2007 English

Standard Grade – Folio of Coursework

Finalised Marking Instructions

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1 0 **Introduction**

The treatment of the candidate's Folio of Coursework entails two separate tasks for the Marker – checking and assessing.

Since the assessment of the Folio will contribute in equal weight with assessments for the Question Papers in Reading and Writing to the overall grade for these two elements, a separate Final Grade for each element will be required, and will be recorded on the front cover of the fly-leaf of the candidate's Folio, as well as on the Mark sheet and Mark sheet (Substitute).

Importantly, however, before proceeding to the actual assessment, the Marker is required to **check** that the contents of the Folio meet the specification for the Folio, as set out below (2 0).

1 1 It is a prerequisite at Standard Grade that grades in Reading and Writing be made on the basis of both coursework **and** performance in the external examinations. For this reason, a Folio which fails to meet the specification will have a profound effect on the overall award to the candidate. Candidates who fail to achieve a grade in the Folio (or in the related external test(s) will receive no grade for the element or elements, and consequently no aggregated award for English. A Folio which fails to meet the specification may not be graded in one or both of the elements.

2 0 **The Specified Folio**

The Marker should **check** the contents of the Folio before beginning the assessment. The Folio should meet the following requirements:

a It should contain

i **two** pieces of extended writing, as follows:

one of a broadly transactional/discursive kind (focusing on one or other of the first two purposes listed at 4 1 below).

and **one** of a broadly expressive/imaginative kind (focusing on one or other of the latter two purposes listed at 4 1 below).

These will be assessed as evidence of performance in Writing.

ii **three** pieces of extended writing on literary or media texts, as follows:

two critical evaluations of literary texts, each of a different form, ie poetry, drama or prose (fiction or non-fiction);

and **one** further critical evaluation of a literary text, from any form,

or **one** critical evaluation of a media text or texts (film, radio or television programme or programmes),

or **one** imaginative response to a literary text or texts.

One or more of the three pieces may be on a text or texts of the candidate's own choice and/or studied independently.

All three pieces will be assessed as evidence of performance in Reading.

b The five pieces may include work done in S3.

c In the case of Reading items, a length of 100+ words is suggested as rough guidance on the minimum acceptable length for a piece of writing meriting an award at Grade 6.

d Since the Folio should contain only finished work, any additional earlier drafts should be ignored. Likewise, markers should ignore any grade, mark or comment which may be present.

e For all five pieces, the candidate should have appended a brief but clear description of the context and nature of the task.

Some candidates will have chosen to acknowledge sources consulted in relation to one or more Folio pieces. Markers should not regard the acknowledgement of sources consulted as mandatory, nor should the absence of such an acknowledgement <u>per se</u> penalise the candidate.

f The marker should ensure that the Folio checklist entries correspond to the actual content of the Folio and that items meet the specification outlined in 2(a) above.

g The External Assessment Flyleaf should contain the declaration signed by the candidate.

2 1 **Defective Folios**

Folios which fail to meet the specification should be dealt with as described below.

	Situation	**Action**
1	No checklist	Check items and complete checklist
2	No context etc supplied	Assess pieces using internal evidence as appropriate (See notes on Assessment of W + R section)
3	Items missing (either W or R)	Assess those items present, enter grades but enter X for the missing item in the appropriate box on the Flyleaf cover. Enter a Final Grade of 444 for the relevant defective element.

NB If **all** items missing from **W** or **R** record **999** in Final Grade and X in all relevant item boxes.

4	For all Imaginative Responses	Treat as indicated by Centre/candidate. Do **not** transfer into other element.
5	If there are more pieces than required	Ignore surplus.
6	For any other defective element items eg inappropriate genre/ text/purpose	See assessment details (4 1, 6 1, 6 2 and 6 3) for each element.

3 0 **Assessment of the Folio**

The second, and major task of the Marker is to **assess** the content of the Folio and allocate a grade for each item of Writing and Reading and then a Final Grade for each element.

The five items are to be assessed against their respective GRC and a grade given for each item.

3 1 **Markers' Meeting and Photostat Scripts**

For Markers who are new to marking this paper, these Instructions will be discussed at the Markers' meeting when detailed guidance will be given to Markers, showing how to use the procedures set up according to the Scottish Qualifications Authority's Revised Arrangements for Standard Grade English. The provision of photostat copies of candidates' scripts, with detailed commentaries on these scripts, and full discussion of the points raised will give Markers the support needed to fulfil the Scottish Qualifications Authority's requirements.

