



Understanding Standards

Support pack for National unit assessment

H23Y 74

**English Assignment (National 4) Added Value
Unit**

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Overview

Purpose

Understanding Standards packs are intended to provide teachers, lecturers and assessors with a clear understanding of why specific examples of candidate evidence have or have not met the national standard for a named unit(s). They may be used in centres:

- ◆ to prepare for delivery of the unit(s) and the National Qualification to which it contributes
- ◆ to prepare for the assessment of the unit(s)
- ◆ as benchmarks to help assessors judge the evidence produced by their own candidates
- ◆ for training purposes

Assessment approach used by the centre

SQA Unit Assessment Support Pack H23Y 74 English Assignment (National 4) added value unit.

Critical essay and discussion tasks were chosen by centres to suit the needs of their learners.

Candidate evidence

Candidate 1

Task: Choose a poem which has a powerful impact on the reader.

A poem which has a powerful impact on the reader is "A Glasgow Sonnet I" written by Edwin Morgan, by using techniques like setting and imagery Morgan shows us the effects that poverty has on the people living in the slums. The poem explores the themes of poverty and urban decay. The poem is based in the Glasgow slums. The buildings are worn down and dirty.

In the octet, Morgan creates a powerful impact on the reader by using word choice and figurative language to show how hostile and aggressive the environment is. "A mean wind wanders" uses personification to represent the tenets of the Glasgow slums that they just walk around the streets with no real purpose that they are just strolling through life without any reason to. "Mean" the wind is being cruel, aggressive and hostile. It isn't welcoming to anyone there, not even the people living there.

"Through backcourt trash" uses word choice to show that the streets are covered in trash and aren't taken care of, that the people are living in filth that they have just been thrown away by the government like everyday trash that is worthless.

This has a powerful impact on the reader because it makes the reader feel sympathy for the tenants living in the slums that their life has no meaning and it makes the reader feel sorry for them and also dislike the government for not helping them out in their time of need.

Continuing in the octet, Morgan uses word choice and figurative language to create a powerful impact on the reader. "Old mattresses puff briefly and subside" Personification is being used on the mattress to represent the people growing old and tired of living in poverty and how it's killing them slowly as they give up and take their last breath.

“Play fortresses” Word choice gets used to show us that children’s games are violent, that they are growing up in an unsafe, poverty stricken and hostile environment that they need to build themselves protection to keep themselves safe.

This has a powerful impact on the reader because it shows the reader that everyone here is affected by poverty that it slowly withers away their life even the children there.

Moving to the sestet, Morgan uses figurative language to create a powerful impact on the reader.

“Kettle whimpers” a whimper is usually used to show that someone is scared or is in pain. Personification is being used here to show that someone is scared or is in pain. Personification is being used here to show that the people of the building are scared and are hurting because of poverty that is slowly killing them.

“Roses of mould grow ceiling to wall” Roses are beautiful and grow in large amounts. Oxymoron is being used to describe the mould as roses to show that the mould is so large it can be seen as a plant, it is the only thing of beauty in the building.

This has a powerful impact on the reader because this shows the reader that even in the building they haven’t a nice thing, only some mould growing on the wall and poverty still affects the tenants that everyday is a struggle of fear and pain.

In conclusion Morgan creates a powerful impact on the reader by showing the effects of living in poverty and how it was for the people living in the Glasgow slums, how they were discarded by the injustice of society and the government, not wanted by anything or anyone how the awful condition of the people living there surrenders them to fear and pain in this unsafe environment.

Candidate assessment record: English Assignment (National 4) Added Value Unit

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Candidate name: **Candidate 1** _____

Class/group: _____

Candidate number: _____

Centre: _____

Evidence should include detailed assessors' comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Outcome	Assessment standard	Assessor's comments	Result	Assessor and date
1 Apply language skills to investigate a selected text(s) by:	1.1 Demonstrating understanding of a straightforward text(s)	Identifies subject matter and themes in introduction: 'The poem explores the themes of poverty and urban decay.' Clearly understands the poem's point about the suffering of the people who live there: 'poverty still affects the tenets that everyday is a struggle of fear and pain.' Good comment on plight of the children living there: 'they are growing up in an unsafe, poverty stricken and hostile environment.'	P	

	<p>1.2</p> <p>Analysing and evaluating a straightforward text (s)</p>	<p>Analysis clearly present throughout the response. Critical terminology referenced, eg ‘word choice and figurative language.’</p> <p>Straightforward analysis of word choice, eg “‘Through backcourt trash” uses word choice to show that the streets are covered in trash and aren’t taken care of.</p> <p>Good analysis of ‘roses of mould’ image: ‘the mould is so large it can be seen as a plant, it is the only thing of beauty in the building.’</p> <p>Good evaluative comments, eg ‘This has a powerful impact on the reader because it shows the reader that everyone here is affected by poverty that it slowly withers away there life even the children there.’</p>	P	
	<p>1.3</p> <p>Presenting findings in a critical essay or oral presentation</p>	<p>Candidate used a structured booklet to independently plan essay.</p> <p>Appropriate introduction and conclusion.</p> <p>Clearly structured paragraphs with some attempt to link ideas, eg ‘Moving to the sestet...’</p>	P	

	<p>1.4</p> <p>Discussing a straightforward text(s)</p>	<p>Clear, relevant contributions which covered main elements of poem.</p> <p>Identified main theme of poverty and effects.</p> <p>Used reasonably formal and clear language.</p> <p>Responded to direct questions during discussion.</p>	P	
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Discussion task: What happens in the text? What are the main events that take place? What issues(s) does the writer want us to think more deeply about?

