

Commentary on candidate evidence

The candidate evidence has achieved the following marks for the assignment-writing coursework assessment.

Candidate 1

Context: Society

Stimulus: All countries should have a smoking ban. Discuss

The candidate was awarded **4 marks**.

Content

The content does not adequately link to title. The title indicates a discussion about a smoking ban, but the candidate then chooses to focus on vapes. The candidate consequently presents few arguments, opinions or conclusion that are related to the actual title. The essay is below the recommended length for Higher assignment-writing.

Accuracy

The candidate demonstrates grammatical inaccuracies throughout the short piece. The article does not flow well, and it is well below the standard expected at Higher level.

Language resource

The candidate uses a very limited amount of detail and complex language or structure. It is difficult to read and observe any grammatically correct sentences within the writing.

Candidate 2

Context: Culture

Stimulus: The best way to learn a language is to visit the country. Discuss.

The candidate was awarded **20 marks**.

Content

The candidate addresses the title in a full and balanced way. The article expresses a wide range of ideas, opinions and reasons. Comparisons are used well, and the candidate draws conclusions based on logical steps. The language flows well throughout in an organised way.

Accuracy

The assignment demonstrates a very good degree of grammatical and spelling accuracy. The few errors do not detract from the overall impression. The candidate attempts to use a variety of structures and verbs throughout the article like “*B fheudar dhomh tòrr faclan ionnsachadh*”. “*Dh’fhaodadh tu laraich-lin a chleachdadh airson*”

Language resource

The candidate uses detailed and complex language consistently with a good variety of verb forms and links sentences very well, for example, “*Ma tha thu nas sine, ‘s docha gu bheil e nas dorra a bhith ag ionnsachadh air-loidhne*”.

Candidate 3

Context: Employability

Stimulus: The advantages of taking a gap year outweigh the disadvantages. Do you agree?

The candidate was awarded **20 marks**.

Content

The candidate addresses the title fully and this is a good example of a well-presented discursive essay. The candidate initially addresses the advantages of a gap year and states a variety of reasons for this and then mentions the disadvantages before coming to a logical conclusion. Good reasons are expressed, and the writing is presented in a very structured and organised manner.

Accuracy

The writing demonstrates a very good degree of grammatical accuracy corresponding to Higher level. This is the case in spelling and word order. It is simple and correct, and this is evident throughout the article, for instance, “*Tha seo a’ ciallachadh nach fheum thu a bhith a’ faighinn airgead bho do pharantan*” where all the apostrophes and required lenition is carefully adhered to. This is followed throughout most of the writing and the few errors do not detract from the overall impression.

Language resource

The candidate uses a variety of detailed and complex structures throughout. The writing flows well with few errors. It is a very good example that meets all the requirements of the assignment. It is easy to follow, and a well-structured discursive essay.

Candidate 4

Context: Culture

Stimulus: You can get just as good a holiday in Scotland as you can going abroad – Discuss

The candidate was awarded **12 marks**.

Content

The candidate uses content which could be related to the title but does not address the title in a full and balanced manner. The essay style is more suitable for directed writing than assignment-writing. It is like a diary entry rather than a discursive piece of writing and this has resulted in a loss of marks. Different arguments or viewpoints were not explored nor expressed which would have led to a logical conclusion.

Accuracy

The candidate demonstrates an adequate degree of accuracy although a few simple errors at this level are evident which detract from the overall quality, for example, “*Tha mi a’ smaoineachadh gu bheil an taigh-tasgaid no taigh-solas is toil leam nas fhèarr.*”

Language resource

The candidate attempts to use a range of structures, uses several different verbs, and other language features. There is an adequate degree of accuracy in spelling and word order, and it flows reasonably well which is reflected in the marks given.

Candidate 5

Context: Employability

Stimulus: Part time work has no benefits for teenagers. Do you agree?

The candidate was awarded **16 marks**.

Content

The title is addressed competently. The content is relevant and expresses a wide range of ideas, opinions and arguments for part-time working. It would be better if the candidate had provided more than one reason against part time working to create a more balanced approach to the title. The writing is well structured and organised.

Accuracy

The candidate demonstrates a good degree of grammatical accuracy corresponding to the level. The few errors do not detract from the overall impression. The writing flows well with a good degree of accuracy in spelling.

Language resource

The language is mostly detailed and complex with a good variety of structures although some structures and tenses were repetitive.

Candidate 6

Context: Learning

Stimulus: An t-ionnsachadh òg, an t-ionnsachadh boidheach. Discuss

The candidate was awarded **12 marks**.

Content

The candidate uses content which at times may be related to the title but does not address the title in a full and balanced manner. The essay is more autobiographical than discursive. It makes little attempt to present different arguments or viewpoints related to the title and to draw a conclusion from these perspectives. The content does not adequately link to title and does not follow the mainly discursive nature of the assignment at Higher, and this is reflected in the mark awarded.

Accuracy

The candidate demonstrates a very good degree of grammatical accuracy corresponding to the level. There is accuracy in spelling and good word order. A few errors occasionally arise but do not detract from the overall impression.

Language resource

The article uses detailed and complex language throughout with a wide range of structures and verbs and tenses, for example “*b’abhaist*”, “*dh’fhaighnich*”, “*thuir*”, “*tha cuimhne agam*”, “*choinnich sinn*”, “*thagh sinn...*”. The writing flows well and the variety of structures and verbs used enhances this.