As for **Markers who have experience of this paper**, the procedures will be familiar. Photostat copies of candidates' scripts, and grades, will be provided to supplement the experience previously acquired by these Markers at previous Markers' Meetings.

Each item of work in the Folio is to be assessed individually against the Grade Related Criteria and a grade awarded on that basis only. **It is essential that Markers dispel from their thinking previous systems of marking which entailed rank-ordering or an expected distribution of candidates based on norm-referencing.**

NB Photostat scripts will be issued to all Markers at the same time.

Confirmation of grades for these photostat scripts will be issued to Markers after finalisation at the Markers' Meeting. All marking carried out before receipt of this information should therefore be regarded as tentative, subject to confirmation in the light of photostat gradings and commentary.

3 2 Use of GRC Checklists

A **single copy** of all the appropriate checklists is contained within these Instructions. These are provided as **direct reference sheets** for the use of Markers in applying the GRC. A further supply of approximately 15 checklists for Reading and Writing is provided. Markers may find these useful during the marking process for notation purposes. These checklists **should not**, however, be returned with any individual scripts or included in packages.

3 3 Applying the Grade Related Criteria

a In assessing a script, begin by assigning it to a **Level**. Ignore the differentiating factors at this stage.

b Always attempt a holistic assessment.

c Read each criterion (**relevant to the purpose**) across all three Levels with a view to assigning the script to the Level which seems most appropriate. Once this process has been completed for all the relevant criteria, it may be possible to assign the script to a Level. **However, it would be wise to re-read the script**, and the following points should always be borne in mind:

i there is no arithmetical formula for determining a Level (or grade); two criteria met at General Level, one at Foundation and one at Credit does not necessarily point to a final grade within the General Level; it is the **holistic** response which must finally decide the Level (and subsequently the grade);

ii there is no hierarchy of criteria. Any one of them may prove to be crucial in the forming and refining of the holistic response to a particular script.

d If there has been difficulty in deciding between Foundation and General Levels or General and Credit Levels, once the decision on Level has finally been made, there should be no question but to award the "borderline" grade, ie as follows:

Foundation in preference to General Level:	grade 5
General in preference to Foundation Level:	grade 4
General in preference to Credit Level:	grade 3
Credit in preference to General Level:	grade 2.

e It is only in cases where the decision about **Level** has proved easy to make that the differentiating factors need to be applied. Again, it might be helpful to read each differentiating factor across both grades and to locate the grade that seems more appropriate: but the cautions expressed in (c) above apply with equal force here, especially the suggestion that the script should be re-read, in order to achieve a holistic assessment.

Any set of GRC is sure to raise certain problems for the users. These problems are (a) how to interpret terms which contain either a subjective or a relative element; (b) how to determine a final grade when a candidate performance meets some criteria/differentiating factors at one Level or grade and other criteria/differentiating factors at a different Level or grade. With regard to (a), it is hoped that the Markers' Meeting and/or photostat examples, in conjunction with their marked-up assessment sheets, will, at least implicitly, help to gloss those terms which might be felt to be problematic. As to (b), while there is no precise formula by which a final grade may be derived, the approach described above will provide the necessary guidance.

3 4 **Marker Standardisation**

The Scottish Qualifications Authority's Examiners are required to check the consistency of standards being applied by Markers. The procedure involves the sampling of each Marker's work, initially across a range of 3 packets of scripts. Examiners will proceed to check more scripts to verify consistency as required.

4 0 **Assessment of Writing**

The points outlined in 3 3 (above) apply to the assessment of both Writing pieces in the Folio.

In particular, Markers should bear in mind the **purpose** of the Writing assignments when assessing the performance of candidates. The Writing GRC checklist should indicate to Markers that purpose is likely to be an over-riding consideration.

4 1 **Purposes of Writing**

The purposes referred to at 2 0(a) of these Instructions and set out in 3 2 2 of the "Revised Arrangements" are:

- to convey information,
- to deploy ideas, expound, argue and evaluate,
- to describe personal experience, express feelings and reactions,
- to employ specific literary forms (eg short story, letter, poem).