Candidate discussion checklist: English Assignment (National 4) Added Value Unit

Candidate name: Candidate 1

Candidate number: _____

Assessment standard	Making assessment judgements			Assessor's comments
1.4 Discuss a straightforward text(s)	Content	<ul style="list-style-type: none"> ◆ can contribute relevant straightforward ideas and/or information and responses ◆ can sustain focus of discussion 	Candidates should: <ul style="list-style-type: none"> ◆ make reference to the content of the text and share relevant ideas and/or information ◆ support and/or challenge others' ideas as appropriate 	Clear, relevant contributions which covered main elements of octet and sestet. Identified main theme of poverty and effects.
	Language	<ul style="list-style-type: none"> ◆ can use straightforward language that is appropriate to the discussion ◆ can communicate so that others understand easily 	Candidates should: <ul style="list-style-type: none"> ◆ use appropriate straightforward vocabulary and language structures that allow for effective communication ◆ be understood by others 	Was able to use language of specialised techniques, while discussing examples of the writer's use of language, eg 'word choice has connotations of...'; 'oxymoron shows...' Used reasonably formal and clear language.

	Non-verbal	<ul style="list-style-type: none"> ◆ can communicate using appropriate non-verbal cues 	<p>Candidates should:</p> <ul style="list-style-type: none"> ◆ use some appropriate features of non-verbal communication, for example facial expression, gesture, eye contact, posture, tone and/or emphasis 	<p>Sustained eye contact with others during discussion.</p> <p>Placed emphasis on significant words, eg 'roses of <u>mould</u>'</p>
	Language	<ul style="list-style-type: none"> ◆ can demonstrate listening skills by responding to others appropriately 	<p>Candidates should:</p> <ul style="list-style-type: none"> ◆ demonstrate listening skills by, for example, responding to a question, linking to others' ideas, supporting or challenging ideas and/or summarising ◆ take turns 	<p>Responded to direct questions during discussion, eg 'It makes us feel sorry for the tenants and shows how the government didn't do anything to help.'</p>

Candidate 2

Task: Choose an online article that contains an interesting topic. Explain what you learn about this topic and explain how language techniques are used effectively.

The topic I chose was sleep – how sleep can have an impact and affects to your day-to-day life, and how it can have many affects your body because sleep helps our bodies function properly and it helps maintain our physical and mental health. Its something I do every day so I want to know how it benefits me and if there's anything to help me get better sleep.

In this essay I will discuss how effective an article was by looking at the main ideas and techniques used by the writer. The article was a blogpost from the website <https://beyond-health.co.uk/importance-of-a-good-nights-sleep/>. The title was 'The importance of a good night's sleep.'

The purpose of the text is to inform people on the importance of a good nights sleep. I know this because it says it in bold letters as the title with following headings as information on the affects sleep can have on a person and other information about sleep which can give the reader advice, knowledge and help.

The main ideas in the text are the amount of sleep that a person needs and the positive and negative effects of sleep, because sleep can result in how we go about our day and by informing the reader about these effects can hopefully influence them to have a reasonable amount of sleep to keep them happy and healthy. The main information from this text is how sleep is crucial component to a healthy, productive and high quality life, this is shown by the examples the text gives on how little sleep can result in our day to day lives to consist of having impaired memory, a shortened attention span, shortened concentration span, reduced creativity and innovation, trouble problem solving, and decreased accuracy. Chronic sleep

deprivation can also be a result of little sleep which can lead to another range of much more serious health risks such as heart attacks, strokes, mood disorders, obesity, diabetes and psychiatric problems. And the science behind how and why sleep can have an affect different part of your body.

The first quote I chose was "Sleep is the cornerstone of a balanced rest and recovery program." This was effective because Cornerstone means its an important structure of a building. This means sleep is an important feature which a person is based and depends on to be able to focus and function the next day.

The second quote I chose was "Sleep is divided into two categories." This was effective because it shows that sleep isn't as simple as your just asleep and that's that. And this shows there is more to just falling asleep than people think and those 2 phases are also split into 2 so one person has 4 sleep stages.

The third quote I chose was "The New York Times described the brain as playing the part of a mental janitor during sleep, clearing the mind of excess 'rubbish' and flushing out toxins." This was effective because this metaphor is effective as it shows having a good sleep has a positive outcome as it can help people's mental health. A janitor cleans and maintains the place so sleep refreshes your brain.

