

Portfolio

What is the Portfolio?

- This is a piece of writing that your young person will produce over the course of the year, and in February will be sent off to be marked by the SQA.
- This piece of work is worth **30 marks**, which is **30% of their grade**.
- The piece is marked out of 15, and this is doubled to get the mark out of 30.

How to ace the portfolio

- Because this is written over the course of the year, your child's teacher will mark their writing and allow them to redraft it.
- It is imperative that the pupils take on the feedback we give them, as we are not allowed to mark the folio piece as many times as we would like - we are limited by the guidance of the SQA.

Two Types of Writing

Discursive/Persuasive

- Should centre around an interesting topic, try to think outside the box!
- Should be structured in a logical way where points/arguments flow together
- Should include use of facts and figures as evidence to support arguments
- Should include a bibliography at the end

Creative/Reflective

- Should show signs of creativity, with interesting use of language and sentence structure
- Should explore character feelings, thoughts, setting, plot
- Structure should be appropriate for the purpose of the piece

For reflective only

- Should reflect on thoughts and feeling during and after the experience/should explore what they have learned from this.

N5 Example

This piece was **awarded 30 marks out of 30** – the picture opposite is just a snippet!

The British Empire: Benevolent or Brutal?

Stripped of his uniform, which was once the sole reason for his pride, with his ankles chained, he sat there, waiting desperately for someone to put an end to the humiliation, which other 4000 soldiers were forced to witness. He looked around and saw other soldiers, who he had rebelled for freedom with a mere hour ago, meeting the same fate. However, no punishment could ever be 'brutal' under the British Empire. Allegedly. It was far too liberal, humane and progressive for that. Though the question arises, was the chaining of a few Indian soldiers, who revolted against the British rule to canons, and blowing them up to pieces really civilised? The brutality India witnessed in its First War of Independence in 1857 is enough evidence to prove that the British colonial rule made situations much, much worse.

India, the land of diversity, culture and prosperity. India was not some poverty-stricken backwater before the authoritarian British rule, but a culturally and economically glorious civilisation. In ancient times, India was famously known as the "Golden Bird" because it was so prosperous. India was wealthy and attractive enough for thousands of rulers to invade and loot for years before the British Empire. Some powerful rulers such as Nader Shah, the emperor of Iran, even mentioned that they wanted to conquer India because it was so rich and abundant in its resources. The British themselves came to India for trade- they saw India as a jewel perfectly fit for the crown of the British Empire. To claim that India's economic condition was unstable and weak before the colonisation is absurd. Comical even. Before the British set foot, India contributed a total of 35% to the world's economy, which was brutally reduced to a mere 2% in 1947, by the time the colonial rule ended. India, before the British rule, was a dominant exporter of handicrafts and textiles. Indian handicrafts were renowned internationally and strongly in demand, having a huge market in Europe and Asia. However, these industries witnessed a painful downfall and diminished under the British regime. India went from being a worldwide exporter of handicrafts and textiles to being an importer of British goods, where the British imposed heavy taxes on Indian exports while none on British imports. Indian goods were forcibly sold 15-20% less than the actual cost. While Britain was being industrialised, the imperialists cleverly de-industrialised India. Some people boldly claim that the Indian economy flourished under the regime, which is absolutely not true. Poverty, starvation, malnourishment, physical abuse, discrimination and death of around 35 million people is too generous of a price to pay for any made-up thriving economy anyway.

Higher Example

At higher, candidates are expected to use more sophisticated language, and layered arguments.

This piece was **awarded 24 marks out of 30** – the picture opposite is just a snippet!

Fast fashion and the consequences of over consumption

According to Zainab Mahmood¹ in an article from The Guardian, “Fashion, especially the cheap kind, is addictive”. The glamorised issue of modern day overconsumption, often known as fast fashion, is one of the fastest growing problems of today's society. Consumers and manufacturers are both to blame for issues associated with growing unsustainability, waste, mistreatment and exploitation of garment workers and the deadly climate impact of the clothing industry. Is it really necessary to have a new wardrobe every month? Brands no longer put out two collections a year, but often up to twenty-four!² It is key that, as consumers, we step away and educate ourselves on the consequences of buying into temporary trends and hold corrupt fast fashion brands accountable.