The subject matter of the first purpose might include, for example, a factual description of a person or place or event personally known to or experienced by the candidate, an account of a hobby or pastime, a description of a process, a set of instructions, an informative letter. (There is, however, no requirement that the **content** of such a piece of writing be based on a **factual** situation: it may be based on a fictitious one. The requirement is that the form of the writing be transactional.)

The second purpose is "to deploy ideas, expound, argue and evaluate". Within this definition the key word is "argue". Thus, writing submitted in this category ought to give some feeling of a writer pursuing an **argument**: setting forth one or more than one side of a case or issue in which there is, at least by implication, the possibility of different and conflicting stances being taken.

One piece should address one or other of the above two purposes

The third purpose is "to describe personal experience, express feelings and reactions".

The fourth purpose is "to employ specific literary forms". "Literary forms" is to be interpreted in the widest sense: it might include, for example, a poem, a short story, a script, a diary entry, a pastiche of some kind of genre writing, a fragment of a novel or play, a parody of a particular style or journalism. However, it must be **expressive/imaginative**.

The second piece should address one or other of the above two purposes

NB Markers should try to assign the two pieces to the appropriate purpose as stated, as far as possible. Should it prove impossible to put the pieces into different categories, then assess both and award the higher grade and **give the second piece Grade 7**. These pieces should not, however, be referred to PA or as Special Attention.

4 2 Assessment of Poetry

The experience of recent years has shown that the assessment of poems written by candidates can be problematic for markers. For example, the length of a poem alone may not be a helpful indicator of its worth.

However, the Writing GRC, as detailed on the Marker's checklist, **must** be used in the assessment of poetry, just as they are in the assessment of any other form of writing. Thus, markers should consider, as appropriate, the candidate's attention to purpose in terms of the ideas and/or expression of feeling contained in the poem, its imaginative qualities, its structure, as well as the use of poetic conventions and other language effects.

4 3 Handwriting, Spelling and Punctuation

Markers should note that provision for consideration of candidates' handwriting, spelling and punctuation is made **intrinsically** in the Grade Related Criteria and that there is no specific, separate penalty to be imposed for deficiency in these aspects of Writing.

Some candidates may have used a typewriter or word-processor in the production of one or more Folio pieces. Markers are reminded that the GRC must be applied consistently in relation to individual scripts and that assessments should not be affected by the possibility that software - eg spell-checker − to assist in the presentation of Folio pieces, has been used.

4 4 Consistency

Markers must be consistent in their assessment. The practice of extracting every 10th script for preliminary assessment is valuable. The Marker should read every 10th script, use the criteria checklist to arrive at a grade, pencil in the grade and replace the script. Then, when it is reached again in its proper order, the script should be re-assessed.

5 0 Recording and Aggregation of Grades

Grades should be transferred from the candidate's script to the appropriate boxes on the front cover of the Flyleaf. The two grades should be combined and checked against the enclosed look-up table for Writing. This will indicate the FINAL GRADE which should be entered in the appropriate box on the cover of the Flyleaf, <u>and transferred to the Mark Sheet and Mark Sheet Substitute.</u>

Writing

	Credit	General	Foundation
	The work displays some distinction in ideas, construction and language. This is shown by a detailed attention to the purposes of the writing task; by qualities such as knowledge, insight, imagination; and by development that is sustained. Vocabulary, paragraphing and sentence construction are accurate and varied.	The work shows a general awareness of the purposes of the writing task. It has a number of appropriate ideas and evidence of structure. Vocabulary is on the whole accurate, but lacks variety.	The work shows a few signs of appropriateness and commitment to the purposes of the writing task.
As the task requires. The candidate can	convey information, selecting and highlighting what is most significant;	convey information in some kind of sequence;	convey simple information;
	marshal ideas and evidence in support of an argument; these ideas have depth and some complexity; he/she is capable of objectivity, generalisation and evaluation;	order and present ideas and opinions with an attempt at reasoning;	present ideas and opinions in concrete personal terms;
	give a succinct account of a personal experience : the writing has insight and self-awareness;	give a reasonably clear account of a personal experience with some sense of involvement;	convey the gist of a personal experience;
	express personal feelings and reactions sensitively;	express personal feelings and reactions with some attempt to go beyond bald statement;	make a bald statement of personal feelings or reactions;
	display some skills in using the conventions of a chosen literary form, and in manipulating language to achieve particular effects.	use some of the more obvious conventions of a chosen literary form, and occasionally use language to achieve particular effects.	display a rudimentary awareness of the more obvious conventions of a chosen literary form, and occasionally attempt to use language to achieve particular effects.