The writer also uses bullet points to show the importance of a good night's sleep. The bullet points told me lots of things that can go wrong if you don't have a good night's sleep. For example 'Decreased alertness, accuracy and performance,' 'Shortened attention span and concentration level.'

Overall, I felt the text was effective because the layout of this information is set out clearly and is easy to read with bold headings which can help me pick a heading to read a certain bit of information when only needing to read certain parts, for example 'How much sleep do you need?' or 'The science of sleep.' Which can help anyone to

read it and won't overwhelm anybody with a lot of information, so it is suitable for more people to read.

Candidate assessment record: English Assignment (National 4) Added Value Unit

Candidate name: **Candidate 2** _____

Class/group: _____

Candidate number: _____

Centre: _____

Evidence should include detailed assessors' comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Outcome	Assessment standard	Assessor's comments	Result	Assessor and date
1 Apply language skills to investigate a selected text(s) by:	1.1 Demonstrating understanding of a straightforward text(s)	Identifies subject matter of blogpost: 'The purpose of the text is to inform people on the importance of a good nights sleep.' Summarises the main ideas of text: 'The main ideas in the text are the amount of sleep that a person needs and the positive and negative effects of sleep.' More developed understanding shown: 'by informing the reader about these effects can hopefully influence them to	P	

		<p>have a reasonable amount of sleep to keep them happy and healthy.'</p> <p>Detailed explanation also offered by, eg: 'the examples the text gives on how little sleep can result in our day to day lives to consist of having impaired memory, a shortened attention span, shortened concentration span, reduced creativity and innovation, trouble problem solving, and decreased accuracy.'</p>		
	<p>1.2</p> <p>Analysing and evaluating a straightforward text (s)</p>	<p>Straightforward analysis demonstrated in the response.</p> <p>Effective analysis of the word choice of 'cornerstone': 'Cornerstone means its an important structure of a building. This means sleep is an important feature which a person is based and depends on to be able to focus and function the next day.'</p> <p>Good analysis of the metaphor of sleep as a 'mental janitor': 'This was effective because this metaphor is effective as it shows having a good sleep has a positive outcome as it can help people's mental health. A janitor cleans and maintains the place so sleep refreshes your brain.'</p> <p>Straightforward comment on the use of bullet points. More general analytical comments on layout and headings.</p>	P	

		Straightforward evaluative observations: 'Overall, I felt the text was effective because the layout of this information is set out clearly and is easy to read.'		
	1.3 Presenting findings in a critical essay or oral presentation	Appropriate introduction and conclusion. Understanding and analysis sections separated clearly by straightforward paragraphs structure. Meaning is communicated sufficiently clearly.	P	
	1.4 Discussing a straightforward text(s)	Clear, relevant contributions. Further detail in discussion checklist.	P	

Discussion task: *Why were you interested in this topic? Why is it important? How has reading this article affected you?*

Candidate discussion checklist: English Assignment (National 4) Added Value Unit

Candidate name: Candidate 2

Candidate number: _____

Assessment standard	Making assessment judgements			Assessor's comments
1.4 Discuss a straightforward text(s)	Content	<ul style="list-style-type: none"> ◆ can contribute relevant straightforward ideas and/or information and responses ◆ can sustain focus of discussion 	Candidates should: <ul style="list-style-type: none"> ◆ make reference to the content of the text and share relevant ideas and/or information ◆ support and/or challenge others' ideas as appropriate 	Identified main idea of importance of sleep: 'It helps you clear your mind and can help mentally and physically.' Expanded on above point: 'It can help prevent strokes if you get the sleep you need.'
	Language	<ul style="list-style-type: none"> ◆ can use straightforward language that is appropriate to the discussion ◆ can communicate so that others understand easily 	Candidates should: <ul style="list-style-type: none"> ◆ use appropriate straightforward vocabulary and language structures that allow for effective communication ◆ be understood by others 	Communicated clearly using appropriate vocabulary, in ways that were easily understood, eg '(After reading this article) I'll know what hours I need and how it can benefit me...I'll know when to go to sleep and ways to help me get to sleep.'

	Non-verbal	<ul style="list-style-type: none"> ◆ can communicate using appropriate non-verbal cues 	<p>Candidates should:</p> <ul style="list-style-type: none"> ◆ use some appropriate features of non-verbal communication, for example facial expression, gesture, eye contact, posture, tone and/or emphasis 	Used appropriate gestures – eg nodding at points made or to emphasise own points.
	Language	<ul style="list-style-type: none"> ◆ can demonstrate listening skills by responding to others appropriately 	<p>Candidates should:</p> <ul style="list-style-type: none"> ◆ demonstrate listening skills by, for example, responding to a question, linking to others' ideas, supporting or challenging ideas and/or summarising ◆ take turns 	Responded to direct evaluative question: 'I think it was very effective because it had a lot of good information and was laid out very clearly...felt like it was about me.'

Candidate 3

Task: Choose a short story which contains a character whom you feel sympathy for. Explain what happens to this character, and explain how the writer uses language techniques to make you feel sympathy for the character.

