

# EDEXCEL A LEVEL ENGLISH LANGUAGE: COURSEWORK MARKING – PAPER 4 (2015)

17BAE02





# Aims and Objectives

The training session has been designed to support you in marking the Edexcel GCE English Language coursework, allowing you to use the specimen exemplars to assist in the marking of your own students' work.

- 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, overview and key issues
- 10:15 Mark Schemes
- 10:20 Coursework marking
- 11:30 Comfort Break
- 11:45 Coursework marking
- 12:45 Time for questions
- 13:00 Finish



## Introduction to the Assessment

### Content

Students will:

- research a selected genre
- craft texts for different audiences and/or purposes
- reflect on research and writing in an accompanying commentary.

### Assessment Objectives

AO1, AO2, AO3, AO4, AO5 assessed

### Structure of assessment

Two assignments:

- 1: two pieces of original writing from the same genre, differentiated by function and audience
- 2: one commentary, reflecting on the two pieces of original writing produced and making connections with research undertaken

Advisory total word count is 2500–3000 words:

Assignment 1 is 1500–2000 words  
Assignment 2 is 1000 words



## Reflection on 2017

- The Principal Moderator would like to thank and congratulate all centres who submitted samples in summer 2017.
- The vast majority were well-presented, with excellent annotations, which justified marks and, therefore, made the moderation process extremely straightforward.



# Key issues to consider for 2018

## Original Writing

- Encourage students to research their own genres and style models, rather than a 'one size fits all' approach to be undertaken by all the students.
- Allow students to be adventurous. Encourage them to try various genres before they commit to their final pieces - dramatic monologues, opinion-based journalism, imaginative fiction, travel writing, speeches on various topics, reviews.
- Students must avoid mimicking the style model chosen and not produce almost identical representations of the layout and language.
- The creation of fictitious interviews with real music bands or famous personalities must be avoided.



# Key issues to consider for 2018:

## Commentaries - DO

- keep within the word count
- give an overview of both coursework pieces and establish the specific contextual features surrounding both texts, including purpose and audience
- provide an outline of the relationship between producer and receiver of each text and what effect that this has on the language chosen
- discuss specific genre features and link these to purpose and audience
- support points made about the above by reference to the style models, as well as your own writing (AO4)
- include appropriate linguistic terminology and refer to relevant ideas from language study (theories, concepts) if appropriate.



# Key issues to consider for 2018:

## Commentaries – DO NOT

- write a line by line account of the text
- make claims about the writing which cannot be supported by evidence
- identify language/linguistic features without commenting on their relevance to the overall nature of the text.





# Original Writing Mark Grid: AO5

Please refer to the marking guidance on *page 19* when applying this grid.

		<b>Non-examination assessment: Crafting Language – Original Writing</b>
<b>Level</b>	<b>Mark</b>	<b>Descriptor (AO5)</b>
	0	No rewardable material
<b>Level 1</b>	1–6	<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>	7–12	<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 attempts an individual voice. Makes obvious, though not always successful, attempts at crafting language for effect.</li></ul>
<b>Level 3</b>	13–18	<b>Clear skills</b> <ul style="list-style-type: none"><li>• Writing has minor errors and technical lapses. Applies clear understanding of genre, mode and the requirements of audience and function.</li><li>• Writing has an individual voice, with clear engaging attempts at crafting language.</li></ul>



# Commentary Mark Grid: edexcel

## A01, A02, A03, A04

		Non-examination assessment: Crafting Language – Commentary			
		A01 – bullet point 1	A02 – bullet point 2	A03 – bullet point 3	A04 – bullet point 4
Level	Mark	Descriptor (A01, A02, A03, A04)			
Level 4	13–16	<b>Discriminating controlled approach</b> <ul style="list-style-type: none"><li>• Applies controlled discussion of 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 selection and application of a range of concepts and issues. Able to analyse language use in own writing and style models.</li><li>• Makes inferences about contextual factors. Discriminating approach to explaining how audience and function affect the construction of meaning in own writing and style models.</li><li>• Discriminating connections made between style models and own writing. Examines in a controlled way links to concepts and methods.</li></ul>			
Level 5	17–20	<b>Critical evaluative approach</b>			



# Folder 1: Original Writing

- Please read the two original writing pieces in Folder 1



# Folder 1: Student's Commentary

- Please read the commentary in Folder 1



## Folder 2: Original Writing

- Please read the two original writing pieces in Folder 2



# Folder 2: Student's Commentary

- Please read the commentary in Folder 2



## Folder 3: Original Writing

- Please read the two original writing pieces in Folder 3



# Folder 3: Student's Commentary

- Please read the commentary in Folder 3





# Folder 4

- Please read the whole of Folder 4



# Common Issues

- Word counts
- Plagiarism
- Presentational features



## Submission deadline

- The final date for submission of all coursework marks:

15<sup>th</sup> May

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



- If the entry is 20 or fewer then all folders should be sent.
- For larger centres, all the folders requested must be sent together with the highest and lowest candidate (if they do not form part of the requested sample)
- Candidate Record Forms should be signed by both the student and the supervising teacher.
- A copy of the marks submitted via the Pearson online system must be sent with the coursework.
- Each folder should contain two pieces of the student's own writing, as well as their associated commentary. No style models or planning sheets are required.
- Where more than one teacher has taught the cohort, there must be **evidence of standardisation** (mark agreed/disagreed, comment, initials)
- The coursework folders must be firmly fixed together, preferably using a treasury tag in the top left-hand corner, but no plastic wallets.



## Appendix 4: Non-examination Assessment Authentication Sheet

### 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.



## Contact information

English Subject Advisor, Clare Haviland:

- [teachingenglish@pearson.com](mailto: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](http://www.community.edexcel.com/english/default.aspx)
- Twitter: [www.twitter.com/EnglishSubAdv](http://www.twitter.com/EnglishSubAdv)
- [www.edexcel.com/learningforabetterfuture](http://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!



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or email us at  
[aaresourcing@pearson.com](mailto:aaresourcing@pearson.com)



# Other useful links

## 1. [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 report which is available for download with other documents.

## 2. [Examination Results Statistics](#)

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

## 3. [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.



# Any questions?

Thank you for attending this event.