



2013 English

Intermediate 1 Critical Essay

Finalised Marking Instructions

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Part One: General Marking Principles for English – Critical Essay Intermediate 1

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a) Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor.
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) Marking Principles for Critical Essay are as follows.
- The essay should first be read to establish whether it 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 11.
 - 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 25.
 - The Category awarded and the mark should be placed at the end of the essay.

GENERAL MARKING ADVICE: English – Critical Essay Intermediate 1

The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments.

1. Mainly accurate

Although a few errors may be present, spelling, vocabulary and sentence structures will be sufficiently accurate to convey the candidate’s meaning at first reading.

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 influence objective assessment.
- Once an essay has been deemed to pass the basic criteria, it does not have to meet all the suggestions for Category II (for example) to fall into that Category. More typically there will be a spectrum of strengths and weaknesses which span categories.

3. Referrals to PA

- Essays based on wrong genre should be marked out of 25 and referred.
- Essays in response to Section E – Language should be marked out of 25 and referred.

Part Two: Marking Instructions for each Question

Critical Essay

GRADE C

Performance Criteria

a) Understanding

As appropriate to task, the response demonstrates understanding of the main points of the text(s) through some reference to relevant areas of content.

b) Analysis

The response describes some of the more obvious ways in which aspects of structure/style/language contribute to meaning/effect/impact.

c) Evaluation

The response contains a stated or implied personal reaction to the content or style of the text(s), supported by some textual reference.

d) Expression

Language conveys meaning clearly and a generally relevant line of thought is discernible; spelling, grammar and punctuation are mainly accurate.

It should be noted that the term “text” encompasses printed, audio or film/video text(s) which may be literary (fiction or non-fiction) or may relate to aspects of media or language.

Language Questions – 9 and 10

The “text” which should be dealt with in a language question is the research which the pupil has done. Examples taken from their research must be there for you to see.

However, to demonstrate understanding and analysis related to these examples there has to be some ability to make comparisons or to group words of similar kinds to make a point about the use of language.

Intermediate 1

Critical Essay

Supplementary Advice

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 Category is identified.

IV 8 – 11	III 12 – 15	II 16 – 19	I 20 – 25
<ul style="list-style-type: none"> An essay which falls 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 the criterion of “mainly accurate” or that any knowledge and understanding of the material is not used to provide a discernible line of thought or that personal reaction/opinion is unconvincing or that discussion of techniques is not sufficiently related to the point being made 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 a basic understanding of the main point(s) will be used. <p>.....</p> <ul style="list-style-type: none"> to provide a discernibly relevant response to the question. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge of the text(s) and an understanding of the main points will be used. <p>.....</p> <ul style="list-style-type: none"> to provide a response generally relevant to the question. 	<p><u>Understanding</u></p> <ul style="list-style-type: none"> Knowledge of the text(s), and an understanding of the main points or central concerns will be used. <p>.....</p> <ul style="list-style-type: none"> to provide a response relevant to the question.
	<ul style="list-style-type: none"> Some reference to the relevant areas of content will be made in the course of the response. 	<ul style="list-style-type: none"> Some reference to the text(s) or more generally to its content will be made in the course of the response. 	<ul style="list-style-type: none"> Some reference to the text(s) as well as to its content will be made in the course of the response.
	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be a description of some obvious techniques which add to the meaning or impact of the text(s). 	<p><u>Analysis</u></p> <ul style="list-style-type: none"> An attempt will be made to explain how some obvious techniques add to the meaning or impact of the text(s). 	<p><u>Analysis</u></p> <ul style="list-style-type: none"> There will be some explanation of how some obvious techniques add to the meaning or 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) and a personal reaction to it will be stated or implied. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be some engagement with the text(s), and a personal opinion will be stated or implied. 	<p><u>Evaluation</u></p> <ul style="list-style-type: none"> There will be some engagement with the text(s) and a basic evaluation will be stated or implied.
	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will convey meaning clearly. <p>Spelling, grammar and punctuation are mainly accurate.</p>	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will convey meaning clearly. <p>Spelling, grammar and punctuation are mainly accurate.</p>	<p><u>Expression</u></p> <ul style="list-style-type: none"> Language will convey meaning clearly. <p>Spelling, grammar and punctuation are mainly accurate.</p>

[END OF MARKING INSTRUCTIONS]