



National
Qualifications
2016

2016 English Textual Analysis

Advanced Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2016

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Assessment team.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Assessment team may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.



General Marking Principles for Advanced Higher English — Textual Analysis

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 Detailed Marking Instructions, which identify the key features required in candidate responses.

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

The Detailed Marking Instructions indicate the essential idea that a candidate should provide for each answer.

- Candidates should gain credit for their understanding, analysis and evaluation of the chosen extract.
- The detailed marking instructions will allow you to place the work on a scale of marks out of 20.
- Technical accuracy does not apply to the assessment of Textual Analysis.
- Assessment should be holistic. There may be strengths and weaknesses in the answer; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall critical response.
- Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band for the candidate's performance.

Once the appropriate band descriptor has been selected, the assessor should follow this guidance:

- If the evidence fully meets the standard, award the highest available mark from the range.
- If the candidate's work just meets the standard described, award the lowest mark from the range.
- Otherwise, the mark should be awarded from the middle of the range.

Detailed Marking Instructions for all questions - Advanced Higher English Textual Analysis

| | Marks 20-19 | Marks 18-16 | Marks 15-13 | Marks 12-10 | Marks 9-6 | Marks 5-0 |
|---|--|---|--|---|---|--|
| <p>Understanding</p> <p>The textual analysis demonstrates:</p> | <ul style="list-style-type: none"> comprehensive understanding of the central concerns of the text provided a full and relevant exploration with sustained consideration of the implications of the question extensive use of textual evidence to support an argument which is clearly focused in the demands of the question | <ul style="list-style-type: none"> secure understanding of the central concerns of the text provided a relevant exploration which demonstrates secure consideration of the implications of the question extensive use of textual evidence which clearly supports the demands of the question | <ul style="list-style-type: none"> broad understanding of the central concerns of the text provided a relevant and thoughtful approach to the question use of textual evidence which is relevant to the demands of the question | <ul style="list-style-type: none"> understanding of the central concerns of the text provided a relevant approach to the question use of textual evidence to address the demands of the question | <ul style="list-style-type: none"> limited understanding of the central concerns of the text provided a limited approach to the question limited textual evidence to support the demands of the question | <ul style="list-style-type: none"> very little understanding of the central concerns of the text provided very little attempt to answer the question very little textual evidence |

| | Marks 20-19 | Marks 18-16 | Marks 15-13 | Marks 12-10 | Marks 9-6 | Marks 5-0 |
|---|--|---|--|---|---|---|
| Analysis The textual analysis demonstrates: | <ul style="list-style-type: none"> relevant analysis of a task-appropriate range of literary techniques and/or features of language which skilfully strengthens the approach adopted by the candidate | <ul style="list-style-type: none"> relevant analysis of a task-appropriate range of literary techniques and/or features which strengthens the approach adopted by the candidate | <ul style="list-style-type: none"> relevant analysis of a range of literary techniques and/or features of language which supports the approach adopted by the candidate | <ul style="list-style-type: none"> analysis of a range of literary techniques and/or features of language | <ul style="list-style-type: none"> limited analysis of literary techniques and/or features of language | <ul style="list-style-type: none"> very little analysis of literary techniques and/or features of language |
| Evaluation The textual analysis demonstrates: | <ul style="list-style-type: none"> a committed, clear, evaluative stance with respect to the text provided and the question, and skilfully based on precise evidence discussed within the response | <ul style="list-style-type: none"> a clearly identifiable evaluative stance with respect to the text provided and the question, and securely based on evidence discussed within the response | <ul style="list-style-type: none"> a discernible and relevant evaluative stance with respect to the text provided and the question, and based on evidence discussed within the response | <ul style="list-style-type: none"> an evaluative stance with respect to the text provided and the question but may be based on previously undiscussed evidence or demonstrate some weakness in relevance | <ul style="list-style-type: none"> limited evaluation with respect to the text provided and/or lacks relevance to the question and/or evidence | <ul style="list-style-type: none"> very little evidence of evaluation and/or supporting evidence |

[END OF MARKING INSTRUCTIONS]