

2002 English & Communication

Intermediate 2

Critical Essay

Finalised Marking Instructions

Intermediate 2 Essays at Int 2 (& Int 1) will be marked out of 25 from 2003

Marking Principles for Critical Essay are as follows –

- Essays should first be read to establish whether the essay achieves success in **all** the Performance Criteria for Grade C, including relevance and the standards for technical accuracy outlined in Note 1 below.
- If minimum standards are not achieved in any **one** or more of the Performance Criteria, the maximum mark which can be awarded is 14.
- If minimum standards have been achieved then the supplementary marking grids will allow you to place the work on a scale of marks out of 30.
- The Category awarded and the mark should be placed at the end of the essay.
- A brief comment from the Performance Criteria should support the mark awarded.

Notes:

1. Technical Accuracy

Consistently accurate: A few errors may be present, but these will not be significant in any way. The writer may use some complex vocabulary and sentence structures. Where appropriate, sentences will show accurate handling of clauses. Linking between sentences will be clear. Paragraphing will reflect a developing line of thought.

Sufficiently accurate: As above but allowance for speed and the lack of opportunity to redraft.

2. Using the Category descriptions.

- Categories are not grades. Although derived from performance criteria at C and the indicators of excellence for Grade A, the four categories are designed primarily to assist with placing each candidate response at an appropriate point on a continuum of achievement. Assumptions about final grades or association of final grades with particular categories should not be allowed to get in the way of objective assessment.
- Once an essay has been deemed to pass the basic criteria, it does not have to meet all the suggestions for, say, Category 2 to fall into that Category. More typically there will be a spectrum of strengths and weaknesses which span categories.

Critical Essay

GRADE C Performance Criteria

a) Understanding

As appropriate to task, the response demonstrates understanding of key elements, central concerns and significant details of the text(s).

b) Analysis

The response explains in some detail ways in which aspects of structure/style/language contribute to meaning/effect/impact.

c) Evaluation

The response reveals engagement with the text(s) or aspects of the text(s) and stated or implied evaluation of effectiveness, substantiated with some relevant evidence from the text(s).

d) Expression

Structure, style and language, including use of some appropriate critical terminology, are deployed to communicate meaning clearly and develop a line of thought which is generally relevant to purpose; spelling, syntax and punctuation are sufficiently accurate.
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This advice, which is supplementary to the published Performance Criteria is designed to assist with the placing of scripts within the full range of marks.

However, the Performance Criteria as published give the primary definitions.

The mark range for each grade is identified.

IV 11 - 14	III 15 - 18	II 19 - 23	I 24 – 30
<ul style="list-style-type: none"> Essays which fall into this category may do so for a variety of reasons. <p>It could be</p> <ul style="list-style-type: none"> that it fails to achieve sufficient technical accuracy or that any knowledge and understanding of the material is not deployed as a response relevant to the task. or that analysis and evaluation attempted are unconvincing. or that the answer is simply too thin. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge of the text(s), and an understanding of the main concerns will be used. <hr/> <ul style="list-style-type: none"> to provide an answer which is generally relevant to the task. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge and understanding of the central concerns of the text(s) will be used. <hr/> <ul style="list-style-type: none"> to provide an answer which is mainly relevant to the task. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Secure knowledge and some insight into the central concerns of the text(s) will be demonstrated at this level. <hr/> <ul style="list-style-type: none"> and there will be a line of thought consistently relevant to the task.
	<ul style="list-style-type: none"> Some reference to the text(s) will be made to support the candidate's argument. 	<ul style="list-style-type: none"> Reference to the text(s) will be used as evidence to promote the candidate's argument. 	<ul style="list-style-type: none"> Reference to the text(s) will be used appropriately as evidence which helps to develop the argument fully.
	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be an explanation of the contribution of literary/ linguistic techniques to the impact of the text(s). 	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be an explanation of the effectiveness of the contribution of literary/linguistic techniques to the impact of the text(s). 	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be some insight shown into the effectiveness of the contribution of literary/linguistic techniques to the impact of the text(s).
	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be some engagement with the text(s) which will state or imply an evaluation of its effectiveness. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be engagement with the text(s) which leads to a generally valid evaluative stance with respect to the text(s). 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be a clear engagement with the text(s) which leads to a valid evaluative stance with respect to the material.
<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will communicate the argument clearly, and there will be appropriate critical terminology deployed. Spelling, syntax and punctuation will be sufficiently accurate. 	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will communicate the argument clearly, and there will be appropriate critical terminology deployed to aid the argument. Spelling, syntax and punctuation will be sufficiently accurate. 	<p><u>Expression</u></p> <ul style="list-style-type: none"> The language will communicate effectively making appropriate use of critical terminology to further the argument. Spelling, syntax and punctuation will be sufficiently accurate. 	

[END OF MARKING INSTRUCTIONS]