

2016 English Literary Study Advanced Higher Finalised Marking Instructions

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General Marking Principles for Advanced Higher English — Literary Study

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 <u>always</u> 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 knowledge, understanding, analysis and evaluation of the texts selected for the question.
- The detailed marking instructions will allow you to place the work on a scale of marks out of 20.
- The Literary Study should first be read to establish whether it achieves minimum requirements for technical accuracy, and whether it is relevant to the question. There may be a few errors, but they should not impede understanding. If minimum standards are not achieved, the maximum mark which can be awarded is 9. To access the full range of marks the essay should communicate clearly at first reading.
- 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 essay.
- 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 described, 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 Literary Study

	Marks 20-19	Marks 18-16	Marks 15-13	Marks 12-10	Marks 9-6	Marks 5-0
Knowledge and understanding The literary study demonstrates:	 comprehensive knowledge and understanding of the texts 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 on the demands of the question 	 secure knowledge and understanding of the texts 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 	 broad knowledge and understanding of the texts a relevant and thoughtful approach to the question use of textual evidence which is relevant to the demands of the question 	 knowledge and understanding of the texts a relevant approach to the question use of textual evidence to address the demands of the question 	 limited knowledge and understanding of the texts a limited approach to the question limited textual evidence to support the demands of the question 	 very little knowledge of the texts very little attempt to answer the question very little textual evidence
Analysis The literary study demonstrates:	relevant analysis of a task - appropriate range of literary techniques and/or features of language which skilfully strengthens the line of argument	relevant analysis of a task - appropriate range of literary techniques and/or features which strengthens the line of argument	relevant analysis of a range of literary techniques and/or features of language which strengthens the line of argument	analysis of a range of literary techniques and/or features of language	limited analysis of literary techniques and/or features of language	very little analysis of literary techniques and/or features of language

	Marks 20-19	Marks 18-16	Marks 15-13	Marks 12-10	Marks 9-6	Marks 5-0
Evaluation The literary study demonstrates:	a committed, clear evaluative stance with respect to the texts and the question, and skilfully based on precise evidence discussed within the response	a clearly identifiable evaluative stance with respect to the texts and the question and securely based on evidence discussed within the response	a discernible and relevant evaluative stance with respect to the texts and the question and based on evidence discussed within the response	an evaluative stance with respect to the texts and the question but may demonstrate some weakness in relevance	Iimited evaluation with respect to the texts and/or lacks relevance to the question and/or evidence	very little evidence of evaluation and/or supporting evidence
Technical Accuracy The literary study demonstrates:		um competence for technical accuracy which includes few errors ructure, style, language and/or literary terminology			 significant errors in structure, style, language and/or literary terminology 	

[END OF MARKING INSTRUCTIONS]



2016 English Textual Analysis Advanced Higher Finalised Marking Instructions

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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 <u>always</u> 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	Marks	Marks	Marks	Marks	Marks
	20-19	18-16	15-13	12-10	9-6	5-0
Understanding The textual analysis demonstrates:	 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 	 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 	 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 	 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 	 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 	 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:	• relevant analysis of a task- appropriate range of literary techniques and/or features of language which skilfully strengthens the approach adopted by the candidate	• relevant analysis of a task-appropriate range of literary techniques and/or features which strengthens the approach adopted by the candidate	relevant analysis of a range of literary techniques and/or features of language which supports the approach adopted by the candidate	analysis of a range of literary techniques and/or features of language	limited analysis of literary techniques and/ or features of language	very little analysis of literary techniques and/or features of language
Evaluation The textual analysis demonstrates:	a committed, clear, evaluative stance with respect to the text provided and the question, and skilfully based on precise evidence discussed within the response	a clearly identifiable evaluative stance with respect to the text provided and the question, and securely based on evidence discussed within the response	a discernible and relevant evaluative stance with respect to the text provided and the question, and based on evidence discussed within the response	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	limited evaluation with respect to the text provided and/or lacks relevance to the question and/or evidence	very little evidence of evaluation and/or supporting evidence

[END OF MARKING INSTRUCTIONS]