

National 5 Critical Essay

Nat 5 crit essay

Supplementary marking grid

	20 - 18	17 - 14	13 - 10	9 - 5	4 - 0
The candidate demonstrates:	<ul style="list-style-type: none"> a high degree of familiarity with the text as a whole very good understanding of the central concerns of the text a line of thought that is consistently relevant to the task 	<ul style="list-style-type: none"> familiarity with the text as a whole good understanding of the central concerns of the text a line of thought that is relevant to the task 	<ul style="list-style-type: none"> some familiarity with the text as a whole some understanding of the central concerns of the text a line of thought that is mostly relevant to the task 	<ul style="list-style-type: none"> familiarity with some aspects of the text attempts a line of thought but this may lack relevance to the task 	<ul style="list-style-type: none"> Although such essays should be rare, in this category, the candidate's essay will demonstrate one or more of the following
Analysis of the text demonstrates:	<ul style="list-style-type: none"> thorough awareness of the writer's techniques, through analysis, making confident use of critical terminology very detailed/ thoughtful explanation of stylistic devices supported by a range of well-chosen references and/or quotations 	<ul style="list-style-type: none"> sound awareness of the writer's techniques through analysis, making good use of critical terminology detailed explanation of stylistic devices supported by appropriate references and/or quotation 	<ul style="list-style-type: none"> an awareness of the writer's techniques through analysis, making some use of critical terminology explanation of stylistic devices supported by some appropriate references and/or quotation 	<ul style="list-style-type: none"> some awareness of the more obvious techniques used by the writer description of some stylistic devices followed by limited reference and/or quotation 	<ul style="list-style-type: none"> it contains numerous errors in spelling/grammar/punctuation/sentence construction/paragraphing knowledge and understanding of the text(s) are not used to answer the question any analysis and evaluation attempted are unconvincing the answer is simply too thin
Evaluation of the text is shown through:	<ul style="list-style-type: none"> a well developed commentary of what has been enjoyed/ gained from the text(s), supported by a range of well-chosen references to its relevant features 	<ul style="list-style-type: none"> a reasonably developed commentary of what has been enjoyed/ gained from the text (s) , supported by appropriate references to its relevant features 	<ul style="list-style-type: none"> some commentary of what has been enjoyed/gained from the text(s), supported by some appropriate references to its relevant features 	<ul style="list-style-type: none"> brief commentary of what has been enjoyed/gained from the text(s), followed by brief reference to its features 	
The candidate	<ul style="list-style-type: none"> uses language to communicate a line of thought very clearly uses spelling, grammar, sentence construction and punctuation which are consistently accurate structures the essay effectively to enhance meaning/ purpose uses paragraphing which is accurate and effective 	<ul style="list-style-type: none"> uses language to communicate a line of thought clearly uses spelling, grammar, sentence construction and punctuation which are mainly accurate structures the essay well uses paragraphing which is accurate 	<ul style="list-style-type: none"> uses language to communicate a line of thought at first reading uses spelling, grammar, sentence construction and punctuation which are sufficiently accurate attempts to structure the essay in an appropriate way uses paragraphing which is sufficiently accurate 	<ul style="list-style-type: none"> uses language to communicate a line of thought which may be disorganised and/or difficult to follow makes significant errors in spelling/grammar/ sentence construction/ punctuation has not structured the essay well has made significant errors in paragraphing 	
In summary, the candidates essay is	thorough and precise	very detailed and shows some insight	fairly detailed and relevant	lacks detail and relevance	superficial and/or technically weak

[END OF MARKING INSTRUCTIONS]

Introductions

You need to improve your introduction:

- to give more of a complete overview of the text
- to link the overview more carefully to the task
- to make some personal response/evaluation fuller and more relevant to the task.

Main Paragraphs (SQUAT)

The openings of your paragraphs need ('S' from SQUAT):

- clearer expression of the point you want to make in relation to the task
- more context for your reader; more summary of what leads up to your quote
- occasional links back to ideas you've just mentioned at the ends of previous paragraphs.

