

GCE English 2008 Coursework Support

Introductory Note from Christopher Cooper (Chair of Examiners)

It can be no exaggeration to claim that course-work - that is assessed work done under more natural research conditions than those permitted in traditional formal timed examination which are then marked by an external examiner – has over the last few decades revolutionized teaching and assessment methods. This is particularly true of the more academic subject areas of GCE specifications such as English Language, English Language and Literature and English Literature.

Schools and colleges have been enthusiastically quick to respond professionally to the demands and responsibilities of course-work participation and of being actively involved in the final assessment of their own candidates' work while at the same time admitting the paramount need for a single unified standard and the sharing of ideas in both teaching and assessment projects.

Course-work offers real educational advantages to candidates, who can study at their own pace and interest; to teachers, who have a genuine opportunity for discussing broadening work programmes with their students, in classes, in small groups or on a one-to-one basis; and to assessment companies like Edexcel, who can work closely with course-work teachers and thus reduce the burden on their own staff. Course-work implies a sharing of assessment criteria not just with moderators but with other centres too.

At the request of many teachers and centres, to support this clearly perceived need for a single standard and to pool ideas and experiences, Edexcel's Principal Moderators for the three English based GCEs have put together a series of Case Studies which we hope colleagues will find supportive and reassuring in their constant quest for new ideas that conform to the relevant Assessment Objectives and in their concerns for the awarding of appropriate and consistent standards.