

# NQ English Writing Folio

## Marking Instructions – Intermediate 2

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### The Marking Process

#### 1 Judging against the Performance Criteria

Each piece of writing should first be read to establish whether it achieves success in all the Performance Criteria below, including the standards for technical accuracy (see 2 below).

**Content**

Content is relevant and appropriate for purpose and audience, reveals some depth and complexity of thought and some sustained development.

**Structure**

Structure takes account of purpose, audience and genre; content is sequenced and organised in ways which are mainly effective.

**Expression**

Competent use of techniques relevant to the genre and appropriate choice of words and sentence structures establish a style and tone which communicate a point of view/stance consistent with purpose and audience.

#### 2 Confirming Technical Accuracy

A piece of writing which does not satisfy the requirement for “consistent” technical accuracy cannot pass. If, however, technical accuracy is deemed “consistent”, then there are no penalties or deductions for any errors.

**Consistently accurate**

A few errors may be present, but these will not be significant in any way. The candidate 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.

### 3 Assigning a Category and Mark

Each piece of writing should then be assigned to the appropriate Category as outlined in the Broad Descriptors, supported by reference to the Detailed Descriptors.

#### (a) Broad Descriptors

Pieces of writing which **pass** (ie meet the minimum requirements of the Performance Criteria) should be assigned to one of four categories as follows:

<b>Category</b>	<b>Mark(s)</b>	<b>Broad descriptor</b>
<b>I</b>	25	Outstanding
<b>II</b>	21 or 23	Very sound
<b>III</b>	17 or 19	Comfortably achieves all Performance Criteria
<b>IV</b>	13 or 15	Just succeeds in achieving the Performance Criteria

Pieces of writing which **fail** to meet the minimum requirements of one or more than one Performance Criterion should be assigned to one of two categories as follows:

<b>Category</b>	<b>Mark(s)</b>	<b>Broad descriptor</b>
<b>V</b>	11 or 9	Fails to achieve one or more than one Performance Criterion and/or to achieve consistent technical accuracy
<b>VI*</b>	7 or 5**	Serious shortcomings

In Categories II – VI, the choice of which mark to award should be determined by the level of certainty with which the piece of writing has been assigned to the Category.

\* Pieces of writing in this Category will be extremely rare. It should be used only in cases of extreme thinness or serious weaknesses in expression and/or technical accuracy.

\*\* Marks below 5 can, in exceptional circumstances be awarded, for example to a piece of writing which is of extreme brevity, perhaps just a few lines.

**(b) Detailed descriptors**

In order to avoid excessive length in these descriptors, Argumentative, Persuasive and Report have been treated generically as “Discursive”. To assist Markers, some key statements about the three types are given on page 5.

**Category I (25 marks):**

This will be, for work at Intermediate 2 level, an impressive and occasionally stylish piece of writing in which the content is well selected and shows indications of insight/imagination/sophisticated thought. The structure is very appropriate and content is organised to create definite impact. Expression is confident and controlled. Word choice is often apposite and there is evidence of command of a range of sentence structures. Techniques associated with the genre are used effectively.

**Imaginative** writing in this Category will be characterised by a strong sense that the writer has a thorough knowledge and understanding of the genre and can exploit its conventions with a measure of success; the writing is consistently of a high standard, with evidence of some skill in the use of language.

**Personal/Reflective** writing in this Category will be characterised by a sense of mature reflection; the writer’s personality is communicated clearly and convincingly; the writing is consistently of a high standard, with evidence of real skill in the use of language.

**Discursive** writing in this Category will, as appropriate to the specific genre and purpose, be characterised by a clear sense of engagement with the ideas/issues and a secure understanding of them; the line of thought is well-developed and sustained; the writing is consistently of a high standard, and conveys the writer’s stance convincingly.

**Category II (21 or 23 marks):**

This will be, for work at Intermediate 2 level, a very sound piece of writing in which the content is sensibly selected and shows some indication of insight/imagination/sophisticated thought. The structure is appropriate and content is organised to create some impact. Expression is controlled. Word choice is consistently appropriate, and sentence structures are varied. Techniques associated with the genre are used appropriately.

**Imaginative** writing in this Category will be characterised by a clear sense that the writer has detailed knowledge and understanding of the genre and is trying to exploit its conventions; the writing is often of a high standard and language is used with some skill.

**Personal/Reflective** writing in this Category will be characterised by an ability to explore experience with some insight and sensitivity; the writer’s personality comes across clearly; the writing is often of a high standard and language is used with some skill.