A combination of these qualities may be called for by any one writing task.

Intelligibility and Correctness	Writing which the candidate submits as finished work communicates meaning clearly at a first reading. Sentence construction is accurate and formal errors will not be significant.	Writing which the candidate submits as finished work communicates meaning at first reading. There are some lapses in punctuation, spelling and sentence construction.	Writing which the candidate submits as finished work communicates meaning largely at first reading: however, some further reading is necessary because of obtrusive formal errors and/or structural weaknesses, including inaccurate sentence construction and poor vocabulary.

Length	When it is appropriate to do so, the candidate can sustain the quality of writing at some length. Pieces of extended writing submitted in the folio of coursework should not normally exceed 800 words in length. The overriding consideration is, however, that the length should be appropriate to the purposes of the writing task.		Length is appropriate to the purposes of the writing task.		100 words is to be taken as a rough guide to the minimum length expected for each finished piece of work, but the overriding consideration should be that the length is appropriate to the purposes of the writing task.	
	Grade 1	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Differentiating Factors	The finished communication is not only clear; it is also stylish. Attention to purpose is not only detailed; it is also sensitive. Writing shows overall distinction in ideas, construction and language. Vocabulary is apt and extensive, and paragraphing and sentence construction are skilful. In these respects performance transcends the level of accuracy and variety acceptable at grade 2.	Evidence of one or more of the qualities of distinction in ideas, construction or language is present but these qualities are less well sustained and/or combined than at grade 1. In the main writing is substantial, accurate and relevant, but it lacks the insight, economy and style which characterises achievement at grade 1.	Writing is characterised by overall adequacy of communication. It conveys its meaning clearly and sentence construction and paragraphing are on the whole accurate. There is a reasonably sustained attention to purpose, and structure shows some coherence. Where appropriate there is a measure of generalisation and objectivity in reasoning.	Writing approaches the qualities of adequacy required for grade 3 but is clearly seen to be impaired in one of the following ways: there are significant inaccuracies in sentence construction. or the work is thin in appropriate ideas. or the work is weak in structure.	Writing rises a little above basic intelligibility and rudimentary attention to purpose. Formal errors and weaknesses are obtrusive but not as numerous as at grade 6. Attention to the purposes of the writing task is weak but the quality of the writer's ideas is perceptibly stronger than at grade 6.	Writing contains many formal errors and structural weaknesses but they do not overall have the effect of baffling the reader. The conveying of simple information is marked by obscurities and extraneous detail, and the presentation of ideas, opinions and personal experience is somewhat rambling and disjointed.

6 0 Assessment of Reading

The points outlined in 3 3 (above) apply equally to the assessment of all three Reading pieces in the Folio.

However, it is worth noting that, in the extended responses to Reading, it is inevitable that some account will be taken of their written expression. The GRC, considered along with the requirements for Reading, entail that candidates are able to satisfy the Examiner of their achievement in Reading through only a written response. Since at this point there is no possibility of interaction between student and teacher/Examiner to aid clarity, the **writing** is the only means whereby the candidate can demonstrate level of performance. Therefore account has to be taken of any impairment in the communication of the 'message' through the medium of **writing**.

6 1 Requirements for Reading

In the Reading component of the Folio, candidates are expected to offer critical evaluations of at least two different literary genres. For the purposes of assessment, **prose**, whether novel, short story or non-fiction, is to be regarded as a single genre.

To meet the requirements of this part of the Folio, candidates must write about at least three texts, and each of their three pieces must be about a different text or group of texts.

In some rare instances, a candidate may offer a critical evaluation which deals with thematically related texts. Where three separate pieces overall are still provided, this will not present a problem. Otherwise treat as below.

Where the same title is used more than once, it is particularly important that the emphasis should be on the nature of the genre eg Kes – the novel/play/film. Mere repetition of story is not acceptable for better grades.

NB Where the Folio does **not** contain the required genres or different texts the marker should assess all three pieces, award the higher grade(s) but **a grade of 7 given for the offending piece(s)**. Otherwise, the general notes for defective folios (2 1) apply.

