



National  
Qualifications

---

# English

## Portfolio: writing

---

This is the assessment task for the portfolio Component of National 5 English Course assessment.

It must be read in conjunction with the general assessment information for this Component of Course assessment.

---

Valid from session 2013/14 and until further notice

**This assessment is given to centres in strictest confidence. You must keep it in a secure place until it is used.**

This edition: April 2013 (version 1.0)

The information in this publication may be reproduced to support SQA qualifications. This publication must not be reproduced for commercial or trade purposes. **This material is for use by assessors.**

© Scottish Qualifications Authority 2013

# Introduction

This is the assessment task for the National 5 English portfolio.

This portfolio is worth 30 marks out of the total of 100 marks. The marks contribute 30% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment.  
The other Component is a question paper.

This portfolio (writing) will have 30 marks and will contain two essays. Up to fifteen marks will be awarded for each essay chosen for the portfolio.

This document gives marking instructions for assessors for the portfolio Component of this Course and instructions for candidates.

It must be read in conjunction with the general assessment information for this Component of Course assessment.

The assessment instructions for candidates are provided in Appendix 1 and should be detached and given to the candidate.

## Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the assessment arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html)

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

# Marking Instructions

This assessment will be externally marked by SQA. Separate information will be given on arrangements for submission of evidence.

Assessment should be holistic. There will be strengths and weaknesses in every piece of writing; assessment should focus as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the overall performance. Marks should be awarded for the quality of the writing, and not deducted for errors or omissions. Writing does not have to be perfect to gain 15 marks.

Assessors should assess the essay in terms of content and style and arrive at a final mark. The descriptors for awarding marks for content and style refer to the middle of the range.

For each of the essays, the marker should select the band descriptor which most closely describes the piece of writing.

Once the best fit has been decided, then:

- ◆ where the evidence almost matches the level above, the highest available mark from the range should be awarded
- ◆ where the candidate's work just meets the standard described, the lowest mark from the range should be awarded
- ◆ otherwise the mark from the middle of the range should be awarded

Satisfactory technical accuracy is a requirement for a mark of 8 or above. Writing may contain errors, but these will not be significant. Paragraphing, sentence construction, spelling and punctuation should be sufficiently accurate so that meaning is clear at the first reading.

The following tables for each genre of writing should be used in helping examiners arrive at a mark.

## Writing which is broadly creative

Range of marks	15-13	12-10	9-7	6-4	3-1
<b>Content</b>	<p>Attention to purpose and audience is consistent.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> <li>◆ The piece displays very good creativity</li> <li>◆ Feelings/reactions/experiences are expressed/explored with a very good degree of self-awareness/ involvement/ insight /sensitivity</li> </ul>	<p>Attention to purpose and audience is consistent in the main.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> <li>◆ The piece displays good creativity</li> <li>◆ Feelings/reactions/experiences are expressed/explored with a good degree of self-awareness/ involvement/ insight /sensitivity</li> </ul>	<p>Attention to purpose and audience is reasonably well sustained.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> <li>◆ The piece shows some creativity</li> <li>◆ Feelings/reactions/experiences are explored with a sense of involvement</li> </ul>	<p>Attention to purpose and audience is not always sustained.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> <li>◆ The piece has a little evidence of creativity</li> <li>◆ Experiences are expressed, but not always convincingly</li> </ul>	<p>Writing pieces in this category are likely to be very rare and would be characterised by one or more of the following:</p> <ul style="list-style-type: none"> <li>◆ weak attention to purpose and audience</li> <li>◆ very thin content</li> <li>◆ no attempt at using language effectively</li> <li>◆ significant errors in sentence construction/ paragraphing/ spelling</li> <li>◆ brevity of response</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>◆ The features of the chosen genre are deployed effectively</li> <li>◆ Word choice is varied and often used to create particular effects</li> <li>◆ The structure of the piece enhances the purpose/meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ The features of the chosen genre are deployed, mostly successfully</li> <li>◆ Word choice is apposite and used at times to create an effect</li> <li>◆ The structure of the piece supports the purpose/meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ The features of the chosen genre are deployed with a degree of success</li> <li>◆ Word choice is effective in the main</li> <li>◆ The structure of the piece is appropriate to purpose/meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ There is an attempt to deploy the features of the chosen genre</li> <li>◆ Word choice lacks variety</li> <li>◆ The structure of the piece is not appropriate to purpose/meaning</li> </ul>	<p>0 marks will be awarded where the candidate shows no understanding of the task, and displays none of the skills of writing in different genres for different audiences and purposes.</p>

## Writing which is broadly discursive

Range of marks	15-13	12-10	9-7	6-4	3-1
<b>Content</b>	<ul style="list-style-type: none"> <li>◆ Attention to purpose and audience is consistent</li> <li>◆ Information shows evidence of careful research, is presented to maximise impact and is sequenced to highlight key points</li> <li>◆ Ideas/techniques deployed to inform/argue/discuss/persuade have a very good degree of objectivity/depth/insight, persuasive force and are used to convey a clear line of thought/appropriate stance/point of view</li> </ul>	<ul style="list-style-type: none"> <li>◆ Attention to purpose and audience is consistent in the main</li> <li>◆ Information shows evidence of relevant research and is presented in a clear sequence</li> <li>◆ Ideas/techniques deployed to inform/argue/discuss/persuade have a good degree of objectivity/depth/insight/persuasive force and are used to convey a clear line of thought/stance/point of view</li> </ul>	<ul style="list-style-type: none"> <li>◆ Attention to purpose and audience is reasonably well sustained</li> <li>◆ Information shows evidence of some research and is presented in a clear sequence</li> <li>◆ Ideas/techniques deployed to inform/argue/discuss/persuade convey a line of thought/stance/point of view</li> </ul>	<ul style="list-style-type: none"> <li>◆ Attention to purpose and audience is not always sustained</li> <li>◆ Information shows a little relevant research but is not always presented in a manner that enhances meaning</li> <li>◆ Ideas/techniques used to inform/argue, discuss/persuade are not always convincing and the line of thought is not consistently clear. The stance may tend towards the personal or anecdotal</li> </ul>	<p>Writing pieces in this category are likely to be very rare and would be characterised by one or more of the following:</p> <ul style="list-style-type: none"> <li>◆ weak attention to purpose and audience</li> <li>◆ very thin content</li> <li>◆ no attempt at using language effectively</li> <li>◆ significant errors in sentence construction/paragraphing/</li> <li>◆ spelling</li> <li>◆ brevity of response</li> <li>◆ irrelevance</li> </ul> <p>0 marks will be awarded where the candidate shows no understanding of the task, and displays none of the skills of</p>