The middles of paragraphs need ('QUA' from SQUAT):

Content

- Develop points more fully
- Show better knowledge and understanding of text as a whole
- If appropriate to task, deal with the text 'chronologically' – don't pick quotes at random or 'jump about'
- Link points together more effectively
- Improve structure of essay as a whole

Quotation

- Use more!
- Introduce them properly
- Quote accurately
- Include long as well as short quotation
- Make sure the quotes prove point effectively

Analysis

- Analyse quotation fully
- Make sure analysis is relevant to task
- Show awareness of language/literary techniques
- realise that points made need to include 'broad reading' analysis (eg of plot/structure; characterisation; theme; turning points, Irony, symbolism etc)
- make sure your analysis does more than identify techniques – it needs to explain effect and impact

The ends of paragraphs need to ('T' from SQUAT):

- link the analysis and evaluation carefully to the task, the question you're answering
- ensure the evaluative statements go further than "I really enjoyed" – they can be threaded through in a subtle way

Conclusions

You need to improve your conclusion:

- because it's nothing more than a summary of what you've examined in the essay
- to link your analysis of the ending of the text (or the last thing you examined) to your final overall answer to the question, to what you finally feel about the text (or the bits of it relevant to the question)
- to say more about the themes, about what the text has 'taught' you
- to give a fuller response to the task.

Expression

- You need to improve your:** sentence structure/spelling/punctuation/vocabulary

Additional Comments:

National 5 Personal Essay

Nat 5 Personal

Writing which is broadly creative

Range of Marks	15-13	12-10	9-7	6-4	3-1
Content	<p>Attention to purpose and audience is consistent.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> The piece displays very good creativity Feelings/reactions/ experiences are expressed/explored with a very good degree of self-awareness/ involvement/ insight /sensitivity 	<p>Attention to purpose and audience is consistent in the main.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> The piece displays good creativity Feelings/reactions/ experiences are expressed/explored with a good degree of self-awareness/ involvement/ insight /sensitivity 	<p>Attention to purpose and audience is reasonably well sustained.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> The piece shows some creativity Feelings/ reactions/ experiences are explored with a sense of involvement 	<p>Attention to purpose and audience is not always sustained.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> The piece has a little evidence of creativity Experiences are expressed, but not always convincingly 	<p>Writing pieces in this category are likely to be very rare and would be characterised by one or more of the following:</p> <ul style="list-style-type: none"> weak attention to purpose and audience very thin content no attempt at using language effectively significant errors in sentence construction/ paragraphing/ spelling brevity of response
Style	<ul style="list-style-type: none"> The features of the chosen genre are deployed effectively 	<ul style="list-style-type: none"> The features of the chosen genre are deployed, mostly successfully 	<ul style="list-style-type: none"> The features of the chosen genre are deployed with a degree of success 	<ul style="list-style-type: none"> There is an attempt to deploy the features of the chosen genre 	<p>0 marks will be awarded where the candidate shows no understanding of the task, and displays none</p>

<ul style="list-style-type: none"> Word choice is varied and often used to create particular effects The structure of the piece enhances the purpose/meaning 	<ul style="list-style-type: none"> Word choice is apposite and used at times to create an effect The structure of the piece supports the purpose/meaning 	<ul style="list-style-type: none"> Word choice is effective in the main The structure of the piece is appropriate to purpose/ meaning 	<ul style="list-style-type: none"> Word choice lacks variety The structure of the piece is not appropriate to purpose/ meaning 	<p>of the skills of writing in different genres for different audiences and purposes.</p>
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Personal/Reflective Writing – Areas for Improvement

- Think carefully about content and structure – personal writing at this level should be more than simply description of an experience, with a bit of reflection tacked on at the end; there should be reflection throughout the piece; use the McIlvanney passage and the other exemplars from the S4 workshops to remind you of different ways of structuring this piece.
- Remind yourself about what 'reflection' actually means e.g. think of what you have learned or gained from the experience; consider what you appreciate now that you didn't before; explain the new insights you have about yourself and/or others.
- Your personality and individuality need to come across more strongly – how should you achieve this? Look back over several examples of successful pieces to get some ideas.
- Your language, word choice, imagery are a little dull/mundane/clichéd – how can you 'spice' it up a bit?
- Your sentence structure should be more varied.
- Your expression/grammar/sentence structure/spelling needs to be improved – YOU need to go through the piece and try to spot the errors!

