

# EDEXCEL INTERNATIONAL GCSE (9-1)

English Literature  
Coursework  
Marking Training

GETTING READY TO TEACH

Event code: 4ET1\_1901

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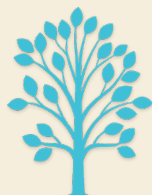
First teaching in 2017, first assessment in 2019

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# Agenda

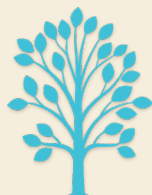
- Overview of Specification and Assessment Objectives
- **Assignment A:** Mark scheme: task setting: exemplars of levels 3 and 4: marking exercise
- **Assignment B:** Mark scheme: task setting: text and context: exemplars of levels 3 and 4: marking exercise
- Comments from the Principal Moderator's report on the summer series
- General information and contacts



# Assignments and specification

Students respond to two coursework assignments. These can be either self-generated or devised by their teachers.

- **Assignment A:** One Modern Drama text chosen from the Specification. Students are expected to demonstrate a close knowledge of the text and to analyse language, form and structure.
- **Assignment B:** One Literary Heritage text chosen from the Specification. In addition to the criteria for assignment A, students are expected to demonstrate an understanding of the links between text and context.



# Assignment A

## Modern Drama

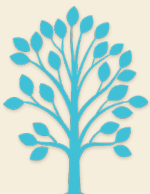


# Assessment Objectives

## Assignment A – Modern Drama

**AO1:** Demonstrate a close knowledge of and understanding of texts, managing a critical style and presenting an informed personal engagement.

**AO2:** Analyse the language, form and structure used by a writer to create meaning and effect.



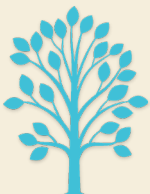
# Good examples of questions set

The responses were particularly focused when the question set had a clear focus.

Some good examples for Modern Drama from this year's cohort which elicited sound and well-focused responses are:

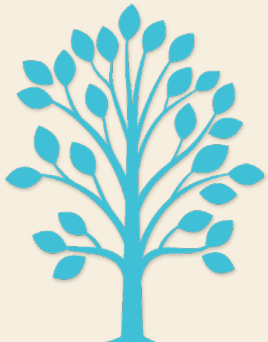
## ***An Inspector Calls***

- 'We don't live alone. We are members of one body. We are responsible for each other'. What is Priestley's aim in *An Inspector Calls* and how does he achieve it?
- To what extent does the conflict between Mr Birling and the Inspector affect the audience? In your response refer to language, form and structure.



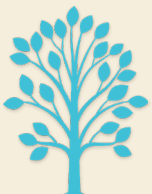
# Examples from *A View from the Bridge*

- To what extent does Eddie's pride result in his own tragedy? How does Miller show this in the language and structure of his play?
- Explore how Miller uses language and structure to present the theme of conflict in *A View from the Bridge*.
- Alfieri is not one of the main characters in *A View from a Bridge*, but critics do not doubt his importance in the play. How crucial is Alfieri's role in *A View from the Bridge*?



# Assignment A

- Level 1: Limited; simple with little evidence; minimal identification.
- Level 2: Some knowledge; largely narrative; some comment; some evidence.
- Level 3: Sound knowledge; relevant engagement; appropriate critical style.
- Level 4: Thorough knowledge, sustained critical style; sustained analysis; fully relevant.
- Level 5: Assured: perceptive; cohesive; discriminating.



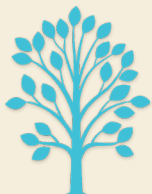


# Example of level 3 assignment

## *A View from the Bridge*

### Folder G

- The candidate discusses the significance of Alfieri and his role in the play.
- The mark which was finally awarded this response was that of 17. This is a secure level 3.



# Principal Moderator's comments

- A sound response discussing the importance of Alfieri in the play. The response is very sound on AO1 with the candidate showing personal engagement.
- There is sound analysis of the character with relevant textual references. There is a lot of sound comment on the language.

## **However:**

- Not all comments are developed or very clear, such as the one at the top of page 2.
- There is little comment on the form and structure of the play.



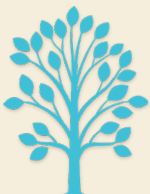
# Example of level 4 assignment

## *An Inspector Calls*

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The candidates' task was to discuss:

- How is the theme of responsibility presented in the play 'An Inspector Calls' by J.B. Priestley?
- The mark which was awarded this response was that of 23, a top level 4.

