SCOTTISH
QUALIFICATIONS
AUTHORITY

2005 Modern Languages

Standard Grade Folio of Writing

Finalised Marking Instructions

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments

Instructions to Markers

1 Prior to Markers' Meeting

a When the first batch of papers reaches you, read through as many folios as you can comfortably overtake in the time available before the markers' meeting, with the purpose of judging standards generally in relation to the Grade Related Criteria.

b Do **not** make any marks on scripts at this stage.

c Photocopies of a number of folios will be sent to you before the meeting; grade these photocopies in accordance with the detailed instructions below, and **bring them to the markers' meeting**. At the meeting, the grading of the photocopied pieces will be discussed and will serve thereafter as a guide to a common standard.

2 Markers' Meetings

a At the markers' meeting, you will have an opportunity to discuss points of difficulty or doubt on matters of procedure and marking.

b Markers' meetings are part of the Scottish Qualifications Authority's procedures to ensure that all markers mark, as far as possible, on a common standard. Their purpose is primarily to clarify where necessary the examining team's decisions and to deal with queries. The examining team's decision must be final.

3 How to Approach the Assessment

Each folio item is to be assessed against the Grade Related Criteria, and a grade awarded on that basis only. The appropriate GRC are attached as an appendix to these instructions, along with a relevant extract from the Arrangements document .

At all Levels, the assessment of a candidate's work requires a positive approach.

It should be remembered that at each grade there will be a range of performances.

4 The Marking Process

a Read through the item without making any mark on the paper. This should enable you to determine, with reference to the GRC, whether the piece falls into Foundation, General or Credit Level, or whether it lies on the boundary between two Levels.

b Further reading of the piece, with detailed reference to the appropriate parts of the GRC, will enable you to determine the grade.

Do not underline errors: ticks and crosses should be entered in the margin to indicate **particular** quality or **serious** errors. These entries will not lead to any kind of arithmetical calculation, but will help to focus your attention on the quality of the work.

Notes:

- The bullet points in the GRC are indicative and not prescriptive; they are indicators of characteristics of performance. Candidates are not required to fulfil every one of the points and may not perform at a uniform level throughout a piece of writing. However, the overall impression of a candidate's performance must meet the majority of the criteria for the Level/grade awarded.

- At Credit Level, candidates must be able to demonstrate good control of structures. A top Credit award should not be given for **frequent** errors.

- The absence of a range of tenses from a piece of work which otherwise meets the criteria for Credit Level does not preclude the award of a Credit grade.

5 Calculating the overall grade for the Folio

As you grade each piece of Writing, enter the grade in the appropriate box at the foot of the Flyleaf (W1, W2 or W3). To calculate the overall grade for the Folio, add these three grades together and divide the total by three. For example:

W1	5	W1	1
W2	4	W2	3
W3	4	W3	1
Total	**13** (÷3=4.3) = **grade 4**	**Total**	**5** (÷3=1.6) **= grade 2**

If a Folio contains only two pieces of writing, grade each of the two pieces and enter a 7 for W3. Calculate the overall grade for the Folio as described above.

Where a Folio contains only one piece of writing, do **not** mark it. Write "Only one piece" underneath the "For official use" section at the top of the Flyleaf, enter 999 in the Grade box on the Flyleaf and on Form EX6, and clearly mark the script envelope "Special Attention".

6 Referrals to Principal Assessor

Where issues arise during the marking process and markers have serious doubt or difficulty in assigning a mark/grade to a piece of work, the script should be marked and referred to the Principal Assessor. Markers should write 'PA Referral' clearly on the front of the script under the 'For Official Use' grid, and should complete a *Principal Assessor Referral Form* (blank forms are provided in the markers' pack of materials). This form should then be inserted inside the front cover of the script or, in the case of projects, placed inside the clearface envelope.

The envelope containing the referred script should be returned to SQA as normal.

7 Completion of Marking

On completion of marking, photocopies and Marking Instructions should be destroyed; they should **not** be returned to the Scottish Qualifications Authority.

Grade Related Criteria for Writing

These criteria are to be understood as characteristics of Writing at each level; thus, for example, the length of a piece of Writing or its accuracy alone is not sufficient to guarantee an award at a particular level. The **overall quality** of the written language is what is being assessed.
At all levels, candidates may use short headings, in English, in the target language or in any other language as they wish.

