



2011 English

Standard Grade Reading – Special Instructions

Finalised Marking Instructions

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These notes have been written to accompany the detailed Marking Instructions and should be read in conjunction with them.

1 Purposes

The passages and the questions set have been so chosen as to cover as far as possible the range of purposes for Reading laid out in the **Revised Arrangements** document. In practice it is difficult to identify every time one specific purpose for every question asked and so some questions cover a range of purposes. On the main marking scheme the specific purposes sought are listed on the left hand margin of the Paper and these should be noted particularly where some more discriminatory judgements are being asked of you. The following key is used:

- Purpose a - to gain overall impression, gist, of a text
- " b - to obtain particular information from a text
- " c - to grasp ideas or feelings implied in a text
- " d - to evaluate the writer's attitudes, assumptions and argument
- " e - to appreciate the writer's craft.

2 Level of Performance

The three Papers cover the following levels of performance:

Credit	-	Grades 1 and 2
General	-	Grades 3 and 4
Foundation	-	Grades 5 and 6

The right hand margins of each Question Paper indicate in the 'Marks' columns the marks available for each question (either 2-0 or 2-1-0).

The markers should indicate by circling the appropriate figure in the 'Marks' column the marks allocated to the answer for every question, ie circling the figure 2, 1 (where available) or 0. Circling should be clear to avoid confusion when checking page totals. Where a candidate has not entered an answer to a particular question, "0" should be clearly circled. This instruction applies even where a candidate has missed a whole page of questions or has not completed the paper. For purposes of accuracy a figure **MUST** be circled for every question whether the candidate has attempted it or not.

The marking key is there to reduce to the minimum the number of more subjective decisions requiring to be taken by the marker but the over-riding question is simply: has the criterion for the purpose been achieved or not?

3 Marking of Upper Level Paper only

Most candidates will have attempted papers at **two** levels, ie **Foundation and General** or **General and Credit**, and all papers attempted by a candidate will be enclosed within the same packet.

Initially, Markers should assess the candidate's script for the upper level question paper first. If the candidate achieves a total score which is sufficient to achieve an award at this upper level, the script for the lower level paper should not be marked.

The mark to be achieved to secure an award at the upper level will be indicated at the Markers' Meeting.

If the mark is not attained by the candidate, the marker should proceed to mark the script for the lower level paper.

4 Quality of Writing

The quality of the writing is not in question in this paper and **markers should take care, especially in the Credit paper, not to devalue a response of a candidate because of such criteria as non-sentences, grammatical infelicities, spelling weaknesses, and inept choice of vocabulary.** The over-riding consideration is simply the clear communication of understanding through achievement of the criteria related to the purpose(s). The Papers are there to test **Reading** not Writing, although that is the medium that has to be used in the external examination. (Teachers will have employed other methods throughout the course and this will be reflected in the school's internal ratings.)

Markers should as far as possible use quick judgements and not spend time debating with themselves whether the answer is one thing or another. If such time has to be spent it is unlikely that the candidate has achieved the purpose. **However, care should be taken to ensure that all assessments should be in complete accord with the marking key.**

5 Recording of Total Scores

It is vital that markers carefully record the total mark for the Paper on the front cover of the Paper.

Do not enter comments on scripts.

6 Marker Standardisation

The Scottish Qualifications Authority's Examiners are required to check the consistency of standards being applied by markers. The procedure involves the sampling of each marker's work, initially across a range of 3 packets of scripts. Examiners will proceed to check more scripts to verify consistency as required.

7 Reports

It is extremely useful to receive as full comment as is possible regarding the performance of candidates in this paper. Any helpful comments about any aspect of the paper will be welcomed. Markers should feel free to make adjustments to the Report form so as to reflect their main concerns. Comments (positive and negative) on accessibility of passages and particular problems with questions are especially welcome.

Any other issues requiring clarification will be dealt with during the course of the Markers' Meeting.

Reading – Summary GRC

Foundation Level (grades 6, 5)

The candidate demonstrated in writing some evidence of understanding whole works and extracted passages. These passages were brief and readily understandable, were related to personal interests and dealt with relationships or ideas in a straightforward way. Grasp of ideas and appreciation of the author's purpose and technique were rudimentary. The candidate showed traces of a personal response to what had been read.

