



**2012 Modern Languages**

**Advanced Higher Folio**

**Finalised Marking Instructions**

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## Instructions to Markers

### 1 General

As a Marker you will assess the whole Folio performance of each of the candidates assigned to you.

### 2 Timetable

Marking should be completed as detailed on the General Marking Instructions.

### 3 Content of Folios

Candidates who have chosen the Extended Reading/Viewing Unit will submit two essays in English, each 750 words in length; those who have chosen the Language in Work Unit will submit a 1500 word report in English.

Advice on the compilation of Folios was issued to centres in September 2002. The following extracts from that document are provided here for information. Please note that word limits have been altered, to reflect changes in and after 2007.

“In the optional unit at Advanced Higher, candidates are encouraged to research areas of interest – literary, cultural or vocational as the case may be – and to develop their intellectual faculties by presenting for assessment written work, produced during their course of study.

External assessment of the content of the optional unit is by means of a Folio, as this will provide candidates with considerable flexibility in pursuing topics of interest to them.

For the *Extended Reading/Viewing* unit, candidates will be expected to submit an essay of 750 words on one literary text with or without related DVD/film **and** any of the following with or without related DVD/film also of 750 words.

- A second literary text
- A set of linked texts
- A background topic

For the *Language in Work* unit, candidates are to produce a research report of 1500 words.”

“It is in order to allow for more sophisticated discussion and analysis of literary, cultural and/or vocational topics that Writing for external assessment to be included in the Folio will be in English.”

#### **Advice on Selection of Essay Titles – *Extended Reading/Viewing***

“With regard to essay titles, these should be chosen after negotiation between candidate and teacher/lecturer. In the first instance what should be negotiated is the topic or aspect to be discussed and written about. Thereafter, the teacher/lecturer’s role is to suggest **essay titles which will evoke some measure of argument and evaluation and the expression of attitudes and opinions by the candidate, avoiding the mere repetition or listing of data.**

Appropriate essay titles are likely to feature such phrases as “To what extent...”, “Examine critically...”, and “... Discuss this point of view”. Titles of this nature will readily stimulate much more in the way of original argument and genuine personal response by the candidate than those such as “The Life and Works of Pagnol”, “The Characters in *La Peste*”, “Tourism in Brittany” or “The French Revolution of 1789”, which may simply encourage the regurgitation of notes.”

### **Advice on Selection of Report Titles – *Language in Work***

“In a marketing context, for example, a Folio report in English might discuss the effectiveness of a particular campaign over a period of time, (whereas a report in the target language for internal assessment might examine the launch of a particular product in a market where the target language is spoken). Similarly, in the context of tourism, a Folio report in English might compare the advantages/disadvantages of different types of tourism in one or more regions, (whereas a report in the target language for internal assessment might discuss a single aspect of the tourist economy in one particular region).

With regard to the subject of these reports, titles should be chosen after negotiation between candidate and teacher/lecturer. In the first instance, what should be negotiated is the topic or aspect to be discussed and written about. Thereafter, the role of the teacher/lecturer is to suggest titles which will provide candidates with the opportunity to **write analytically/critically/informatively about the vocational area, avoiding the mere repetition or listing of data.**

Appropriate report titles are likely to feature such phrases as “An analysis of...”, “A critical study of...”, and “... A case study”. Titles of this nature will readily stimulate much more in the way of original argument and genuine personal response by the candidate.”

### **Preparing a bibliography**

“The Folio must be the candidate’s own work. Candidates will be required to sign a declaration stating that this is the case.

**Candidates are not required to complete their Folio essays under the controlled conditions, defined in Appendix B of the Arrangements document,** which apply to internal assessment. They must, however, supply a bibliography of sources consulted in the preparation of their Folio pieces, documenting the sources which they have consulted.

There is no prescription as to the format of the bibliography, although the use of standard academic conventions should be encouraged. The most important thing, however, is that the details in the bibliography should be sufficiently clear to allow the marker to identify the sources that the candidate has consulted.”