The Guardian's view from an editorial states that: “Fashion shouldn't cost the earth.”³ It is no secret that the world is currently unsuccessfully tackling a major climate crisis. The fashion industry is currently responsible for more annual carbon emissions than all international flights and marine shipping combined. A further increase of 50% in greenhouse gas emissions is expected within a decade. It takes a staggering 2700 litres to make just one t-shirt, which is enough water for one person to drink for 900 days! ⁴Nowadays, lots of clothes are made with cheaper alternative materials like polyester or nylon (which are all plastics), which has a detrimental effect on the environment and makes it easier for fast fashion brands to create huge amounts of outrageously cheap and low-quality clothes that are made to be worn once and subsequently disposed of. Our addiction to fashion has led to an alarming trend, which in turn is having devastating impacts on our environment.

The Write Up

- SQA guidance changed last year to avoid the use of AI when writing the folio and ensure a candidate's work is their own.
- This year, they will be awarded 6 periods before/just after the October week during class time to write their folio
- This does not have to be done under exam conditions - they can still research/fact check while writing, it is purely so their teacher can confirm that the work is, in fact, their own.

How to support them

- Ask to read over their plan for them; check they have enough research, that their research is from reliable sources, that their plan is structured well and makes sense, etc.
- If they choose to write a practice draft at home, read over it and give them notes on the composition.
- Help them gather research - keep an eye out for any pertinent newspaper articles or documentaries!

	15-13	12-10	9-7	6-4	3-1
Discursive: 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 ♦ brevity of response ♦ irrelevance
Discursive: style	<ul style="list-style-type: none"> ♦ The features of the chosen genre are deployed effectively ♦ Language is varied and often used to create particular effects ♦ The structure of the 	<ul style="list-style-type: none"> ♦ The features of the chosen genre are deployed, mostly successfully ♦ Language is apposite and used at times to create an effect ♦ The structure of the 	<ul style="list-style-type: none"> ♦ The features of the chosen genre are deployed with a degree of success ♦ Language is effective in the main ♦ The structure of the piece is appropriate to 	<ul style="list-style-type: none"> ♦ There is an attempt to deploy the features of the chosen genre ♦ Language lacks variety ♦ The structure of the piece is not appropriate to purpose/meaning ♦ significant errors in 	

	15-13	12-10	9-7	6-4	3-1
	piece enhances the purpose/meaning	piece supports the purpose/meaning	purpose/meaning	sentence construction/ paragraphing/ spelling	
Creative: content	<ul style="list-style-type: none"> ♦ Attention to purpose and audience is consistent. <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 	<ul style="list-style-type: none"> ♦ Attention to purpose and audience is consistent in the main. <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 	<ul style="list-style-type: none"> ♦ Attention to purpose and audience is reasonably well sustained. <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 	<ul style="list-style-type: none"> ♦ Attention to purpose and audience is not always sustained. <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 	
Creative: style	<ul style="list-style-type: none"> ♦ The features of the chosen genre are deployed effectively ♦ Language 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 ♦ Language 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 ♦ Language 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 ♦ Language lacks variety ♦ The structure of the piece is not appropriate to purpose/meaning ♦ significant errors in sentence construction/ paragraphing/ spelling 	