'The Lighthouse' by Agnes Owens is a short story about a character whom the reader feels sympathy for. The story is about a brother and sister who are left on a beach by their parents. Owens makes Megan an interesting character through the use of characterisation, setting and foreshadowing.

Megan is just a kid. The reason we know this is because she is only 10 but has to look after her younger brother Bobby and protect him even though she is still very young. An example of this is "I'm going, and I just hope a monster doesn't get you". An explanation of the quote is Megan tries to control her little brother with imaginary threats. This typical childish threat frightens him and is cruel. Megan doesn't treat him kindly as she is too immature to know how to look after Bobby. This threat also foreshadows the terrible fate of the children at the end. Another explanation of this is the quote "Megan almost felt happy." This short sentence tells us that even when the children are walking together to the lighthouse and everything is going well, Megan is struggling. The word choice "almost felt happy" suggests that she is not happy and possibly can't feel happy. This makes us feel sympathy because we wonder what could be troubling her.

Megan can't trust adults. One example of this is "mummy and daddy will be put in jail for neglecting us and I'll have to look after you forever." An explanation of this example Megan uses this threat towards Bobby which shows the idea of parents neglecting them is familiar. She is aware that their parents don't look after them and this troubles both Megan and Bobby. Another quote is: "she began to wonder if he might be one of those strangers they had been warned about." Another explanation of this is Megan's thoughts here show, again, that she doesn't trust any adults. She suspects the man is

dangerous and this time her instincts are right. Megan quickly takes Bobby away from him, trying to keep them both safe.

Foreshadowing and symbolism is used to show what is to come later on in the story for instance the quote. "aren't they pretty?" she said, just as he threw a stone in the pool". An Explanation of this is Megan notices the fish in the rock pool and wants to enjoy looking at them, but Bobby's unthinking violence scares them away. This foreshadows how the children, like the fish, will be vanished by a violent act later in the story. Another example of this is "She wished she'd never come. The sea was stormy now and the waves lashed over the rocks."

Another Explanation of this is when Megan arrives at the lighthouse, she is disappointed. This line shows her regret. Though the character of Megan doesn't know it, she has much more reason to regret the trip than just that the lighthouse is boring. The stormy sea is a good use of setting to help change the atmosphere and signal that the story will become more dangerous and frightening. Reference to 'waves lashing rocks' foreshadows Megan hitting her head and being washed out to sea.

Megan is a tragic hero who meets a terrible fate. The tragic end of the story establishes Megan as a tragic hero both Bobby and Megan suffer at the hands of adults who should have protects them. An example of this is "Panic swept over her. She should never have left him like that." It is showing here that Megan feels extremely guilty when she realises her mistake. The words "panic swept" shows how anxious she suddenly is and how much she cares for Bobby. Another example is "Galvanised into taking action, she ran forward to meet Bobby first". Megan's sudden action shows that she isn't thinking about herself but is concentrating of Bobby. She is willing to put him first to protect him. The word choice of "galvanised" tells us Megan is taking strength from the need to protect Bobby from the stranger.

At the end of the story, Megan races back to check on her brother shouting his name, but he doesn't hear her. There is a creepy guy next to Bobby who hears Megan slip on a rock and cut her head. The man then goes to Megan and suffocates her. This should never have

happened because she should not have been left by her parents on the beach with her brother. This ending really makes the reader feel sympathy for Megan.

Candidate assessment record: English Assignment (National 4) Added Value Unit

Candidate name: **Candidate 3** _____

Class/group: _____

Candidate number: _____

Centre: _____

Evidence should include detailed assessors' comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Outcome	Assessment standard	Assessor's comments	Result	Assessor and date
1 Apply language skills to investigate a selected text(s) by:	1.1 Demonstrating understanding of a straightforward text(s)	Straightforward understanding of subject matter of story – 'The story is about a brother and sister who are left on a beach by their parents.' Understanding of theme demonstrated – 'both Bobby and Megan suffer at the hands of adults who should have protects them.'	P	
	1.2 Analysing and evaluating a	Character of Megan discussed in detail – 'Megan can't trust adults. One example of this is "mummy and daddy will be put in jail for neglecting us and I'll have to look after you forever."'	P	

	straightforward text (s)	<p>Also, Megan’s relationship with brother – ‘Megan’s sudden action shows that she isn’t thinking about herself but is concentrating of Bobby.’</p> <p>Good summing up of Megan’s character – ‘Megan is a tragic hero who meets a terrible fate.’</p> <p>Setting. Good analysis of the sea – ‘help change the atmosphere and signal that the story will become more dangerous and frightening.’</p> <p>Treatment of foreshadowing – ‘This foreshadows how the children, like the fish, will be vanished by a violent act later in the story.’</p> <p>Evaluation/engagement shown – ‘This makes us feel sympathy because we wonder what could be troubling her.’</p>		
	1.3 Presenting findings in a critical essay or oral presentation	<p>Candidate used a structured booklet to independently plan essay.</p> <p>Appropriate introduction which sets out parameters of essay.</p> <p>Clearly structured paragraphs.</p> <p>Brief, straightforward conclusion.</p>	P	
	1.4 Discussing a straightforward text(s)	<p>Sympathy for Megan and understanding of setting came across in relevant contributions to discussion.</p> <p>Further detail in discussion checklist</p>	P	

