[C222/SQP306]

English for Speakers of Other Languages Higher

NATIONAL QUALIFICATIONS

Contents *Page*

Course Assessment Specification

Part 1 – Structure of Question Paper 2
Part 2 – How to estimate Candidate performance 5

Specimen Question Paper – Listening Transcript 6

Specimen Question Paper – Listening, Reading, and Writing 12

Specimen Marking Instructions – Listening, Reading and Writing 36

Specimen Marking Instructions – Speaking 53

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Course Assessment Specification

English for Speakers of Other Languages Higher

The purpose of this document is to provide:

- details of the structure of the Question Paper and the Speaking assessment for this Course
- guidance to centres on how to use information gathered from the Question Paper and Speaking assessment to estimate candidate performance.

The Course award is based on the total marks gained from the Question Paper and the Speaking component. The total number of possible marks is 100.

Part 1

This part of the Course Assessment Specification details the structure of the Question Paper in this Course and gives an outline of the Speaking assessment.

- **The Course assessment consists of two components – the Question Paper and a Speaking assessment.**

	Time allocation	Mark allocation
Question Paper	**3 hours**	**75**
Speaking	**8–10 minutes**	**25**

- The Course assessment examines candidates' development, retention and integration of skills and knowledge of English.
- There will be a short break of **20 minutes** between Section A and Section B.

Question Paper

- The Question Paper component contains three sections:

  - Section A—Listening (25 marks) 30 minutes
  - Section B—Reading (25 marks)
  - Section C—Writing (25 marks)

  2 hours 10 minutes

- Candidates will not have access to dictionaries for this Question Paper.

Section A—Listening (25 marks) 30 minutes

The Listening section of the Question Paper will assess a candidate's ability to identify context and purpose, gist, main points, supporting points of detail and attitude of the speaker. There will be three short, spoken texts and which will be selected from a wide range of sources and include monologues, interviews, conversations, and discussions in both formal and informal contexts. 15 – 25 short answer or restricted response questions, covering all three texts, will be used.

Break of 20 minutes

Section B and C—Reading and Writing (50 marks) 2 hours and 10 minutes

Section B—Reading (25 marks)

The Reading section of the Question Paper will assess a candidate's ability to identify context and purpose, gist, main points, supporting points of detail and attitude of the writer. There will be two written texts. 15 – 25 short answer or restricted response questions, covering both texts, will be used. Text types will be selected from newspapers and a wide range of other sources.

The two texts will have a combined total of approximately 1600 words and candidates will be recommended to spend a maximum of 40 minutes on this part of the paper.

Section C—Writing (25 marks)

The Writing questions will assess a candidate's ability to identify and correct errors in a short text and to produce 2 pieces of writing in English.

Part 1 (5 marks)

In this part of the Paper, candidates will be assessed on their ability to identify and correct ten errors in accuracy of spelling and grammar in a short, general interest text of approximately 150 words.

Candidates will be recommended to spend a maximum of 10 minutes on this part of the paper.

Part 2 (8 marks)

In this part of the Paper, there will be one short writing task which will arise from the Everyday Communication aspect of the Course and may include formal or informal letter, e-mail, article for school/college/community newsletter.

Candidates will be expected to write a minimum of 140 words and will be recommended to spend a maximum of 30 minutes on this part of the paper.

Part 3 (12 marks)

In this part of the Paper, there will be one extended writing task from a choice of 2. One question will relate to Work and one question will relate to Study.

- Work task types will be selected from a report, information leaflet, e-mail, fax, memo or formal letter.
- Study task types will be selected from an essay or report in an academic style.

Candidates will be expected to write a minimum of 240 words and will be recommended to spend a maximum of 50 minutes on this part of the paper.

Speaking Assessment

Internal Speaking Assessment (25 marks) 8–10 minutes

- The assessment for the Speaking component will be carried out internally and the marks will be submitted to SQA by the due date.

The Speaking Assessment will assess a candidate's ability to initiate and support a conversation/discussion in two short interactions with another person in a personal and social context. The topics will be of general interest.

The Speaking Assessment will be conducted and recorded by the centre.

Part 2

This part of the Course Assessment Specification is to help centres use the information gathered from the Question Paper component and the Speaking component to estimate candidate performance.

The Course award is based on the total marks gained from the Question Paper and the Course assessment for Speaking. The total number of possible marks is 100.

