2012 English

Intermediate 1 - Critical Essay

Finalised Marking Instructions

**2012 English
Intermediate 1 Critical Essay
Detailed Marking Instructions**

Marking Principles for Critical Essay are as follows.

- The essay should first be read to establish whether it achieves success in **all** the Performance Criteria for Grade C, including relevance and the standards for technical accuracy outlined in Note 1 below.
- If minimum standards are not achieved in any **one** or more of the Performance Criteria, the maximum mark which can be awarded is 11.
- If minimum standards have been achieved, then the supplementary marking grids will allow you to place the work on a scale of marks out of 25.
- The Category awarded and the mark should be placed at the end of the essay.

Notes:

1. Mainly accurate

   Although a few errors may be present, spelling, vocabulary and sentence structures will be sufficiently accurate to convey the candidate's meaning at first reading.

2. Using the Category descriptions.

   - Categories are not grades. Although derived from Performance Criteria at C and the indicators of excellence for Grade A, the four categories are designed primarily to assist with placing each candidate response at an appropriate point on a continuum of achievement. Assumptions about final grades or association of final grades with particular categories should not be allowed to influence objective assessment.

   - Once an essay has been deemed to pass the basic criteria, it does not have to meet all the suggestions for Category II (for example) to fall into that Category. More typically there will be a spectrum of strengths and weaknesses which span categories.

3. Referrals to PA

   - Essays based on wrong genre should be marked out of 25 and referred.

   - Essays in response to Section E – Language should be marked out of 25 and referred.

Critical Essay

GRADE C **Performance Criteria**
a)   Understanding As appropriate to task, the response demonstrates understanding of the main points of the text(s) through some reference to relevant areas of content. **b)   Analysis** The response describes some of the more obvious ways in which aspects of structure/style/language contribute to meaning/effect/impact. **c)   Evaluation** The response contains a stated or implied personal reaction to the content or style of the text(s), supported by some textual reference. **d)   Expression** Language conveys meaning clearly and a generally relevant line of thought is discernible; spelling, grammar and punctuation are mainly accurate.

It should be noted that the term "text" encompasses printed, audio or film/video text(s) which may be literary (fiction or non-fiction) or may relate to aspects of media or language.

Language Questions – 9 and 10

The "text" which should be dealt with in a language question is the research which the pupil has done. Examples taken from their research must be there for you to see.

However, to demonstrate understanding and analysis related to these examples there has to be some ability to make comparisons or to group words of similar kinds to make a point about the use of language.

Intermediate 1   Critical Essay   Supplementary Advice

This advice, which is supplementary to the published Performance Criteria, is designed to assist with the placing of scripts within the full range of marks. However, the Performance Criteria as published give the primary definitions. The mark range for each Category is identified.

IV 8 – 11	III 12 − 15	II 16 − 19	I 20 – 25
• An essay which falls into this category may do so for a variety of reasons It could be • that it fails to achieve the criterion of "mainly accurate" • or that any knowledge and understanding of the material is not used to provide a discernible line of thought • or that personal reaction/opinion is unconvincing • or that discussion of techniques is not sufficiently related to the point being made • or that the answer is simply too thin.	Understanding • Knowledge of the text(s), and a **basic understanding** of the main point(s) will be used. …………………………… • to provide a **discernibly relevant** response to the question. • Some reference to the relevant **areas of content** will be made in the course of the response.	Understanding • Knowledge of the text(s) and an **understanding** of the main points will be used. …………………………… • to provide a response **generally relevant** to the question. • Some reference to the **text(s) or more generally to its content** will be made in the course of the response.	Understanding • Knowledge of the text(s), and an **understanding** of the main points or **central concerns** will be used. …………………………… • to provide a response **relevant** to the question. • Some reference to the **text(s) as well as to its content** will be made in the course of the response.
	Analysis • There will be a **description** of some obvious techniques which add to the meaning or impact of the text(s).	Analysis • An **attempt** will be made **to explain** how some obvious techniques add to the meaning or impact of the text(s).	Analysis • There will be some **explanation** of how some obvious techniques add to the meaning or impact of the text(s).
	Evaluation • There will be some engagement with the text(s) and a **personal reaction** to it will be stated or implied.	Evaluation • There will be some engagement with the text(s), and a **personal opinion** will be stated or implied.	Evaluation • There will be some engagement with the text(s) and a **basic evaluation** will be stated or implied.
	Expression • Language will convey meaning clearly. Spelling, grammar and punctuation are mainly accurate.	Expression • Language will convey meaning clearly. Spelling, grammar and punctuation are mainly accurate.	Expression • Language will convey meaning clearly. Spelling, grammar and punctuation are mainly accurate.

[END OF MARKING INSTRUCTIONS]