

Example Year 13 Student Work - English

The following gives some examples of the level of work covered in English at Key Stage 4 including details of how we expect students to set out their work and engage with feedback received. Students who follow these steps and respond to the individual feedback they have been given, will make the best progress.

Feedback on frontsheets from classwork and homework essays

Level: 3 + 3	Mark out of 48 (36+12): 19 + 6 (25)
Student reflection on work: More textual references needed More engagement with critical viewpoints i.e. evaluate / challenge them as well as just using them	
Strengths of your work: Argument was driven by A03. You used some critical viewpoints to support your ideas. Crucial is to further support your argument with textual reference	
To improve in A01 Ensure all ideas are closely supported by textual references Consider the	To improve in A02 Ensure you focus on authorial method whenever possible
To improve in A03	To improve in A05 Consider challenging a critical viewpoint - is pity <u>all</u> we feel?

This is a section from the front sheet which is attached to all longer pieces of work completed in class and at home.

The pupil has written a reflection on their own work after completing it.

The teacher has given the pupil a comment on the strengths of their work, linked to the assessment objectives for A Level.

The teacher has given the pupil targets linked to the assessment objectives for A Level.

The teacher has given the pupil a level and a mark from the appropriate section of the A Level mark scheme.

Student response to feedback

Ishiguro presents Stevens, such that a main aspect of his narrative voice is emotional suppression, which causes us, to an extent, to pity him. Stevens' seeming inability to express his emotions could be down to his obsession with 'dignity' and 'professionalism,' which he mentions at various points during the novel. A clear example of Stevens' emotionally suppressed voice is his reaction to the death of his father. Upon hearing from Miss Kenton that his father is dead, Stevens' initial response is to simply say 'I see.' Upon being asked if he wishes to see his dead father, Stevens' response is to say, 'I'm very busy now...In a little while perhaps,' The fact that Stevens' ~~refuses~~ ^{refusal} to see his dead father, almost viewing him as a mere distraction to his butler ✓ duties, is a testament to how obsessed with the idea of being as 'dignified' and professional as possible, which makes the event of his father's passing all the more ✓ tragic. However, the reason for Stevens' apparent nonchalance to the news of his father's death is soon explained; he believes that stopping his duties to see his dead

Handwritten annotations:
✓ needs development
↓
he thinks
seems he
has a
misguided
view on
this, as
seen by...
✓ good viewpoint (A+1)

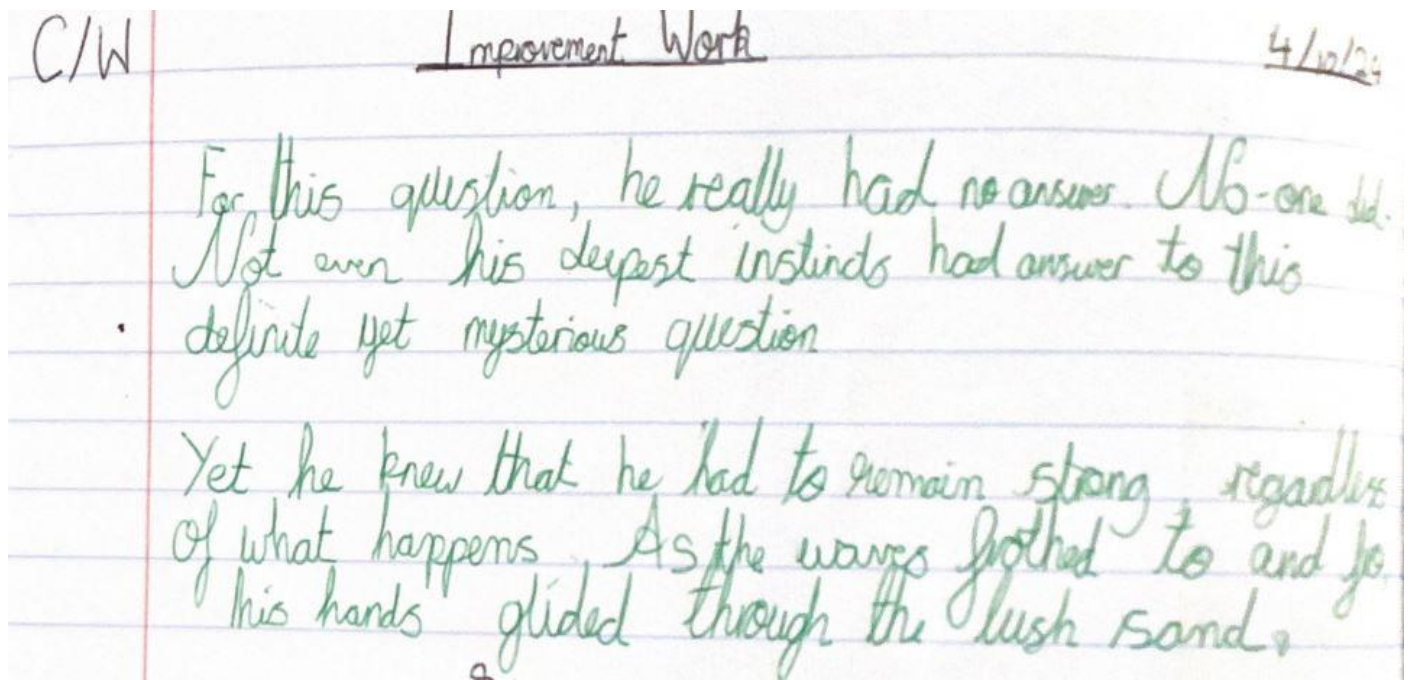
The teacher has annotated the work with the pupils' strengths.

The teacher has identified an aspect of the student's work which could be improved, linked to the targets on the front sheet of their work.

The pupil has responded to this target and to the correction of their written expression in green pen.

In this case, as the pupil is preparing NEA work, they have typed their work. Classwork essays, and homework essays which are not in preparation for NEA work, would be handwritten.

Student response to feedback given by their teacher



The pupil was given the target on their work to paragraph more frequently and for effect.

The pupil has responded to this target by redrafting a section of their work, in green, to improve the paragraphing.

The pupil has included a title, C/W for "classwork" and a date on their work.

The pupil has set their work out neatly and legibly.