



2007 English for Speakers of Other Languages

Higher

Section B – Reading

Section C – Writing

Finalised Marking Instructions

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Section B – Reading

Marks

Text 1

- | | | |
|-----|---|---|
| 1. | differently | 1 |
| 2. | carefully | 1 |
| 3. | feel/think | 1 |
| 4. | accident/mistake or synonym | 1 |
| 5. | data/information/emails or synonym | 1 |
| 6. | human/communicative/friendly/chatty or synonym | 1 |
| 7. | person | 1 |
| 8. | seen as more important (in your organisation)/more status accorded by colleagues | 2 |
| 9. | cold/authoritarian or synonym | 1 |
| 10. | Read too quickly/skim-read
Do not read to the end | 1
1 mark for both reasons; no marks for one reason. |
| 11. | Brian Sutton | 1 |

Text 2

- | | | | |
|-----|---|--|----------------------|
| 12. | B | Stephen is thinking about the details of Kate's disappearance. | 1 |
| 13. | A | He is sure she must be nearby. | 1 |
| 14. | D | Kate was not the kind of child to wander away alone. | 1 |
| 15. | | Didn't want to be taken out of trolley/tired/reluctant to be disturbed | 2 |
| 16. | | He thought he might have seen someone in a dark coat behind Kate or paraphrase | 1 |
| 17. | | 'unhurriedly'/'paces'/'glanced'
'relaxed'/'controlled' | 1
1 |
| 18. | | Tightening at the base of the throat/unpleasant lightness in the feet/chill in the stomach (Any two). | 2 |
| 19. | | Stephen's shopping is still at the checkout/not paid yet. Any one answer is acceptable. | 1 |
| 20. | | 'emerging' | 1 |
| 21. | | 'propriety' | 1 |

Section C – Writing

		Marks
(i)	<p>Over the past two or three years there has been a continual debate over whether or not boxing should be <u>ban</u>. This discussion arose after several <u>of</u> boxers started to get serious injuries and brain damage as ___ result of boxing.</p> <p>Boxing is, <u>since</u> it always has been, a popular spectator sport. However, nowadays, it is also big business. Fighters <u>on</u> the top get paid millions of pounds to fight. The fighters themselves, the managers, the sponsors and the betting <u>shop</u> do not want the sport to be banned. People who <u>opposes</u> the sport say that it is not right for people to fight, and there is too high _ risk of serious injury and brain damage caused by the <u>severely</u> beating that the head takes during a boxing match. They say that boxing should be banned because the only way to stop these accidents happening <u>it</u> is to stop boxing and the only way to stop people boxing is to make _ illegal.</p>	<p>a. ✓</p> <p>b. banned</p> <p>c. of</p> <p>d. a</p> <p>e. as</p> <p>f. at</p> <p>g. ✓</p> <p>h. shops</p> <p>i. oppose</p> <p>j. a</p> <p>k. severe</p> <p>l. ✓</p> <p>m. it</p> <p>n. it</p>
		<p>} given examples</p>

Section C – Writing – Part 2 & Part 3

Description of Performance	Everyday Communication (8 marks)	Task 1/Task 2 (12 marks)
<ul style="list-style-type: none"> • The candidate uses a wide range of structures, including complex structures, with a level of accuracy appropriate to the task. • The candidate shows knowledge of a wide range of general and some specialised vocabulary and uses this accurately and appropriately within the context of the task. 	7-8	10-12
<ul style="list-style-type: none"> • Few inaccuracies, in the context of the task, which do not detract from communication. • Register, style and layout are wholly appropriate to the task. • Writing is well-organised and coherent with effective use of cohesive devices and a positive impact on the reader. 	6	9
<ul style="list-style-type: none"> • The candidate uses a reasonably wide range of structures, with a level of accuracy appropriate to the task. • The candidate shows knowledge of a reasonably wide range of general and some specialised vocabulary and uses this accurately and appropriately within the context of the task. • Relatively few inaccuracies, in the context of the task, which do not detract from communication. • Register, style and layout are mainly appropriate to the task. • Writing is clearly-organised and coherent with reasonably effective use of cohesive devices and a positive impact on the reader. 	5	7-8
<ul style="list-style-type: none"> • The candidate uses a range of structures with a level of accuracy appropriate to the task. • The candidate shows knowledge of a range of general and specialised vocabulary and uses this with a level of accuracy appropriate to the task. • Some inaccuracies, in the context of the task, which do not detract from communication. • Register, style and layout are generally appropriate to the task. • Overall, writing is clearly organised and coherent with use of cohesive devices. 	4	6

Description of Performance	Everyday Communication (8 marks)	Task 1/Task 2 (12 marks)
<ul style="list-style-type: none"> • The candidate does not use a range of structures with a level of accuracy appropriate to the task. • The candidate does not show knowledge of a range of general and specialised vocabulary or use this with a level of accuracy appropriate to the task. 	3	5
<ul style="list-style-type: none"> • Inaccuracies, in the context of the task, which detract from communication. • Register, style and layout are not appropriate to the task. • Overall, writing is not clearly organised or coherent or does not use cohesive devices. 	2	4
<ul style="list-style-type: none"> • The candidate's use of sentence structure is confused. • The candidate's use of vocabulary is wholly inadequate. • Inaccuracies in the context of the task render the text incomprehensible. • There is no organisation or coherence. • Less than 20% of required word limit. 	0-1	0-3

[END OF MARKING INSTRUCTIONS]