<table>
<tr><th colspan="2">Foundation</th><th colspan="2">General</th><th colspan="2">Credit</th></tr>
<tr><td colspan="2">• the content is appropriate to the task, but very limited.
• communication is achieved despite frequent grammatical errors
• candidates may express simple opinions
• candidates can use simple structures with some accuracy.
• there is a limited range of vocabulary and structures.
• there may be a tendency to repeat structures and/or phrases</td><td colspan="2">• writing shows evidence of structure and/or focus
• communication is achieved with some success and consistency, despite grammatical errors
• candidates can express simple opinions and reasons
• candidates can use simple structures with more accuracy
• there is a reasonable range of vocabulary and structures
• there may be an attempt at a range of tenses</td><td colspan="2">• writing is well structured and/or focussed
• candidates can write with some flexibility
• candidates can express opinions and reasons well and may expand on them
• candidates are generally accurate in their use of language although there may be occasional grammatical errors, particularly in more complex structures
• there is evidence of a wide range of vocabulary and structures
• candidates use a range of tenses as appropriate</td></tr>
<tr><td>Grade 6</td><td>Grade 5</td><td>Grade 4</td><td>Grade 3</td><td>Grade 2</td><td>Grade 1</td></tr>
<tr><td>Writing is limited in range and very inaccurate</td><td>Writing is limited in range, but may be more focussed and/or accurate.</td><td>Writing may be inaccurate but with a reasonable range, or more accurate but lacking in range.</td><td>Writing is more accurate, and vocabulary and structures are more wide-ranging.</td><td>Writing is mostly accurate but ideas are less well developed or ideas are better developed but writing is less accurate.</td><td>Candidates are able to write at some length showing both development of ideas and control of the language.</td></tr>
</table>

Although short texts (up to 50 words) may be the norm in performances at Foundation Level, longer texts will be expected at General and Credit Levels (up to 100 words at General and up to 200 words at Credit Level).

Appendix 2: Extract from the Arrangements document

Examples of possible tasks for Writing assessment

To enable the assessment of Writing to arise from normal classwork, centres are free to devise their own assessment tasks, and to give these a focus that will be familiar to candidates. The following are examples of the type of tasks which centres could set. These have been set out under the headings *Personal Language* and *Discursive Language*; there is however no requirement that a candidate's folio should contain examples of both types of language.

The submission could include items such as:

Personal language

- a personal letter to a friend in the target language
- preparation for a first e-mail to a student in a different country
- personal information (leisure activities, etc) for prepared talk
- a personal response to an article/book/film, etc (source need not be in the target language)

Discursive language

- an essay giving opinions about eating meat
- a report on the good and bad things about TV
- a summary of something read/viewed/listened to (source need not be in the target language)
- preparation for a talk on health issues

Supportive assessment

The assessment of Writing should be supportive of candidates, and should encourage them to write with increasing sophistication and accuracy. To this end, candidates may consult notes, written texts and reference sources to draft their pieces of Writing, and they should be encouraged to redraft following advice from the teacher.

Learned language

The ability to write in a foreign language requires a certain amount of "learned" or "automatic" language and a certain amount of understanding and control of grammatical structures, both of which help learners to monitor the effectiveness and accuracy of what they write. Judicious use of a dictionary is an additional aid to accuracy in Writing. To this end, the final pieces of writing must be produced under controlled conditions, with no access to reference sources other than a dictionary.

Headings to support candidates

Some candidates may find the task of producing and structuring written texts of the required length very daunting. Teachers may break the tasks into more manageable chunks for these candidates by providing headings in English, as shown below:

A personal letter to a friend in the target language

- write about yourself
- write about your interests
- write about your plans for when you have left school

A personal response to an article/book/film, etc (Source need not be in the target language)

- write what the film is about
- write why you like it
- write about one of the characters
- tell the reader to see it!

A report on the good and bad things about TV

- write how often you watch TV, and comment on this
- write what you like about TV (which programmes, why)
- write what you dislike about TV and why

Alternatively, headings like these may be provided in the target language

Submission of Writing assessment

The final submission should represent a range of the candidate's work. However, it is recognised that some candidates will find more discursive tasks very difficult, even with a great deal of support. The decision as to which pieces of Writing should be submitted for each candidate is therefore the responsibility of the centre.

[END OF MARKING INSTRUCTIONS]