Discussion task: *Discuss why you feel sympathy for the main character. Discuss the main language techniques used by the writer.*

Candidate discussion checklist: English Assignment (National 4) Added Value Unit

Candidate name: **Candidate 3** _____

Candidate number: _____

Assessment standard	Making assessment judgements			Assessor's comments
1.4 Discuss a straightforward text(s)	Content	<ul style="list-style-type: none"> ◆ can contribute relevant straightforward ideas and/or information and responses ◆ can sustain focus of discussion 	Candidates should: <ul style="list-style-type: none"> ◆ make reference to the content of the text and share relevant ideas and/or information ◆ support and/or challenge others' ideas as appropriate 	Sympathy for character of Megan made clear in several contributions to discussion: 'She ran back to check on him,' 'Megan is struggling.' All contributions were relevant to topic.
	Language	<ul style="list-style-type: none"> ◆ can use straightforward language that is appropriate to the discussion ◆ can communicate so that others understand easily 	Candidates should: <ul style="list-style-type: none"> ◆ use appropriate straightforward vocabulary and language structures that allow for effective communication ◆ be understood by others 	Communicated clearly, using straightforward language. Eg 'I think the adults should have protected them.' Comments clearly understood by others.

	Non-verbal	<ul style="list-style-type: none"> ◆ can communicate using appropriate non-verbal cues 	<p>Candidates should:</p> <ul style="list-style-type: none"> ◆ use some appropriate features of non-verbal communication, for example facial expression, gesture, eye contact, posture, tone and/or emphasis 	<p>Open communication style which encouraged others to contribute.</p> <p>Facial expressions underlined expressions of sympathy for Megan.</p>
	Language	<ul style="list-style-type: none"> ◆ can demonstrate listening skills by responding to others appropriately 	<p>Candidates should:</p> <ul style="list-style-type: none"> ◆ demonstrate listening skills by, for example, responding to a question, linking to others' ideas, supporting or challenging ideas and/or summarising ◆ take turns 	<p>Answered question about setting: 'The rough sea changed the atmosphere of the story.'</p> <p>Agreed when it was suggested that parents shouldn't have left them alone.</p>

Candidate 4

Task: To what extent is Andy an admirable character in the film *The Shawshank Redemption*?

'The Shawshank Redemption' directed by Frank Darabon and written by Steven King is a film with an admirable character. Andy Dufresne is wrongly convicted of killing his wife and her lover. He is sent to Shawshank prison where he suffers the abuse of a group of rapists and the exploitation of a corrupt prison warden. Andy survives and thrives in Shawshank because of the good friends he makes and his clever escape plan. We admire Andy because he overcomes so much with his intelligence, kindness and continued sense of hope.

Andy is presented to us from the point of view of Red who narrates the film. On Andy's first night Red bets on Andy as the first 'new fish' to cry. Red thinks Andy seems soft. Andy proves Red wrong by not making a sound. This is unexpected in the conditions. The camera is used to make guards seem terrifying (low angle, long shot) as they beat a prisoner. Another impression Red has of Andy is that he isn't like the other prisoners. Andy asked "what was his name" about the prisoner killed on the first night. This shows that Andy cares unlike the other prisoners.

A key scene that shows the character of Andy early in the film when the prisoners tar the roof of a building. In this scene we begin to see how remarkable Andy is. We see Andy is brave as he stands up to Captain Hadley. He is also clever because he can see a way to use his skills to help himself. Andy is really kind/friendly by bargaining his beers for the other men, not his own reward "maybe he did it just to feel normal for a while." In this scene Andy begins to represent hope and freedom within Shawshank. Camera and colour help create this. Camera pans from high angle to over the shoulder shot when Andy is held over the edge by Hadley. Andy gains power as camera drops and the setting on view shifts from inside prison to open fields beyond and

represents hope of escape. Bright greens and blues seen for the first time behind Andy representing natural beauty and freedom.

Andy not only represents freedom and hope within Shawshank he actually works to create aspiration for the inmates. One of the key ways he does this is through his work in the library.

In the opera scene while the wardens away he uses the prison tannoy to play opera music throughout the prison he then puts his feet up on the desk while the warden bangs to get in all the prisoners love this and stop what they're doing to listen.

The use of sound, opera music Andy plays over the tannoy is very beautiful and very loud. Every other noise stops to focus on how beautiful it is, Red: "it was like some beautiful bird flapped into our drab little cage and made these walls dissolve away." This metaphor tells us that birds have freedom and contrast with the prisoners. Andy shares his love of music with the others to help them feel free.

This scene shows that Andy is determined, resourceful and selfless as he works incredibly hard to get books for the library, then finds a way to share it with everyone knowing he'll be punished, Andy: "that's the beauty of music. They can't get that from you."