Component	Mark Range
Question Paper	0-75
Speaking assessment	0-25
Total marks	0-100

In National Qualifications, cut-off scores are set at approximately 70% for Grade A and 50% for Grade C, with Grade B falling midway. These cut-off scores may be lowered if the Question Paper turns out to be more demanding than intended or raised if less demanding.

Grade	Band	Mark Range
A	1	85-100
A	2	70-84
B	3	65-69
B	4	60-64
C	5	55-59
C	6	50-54
D	7	45-49
NA	8	40-44
NA	9	0-39

Using the information gathered from both components to estimate a candidate's performance.

Example 1

- In a centre's own prelim, a candidate scores 47/75 in the Question Paper and 15/25 in the Speaking assessment, giving a total of 62/100.
- The centre's view is that their prelim is slightly less demanding than SQA's external assessment.
- Using the mark range, a more accurate estimated mark may be band 5 rather than band 4.

Example 2

- In a centre's own prelim, a candidate scores 49/75 in the Question Paper and 19/25 in the Speaking assessment, giving a total mark of 68/100.
- The centre's view is that their prelim is slightly more demanding than SQA's external assessment.
- Using the mark range, a more accurate estimated mark may be band 2 rather than band 3.

C222/SQP306

English for Speakers of Other Languages Higher

NATIONAL QUALIFICATIONS

Specimen Question Paper

Section A
Listening Transcript

This paper may not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.

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ANNOUNCER: This is the listening test for English for Speakers of Other Languages Higher Examination.

You will hear 3 different recordings played twice. There will be a 1 minute gap before each recording is repeated. You will have 2 minutes to finish answering the questions after you hear the **second** playing of each recording.

There will also be 2 minutes at the end to check your answers.

Recording 1. Listen to the conversation between 3 students about shopping on the Internet and answer the questions which follow. You now have 1 minute to read the questions in Section 1 before you hear the recording.

(*1 minute pause*)

(*Tone*)

Janina: Hi Pete . . . Come and join us, we're just talking about ways to save time—we all seem to be so busy with essays and assignments and working part-time to bring in a bit of money. I hope it's going to be better when we've handed this assignment in.

Pete: Hi Janina and you too Rosa—I haven't seen you for a few weeks.

Rosa: I know . . . we all had flu—nightmare . . . I'm feeling better now but there's so much to catch up on.

Pete: Must be awful getting behind with the work . . . and Janina I wouldn't build up your hopes if I were you, I'm pretty sure we've got another essay due in two weeks time. It's not going to get any better.

Rosa: I'm sure you're right Pete . . . but Janina about what I was saying. You know for the last few months I've been doing all my food shopping on the Internet . . . it's been great, no queues, no trailing around the supermarket because they've moved everything again. I'm just saving so much time.

Pete: I tried it once but it seemed to take twice as long as nipping out to the shop, finding things wasn't so easy and then well . . . when it came it wasn't what I'd ordered! No never again—I just prefer to go to the shop and see exactly what I'm buying. And I don't really need to buy a lot of food anyway.

Janina: Well I'm not sure about food shopping Rosa but I do like the Internet for presents—things like books, DVDs and CDs and cosmetics, stuff like make-up . . . you can get really good deals. I got some drums for Nick for his birthday. They cost about half of what they would have in the shops. That's what I like. But for food I'm a bit like Pete I like to choose what I'm buying.

Rosa: Well I haven't had any problems . . . maybe I've been lucky so far . . . And . . . Er the thing is, that it just gets quicker to do all the time. It hardly takes me any time . . . There's no way I'd go to a supermarket now.

Pete: Aren't you worried about giving your credit card details on-line. Now that's something I won't do. It's too risky with all these people stealing identities and getting access to all your personal information. Not a chance I'm willing to take! I don't have that much money and I don't need people stealing what I have.

Rosa: Oh Pete I think you're a bit paranoid—they're constantly working on making things more secure on-line and anyway I do all my banking and bill-paying over the Internet too so I don't see what difference it makes to do my shopping. What about you Janina?

Janina: I suppose there is some risk but so many people seem to be doing it now–like Rosa I'm just shifting to an internet bank because it makes life easier . . . I can find out where I am with my finances and usually that's **not** very good news.

Pete: Well I may be behind the times here . . . but I just don't believe in it and what about our shops—they're all going to disappear.

Rosa: Mm maybe you have got a point, there, but people today just don't have the time they used to have. It's really important to find ways of saving time, especially when you're studying **and** you've got a job **and** kids to think about.