Range of marks	15-13	12-10	9-7	6-4	3-1
Style	<ul style="list-style-type: none"> <li>◆ The features of the chosen genre are deployed effectively</li> <li>◆ Word choice is varied and often used to create particular effects</li> <li>◆ The structure of the piece enhances the purpose/meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ The features of the chosen genre are deployed, mostly successfully</li> <li>◆ Word choice is apposite and used at times to create an effect</li> <li>◆ The structure of the piece supports the purpose/meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ The features of the chosen genre are deployed with a degree of success</li> <li>◆ Word choice is effective in the main</li> <li>◆ The structure of the piece is appropriate to purpose/meaning</li> </ul>	<ul style="list-style-type: none"> <li>◆ There is an attempt to deploy the features of the chosen genre</li> <li>◆ Word choice lacks variety</li> <li>◆ The structure of the piece is not appropriate to purpose/meaning</li> </ul>	writing in different genres for different audiences and purposes.

# Assessment task – Appendix 1: Instructions for candidates

This assessment applies to the portfolio: writing for National 5 English.

## English portfolio

This portfolio is worth 30 marks out of the total of 100 marks. This is 30% of the overall marks for the Course assessment. The Course will be graded A-D.

It assesses the following skills, knowledge and understanding:

- ◆ skills in writing in different genres, namely creative and discursive
- ◆ skills writing for different purposes and audiences

Up to fifteen marks will be awarded for each writing piece chosen for the portfolio.

In this assessment, you will have to:

Write two essays of no more than 1,000 words each, one of which is broadly creative, the other broadly discursive .

### **Creative writing may include:**

- ◆ a personal essay/reflective essay
- ◆ a piece of prose fiction (eg short story, episode from a novel)
- ◆ a poem or set of thematically linked poems
- ◆ a dramatic script (eg scene, monologue, sketch)

### **Discursive writing may include:**

- ◆ a piece of transactional writing
- ◆ a persuasive essay
- ◆ an argumentative essay
- ◆ a report for a specified purpose

The following descriptions of types of writing may help you in selecting your pieces.

## Creative writing

**Personal** – Personal writing (real or imagined) will focus on a specific event/s or situation and your reactions to it/them.

**Reflective** – Reflective writing will aim to interest or give pleasure, rather than purely convey information about an experience. It will concern itself, usually, with a single idea, insight or experience and will include some reflection on knowledge, thoughts or feelings created by this.

**Imaginative** – This can take a very wide range of forms such as: a short story; an episode from a novel; a drama script (scene, monologue, sketch) ; poetry; the script for a radio play, television drama or soap; a piece of description or a series of linked or contrasting descriptive literary sketches.

## Discursive writing

**Transactional** – Transactional writing is informative, and might include a film review or a biography. It should be written with a specific audience in mind, and seek to engage that audience.

**Argumentative** – Argumentative writing will present an issue or topic in such a way that a line of thought is developed dealing with two or more points of view, making clear the argument to be presented.

**Persuasive** – The aim of persuasive writing is to persuade the reader towards the writer's adopted point of view or purpose. It usually focuses on a single topic or issue and it will carry a sense of conviction, commitment or belief through the conscious manipulation of language to create an appropriate tone.

**Report** – A report contains a number of key characteristics. It must contain information relevant to the chosen topic/issue drawn from at least two sources and the material drawn from those sources must be recast and paraphrased appropriately according to the purpose of the report.

Report writing will have an appropriate sequence and structure. Diagrams, tables, charts and graphs may be included if appropriate to the chosen form. Headings, appendices, bibliographies and a lettering or numbering system to separate topics may also be used.

**General guidance**

Pieces of writing submitted in the portfolio should be typed, word-processed, or neatly handwritten.

The submitted pieces should not carry any comments, marks or grades from the assessor.

The assessor will provide reasonable assistance which could include support in choosing a theme and genre, and advice and guidance on a first draft. Each piece should not be redrafted more than twice.

Principal sources consulted for discursive writing must be acknowledged in footnotes or in a list at the end: details must be specific.

Your assessor will let you know how the assessment will be carried out and any required conditions for doing it.

# Administrative information

---

Published: April 2013 (version 1.0)

## History of changes

Version	Description of change	Authorised by	Date

## Security and confidentiality

This document can be used by practitioners in SQA approved centres for the assessment of National Courses and not for any other purpose.

This document may only be downloaded from SQA's designated secure website by authorised personnel

## Copyright

This document may be reproduced in whole or in part for assessment purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. If it needs to be reproduced for any purpose other than assessment, it is the centre's responsibility to obtain copyright clearance.

Re-use for alternative purposes without the necessary copyright clearance may constitute copyright infringement.

© Scottish Qualifications Authority 2013