General Level (grades 4, 3)

The candidate demonstrated in writing a fair understanding of whole works and extracted passages. These passages were on the whole readily understandable, were mainly related to personal interests and dealt with relationships or ideas in a straightforward way. Grasp of ideas was on the whole adequate and there was appreciation of some obvious aspects of the author's purpose and technique. The candidate made a reasonably developed statement of personal response to what had been read.

Credit Level (grades 2, 1)

The candidate demonstrated in writing a good understanding of whole works and extracted passages. These passages went beyond what was readily understandable or related to personal interests: they sometimes featured unfamiliar, abstract ideas and complexity of structure and tone. Grasp of ideas was firm and there was sound appreciation of the author's purpose and technique. The candidate made a perceptive and developed statement of personal response to what had been read.

Close Reading

FOUNDATION LEVEL (grades 6, 5)

Nature of Texts

The candidate can read texts that are, for the most part, brief and readily accessible, related to personal interest and experiences, dealing with concrete human relationships or containing clearly presented ideas.

As the nature of the text permits, the candidate can:

state the main concerns of the text;

state accurately individual items of information from areas of the text which have been clearly defined;

draw an acceptable simple inference from a key statement in the text;

comment simply and intelligibly on an aspect of the author's point of view that has been clearly defined and relate it to personal experience and/or knowledge;

identify a feature (or features) of the author's technique which contributes to some clearly defined effect.

FACTORS DIFFERENTIATING GRADES 6 AND 5

Grade 6

While displaying as appropriate the characteristics essential for Foundation Level, the candidate is less consistent, less clear and more ambiguous in communicating responses than at grade 5. Overall the performance is more uneven than at grade 5.

Grade 5

The candidate demonstrates understanding and some appreciation in responding to particular questions on the various aspects of purpose. The responses are more consistent, more comprehensible and more specific than at grade 6.

Close Reading (continued)

GENERAL LEVEL (grades 4, 3)

Nature of Texts

The candidate can read texts that are accessible as a whole, mainly related to personal interest and experience, dealing with concrete human relationships or containing clearly presented ideas.

As the nature of the text permits, the candidate can:

make a clear statement of the main concerns of the text;

state accurately in his or her own words (where appropriate) individual items retrieved from the text;

draw a precise inference from a key statement in the text;

comment relevantly on a clearly defined aspect of the author's point of view, and justify the comment from personal experience and knowledge and from evidence in the text;

identify individual features of the author's technique and explain their effects.

FACTORS DIFFERENTIATING GRADES 4 AND 3

Grade 4

While displaying as appropriate the characteristics essential for General Level, the candidate's responses are less consistent, less apt in illustration and explanation, and less successful in retrieving, paraphrasing, explaining and justifying than at grade 3. Overall the performance is more uneven than at grade 3.

Grade 3

The candidate demonstrates a clear understanding and a sound appreciation in responding to particular questions on the various aspects of purpose. The responses are more consistent, more relevant and more successful in retrieving, paraphrasing, explaining and justifying than at grade 4.

Close Reading (continued)

CREDIT LEVEL (grades 2, 1)

Nature of Texts

The candidate can read texts that go beyond what is immediately accessible or related to personal interest and experience. Some texts feature unfamiliar, abstract ideas and complexity of structure and tone.

As the nature of the text permits, the candidate can:

make a clear concise statement of the main concerns of the text, and show awareness of their interrelationships;

state accurately in his or her own words (where appropriate) and collate as required, items of information retrieved from the text;

draw a precise inference from a key statement or statements, and substantiate this from evidence in the text;

comment relevantly on some aspects of the author's point of view, and show some skill in justifying the comment from personal experience and knowledge, and from evidence in the text;

demonstrate some awareness of the author's technique by analysis, using critical terminology where appropriate.

FACTORS DIFFERENTIATING GRADES 2 AND 1

Grade 2

While displaying as appropriate the characteristics essential for Credit Level, the candidate's responses are less consistent, less clear in perception and less full in explanation than at grade 1. Overall the performance is more uneven than at grade 1.

Grade 1

The candidate demonstrates a sureness and sensitivity of understanding and appreciation in responding to particular questions on the various aspects of purpose. The responses are more consistent, more perceptive and more substantial (as required) than at grade 2.

[END OF SPECIAL INSTRUCTIONS]