



ENTRY PATHWAYS - SUMMER 2014
ADDITIONAL ENGLISH

Chief Examiner: Marilyn Walters

Unit Code/Level	Total Centres Entered	Total Centres that met all assessment criteria
6350 E2	58	57
6350 E3	38	38
6350 L1	2	1
6351 E2	55	51
6351 E3	39	33
6352 E2	60	59
6352 E3	38	37
6352 L1	2	2
6353 E2	44	42
6353 E3	26	23
6354 E2	54	48
6354 E3	31	26
6354 L1	1	1
6355 E2	48	47
6355 E3	29	26

It is pleasing to see that the numbers of students taking this qualification have increased by 43% from this time last year. Centres are becoming aware that Additional English allows them to meet the needs of their less able students in a variety of ways which most suits them and which is most adaptable.

As centres are getting used to submitting units, the administration is improving. Most centres now complete their assessment records with page references to guide the moderator to the assessment criteria within the folders of work. Most find it preferable to set criteria-led tasks which also assist the moderator and make it clear when the student meets particular criteria. Criteria-led annotation is also greatly welcomed by the moderator as is evidence of internal moderation. After all, the moderator only needs to see the evidence in order to agree with it and if the centre can aid this process it is in everyone's interests.

The size of the sample has been an issue in the past but now it is printed clearly on the bottom of the EP1 form so there are fewer errors. However a few centres have entered candidates for the wrong unit or at the wrong level and the moderator is unable to do anything about this; it is essential that centres check that their entries are correct **before** the cut-off date for entries.

The moderator's task is also made easier if folders of work are well organised; as noted above, page numbers are extremely useful. Only work relevant to the assessment criteria should be submitted, the moderator is aware that lots of background/preparatory work will have been done but does not need to see this. Samples should be sent per unit, not per candidate as the moderator will be looking at all the work sent in for individual units, not individual candidates. Different units may be sent to the moderator in the same sack, but they should be in separate folders for ease of reference.

As none of the units requires written evidence, witness statements are crucial; these do involve writing down the words which the student said or what they actually did – a generic statement will not do. The moderator has to be made aware how the student is thought to have reached the assessment criteria.

Task setting is often the key to success for most students; if the tasks are criteria led and marked according to the assessment criteria (as outlined in the amplification documents) then students are heading in the right direction. If, however, past work is being submitted in the hope that it will meet the criteria, then this usually results in failure. There are amplification documents for all the units and these are crucial when task setting and moderating work. It must be made absolutely clear that Entry 3 units are not just more demanding in length but also in breadth; it is rare that the same tasks can be set for both unless targeted extension work is undertaken at Entry 3.

Unit 6350: Exploring Shakespeare

Folders for this unit are always pleasing to moderate as quite often the teacher has discovered yet another way to make difficult texts accessible. Evidence is sometimes pictorial (storyboards, mind-maps, stills from films) and DVDs have also been submitted showing students acting out scenes. Photographic evidence is always welcomed; this can be used as a stimulus for students to talk about their work on the text or the basis of the teacher's witness statement. The play need only be briefly outlined, but then the student has to describe two scenes in detail, usually referring to the text and unless the student is directed to do so, they often relate the events of whole acts. The amplification document is key here to explaining the difference in demand at the two levels and centres should not undertake any tasks before looking at this document.

Unit 6351: Communicating Experience

Some centres are still struggling to come to terms with what is meant by 'an event/experience' and this has led to some students failing this unit. If a student is a football fan, it would be quite acceptable for them to write about a match they have seen or a visit to a football club; however, it is not acceptable to submit a project on the history of a football club as this is not an event or experience. The focus should be on what a student has done or seen or been involved with in some way – not a mini project on a topic of interest.

Another stumbling block is the second learning objective which requires an expression of different points of view. Many centres now give the students a scenario where the opposing viewpoints are obvious e.g. a head teacher and a pupil on using mobile phones in school. The further apart the viewpoints are, the easier it is for the student to explain them.

Unit 6352: Creating Narratives

This is always an enjoyable unit to moderate as the students' imaginations know no bounds. However, they do need guidance on including descriptions of characters and settings which they do not always do without prompting. Initial plans range from story boards, to spider diagrams to mind maps; all are acceptable providing they help the student to create a clear, sequential narrative which attempts to engage the reader.

Unit 6353: Exploring Events and Characters in Audio/Visual Texts

Fewer centres made the mistake of studying only one text this series but there were still some who spent a long time studying one text and then paid scant attention to the second. This is not acceptable. The latest assessment record now has two columns so that the centre can tick off when each assessment criterion has been met for each text. These **must** be films or TV programmes and not the written word which is studied in Unit 6354.

Unit 6354: Exploring Narratives

As above, the new assessment record has two columns, one for each text, and they each must meet all the assessment criteria. The texts do not need to be novels – short stories or simplified versions of novels are also acceptable. *Of Mice and Men*, *Stone Cold*, and *Buddy* are often chosen as are *Lamb to the Slaughter*, *The Signalman*, and *The Monkey's Paw*. The amplification document is again really important in ensuring all criteria are met in full for each text.

Unit 6355: Exploring Poetry

Only one poem needs to be studied but some centres do choose several in order to meet all the assessment criteria. The most popular poems are *The Highwayman* and *Dulce et Decorum Est*. The work submitted should be the result of twenty hours' work, however, so the student should show some knowledge of poetic form and features at the end of it. Creating their own poetry is not in the assessment criteria. The amplification document is a great help here in suggesting the depth of understanding that needs to be shown.