Writing which is broadly discursive

Range of marks	Marks 15-13	Marks 12-10	Marks 9-7	Marks 6-4	Marks 3-1	Marks 0
<u>Content</u> The discursive essay demonstrates, as appropriate to genre:	<ul style="list-style-type: none"> ♦ strong attention to purpose and audience ♦ strong understanding and engagement ♦ evidence of skilful research and selection ♦ strong and sustained line of thought/convincing stance 	<ul style="list-style-type: none"> ♦ clear attention to purpose and audience ♦ clear understanding and engagement ♦ evidence of careful research and selection ♦ clear line of thought/engaged stance 	<ul style="list-style-type: none"> ♦ adequate attention to purpose and audience ♦ adequate understanding ♦ adequate evidence of research ♦ adequate line of thought/stance 	<ul style="list-style-type: none"> ♦ limited attention to purpose and audience ♦ limited understanding ♦ limited evidence of research ♦ unclear line of thought 	<ul style="list-style-type: none"> ♦ very little attention to purpose and audience ♦ very little understanding ♦ very little evidence of research ♦ confused line of thought 	<ul style="list-style-type: none"> ♦ no evidence of the skills required in terms of content, style and accuracy
<u>Style</u> The discursive essay demonstrates, as appropriate to genre:	<ul style="list-style-type: none"> ♦ linguistic features of the chosen genre used skilfully to inform/argue/discuss/persuade and convey depth and complexity of thought/objectivity/insight/persuasive force ♦ confident and varied expression ♦ effective structure which skilfully enhances the purpose/meaning 	<ul style="list-style-type: none"> ♦ linguistic features of the chosen genre used clearly to inform/argue/discuss/persuade and convey thought/objectivity/insight/persuasive force ♦ clear expression ♦ structure which enhances the purpose/meaning 	<ul style="list-style-type: none"> ♦ linguistic features of the chosen genre used adequately to inform/argue/discuss/persuade and convey thought/objectivity/insight/persuasive force ♦ adequate expression ♦ adequate structure 	<ul style="list-style-type: none"> ♦ linguistic features of the chosen genre used in a limited way to inform/argue/discuss/persuade and convey thought/objectivity/insight/persuasive force ♦ limited expression ♦ limited use of structure 	<ul style="list-style-type: none"> ♦ very little attempt at using language effectively ♦ many errors in punctuation/syntax/spelling ♦ very little use of structure 	

Writing which is broadly creative

Range of marks	Marks 15-13	Marks 12-10	Marks 9-7	Marks 6-4	Marks 3-1	Marks 0
<u>Content</u> The creative piece demonstrates, as appropriate to genre:	<ul style="list-style-type: none"> ♦ strong attention to purpose and audience ♦ strong creative qualities ♦ skilful command of the genre ♦ thematic concerns which are skilfully introduced and developed ♦ ideas/feelings/experiences which are explored with a strong degree of mature reflection/self-awareness/involvement/insight/sensitivity ♦ strong sense of the writer's personality and individuality 	<ul style="list-style-type: none"> ♦ clear attention to purpose and audience ♦ clear creative qualities ♦ clear grasp of the genre ♦ thematic concerns which are clearly introduced and developed ♦ ideas/feelings/experiences are explored with a clear sense of reflection/self-awareness/involvement/insight/sensitivity ♦ clear sense of the writer's personality 	<ul style="list-style-type: none"> ♦ adequate attention to purpose and audience ♦ adequate creative qualities ♦ understanding of the genre ♦ thematic concerns which are introduced ♦ ideas/feelings/experiences which are explored with an adequate sense of reflection and involvement ♦ adequate sense of the writer's personality 	<ul style="list-style-type: none"> ♦ limited attention to purpose and audience ♦ limited creative qualities ♦ a limited use of conventions of genre ♦ limited thematic concerns ♦ limited ideas/feelings/experiences explored ♦ limited sense of the writer's personality 	<ul style="list-style-type: none"> ♦ very little attention to purpose and audience ♦ very few creative qualities ♦ very little use of conventions of genre ♦ very few thematic concerns ♦ very little evidence of exploration of ideas or feelings ♦ very little sense of the writer's personality 	<ul style="list-style-type: none"> ♦ no evidence of the skills required in terms of content, style and accuracy
<u>Style</u> The creative piece demonstrates, as appropriate to genre:	<ul style="list-style-type: none"> ♦ linguistic features of the chosen genre used skilfully to create a strong impact ♦ confident and varied expression ♦ effective structure which enhances the purpose/meaning 	<ul style="list-style-type: none"> ♦ linguistic features of the chosen genre used to create impact ♦ clear expression ♦ clear structure which enhances the purpose/meaning 	<ul style="list-style-type: none"> ♦ linguistic features of the chosen genre used adequately ♦ adequate expression ♦ adequate structure 	<ul style="list-style-type: none"> ♦ limited use of features of the chosen genre ♦ limited expression ♦ limited use of structure 	<ul style="list-style-type: none"> ♦ very little attempt at using language effectively ♦ many errors in punctuation/syntax/spelling ♦ very little use of structure 	

Senior Phase English Information Evening