Stylistic and Technical Issues

- watch your tenses; re-read p108-9 in Writing to 14
- try to vary your sentences; re-read p110-111 in Writing to 14
- choose the right vocabulary; re-read p112-3 in Writing to 14
- use more descriptive and poetic language; re-read p114-5 in Writing to 14
- watch your accuracy with sentence structure and punctuation; read p67-75

Any other comments

National 5 Imaginative Writing

Nat 5 > imaginative writing
Writing which is broadly creative

Range of Marks	15-13	12-10	9-7	6-4	3-1
Content	<p>Attention to purpose and audience is consistent.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> The piece displays very good creativity Feelings/reactions/ experiences are expressed/explored with a very good degree of self-awareness/ involvement/ insight /sensitivity 	<p>Attention to purpose and audience is consistent in the main.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> The piece displays good creativity Feelings/reactions/ experiences are expressed/explored with a good degree of self-awareness/ involvement/ insight /sensitivity 	<p>Attention to purpose and audience is reasonably well sustained.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> The piece shows some creativity Feelings/ reactions/ experiences are explored with a sense of involvement 	<p>Attention to purpose and audience is not always sustained.</p> <p>As appropriate to genre:</p> <ul style="list-style-type: none"> The piece has a little evidence of creativity Experiences are expressed, but not always convincingly 	<p>Writing pieces in this category are likely to be very rare and would be characterised by one or more of the following:</p> <ul style="list-style-type: none"> weak attention to purpose and audience very thin content no attempt at using language effectively significant errors in sentence construction/ paragraphing/ spelling brevity of response
Style	<ul style="list-style-type: none"> The features of the chosen genre are deployed effectively 	<ul style="list-style-type: none"> The features of the chosen genre are deployed, mostly successfully 	<ul style="list-style-type: none"> The features of the chosen genre are deployed with a degree of success 	<ul style="list-style-type: none"> There is an attempt to deploy the features of the chosen genre 	<p>0 marks will be awarded where the candidate shows no understanding of the task, and displays none</p>
	<ul style="list-style-type: none"> Word choice is varied and often used to create particular effects The structure of the piece enhances the purpose/meaning 	<ul style="list-style-type: none"> Word choice is apposite and used at times to create an effect The structure of the piece supports the purpose/meaning 	<ul style="list-style-type: none"> Word choice is effective in the main The structure of the piece is appropriate to purpose/ meaning 	<ul style="list-style-type: none"> Word choice lacks variety The structure of the piece is not appropriate to purpose/ meaning 	<p>of the skills of writing in different genres for different audiences and purposes.</p>

Imaginative Writing – Areas for Improvement

Prose Fiction

If you want to go back to basics, then ask your teacher for a copy of Writing to 14 and remind yourself of some of the features of imaginative writing.

Structural and Genre Awareness Issues

- work on your opening; re-read p102-3 and 86-7 in Writing to 14
- work on endings; re-read p104-5 in Writing to 14
- show, don't tell; re-read p78-9 in Writing to 14
- present your characters in a fresher way; re-read p80-85 in Writing to 14
- fit your characters more carefully into realistic settings; re-read p88-9 in Writing to 14
- work on your use of time and/or your narrative point of view; re-read p94-101 in Writing to 14
- work on building tension in key scenes; re-read p106-7 in Writing to 14
- work on conventions of dialogue; don't use dialogue too much!

Stylistic and Technical Issues

- watch your tenses' re-read p108-9 in Writing to 14
 - try to vary your sentences; re-read p110-111 in Writing to 14
 - choose the right vocabulary; re-read p112-3 in Writing to 14
 - use more descriptive and poetic language; re-read p114-5 in Writing to 14
 - watch your accuracy with sentence structure and punctuation; read -67-75
- your expression/grammar/sentence structure/spelling needs to be improved – YOU need to go through the piece and try to spot the errors!