Andy is most admirable because of his incredible escape from Shawshank and how he takes down the warden. This ending to the film is effective because while surprising, it makes perfect sense with the character we have seen throughout the film. Andy is patient and determined. He shows patience through the prop of the rock hammer and his slow, secret tunnel, Red: "that's all it takes really, pressure."

Candidate assessment record: English Assignment (National 4) Added Value Unit

Candidate name: **Candidate 4** _____

Class/group: _____

Candidate number: _____

Centre: _____

Evidence should include detailed assessors' comments and other relevant supporting evidence that shows clearly the basis on which assessment judgements have been made.

Outcome	Assessment standard	Assessor's comments	Result	Assessor and date
1 Apply language skills to investigate a selected text(s) by:	1.1 Demonstrating understanding of a straightforward text(s)	Straightforward understanding shown in summary of main points of film in opening paragraph. Clear understanding of the character of Andy shown throughout the response. Good summation which shows implicit understanding of some of the themes of the film: 'We admire Andy because he overcomes so much with his intelligence, kindness and continued sense of hope.'	P	

	<p>1.2</p> <p>Analysing and evaluating a straightforward text (s)</p>	<p>Analysis of character of Andy, eg: Andy asked “what was his name” about the prisoner killed on the first night. This shows that Andy cares unlike the other prisoners.’</p> <p>Also: ‘This scene shows that Andy is determined, resourceful and selfless as he works incredibly hard to get books for the library, then finds a way to share it with everyone knowing he’ll be punished.’</p> <p>Identification and discussion of key scene: ‘A key scene that shows the character of Andy early in the film when the prisoners tar the roof of a building. In this scene we begin to see how remarkable Andy is. We see Andy is brave as he stands up to Captain Hadley.’</p> <p>Good analysis of camera angles: ‘Andy gains power as camera drops and the setting on view shifts from inside prison to open fields beyond and represents hope of escape.’</p> <p>Identification of narrative point of view: ‘Andy is presented to us from the point of view of Red who narrates the film.’</p>	P	
	<p>1.3</p> <p>Presenting findings in a critical essay</p>	<p>Candidate used a structured booklet to independently plan essay.</p> <p>Summary introduction which shows good understanding of text.</p>	P	

	or oral presentation	Clearly structured paragraphs. Brief, conclusion which refers back to task.		
	1.4 Discussing a straightforward text(s)	Made relevant contributions, including identification of theme of hope. Contributed to summary of main events. Further detail in discussion checklist.	P	

Discussion task: *Discuss to what extent you think that Andy is an admirable character.*

Candidate discussion checklist: English Assignment (National 4) Added Value Unit

Candidate name: Candidate 4

Candidate number: _____

Assessment standard	Making assessment judgements			Assessor's comments
1.4 Discuss a straightforward text(s)	Content	<ul style="list-style-type: none"> ◆ can contribute relevant straightforward ideas and/or information and responses ◆ can sustain focus of discussion 	Candidates should: <ul style="list-style-type: none"> ◆ make reference to the content of the text and share relevant ideas and/or information ◆ support and/or challenge others' ideas as appropriate 	Identified a relevant theme: 'I think the theme of hope is shown throughout this film.' Explained why Andy is an admirable character: 'He doesn't let anything bring him down or stop him from his escape plan.'
	Language	<ul style="list-style-type: none"> ◆ can use straightforward language that is appropriate to the discussion ◆ can communicate so that others understand easily 	Candidates should: <ul style="list-style-type: none"> ◆ use appropriate straightforward vocabulary and language structures that allow for effective communication ◆ be understood by others 	Communicated clearly, using straightforward language, eg 'he is wrongly convicted,' 'he escapes through his escape tunnel.' Contributions clear for others.

	Non-verbal	<ul style="list-style-type: none"> ◆ can communicate using appropriate non-verbal cues 	<p>Candidates should:</p> <ul style="list-style-type: none"> ◆ use some appropriate features of non-verbal communication, for example facial expression, gesture, eye contact, posture, tone and/or emphasis 	<p>Let others contribute.</p> <p>Nodded in agreement when others gave their opinions about Andy.</p>
	Language	<ul style="list-style-type: none"> ◆ can demonstrate listening skills by responding to others appropriately 	<p>Candidates should:</p> <ul style="list-style-type: none"> ◆ demonstrate listening skills by, for example, responding to a question, linking to others' ideas, supporting or challenging ideas and/or summarising ◆ take turns 	<p>Answered direct question about a quote from the film: 'I think this quote is important because it lets us know he's confident (Andy)'</p> <p>Made a contribution by finishing off a list of important characters from the film.</p>

Commentary on candidate evidence

Candidate 1

Outcome 1

1 Apply language skills to investigate a selected text(s) by:

- 1.1 Demonstrating understanding of a straightforward text(s)
- 1.2 Analysing and evaluating a straightforward text(s)
- 1.3 Presenting findings in a critical essay or oral presentation
- 1.4 Discussing a straightforward text(s)

Assessment standard 1.1 commentary

This assessment standard **has** been met. The candidate has demonstrated understanding of the poem's main ideas and themes. This can be seen in comments made by the candidate in the introductory paragraph, eg 'Morgan shows us the effects that poverty has on the people living in the slums,' and 'The poem explores the themes of poverty and urban decay.'