Janina: It must be more difficult for you having to dash to the nursery in the morning and then again after college. But I have to agree with you, kids or no kids, everyone's rushing around like mad. But Pete I don't think shops will disappear . . . you know people still love going shopping . . . you just need to go into the town centre on a Saturday.

Pete: Well I'm not so sure you know . . . I think we could all end up sitting in front of computers all the time . . . at work and at home. It's not good for us you know. Glad I don't have kids to think about as well! Don't know how I'd fit that in. OK I'm going to leave you two to it . . . see you later, I'm off to the library, I've got that assignment to finish by lunchtime . . .

Rosa: You're too pessimistic . . . technology is there for us to use when we need to . . . and just because I do my shopping on-line doesn't mean I spend all my time at home in front of the computer. Anyway . . . catch you later.

Janina: See you Pete.

(*1 minute pause*)

(*Tone*)

(*Recording is played again followed by a 2 minute pause and a tone.*)

ANNOUNCER: **Recording 2**. Listen to Stan Docherty being interviewed about changes to employment law and answer the questions which follow. You now have 1 minute to read the questions in Section 2 before you hear the recording.

(*1 minute pause*)

(*Tone*)

A: Good Morning. In the news this morning we heard about the government's plans to change the age at which people can retire. Today I'm talking to our expert on employment law, Stan Docherty, about the government's new laws to combat ageism. Under these laws employers will be banned from forcing workers to retire before the age of 65. Age discrimination will be illegal in the recruitment, promotion and training of employees. So Stan, just how important are these changes?

B: Well . . . these changes will see the biggest development in employment law for generations. From October, age discrimination will be outlawed and people will be able to remain in their jobs until 65. They could stay longer if their employer agrees, but there's no guarantee . . .

A: Why are we seeing the government acting now and do these changes relate to the huge debate that is going on about pensions?

B: Mmm . . . they would like to keep this out of the pensions debate but I'm not sure that they can . . . everyone, and I include myself here, can see the link between the two. And as for why now . . . well they think that employers have gone too far and companies are employing people who could be called "whizz-kids", you know—favouring people under 30, rather than older people with more experience. So they are looking for a real culture change here—now this may take a long time but the new laws will encourage employers not to discriminate in adverts and at the recruitment stage . . . in applications and interviews.

A: So does this mean that older people, those with experience and maturity, should have a better chance in the job market?

B: Well yes, on paper, . . . um that is the case, but well . . . all this will have to be tested and it will take time and individual cases will have to be judged. I don't think that we are going to see much change in the near future.

A: And . . . just how are people reacting to all this?

B: Broadly, employer groups and the Unions have welcomed the legislation, but concern has been expressed over two areas, redundancy terms and the minimum wage. Now the problem here . . . erm is that rates could vary according to an employee's age and this would be discriminatory.

A: Well . . . if this means that older people could be paid less **and** not get as much redundancy pay if they lose their job, then that does seem to discriminate against them.

B: Yes I'm sure there will be people who are discriminated against in the workplace, but this should mainly be where the employers are not aware of what the regulations are. So we have to take into account that information can take a very long time to reach people and fully implementing this law will be dependent on that . . . But also there are large areas of uncertainty as to how the regulations are going to apply in practise, and that could well continue for a number of years and definitely until we've got clear guidance from the courts.

A: . . . and what about young people? I don't mean the so called whizz kids but people leaving school, college and university . . . are they going to find it harder to find jobs because older people are not retiring?

B: Well I think this is probably something the government will have to consider but at the moment, they are dealing with unemployment and skills shortages and problems with pensions so I think the government feel they are moving in the right direction.

A: I'm afraid that we have run out of time there. So, Stan . . . thank you for coming in to talk to us today.

(*1 minute pause*)

(*Tone*)

(*Recording is played again followed by a 2 minute pause and a tone.*)

ANNOUNCER: **Recording 3**. Listen to the beginning of a presentation about Green & Black's chocolate and answer the questions which follow. You now have 1 minute to read the questions in Section 3 before you hear the recording.

(*1 minute pause*)

(*Tone*)

Hello and welcome to Green and Black's information session and demonstration of chocolate making at the 2006 World Fairtrade Convention. My name is Allan Thomas and I have been working for the company for more than 10 years. Before we start the demonstration I'd just like to tell you a bit about our beginnings, the founding of the company, and the impact that we have had on Fairtrade . . . then of course at the end . . . will be the delicious business of tasting.