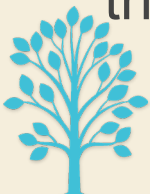


# Principal Moderator's comments

- This is a carefully structured response.
- The candidate has linked and contrasted the characters rather than just listing them.
- Thorough knowledge and understanding of the text is clearly evident.
- Analysis of form and structure is the strong point of this response

## **However:**

- There is little in the way of personal engagement.
- More sustained examples of language would have benefited the response.



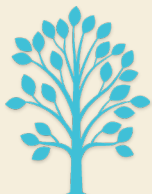
# More or less secure?

## *A View from the Bridge*

### Folder L

The candidate has responded to the question:

- How crucial is Alfieri?
- With reference to the mark scheme and levels 3 and 4 in particular, where would you place this response?



# Principal Moderator's comments

- In spite of the rather general question, the candidate has responded successfully.
- The response is well structured and focused.
- There is analysis of Alfieri's role in the play.
- There is sustained analysis of language, form and structure.
- Ideas and comments are supported by carefully chosen textual references.

## However:

- The response is not as secure towards the end, and there is an element of narrative.
- Because of the slightly uneven quality of the ending, the response does not quite make level 5. **Awarded 24.**



# Assignment B

## Literary Heritage Texts



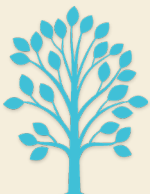
# Assessment Objectives

## Assignment B

**AO1:** Demonstrate a close knowledge and understanding of texts, managing a critical style and presenting an informed personal engagement.

**AO2:** Analyse the language, form and structure used by a writer to create meaning and effect.

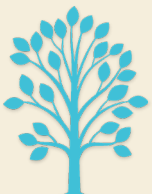
**AO4:** Show understanding of the relationship between texts and the contexts in which they were written.





# Text and context AO4

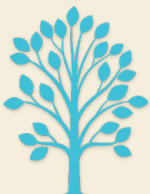
- It is important that AO4, the relationship of text to context relates fully to the question set and the text studied.
- Substantial biographical detail on any of the writers is irrelevant and detracts from the task in hand.
- The most successful responses tend to integrate references to context throughout, often using context to support and develop points for AO1 and AO2.



# Good examples of questions set

## ***Romeo and Juliet***

- ‘These violent delights have violent ends’. To what extent is love a destructive force in *Romeo and Juliet*? In your response you must refer to language form and structure and refer to the relationship between text and context in the play.
- Discuss the development of Juliet’s character over the course of the play, commenting on how her portrayal challenged Elizabethan ideas about the role of women.
- ‘Fate will unwind as it must.’ How far does fate shape Romeo’s and Juliet’s destiny. You must refer to the language, form and structure of the text and refer to the relationship between text and context in the play.



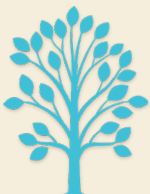
# Examples from *Macbeth* and *Merchant of Venice*

## *Macbeth*

- ‘Fair is foul and foul is fair’. How important is the theme of the disruption of rank and order in *Macbeth*?
- With close reference to the play and the context within it was written, what might have been the motives behind Shakespeare’s presentation of Lady Macbeth?

## *Merchant of Venice*

- ‘Mercy and forgiveness, not revenge are the dominant themes in the *Merchant of Venice*.’ With close reference to the text and its context, to what extent do you agree with this comment?



# Assignment B – Literary Heritage Texts

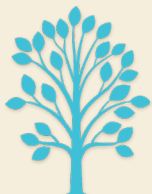
**Level 1:** Limited knowledge and understanding; simple response; little personal engagement; little comment on text and its context.

**Level 2:** Some knowledge and understanding; some personal engagement; some comment on text and its context.

**Level 3:** Sound knowledge and understanding; relevant personal engagement; relevant comment on text and its context.

**Level 4:** Thorough knowledge understanding and personal engagement; sustained analysis; detailed awareness of text and its context.

**Level 5:** Assured, cohesive, comments on text and its context are integrated convincingly into the response.



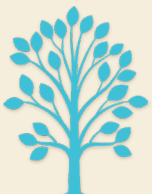
# Example of level 3 assignment

## *Macbeth*

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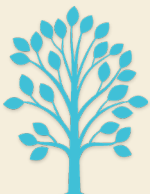
The candidate has responded to the following task:

- With reference to the context, how does Shakespeare use language and structure to present Lady Macbeth?
- The final mark awarded was 16, which is mid level 3.