Similarly, good understanding is shown in comments on 'children's games,' which the candidate observes: 'are violent, that they are growing up in an unsafe, poverty stricken and hostile environment that they need to build themselves protection to keep themselves safe.'

Assessment standard 1.2 commentary

This assessment standard **has** been met. The candidate has clearly demonstrated the skills of analysis and evaluation.

The candidate concentrates mainly on two techniques used by the writer: word choice and figurative language. Relevant quotations are selected from the text, accompanied by analytical commentary, eg "'Mean' the wind is being cruel, aggressive and hostile. It isn't welcoming to anyone there, not even the people living there.' Good analysis is made here of the word 'mean' and how it is used in the context of the poem's subject matter. Similar successful analysis can be seen in the candidate's extended comments on the expression 'Kettle whimpers': 'a whimper is usually used to show that someone is scared or is in pain. Personification is being used here to show that someone is scared or is in pain. Personification is being used here to show that the people of the building are scared and are hurting because of poverty that is slowly killing them.'

Relevant evaluative comments are a feature of the response, showing clear engagement from the candidate. This can be seen, for example, in the candidate's conclusion: 'Morgan creates a powerful impact on the reader by

showing the effects of living in poverty and how it was for the people living in the Glasgow slums ...how the awful condition of the people living there surrenders them to fear and pain in this unsafe environment.'

Assessment standard 1.3 commentary

This assessment standard **has** been met. The essay has a straightforward structure: there is an introduction and conclusion, and paragraphs are used to make separate points of analysis and evaluation. Meaning is communicated clearly.

Assessment standard 1.4 commentary

This assessment standard **has** been met. The detailed checklist states that the candidate made 'clear, relevant contributions which covered main elements of octet and sestet,' identifying the main theme of the poem ('poverty and effects'). The candidate used 'clear language' that was easily understood and responded to direct questions during a discussion.

Candidate 2

Outcome 1

1 Apply language skills to investigate a selected text(s) by:

- 1.1 Demonstrating understanding of a straightforward text(s)
- 1.2 Analysing and evaluating a straightforward text(s)
- 1.3 Presenting findings in a critical essay or oral presentation
- 1.4 Discussing a straightforward text(s)

Assessment standard 1.1 commentary

This assessment standard **has** been met. Although the essay appears on first reading to be quite thin, the candidate has clearly demonstrated understanding of the main ideas of the text. This is shown in paragraph 3 of the response with the candidate's succinct summing up: 'The purpose of the text is to inform people on the importance of a good nights sleep.' The candidate expands on this slightly by adding that the article deals with: 'the affects sleep can have on a person and other information about sleep which can give the reader advice, knowledge and help.'

The candidate shows more depth of understanding by going on to discuss the ideas and information contained in the article in more detail: 'The main information from this text is how sleep is crucial component to a healthy, productive and high quality life, this is shown by the examples the text gives on how little sleep can result in our day to day lives to consist of having impaired memory, a shortened attention span, shortened concentration span, reduced creativity and innovation, trouble problem solving, and decreased accuracy.' The

candidate then outlines the serious health consequences of lack of sleep: 'heart attacks, strokes, mood disorders, obesity, diabetes and psychiatric problems.'

Assessment standard 1.2 commentary

This assessment standard **has** been met. The candidate sets out a demonstration of their skills of analysis and evaluation in the second half of the response. Although brief and not extensive, there are sufficient analytical comments here for successful achievement of the assessment standard for National 4.

The candidate makes a relevant selection of the word 'cornerstone' and offers successful analysis of the writer's use of it in this context: 'Cornerstone means its an important structure of a building. This means sleep is an important feature which a person is based and depends on to be able to focus and function the next day.'

This is followed by reasonably insightful analysis of the metaphor of sleep as a 'mental janitor': 'This was effective because this metaphor is effective as it shows having a good sleep has a positive outcome as it can help people's mental health. A janitor cleans and maintains the place so sleep refreshes your brain.'

The candidate makes brief mention of the use of bullet points 'to show the importance of a good night's sleep.' Similar, more general commentary is offered on layout and use of headings: 'the layout of this information is set out clearly and is easy to read with bold headings which can help me pick a heading to read a certain bit of information when only needing to read certain parts, for example "How much sleep do you need?" or "The science of sleep."' Although these comments are not strongly analytical, they are evaluative.

Assessment standard 1.3 commentary

This assessment standard **has** been met. The essay has a straightforward structure, and findings are presented sufficiently clearly. Although there are some errors in technical accuracy, meaning is clear.

Assessment standard 1.4 commentary

This assessment standard **has** been met. The candidate contributed relevant ideas and information, eg sleep 'helps you clear your mind and can help mentally and physically.'

Straightforward language was used with clarity.

According to the detailed checklist, the candidate responded clearly to questions, eg: 'I think it was very effective because it had a lot of good information and was laid out very clearly.'