It all started when Green and Black's organic chocolate was launched in 1991 . . . we cheekily declared it to be the world's first "guilt free" chocolate . . . it gave chocolate lovers a way to indulge their tastebuds without having an environmental impact. Cocoa at that time was one of the most heavily sprayed crops in the world . . . and it still is to this day. So our chocolate is **organic**—just beginning, at that time, to be the buzzword that it is today—and people were intrigued enough to buy it.

Gradually, though, in the last decade, most of us have begun to think much more about where our food comes from and at Green and Black's we like to think that we have helped to change the world—one chocolate bar at a time. We were not just the first producers of organic chocolate but in 1993 we had the very first product to carry the Fairtrade mark. That is why, as the market leaders with new products constantly being developed, we are very pleased to be at this convention.

And now, awareness of fair trade issues has meant that most of the global coffee-shop empires even offered a fair trade cappuccino on their menus, while shoppers could fill their trolleys with the huge variety of fair trade goods from whole new sections in major supermarkets.

Actually, in all truth, we didn't have to do anything special to get the Fairtrade mark . . . it was just how we naturally did business. It was only later that we realised that we had established a new way for socially responsible business to move forward and many big companies are still striving to achieve that today. We already paid a higher price because we were buying organic beans and we gave farmers the security of long-term contracts . . . because we also needed that security, at a time when organic cocoa wasn't traded anywhere on the world markets and we had to be sure of a reliable supply.

Now we can really see the impact that long-term fair trade has had on the communities that we buy our cocoa beans from. Parents can afford to send their children to secondary school and a whole generation from the hillside villages of Belize is being educated to the age of eighteen and some are now attending university.

As Cayetano Ico, the former chairman of the bean growers once said; "when you buy a bar of Green and Black's chocolate you're sending a child to school".

(*1 minute pause*)

(*Tone*)

(*Recording is played again followed by a 2 minute pause and a tone.*)

Announcer: You now have 2 minutes to check your answers.

(*2 minute pause*)

(*Tone*)

Announcer: This is the end of the listening test.

[*END OF TRANSCRIPT*]

C222/SQP306

English for Speakers of Other Languages Higher

Specimen Question Paper

Time 3 hours

NATIONAL QUALIFICATIONS

Do not open this paper until you are told to do so.

There are three sections in this paper. All three sections should be attempted.

After carrying out Section A: Listening, you will leave the examination room for a break of 20 minutes. You must hand in your answer booklet for Section A at this point.

Following the break you will have 1 hour and 30 minutes to answer Sections B and C (i) and (ii).

This section is worth 25 marks.

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth
Day Month Year

Scottish candidate number

Number of seat

Section A Listening–Information

25 marks are allocated to this paper.

You will hear 3 different recordings played twice. There will be a gap before each recording is repeated. You will have 2 minutes to finish answering the questions after you hear the second playing of each recording.

There will also be 2 minutes at the end to check your answers.

You will have 1 minute to read the questions before you hear each recording.

Use of a dictionary is **not** permitted.

As you listen to the recordings you may makes notes, but only in this paper.

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DO NOT WRITE IN THIS MARGIN

Section A Recording 1

Marks

Choose the best answer for each question and tick (✓) the box.

1. Janina said that she and Rosa were talking about

A writing essays and assignments. ☐
B working part-time. ☐
C bringing up a family. ☐
D saving time. ☐ **1**

2. Pete thinks that the demands the course is placing on them in the future

A will be reduced. ☐
B won't be reduced. ☐
C will be increased. ☐
D are not important. ☐ **1**

3. Janina says that she likes shopping on the Internet because

A there's more choice than in the shops. ☐
B it's more convenient. ☐
C many things are cheaper. ☐
D cosmetics are better quality. ☐ **1**

4. What has been their experience of shopping on the Internet?

A They have all had problems. ☐
B Pete has had problems. ☐
C Rosa has had problems. ☐
D Janina has had problems. ☐ **1**

DO NOT WRITE IN THIS MARGIN

Complete the sentences below. Write no more than three words for each answer.

Marks

5. Pete is worried about giving his _____ on-line. **1**

6. Rosa says that they are always trying to find ways to make _____ _____ on-line. **1**

7. Janina is shifting to _____ because it makes life easier. **1**

8. _____ and _____ don't have any children but _____ does. **1**

DO NOT WRITE IN THIS MARGIN

Section A Recording 2

Marks

Choose the best answer for each question and tick (✓) the box.

