

EDEXCEL SPEC. 9ENO

A LEVEL ENGLISH LANGUAGE

COMPONENT 4: CREATING TEXTS 20%

NON-EXAMINED ASSESSMENT COURSEWORK

ASSESSMENT OBJECTIVES

ASSIGNMENT 1 – CREATING TEXTS

AO5 – Demonstrate expertise and creativity in the use of English to communicate in different ways

ASSIGNMENT 2 - COMMENTARY

AO1 - Apply appropriate methods of language analysis, using associated terminology and coherent written expression

AO2 - Demonstrate critical understanding of concepts and issues relevant to language use

AO3 - Analyse and evaluate how contextual factors and language features are associated with the construction of meaning

AO4 - Demonstrate expertise and creativity in the use of English to communicate in different ways

SUMMARY

ASSIGNMENT 1 - 30 marks

- Two pieces of original writing from the same genre
- Pieces differentiated by function and/or audience

ASSIGNMENT 2 – 20 marks

- One commentary reflecting the two pieces of original writing
- Making connections with the research undertaken

ADVISORY WORD COUNT

- Total for assessment – 2500-3000
- Assignment 1 – 1500-2000
- Assignment 2 - 1000

2017/18 DEADLINES

- First drafts of Assignment 1 (both texts) –
Monday 23rd October 2017
- Completed drafts of Assignment 1 (both texts) –
Monday 18th December 2017
- Completed Commentary and full folder –
Monday 19th February 2018

RESEARCH SKILLS

- Identify relevant and appropriate materials for genre
- Read independently building up own knowledge and understanding of genre
- Build up understanding of features of genre and variations within the genre
- Research plausible tasks and texts within the genre
- Analyse closely relevant language frameworks and levels in genre style models
- Research additional theories that may be relevant to chosen genre, audience or function (eg relevant child language theories relating to production of children's fiction)

CREATIVE WRITING SKILLS

- Plan and structure texts effectively to match audience and function within the word count
- Show assured understanding and control of genre conventions and mode
- Control and vary choices of lexis, syntax, and discourse to appropriately match audience and function
- Display a skillful selection of techniques for effect
- Apply knowledge of genre features gained from research
- Edit own work, recognizing errors and areas for improvement
- Create effective 'voices'
- Craft engaging and sophisticated responses

COMMENTARY SKILLS

- Reflect on own learning and evaluate choices made in own writing
- Able to apply and evaluate a wide range of relevant concepts and issues from own research into genre conventions
- Able to infer, explain and evaluate the impact of context on own writing
- Able to make and evaluate connections between research, style models and own writing
- Apply relevant language frameworks and levels to own writing, using relevant and appropriate use of terminology
- Able to support comments with precise examples from both style models and own writing
- Able to evaluate language use in own writing
- Be able to structure analysis effectively with clear and effective transitions

POTENTIAL GENRE CHOICES

Suggestions from Specification:

- Feature Articles
- Journalist Interviews
- Speeches
- Scripted Presentations
- Dramatic Monologues
- Short Stories
- Travel Writing

Examples from Specification:

Example 1: a student could choose the genre of 'short stories' and produce the following **two** clearly differentiated texts for Assignment 1:

Genre	Audience	Function	Text description
Short stories	Year 6 students	Entertain	A short story set in a fantasy world.
	Adults	Entertain	A short story set in a dystopian world.

Example 2: a student could choose the genre of 'travel writing' and produce the following **two** clearly differentiated texts for Assignment 1:

Genre	Audience	Function	Text description
Travel writing	Gap year students	Inform	A magazine feature on top travel destinations for your gap year.
	Pensioners	Persuade	A magazine article to encourage pensioners to explore the world.

In preparation students must:

- Explore distinctive features of a variety of genres
- Explore texts that exemplify key features of chosen genre (style models)
- Explore the effect of language choices and discourse strategies for different contexts
- Develop the skills of effective and accurate drafting and redrafting

(See attached guidance from Edexcel in Appendix 2 for more detailed examples of coursework tasks)

COURSEWORK PROPOSAL

GENRE	AUDIENCE	FUNCTION	BRIEF DESCRIPTION

GENRE: GENERAL RESEARCH AND STYLE MODELS RESEARCHED

KEY POINTS OF VARIATION BETWEEN TEXTS

TEACHER GUIDANCE AND FEEDBACK

PLEASE NOTE THE FOLLOWING GUIDANCE AND ADVICE FROM EDEXCEL AND JCQ REGARDING MARKING AND FEEDBACK

Feedback

Teachers may help students to understand rubrics, assessment criteria and controls. Teachers must not provide students with solutions. For example, teachers may provide a simplified student friendly version of the assessment criteria, but this must not be specific to the work of individual students or a group of students (see the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website: www.jcq.org.uk). Any additional feedback must be recorded in the *Non-examination Assessment Authentication Sheet* (see *Appendix 4*).

Authenticity

Students and teachers must sign the *Non-examination Assessment Authentication Sheet* (see *Appendix 4*). Teachers must review at least one draft to offer support and to ensure they can verify that the student's final work is their own. This support may take the form of **general** advice only and work may not be provisionally assessed. Please refer to the Joint Council for Qualifications (JCQ) *Instructions for conducting non-examination assessments (new GCE and GCSE specifications)* on the JCQ website (www.jcq.org.uk) for further information on the level of feedback permitted.

REFERENCING

Students must ensure that all quotations and citations are referenced using an established referencing system, such as Harvard, and produce a bibliography citing reference texts.

**APPENDIX 1:
MARKING CRITERIA**

APPENDIX 2:
DETAILED EXAMPLES FROM
EDEXCEL