Candidate 3

Outcome 1

1 Apply language skills to investigate a selected text(s) by:

- 1.1 Demonstrating understanding of a straightforward text(s)
- 1.2 Analysing and evaluating a straightforward text(s)
- 1.3 Presenting findings in a critical essay or oral presentation
- 1.4 Discussing a straightforward text(s)

Assessment standard 1.1 commentary

This assessment standard **has** been met. The candidate begins with a straightforward statement of the story's subject matter: 'The story is about a brother and sister who are left on a beach by their parents.' The candidate demonstrates the ability to sum up significant events: 'Megan races back to check on her brother shouting his name, but he doesn't hear her. There is a creepy guy next to Bobby who hears Megan slip on a rock and cut her head. The man then goes to Megan and suffocates her.' The candidate also goes on to show understanding of the significance of these events: 'Megan is a tragic hero who meets a terrible fate.'

Much of the candidate's understanding of the story is demonstrated through their treatment of the character of Megan, eg 'Though the character of Megan doesn't know it, she has much more reason to regret the trip than just that the lighthouse is boring.'

Assessment standard 1.2 commentary

This assessment standard **has** been met. The candidate offers straightforward analysis of the writer's use of: characterisation, setting, foreshadowing and word choice.

The candidate demonstrates good understanding of the character of Megan, eg "Galvanised into taking action, she ran forward to meet Bobby first". Megan's sudden action shows that she isn't thinking about herself but is concentrating on Bobby.' The candidate then goes back into the quote and focuses effectively on the word 'galvanised': 'The word choice of "galvanised" tells us Megan is taking strength from the need to protect Bobby from the stranger.'

The candidate shows good understanding of the technique of foreshadowing: 'This foreshadows how the children, like the fish, will be vanished by a violent act later in the story.' The setting of the sea is dealt with well, often together with comments on foreshadowing: 'The stormy sea is a good use of setting to help change the atmosphere and signal that the story will become more dangerous and frightening. Reference to 'waves lashing rocks' foreshadows Megan hitting her head and being washed out to sea.'

Evaluation is shown, along with analysis in the candidate's comments on '(Megan) almost felt happy': 'The word choice "almost felt happy" suggests that she is not happy and possibly can't feel happy. This makes us feel sympathy because we wonder what could be troubling her.'

Assessment standard 1.3 commentary

This assessment standard **has** been met. The response is structured as a straightforward critical essay, with a clearly stated introduction, coherent paragraphing and a brief conclusion.

Meaning is communicated clearly.

Assessment standard 1.4 commentary

This assessment standard **has** been met. There was clear expression of relevant ideas.

The detailed checklist noted that the candidate contributed straightforward ideas about the character of Megan and the setting of the story. Sympathy for the character of Megan came across in contributions to the discussion.

Candidate 4

Outcome 1

1 Apply language skills to investigate a selected text(s) by:

- 1.1 Demonstrating understanding of a straightforward text(s)
- 1.2 Analysing and evaluating a straightforward text(s)
- 1.3 Presenting findings in a critical essay or oral presentation
- 1.4 Discussing a straightforward text(s)

Assessment standard 1.1 commentary

This assessment standard **has** been met. The candidate demonstrates a straightforward understanding of the main events of the film in an introductory opening paragraph: 'Andy Dufresne is wrongly convicted of killing his wife and her lover. He is sent to Shawshank prison where he suffers the abuse of a group of rapists and the exploitation of a corrupt prison warden. Andy survives and thrives in Shawshank because of the good friends he makes and his clever escape plan.'

In paragraph four, the candidate shows a good understanding of theme: 'Andy ...represents freedom and hope.' This observation is developed further in paragraph six: 'Andy shares his love of music with the others to help them feel free.'

Assessment standard 1.2 commentary

This assessment standard **has** been met. The candidate undertakes successful analysis on several relevant techniques, for example: characterisation, narrative point of view, camera angles and use of colour.

The candidate shows understanding of narrative point of view in paragraph two: 'Andy is presented to us from the point of view of Red who narrates the film.'

The candidate comments effectively on the character of Andy at several points throughout the response, for example: 'Andy is patient and determined. He shows patience through the prop of the rock hammer and his slow, secret tunnel ...'

In paragraph three, the candidate makes a good observation on the use of colour to reflect theme: 'Bright greens and blues seen for the first time behind Andy representing natural beauty and freedom.'

Evaluation is shown in the candidate's comments in paragraph three: 'in this scene we begin to see how remarkable Andy is. We see Andy is brave as he stands up to Captain Hadley.' There is further clear evidence of evaluation in the candidate's concluding paragraph: 'This ending to the film is effective because while surprising, it makes perfect sense with the character we have seen throughout the film.'

Assessment standard 1.3 commentary

This assessment standard **has** been met. The response has an effective paragraph structure with a clear introduction and conclusion.

Meaning is communicated clearly.

Assessment standard 1.4 commentary

This assessment standard **has** been met. The detailed checklist suggests that the candidate contributed straightforward points to a discussion, and answered directly with straightforward points of summary which showed a good understanding of the text and its main themes.