9. Stan Docherty is

A representing employees. ☐
B representing employers. ☐
C knowledgeable about employment law. ☐
D a recruitment specialist. ☐ **1**

10. The new law will allow employees to

A work until they are 60. ☐
B work until they are 65. ☐
C work as long as they want. ☐
D discriminate on the basis of age. ☐ **1**

11. Stan Docherty believes that

A pensions are related to the new law. ☐
B pensions are not related to the new law. ☐
C the government wants to link pensions to the new law. ☐
D the government wants everyone to discuss pensions. ☐ **1**

12. Employers at present prefer

A older people with experience. ☐
B younger people. ☐
C older people with qualifications. ☐
D people with university degrees. ☐ **1**

DO NOT WRITE IN THIS MARGIN

Write no more than three words for each answer.

Marks

Which two issues are employer groups and the unions concerned about?

13. _____ **1**

14. _____ **1**

Questions 15–16

Tick (✓) ***two*** *boxes.*

Which **two** factors will be most important in order to fully implement the law?

A time taken for information to reach people ☐

B rates of unemployment amongst young people ☐

C skills shortages ☐

D guidance from the courts ☐

E problems with pensions ☐ **2**

DO NOT WRITE IN THIS MARGIN

Section A Recording 3

Marks

Questions 17–20

Complete the sentences below. Write no more than ***three*** *words for each answer.*

There are three stages to the information session.

17. There there will be a _____ of _____. **1**

18. and 19.

Then Allan will talk about _____ of the company and the _____. **2**

20. This will be followed by _____. **1**

Questions 21–23

Complete the table below. Write no more than ***three*** *words and/or a number for each answer.*

Time	Developments	
1991	Green and Black's launched the first _____ .	**1**
1993	Green and Black's received the first _____ .	**1**
Now	_____ of different products is now available from coffee-shops and supermarkets.	**1**

Complete the sentences below. Write no more than ***three*** *words for each answer.*

24. Socially responsible businesses should offer suppliers _____ _____. **1**

25. The long-term impact for the children of the people who supply Green and Black's has been _____. **1**

[*END OF SECTION A—LISTENING*]

C222/306

English for Speakers of Other Languages Higher

Specimen Question Paper

Time 2 Hours 10 minutes

NATIONAL QUALIFICATIONS

Section B—Reading
Section C—Writing

Do not open this paper until you are told to do so.

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth
Day Month Year

Scottish candidate number

Number of seat

Section B Reading—Information

This section is worth 25 marks.
Read the tests and answer the questions which follow.
Use of a dictionary is **not** permitted.

Section C Writing—Information

This section is worth 25 marks.

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SECTION B—READING

Text 1

Read the newspaper article and answer the questions that follow.

Dave Gorman
Wednesday March 15, 2006

I love Flickr. I don't even know how I'm supposed to pronounce it but I love it all the same. For those who don't know, Flickr.com is a photo-sharing website and it's fair to say that it has transformed my attitude to photography.

I've had two or three point-and-shoot cameras in my life, the first a present from my dad for one of my teenage birthdays. The photographs I've taken with these various cameras are all in a box, forgotten somewhere. They are, by and large, pretty dreadful pictures. A few years ago I bought a couple of albums with the grand idea of archiving them properly. I couldn't find enough photos worth preserving to make it worthwhile.

The thing is, I have a desire to take photos, to preserve memories and document life but I've never really known what I'm supposed to do with my pictures when I've taken them.

When I bought a digital camera a few years ago I thought this was going to change things for the better. There were immediate benefits with digital photography–I loved being able to delete photos as I went so that only the good survived–but I still didn't know what to do with the results.

If I had a good photo from a night out with my mate Chris, say, I might e-mail Chris a copy of the picture . . . after all, it stands to reason that he's likely to be interested. But if I'd taken a nice picture of the Eiffel Tower, what was I going to do with that? I'm not so vain as to assume my friends want to interrupt their day to look at pictures that don't have any great relevance to them.

In truth, digital photography changed things not a jot. I opened the files on my computer about as often as I looked in my box.

