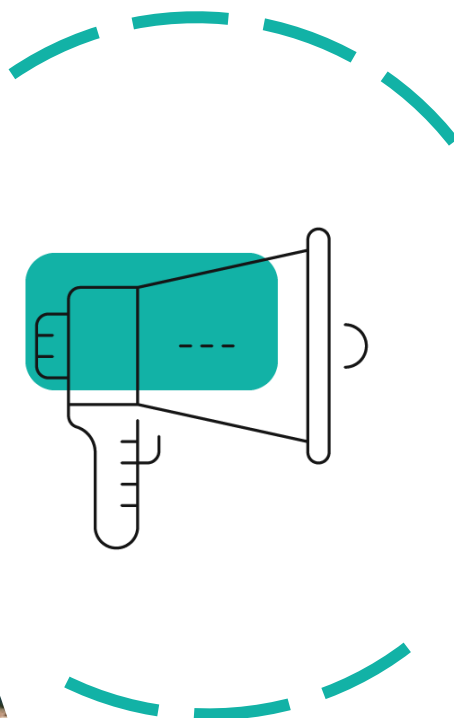




# Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





# Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



Any questions?



Pearson