6 2 Critical Evaluations of Media Texts

While the same GRC are applied to Critical Evaluations of Media as to Critical Evaluations of Literature, the term "technique" in the case of Critical Evaluations of Media is intended to include the technique(s) specific to whatever medium the candidate is writing about. Thus, a candidate who is writing about a film, for example, ought to be making some attempt to grapple with at least one item of the grammar of film, perhaps attempting to show the significance of a close-up shot of a character's face, or the way in which the soundtrack helps to create and alter mood, or the effect achieved by a slow dissolve or by an unusual camera angle.

NB In Revised Arrangements (6 5 2), media texts are defined as "film, radio or TV programmes". Thus, critical evaluations of **print** media texts (eg newspaper articles, magazine advertisements) are **not** acceptable for the purposes of Folio submission. Markers should follow the procedures outlined in 6 1 above.

6 3 Imaginative Responses to Literature

The Revised Arrangements document, page 15, 6 5 2, third paragraph, points out that "an imaginative response to a literary text or texts may be submitted as evidence **either** or Writing **or** of Reading" (though not of both). It is **not** possible for Markers to transfer pieces from Reading into Writing or vice versa.

An Imaginative Response submitted as Reading must be assessed against the GRC for **Reading**: therefore it should demonstrate a knowledge and understanding of the **text(s)** to which it is a response (including its/their mood and tone, if the criteria for General and Credit Level are to be met in full), and an awareness of at least one feature of technique.

NB In the GRC for Imaginative Responses to Literature, "chosen literary medium" refers to the text produced by the candidate, not to the text to which he or she is responding.

6 4 Consistency

Markers must be consistent in their assessment. The practice of extracting every 10th script for preliminary assessment is valuable. The Marker should read every 10th script, use the criteria checklist to arrive at a grade, pencil in the grade and replace the script. Then, when it is reached again in its proper order, the script should be re-assessed.

7 0 Recording and Aggregation of Grades

The grade for each piece should be transferred from the script to the appropriate box on the front cover of the Flyleaf. The three grades should be combined and checked against the look-up table for Reading. This will indicate the FINAL GRADE which should be entered in the appropriate box on the cover of the Flyleaf, <u>and transferred to the Mark Sheet and Mark Sheet Substitute.</u>

Reading − Extended Responses to Text
Critical Evaluations

In what follows the term "text(s)" should be taken to refer to poetry, drama and prose (both fiction and non-fiction) and also to films and radio and television programmes.

The quality of the text(s) chosen should allow the candidate to demonstrate the following skills.

	Credit	**General**	**Foundation**
As appropriate to the purpose the candidate	Displays a thorough familiarity with the text(s): this appears eg in the analysis of its main ideas and purposes and through detailed reference to relevant areas of content. Shows an ability to relate significant detail to the overall context of the work(s) studied.	Displays an acceptable familiarity with the text(s): this appears in a statement of its main ideas and purposes and through reference to some relevant areas of content. Shows some ability to relate detail to the overall context of the work(s) studied.	Displays some familiarity with the text(s): this appears in the statement of one or two of its main ideas and/or purposes and through reference to one or two relevant areas of content. Shows a little ability to relate detail to the overall context of the work(s) studied.
	Gives a perceptive and developed account of what s/he has enjoyed in/gained from the text(s): this clearly conveys the sense of a genuine personal response and is substantiated by reference to pertinent features of the text(s).	Makes a reasonably developed statement about aspects of the text(s) which have affected him/her: this conveys the sense of a genuine personal response and is accompanied by some reference to pertinent features of the text(s).	Makes a statement about at least one aspect of the text(s) that has affected him/her: this conveys traces of a genuine personal response.
	Demonstrates awareness of technique by analysis, using critical terminology where appropriate: this appears in full and perceptive explication of stylistic devices substantiated by detailed reference to the text(s) and, where appropriate, apt quotation.	Identifies individual features of technique and explains their effects, using basic critical terminology where appropriate: this involves the brief explication of obvious stylistic devices and is accompanied by some reference to the text(s) and/or quotation.	Identifies one or two features of technique which contribute to some obvious effect: this is accompanied by some reference to the text(s) and/or quotation.

	Credit	**General**	**Foundation**
As appropriate to the purpose the candidate	Organises the response in such a way as to reflect, accurately, the purpose and nature of the assignment: this appears in an ability to select what is relevant in the text(s) and give due weight and prominence to what is important; the response is a substantial one but not normally exceeding 800 words.	Organises the response so as to take some account of the purpose and nature of the assignment: most of what is selected from the text(s) is relevant and adequate attention is given to what is important; the response is a reasonably extended one, probably between 300 and 600 words	Displays some signs of awareness of the purpose and nature of the assignment: some of what is selected from the text(s) is relevant and a degree of attention is given to what is important; the response is at least 100 words in length.