Then I discovered Flickr. It started in San Francisco. Where I saw a San Franciscan artist by the name of Bill Dan as he balanced rocks one on top of the other. He seemed able to balance them in impossible configurations that defied gravity and the resulting temporary sculptures were amazingly beautiful. Later that day I found myself compelled to see if I too could balance some rocks.

Not surprisingly I took a photo of the result. Over the next few days I made a few more attempts at rock balancing and while nothing I did came close to echoing the beauty of Bill Dan's work it was kind of satisfying and photos were taken.

Which is when someone mentioned Flickr. Essentially it's an online photo album. If you have an account you can post pictures to your pages. You can make them available for anyone to view or you can mark them as private which means that only those members of the Flickr community you choose to allow can take a look.

I created an account and added the pictures of my various rock-balancing exploits. If there are hundreds of thousands of people using Flickr who are able to look at your photos (and literally tens who do) that means there

are also hundreds of thousands of people posting photos that you can look at too, and that became my main way of interacting with the site. I was immediately stunned by the quality of photography on display and found myself killing time browsing Flickr, happily stumbling across one incredible shot after another.

Of course there were also thousands of photos that should really be confined to someone's attic. But that's okay because with a click of the mouse I can be looking at an amazing shot of a hummingbird preserved expertly in mid-hover.

Suddenly photography for photography's sake made sense because there was a place to put the resulting photo. I now take pictures of things I would have ignored because I know there is a place for them. There are photographers whose work I regularly take a look at and most surprisingly of all, I have started to be approached by people who want to publish my photos.

I took a series of photos of graffiti done in the East End of London by a graffiti artist with the nom-de-spraycan of Eine and a Brazilian magazine has asked if they can publish them. What Digital Camera? magazine will be publishing a small selection of some others soon and two websites have been in touch to ask if they can use my shots of Los Angeles to illustrate articles about the city.

I'm as thrilled by these developments as anybody who isn't a professional would be. I'm pleased to have taken some photos that have pleased people. I would never have taken them if it hadn't been for Flickr.

I just want someone to tell me how to pronounce it. Is it "flicker" or "flick-R"?

Adapted freely from
http://technology.guardian.co.uk/opinion/story/0,,1731355,00.html

DO NOT WRITE IN THIS MARGIN

QUESTIONS

Section 1

Marks

Read the summary of the article and complete the text by putting ***one*** *word only in each gap so that the meaning in the summary is the same as the article.*

Dave Gorman has always had an interest in photography as a means of capturing **(1)** _____ and of recording life, but thought that **1**

his photos were **(2)** _____ of bad quality and not worth **1**

putting in an album. The solution he found was the Flickr website, where you can **(3)** _____ your own photos. Because of the **1**

website he has begun to take an interest in others' photography and to take photos of things he wouldn't have before, such as his photos of

(4) _____ which have attracted some **1**

attention. As an **(5)** _____ photographer, he is very happy **1**

with the fact that he is to have some of these photos **(6)** _____ **1**

as well as being used by two websites.

Section 2

Answer these questions about the article with a short answer:

7. Suggest a suitable title for the article:

_____ **1**

8. In lines 93–94, what does the writer mean by "photos that should really be confined to someone's attic"?

_____ **1**

9. In your own words, how did the writer feel about his own attempts to copy the artist Bill Dan? (2 marks)

_____ **2**

10. In your own words, say what the Eiffel Tower in line 40 is an example of? (2 marks)

_____ **2**

Text 2

Read the short story below and answer the questions that follow.

An Occurrence at Owl Creek Bridge by Ambrose Bierce

1 A man stood upon a railroad bridge in northern Alabama, looking down into the swift water twenty feet below. The man's hands were behind his back, the wrists bound with a cord. A rope closely encircled his neck, attached to a cross-timber above his head. Next to him were his executioners—two private soldiers of the Federal army, directed by a sergeant. At a short distance was an officer—a captain. A guard at each end of the bridge stood with his rifle. Beyond the guards nobody was in sight; the railroad ran straight away into a forest for a hundred yards, then, curving, was lost to view.

2 The man who was engaged in being hanged was apparently about thirty-five years of age. He was a planter, if one might judge from his habit. His face had not been covered nor his eyes bandaged. He closed his eyes in order to fix his last thoughts upon his wife and children. At this moment the captain nodded to the sergeant, giving the signal for the execution.

