General Marking Principles for the portfolio

This information is provided to help you understand the general principles you must apply when marking candidate responses to this portfolio. 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.

(c)   The candidate's writing will be marked in terms of content and style.

(d)   Assessment should be holistic. There will be strengths and weaknesses in every piece of writing; assessment should focus as far as possible on the strengths, taking account of weaknesses only when they significantly detract from the overall performance. Marks should be awarded for the quality of the writing, and not deducted for errors or omissions. Writing does not have to be perfect to gain full marks.

Detailed Marking Instructions for the portfolio

Consistent technical accuracy is a requirement for a mark of 8 or above. Consistent technical accuracy means that few errors will be present: paragraphs, sentences and punctuation will be accurate and organised so that the writing can be clearly and readily understood; and spelling errors (particularly of high frequency words) should be infrequent.

Assessors should assess the essay in terms of content and style and arrive at a final mark. The following tables for each genre of writing should be used in helping assessors arrive at a mark. The band descriptors in the tables refer to the middle of each marks band.

For each of the texts, the Marker should select the band containing the descriptors that most closely describe the piece of writing.

Once that best fit has been decided, then:

♦ where the evidence almost matches the level above, the highest available mark from that band range should be awarded
♦ where the candidate's work just meets the standard described, the lowest mark from that band range should be awarded

Otherwise the mark from the middle of that band range should be awarded.

Higher English portfolio: assessment task

Writing which is broadly creative

Range of marks	Marks 15-13	Marks 12-10	Marks 9-7	Marks 6-4	Marks 3-1	Marks 0
Content **The creative piece demonstrates, as appropriate to genre:**	♦ strong attention to purpose and audience ♦ strong creative qualities ♦ skilful command of the genre ♦ thematic concerns which are skilfuly introduced and developed ♦ ideas/feelings/ experiences which are explored with a strong degree of mature reflection/self-awareness/ involvement/ insight/sensitivity ♦ strong sense of the writer's personality and individuality	♦ clear attention to purpose and audience ♦ clear creative qualities ♦ clear grasp of the genre ♦ thematic concerns which are clearly introduced and developed ♦ ideas/feelings/ experiences are explored with a clear sense of reflection/self-awareness/ involvement/ insight/ sensitivity ♦ clear sense of the writer's personality	♦ adequate attention to purpose and audience ♦ adequate creative qualities ♦ understanding of the genre ♦ thematic concerns which are introduced ♦ ideas/feelings/ experiences which are explored with an adequate sense of reflection and involvement ♦ adequate sense of the writer's personality	♦ limited attention to purpose and audience ♦ limited creative qualities ♦ a limited use of conventions of genre ♦ limited thematic concerns ♦ limited ideas/feelings/ experiences explored ♦ limited sense of the writer's personality	♦ very little attention to purpose and audience ♦ very few creative qualities ♦ very little use of conventions of genre ♦ very few thematic concerns ♦ very little evidence of exploration of ideas or feelings ♦ very little sense of the writer's personality	♦ no evidence of the skills required in terms of content, style and accuracy
Style **The creative piece demonstrates, as appropriate to genre:**	♦ linguistic features of the chosen genre used skilfully to create a strong impact ♦ confident and varied expression ♦ effective structure which enhances the purpose/meaning	♦ linguistic features of the chosen genre used to create impact ♦ clear expression ♦ clear structure which enhances the purpose/ meaning	♦ linguistic features of the chosen genre used adequately ♦ adequate expression ♦ adequate structure	♦ limited use of features of the chosen genre ♦ limited expression ♦ limited use of structure	♦ very little attempt at using language effectively ♦ many errors in punctuation/ syntax/spelling ♦ very little use of structure	

Writing which is broadly discursive

Range of marks	Marks 15-13	Marks 12-10	Marks 9-7	Marks 6-4	Marks 3-1	Marks 0
Content **The discursive essay demonstrates, as appropriate to genre:**	♦ strong attention to purpose and audience ♦ strong understanding and engagement ♦ evidence of skilful research and selection ♦ strong and sustained line of thought/convincing stance	♦ clear attention to purpose and audience ♦ clear understanding and engagement ♦ evidence of careful research and selection ♦ clear line of thought/ engaged stance	♦ adequate attention to purpose and audience ♦ adequate understanding ♦ adequate evidence of research ♦ adequate line of thought/stance	♦ limited attention to purpose and audience ♦ limited understanding ♦ limited evidence of research ♦ unclear line of thought	♦ very little attention to purpose and audience ♦ very little understanding ♦ very little evidence of research ♦ confused line of thought	♦ no evidence of the skills required in terms of content, style and accuracy
Style **The discursive essay demonstrates, as appropriate to genre:**	♦ linguistic features of the chosen genre used skilfully to inform/argue/ discuss/persuade and convey depth and complexity of thought/objectivity /insight/persuasive force ♦ confident and varied expression ♦ effective structure which skilfully enhances the purpose/meaning	♦ linguistic features of the chosen genre used clearly to inform/argue/ discuss/ persuade and convey thought/ objectivity/ insight/ persuasive force ♦ clear expression ♦ structure which enhances the purpose/ meaning	♦ linguistic features of the chosen genre used adequately to inform/ argue/discuss/ persuade and convey thought/ objectivity/ insight/ persuasive force ♦ adequate expression ♦ adequate structure	♦ linguistic features of the chosen genre used in a limited way to inform/argue/ discuss/ persuade and convey thought/ objectivity/ insight/ persuasive force ♦ limited expression ♦ limited use of structure	♦ very little attempt at using language effectively ♦ many errors in punctuation/ syntax/spelling ♦ very little use of structure	

[END OF MARKING INSTRUCTIONS]

Higher English portfolio: assessment task