	Grade 1	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Differentiating factors	Analysis of main ideas/purposes is thorough-going and precise.	Analysis of main ideas/purposes is full but less penetrating than at grade 1.	Statement of main ideas/purposes is reasonably comprehensive and accurate.	Statement of main ideas/purposes is less complete/less correct than at grade 3.	Statement of main ideas/purposes displays a basic grasp.	Grasp of main ideas/ purposes is tenuous.
	The account of personal reaction displays a high level of sensitivity and self-awareness.	The account of personal reaction is discerning but less fully realised than at grade 1.	Statement of personal reaction displays a degree of insight.	Statement of personal reaction is more superficial and generalised than at grade 3.	Statement of personal reaction is brief but clear.	Statement of personal reaction lacks clarity but conveys a recognisable stance in relation to text(s).
	Use of critical terminology is confident and accurate.	Use of critical terminology is generally accurate but occasionally lacks the sureness of touch characteristic of grade 1.	Use of basic critical terminology is reasonably assured.	Awareness of critical terminology falters on occasion.	Awareness of technique is conveyed explicitly in simple non-technical language.	Awareness of technique is detectable but tends to appear implicitly.
	There is an overall proportion and coherence in the structure of the response.	Everything is relevant to the purpose of the assignment but there is some disproportion of constituent parts.	There is clear reference throughout to the purpose of the assignment.	Sense of the purpose of the assignment is present but not explicitly acknowledged throughout.	There is at least one explicit reference to the purpose of the assignment.	Awareness of purpose appears briefly/implicitly.

Reading − Extended Responses to Text
Imaginative Responses

In what follows the term "text(s)" should be taken to refer to poetry, drama and prose (both fiction and non-fiction).

The quality of the text(s) chosen should allow the candidate to demonstrate the following skills.

	Credit	**General**	**Foundation**
As appropriate to the purpose the candidate	Displays, as appropriate, a thorough familiarity with the text(s) through detailed allusion to relevant areas of content, sustained attention to the main ideas and purposes, and sensitive evocation of mood and tone; awareness of technique appears through skilled deployment of appropriate stylistic devices. Organisation accurately reflects the purpose and nature of the assignment.	Displays, as appropriate, an acceptable familiarity with the text(s) through allusion to some relevant areas of content, some attention to the main ideas and purposes, and occasional evocation of mood and tone; some awareness of technique appears through the use of more obvious stylistic devices. Organisation takes some account of the purpose and nature of the assignment.	Displays, as appropriate, some familiarity with the text(s) through allusion to one or two relevant areas of content, and recognition of one or two of the main ideas and purposes. There are some signs that account has been taken of the purpose and nature of the assignment.

	Grade 1	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**	**Grade 6**
Differentiating Factors	The candidate is confident and accomplished in the use of the chosen literary medium. The writing consistently demonstrates: familiarity with the text(s); awareness of technique; powers of organisation.	There are occasional lapses in control of the chosen literary medium. The writing demonstrates a high level of: familiarity with the text(s); awareness of technique; powers of organisation.	The candidate displays some skill in using the chosen literary medium. There is clear evidence of: familiarity with the text(s); awareness of technique; powers of organisation.	The candidate is less confident in using the chosen literary medium. There is some evidence of: familiarity with the text(s); awareness of technique; powers of organisation.	The candidate displays limited skill in using the chosen literary medium. There is little evidence of: familiarity with the text(s); awareness of technique; powers of organisation.	The candidate displays very little skill in using the chosen literary medium. There are fleeting signs of: familiarity with the text(s); awareness of technique; powers of organisation.

English Standard Grade: Folio

Look-up Tables for Aggregation of Grades

Writing

Sum of Grades	Final Grade
2	1
3 4	2 2
5 6	3 3
7 8	4 4
9 10	5 5
11 12	6 6
13 14	7 7

Reading

Sum of Grades	Final Grade
3 4	1 1
5 6 7	2 2 2
8 9 10	3 3 3
11 12 13	4 4 4
14 15 16	5 5 5
17 18 19	6 6 6
20 21	7 7

[END OF MARKING INSTRUCTIONS]