## Conclusion – Summary of key points

In conclusion, the following key points are particularly to be borne in mind:

- Folio pieces are to be written in English
- Folio pieces do not require to be written under controlled conditions
- Word limits are to be observed; penalties will be applied in the marking for not observing word limits
- Essay/report titles should be carefully chosen so as to allow candidates to write analytically/critically/informatively within the prescribed word limit
- A bibliography of sources consulted in preparation of the Folio must be included; penalties will be applied in the marking for failure to include a bibliography.

## 4 Marking

### *Preliminary Stage*

The standards to be applied in marking candidates' work will be confirmed at the Markers' Meeting. In advance of the meeting, you will receive photostat copies of the work of a number of candidates. This material should be studied with care before the Markers' Meeting and will serve as a basis for discussion at the Meeting.

Marks should be awarded according to the system of categories and "pegged" marks listed in Appendix 1. Only these pegged marks may be used and these should be awarded in accordance with the given criteria.

**You should not make any comment on the text of candidates' essays.**

### *Recording the Marks*

The mark awarded for each essay should be shown in the appropriate space on the back of the Folio Flyleaf. The total mark should then be transferred to the box on the front of the flyleaf and to the appropriate place on Form Ex6.

In the case of **serious** doubt about an assessment, you must award a mark and then refer the Folio to the Principal Assessor. To do this, write "PA Referral" underneath the "For Official Use" section at the top of the Flyleaf concerned and complete a Principal Assessor Referral form (copies of which are enclosed in your markers' pack). (Also see "Entries on the Mark Sheets" sub-para 3). **Do not write reasons on the Flyleaf itself. Do not make any entry on the outside of the envelope.**

## 5 Report

When you have finished marking the Folios allocated to you, you are requested to send to the SQA a brief report on the performance of the candidates whose work you have assessed, mentioning any particular anomalies encountered in the composition of the Folios and any items handled particularly well or badly by the candidates.

**Appendix 1**  
**Advanced Higher Folio – Pegged Marks and Assessment Criteria**

Categories	Criteria	Pegged Marks	
		ERV	LIW
<b>Very Good</b>	Content is appropriate to Advanced Higher. The Writing takes an analytical/critical/informative approach, with sound argument and evaluation, demonstrating a very good understanding of the area of study. The work is well structured and all aspects are relevant to the topic.	15	30
<b>Good</b>	Content is appropriate to Advanced Higher. The Writing takes an analytical/critical/informative approach and, although there may be some weakness in argument and/or evaluation, demonstrates a good understanding of the area of study. The work has an adequate sense of structure and most aspects are relevant to the topic.	12	24
<b>Satisfactory</b>	Content is appropriate to Advanced Higher. The Writing shows some features of an analytical/critical/informative approach, with some attempt at argument and/or evaluation, demonstrating a satisfactory understanding of the area of study. The work has some sense of structure and most aspects have some relevance to the topic. Performance may be uneven, but the good outweighs the bad.	9	18
<b>Unsatisfactory</b>	The work fails to meet the criteria for satisfactory. Weakness will be evident in content and/or approach and/or understanding of the area of study and/or structure and/or relevance to the topic.	6	12
<b>Poor</b>	The content is inappropriate to Advanced Higher. The work may be unstructured or largely irrelevant. Any understanding of the area of study will be severely limited. The Writing may be such as to mislead the reader as to the nature and/or content of the area of study.	0	

Essays should be 750 words in length and reports should be 1500 words in length.

- Three individual marks will be deducted for failing to include a bibliography. In the case of ERV, this penalty may only be applied once.
  - There will be no penalty for slightly exceeding the word limit. However, candidates will be penalised for excessive length. If the word limit for the essay/report is exceeded by 100 words or more, three individual marks will be deducted.\* This penalty may only be applied once.
  - Please note that the **maximum** deduction per Folio is three individual marks.
  - Essays/reports which fall short of the word limit are likely to be self-penalising.
  - It will be the responsibility of the centre to ensure that their candidates state the number of words they have written on the work they submit.
- \* **Note:** for candidates who have chosen the ERV Unit, reasonable quotation from the text will not be included in the word limit.

[END OF MARKING INSTRUCTIONS]