**Discursive** writing in this Category will, as appropriate to the specific genre and purpose, be characterised by a sense of engagement with the ideas/issues and a secure understanding of them; the line of thought is clear and has some development; the writing is often of a high standard, and conveys the writer’s stance effectively.

**Category III (17 or 19 marks):**

A competent piece of writing in which the content shows some evidence of mature thought. The material is organised competently. Expression is mainly controlled. Word choice is mostly appropriate, and there is some variation in sentence structures. Techniques associated with the genre are in evidence.

**Imaginative** writing in this Category will be characterised by a sense that the writer has knowledge and understanding of the genre; the writing is mostly controlled and language is sometimes used effectively.

**Personal/Reflective** writing in this Category will be characterised by an attempt to explore experience with insight and sensitivity; there is a recognisable sense of the writer's personality; the writing is mostly controlled and language is sometimes used effectively.

**Discursive** writing in this Category will, as appropriate to the specific genre and purpose, be characterised by a clear understanding of the ideas/issues; the line of thought is clear; the writing is mostly controlled and conveys the writer's stance clearly.

**Category IV (13 or 15 marks):**

An adequate piece of writing in which the content shows some signs of depth of thought and there is some development. The structure is appropriate for the genre. Expression is adequate. There is some evidence that choice of words and sentence structures has been made to achieve some effect, and there is use of some of the techniques associated with the genre.

**Imaginative** writing in this Category will be characterised by a sense that the writer has some knowledge and understanding of the genre; the writing is mostly competent and there is a discernible attempt to use language to create impact.

**Personal/Reflective** writing in this Category will be characterised by a limited attempt to explore experience; there is some sense of the writer's personality; the writing is mostly competent and there is a discernible attempt to use language to create impact.

**Discursive** writing in this Category will, as appropriate to the specific genre and purpose, be characterised by a basic understanding of the ideas/issues; the line of thought is discernible; the writing is mostly competent and conveys the writer's stance.

**Category V (11 or 9 marks):**

A piece of writing will fall into this Category for a variety of reasons: it fails to achieve consistent technical accuracy; the structure is not sufficiently organised to carry the writer's ideas clearly; the language is too clumsy, the content is simply too thin.

**Imaginative** writing in this Category will be characterised by one or more of the following: very clumsy use of the genre, inappropriate language, absence of any attempt to use language for impact, overall thinness of content.

**Personal/Reflective** writing in this Category will be characterised by one or more of the following: little or no sense of the writer's personality, excessive "narration", absence of any attempt to use language for impact, overall thinness of content.

**Discursive** writing in this Category will be characterised by one or more of the following: evidence that ideas/issues are not understood, a confused line of thought, weaknesses in structure, inappropriate language or tone, failure to follow the stated remit, overall thinness of content.

**“Discursive” writing: key statements from the Arrangements document for Intermediate 2:**

**Argumentative Writing:**

Argumentative writing will treat a topic or issue in a way which presents a line of argument, dealing with two or more varying viewpoints.

The main requirements of the **argumentative** essay are that it will:

- ◆ communicate a clear line of argument
- ◆ present two sides of an argument (or more, if applicable)
- ◆ convey an argumentative tone which is measured, reasonable and yet carries personal conviction
- ◆ communicate to the reader a sense that the writer has a clear line of thought which leads to a reasonable conclusion
- ◆ make use of a number of argumentative techniques such as comparison, contrast, proof, disproof.

**Persuasive Writing:**

Persuasive writing will persuade to a purpose or point of view (for example, to sell a product, or influence opinion/belief), usually concerning itself with a single topic or issue.

The main requirements of the **persuasive** essay are that it will:

- ◆ carry a sense of conviction, commitment or belief by deliberate use of tone
- ◆ make use of persuasive techniques, such as manipulating information, claiming necessity/exclusivity, flattering, employing technical jargon/rhetoric.

**Report:**

The report must contain a relevant selection of basic information drawn from at least two sources. In order to meet the requirements of the performance criteria, material drawn from sources must be recast and paraphrased appropriately for purpose. The report must fulfil a clearly expressed remit and be prefaced by a concise statement outlining purpose and describing procedures used to gather information. The writer’s point of view and tone will depend on the nature of the remit.

The writing should have an appropriate sequence and structure. At this level, it is reasonable to expect that the chosen structure should clearly identify the constituent aspects of the report and how they are linked.

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 the constituent sections may also be used.