Any other comments

National 5 Persuasive Essay

Handwritten: **Writing which is broadly discursive**

Range of Marks	15-13	12-10	9-7	6-4	3-1
Content	<ul style="list-style-type: none"> ◆ Attention to purpose and audience is consistent ◆ Information shows evidence of careful research, is presented to maximise impact and is sequenced to highlight key points ◆ Ideas/techniques deployed to inform/argue/discuss/persuade have a very good degree of objectivity/depth/insight, persuasive force and are used to convey a clear line of thought/appropriate stance/point of view 	<ul style="list-style-type: none"> ◆ Attention to purpose and audience is consistent in the main ◆ Information shows evidence of relevant research and is presented in a clear sequence ◆ Ideas/techniques deployed to inform/argue/discuss/persuade have a good degree of objectivity/depth/insight/persuasive force and are used to convey a clear line of thought/stance/point of view 	<ul style="list-style-type: none"> ◆ Attention to purpose and audience is reasonably well sustained ◆ Information shows evidence of some research and is presented in a clear sequence ◆ Ideas/techniques deployed to inform/argue/discuss/persuade convey a line of thought/stance/point of view 	<ul style="list-style-type: none"> ◆ Attention to purpose and audience is not always sustained ◆ Information shows a little relevant research but is not always presented in a manner that enhances meaning ◆ Ideas/techniques used to inform/argue, discuss/persuade are not always convincing and the line of thought is not consistently clear. The stance may tend towards the personal or anecdotal 	<p>Writing pieces in this category are likely to be very rare and would be characterised by one or more of the following:</p> <ul style="list-style-type: none"> ◆ weak attention to purpose and audience ◆ very thin content ◆ no attempt at using language effectively ◆ significant errors in sentence construction/paragraphing/spelling ◆ brevity of response ◆ Irrelevance <p>0 marks will be awarded where the candidate shows no understanding of the task, and displays none of the skills of writing in different genres</p>
Style	<ul style="list-style-type: none"> ◆ The features of the chosen genre are deployed effectively ◆ Word choice is varied and often used to create particular effects ◆ The structure of the piece enhances the purpose/meaning 	<ul style="list-style-type: none"> ◆ The features of the chosen genre are deployed, mostly successfully ◆ Word choice is apposite and used at times to create an effect ◆ The structure of the piece supports the purpose/meaning 	<ul style="list-style-type: none"> ◆ The features of the chosen genre are deployed with a degree of success ◆ Word choice is effective in the main ◆ The structure of the piece is appropriate to purpose/meaning 	<ul style="list-style-type: none"> ◆ There is an attempt to deploy the features of the chosen genre ◆ Word choice lacks variety ◆ The structure of the piece is not appropriate to purpose/meaning 	for different audiences and purposes.

Discursive Writing – areas for improvement

- Are you clear about your purpose? Be sure about what your piece of writing is trying to do. Make sure your line of thought is absolutely consistent.
- Your introduction needs work – think of getting the reader's attention; introducing the topic in an interesting, entertaining way; defining the problem or issue and outlining different attitudes to it; hinting at your view/attitude if appropriate.
- Make sure your tone is appropriate to the purpose – be clear about formal and informal language and when they can be used.
- Linking/contrasting/topic sentences need work; work at balancing contrasting arguments or work at outlining an opposing argument and demolishing it.
- Consider use of humour, mockery, exaggeration, comparisons, anecdote, irony as appropriate to your purpose.
- You have a tendency to 'over-write' – tone down the language a little; use simpler, clearer language.
- Be careful how you use statistics or experts' views or quotations – make sure they help you meet your purpose.
- You seem to have no evidence to back up your arguments – statistics? Research?
- Work on your conclusion – think about echoing something mentioned earlier and/or building to a climax and/or making policy change recommendations to various groups.
- Your expression/grammar/sentence structure/spelling needs to be improved – YOU need to go through the piece and try to spot the errors!
- Cite your sources fully and accurately in line with guidelines.

Other comments: