# NQ English Writing Folio

## Authenticity

Candidates, teachers and lecturers should pay close attention to the statements in the Arrangements document which relate to the authenticity of candidates' work. These include:

*from the Course Specifications:*

> "The following points should be noted:
>
> ♦ The pieces of writing submitted in the folio must be produced under conditions which ensure reliability and credibility. This need not entail formal, timed and supervised production of the pieces of writing, but at all stages of the preparation for and the production of the pieces of writing there should be careful monitoring to ensure that they are entirely the candidate's own work.
>
> ♦ Candidates will be required to sign a declaration that the work in the folio is their own and unassisted other than by legitimate support from, for example, a teacher or lecturer.
>
> ♦ Principal sources consulted for discursive writing must be acknowledged in footnotes or in a list at the end; details must be specific.
>
> ♦ Any direct quotations from source material must be clearly acknowledged by the use of quotation marks."

*from the Unit Specification – Statement of Standards:*

> "The piece of writing must be unassisted and produced under a system of supervision which guarantees authenticity through a process requiring the candidate to submit the following at appropriate stages:
>
> ♦ draft title and proposals
>
> ♦ outline plan
>
> ♦ first draft
>
> ♦ final version.
>
> It is strongly recommended that candidates and teachers/lecturers make use of a formal log or checklist to record details of the process, noting, for example, an outline plan (with date and teacher/lecturer comment), teacher/lecturer comment on the first draft, and (in the case of discursive writing) an accurate record of sources consulted. It is essential that the piece of writing is demonstrably the candidate's own work."

*from the Unit Specification – Support Notes:*

> "Care must also be taken to ensure authenticity through a process of supervision which monitors candidate progress through the stages specified in evidence requirements. ."

In addition, the emphasis on independent study should be noted, eg:

*from National Course Specification – approaches to Learning and Teaching:*

> "The course should encourage candidates to engage in independent study as an end in itself and also as an essential preparation for further studies or for the world of work and leisure.  [The course] is designed to encourage candidates to take responsibility for their own learning.  While the teacher/lecturer will have a supporting role … the candidate should take the initiative in the management and completion of the task.  Individual study, occasionally supported by the teacher/lecturer, will provide the increasing independence which the course seeks to foster."

In summary, teachers and lecturers should exercise the highest standards of professionalism in monitoring candidates' submissions and ensuring candidates produce their folio submissions in an acceptable and responsible manner.  This will not only to ensure the authenticity of the pieces of writing, but also encourage in their students legitimate and mature study habits.

## 1      Guaranteeing authenticity

As appropriate to the genre, candidates are **required** to submit to the teacher/lecturer the following at appropriate stages:

♦ draft title and proposals

♦ outline plan

♦ first draft

♦ final version

In addition the following are **strongly recommended**:

♦ the use of a log or checklist to record progress

♦ the use of general comments rather than detailed annotations of a draft

♦ regular monitoring of progress

♦ within the centre, a realistic and consistent limit to the number of drafts, which should not normally exceed two

## 2	Acceptable levels of support

♦	any amount of teaching and learning which extends candidates' knowledge, understanding and appreciation of a range of genres of writing

♦	initial discussion between candidate and teacher/lecturer leading to an outline plan

♦	oral or written comment on first draft

♦	broad suggestions (oral or written) for improvements to first draft

♦	the use of dictionaries, spell-checkers, thesauruses, etc

♦	reference to print and electronic sources for background information and ideas

## 3	Unacceptable levels of support

As appropriate to the level of study, it is unacceptable for the teacher/lecturer or a third party to:

♦	direct, as opposed to guide, the choice of genre or topic

♦	provide notes or detailed models or frameworks

♦	give specific individual advice on re-structuring or re-wording

♦	systematically identify and/or correct errors in expression or technical accuracy.

In addition, there must not be:

♦	undue reliance on ideas and/or phraseology from print or electronic sources

## 4	Acknowledgement of sources (discursive writing)

♦	All principal sources consulted must be acknowledged.

♦	If no sources have been consulted, this must be stated explicitly.

♦	Specific details of sources must be given – eg dates and writers of newspaper articles, specific web pages, titles and dates of publication of books; it is not acceptable to say, for example, "various newspaper articles" or "environmental websites" or "the internet".

♦	Any direct quotation from sources must be clearly acknowledged by the use of quotation marks.

♦	Unacknowledged use of others' material such as copying and pasting from the internet or any other source, or re-wording or summarising information from another source and passing it off as your own (other than in a formal report as defined in the Arrangements documents for English) is plagiarism, and this carries severe penalties.