# Principal Moderator's comments

- Although brief, this is a sound response.
- There are a few relevant comments on the context, particularly in the opening and the concluding paragraphs.
- These have been incorporated into the body of the response.
- There is some awareness of structure and form.
- The response is sound, with some personal engagement.
- However, it is too short to develop in any depth points or comments made.
- This is a secure level 3 response.



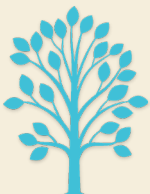
# Example of level 4 assignment

## *Macbeth*

### Folder K

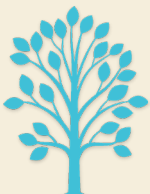
The candidate has responded to the following task:

- How is the relationship between Macbeth and Lady Macbeth presented throughout the play?
- The final mark awarded was 22, which is mid level 4.



# Principal Examiner's comments

- The candidate has produced a carefully structured response on the development and eventual disintegration of the relationship between Macbeth and Lady Macbeth.
- This is a solid and sustained response to the task in hand.
- There is detailed awareness of the relationship between text and context, and these comments are integrated into the response.
- There is some personal engagement, although more would have benefited the response.
- Overall a thorough response which fulfils mid level 4 criteria.





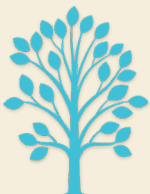
# More or less secure?

## *Macbeth*

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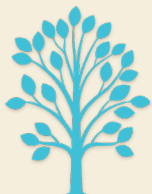
The candidate has responded to the task:

- How does Shakespeare present the theme of control in *Macbeth*? You must consider language, form and structure and refer to the context of the play.
- With reference to the mark scheme, and levels 3 and 4 in particular, where would you place this response?



# Principal Moderator's comments

- The candidate has produced a response, which is just over 1000 words long.
- Context and its relationship to the text has been integrated into the body of the response.
- There is evidence of sound and at times sustained personal engagement.
- All the criteria for a level 3 response are met and there is enough personal interpretation and language analysis to move this response just into level 4.
- The response was awarded a mark of 19, which is just into level 4.



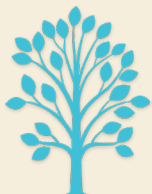
# Text and context AO4

Exemplar O is an excellent example of how a candidate has successfully incorporated the relationship between text and context in the response.

## Folder O

### ***Romeo and Juliet* – a level 5 response**

- In this response the candidate has offered a detailed analysis of Juliet's character, linking it to the context within which the play was written.
- The relationship between text and context is the strongest element of this response. Note how from the very first paragraph the candidate has successfully incorporated ideas of the time with the response.

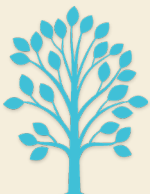


# Text and context continued:

## Exemplar I

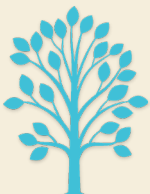
### ***Macbeth* – a top level 3 response**

- The candidate in this response discusses the audience's perceptions and the historical context within which the play was written.
- These comments do not appear until well into the body of the response and they are less confidently and subtly presented than in the previous response.
- The AO4 is sound, although not sustained.



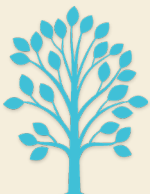
# Length of assignments

- The guidance in the specification is 600–1000 words for each assignment. Over-long responses tended to contain narrative or historical detail which detract from the core of the response.
- A well-planned, concise and carefully structured response covering all the Assessment Objectives in sufficient depth and detail can be achieved within the word limit and be awarded full marks.



# Quoting sources

- Some candidates are using material from various critical sources and citing these using footnotes or a bibliography as in A level coursework.
- This detracts from the personal engagement, interpretation and original response that are clearly asked for in the specification.
- One of the strands of AO1 is 'presenting an informed personal engagement'.



# Your Subject Advisor

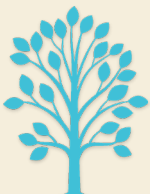
**Clare Haviland**

Telephone: 0333 0164 120

Twitter: [@PearsonTeachEng](https://twitter.com/PearsonTeachEng)

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Thank you for attending  
this session.



ALWAYS LEARNING