3 As Peyton Farquhar fell straight downward through the bridge he lost consciousness and was as one already dead. From this state he was awakened—ages later, it seemed to him—by the pain of a sharp pressure upon his throat, followed by a sense of suffocation. Then all at once, with terrible suddenness, the light about him shot upward with the noise of a loud splash; a frightful roaring was in his ears, and all was cold and dark. He knew that the rope had broken and he had fallen into the stream. He opened his eyes in the darkness and saw above him a gleam of light, but how distant, how inaccessible! Then it began to grow and brighten. He succeeded in freeing his hands, the cord fell away; his arms parted and floated upward. His hands pounced upon the noose at his neck, and thrust it aside. His neck ached horribly; his brain was on fire. He felt his head emerge; his eyes were blinded by the sunlight; his chest expanded, and with a supreme agony his lungs engulfed the air.

4 He looked at the forest on the bank of the stream, saw the individual trees, the leaves and then he saw the very insects upon each leaf: the flies, the grey spiders stretching their webs from twig to twig. He noted the prismatic colors of the dewdrops upon a million blades of grass. Suddenly he heard a bang and something struck the water smartly within a few inches of his head, spattering his face with spray. He heard a second bang, and turning towards the bridge he saw one of the guards with his rifle at his shoulder, a light cloud of blue smoke rising. The man in the water saw the eye of the man on the bridge gazing into his own through the sights of the rifle.

5 Farquhar dived—dived as deeply as he could. As he rose to the surface again, gasping for breath, he saw that he had been a long time under water; he was much farther down stream nearer to safety. The two guards fired again, independently and ineffectually. Suddenly he felt himself whirled round and round. In a few moments he was flung upon the gravel at the foot of the left bank of the stream. He <u>sprang</u> to his feet, <u>rushed</u> up the sloping bank, and <u>plunged</u> into the forest. All that day he traveled, laying his course by the sun. The forest seemed never-ending. By nightfall he was fatigued, famishing. The thought of his wife

and children urged him on. At last he found a road which led him in what he knew to be the right direction. It was as wide and straight as a city street, yet it seemed untraveled. Not so much as the barking of a dog suggested human habitation. The black bodies of the trees formed a straight wall on both sides. How softly the grass had carpeted the untraveled avenue—he could no longer feel the roadway beneath his feet!

6 Doubtless, despite his suffering, he had fallen asleep while walking, for now he sees another scene. He stands at the gate of his own home. All is as he left it, and all bright and beautiful in the morning sunshine. He must have traveled the entire night. As he pushes open the gate and passes up the wide white walk, he sees his wife, looking fresh and cool and sweet, steps down from the veranda to meet him. At the bottom of the steps she stands waiting, with a smile of pure joy. Ah, how beautiful she is! He springs forward with extended arms. As he is about to clasp her he feels a stunning blow upon the back of the neck; a blinding white light blazes all about him with a sound like the shock of a cannon—then all is darkness and silence!

7 Peyton Farquhar was dead; his body, with a broken neck, swung gently from side to side beneath the timbers of the Owl Creek bridge.

QUESTIONS

DO NOT WRITE IN THIS MARGIN

Section 3

Marks

Choose the best answer for each question and tick (✓) the box.

11. How would you best summarise the story?

A. A man is betrayed by his wife and is re-captured. ☐

B. A man escapes from an execution. ☐

C. A man is executed. ☐

D. A man escapes but is captured again and is executed. ☐ **1**

12. Which of these happens first in the sequence of events?

A. He reaches the shore. ☐

B. The guards try to shoot him. ☐

C. The man dives under the surface. ☐

D. The man surfaces. ☐ **1**

13. Look at the underlined words in lines 82–84. What kind of movement do they describe?

A. Fast ☐

B. Angry ☐

C. Carefree ☐

D. Hesitant ☐ **1**

DO NOT WRITE IN THIS MARGIN

Marks

14. Why does he not get lost initially in the forest?

A. He follows a large road. ☐

B. He recognizes the forest and knows it well. ☐

C. He focuses his thoughts on his family. ☐

D. He uses logical navigation. ☐ **1**

15. Which of the following would **not** be used in a description of the man's wife?

A. Hospitable ☐

B. Cold ☐

C. Serene ☐

D. Idyllic ☐ **1**

Section 4

16. What is the name of the person referred to in line 1 as "a man"?

_____ **1**

17. There are several phrases which describe the man's pain in **Paragraph 3**. One has been given as an example. Give **two** more:

a sharp pressure upon his throat

_____

_____ **2**

18. What is the "something" in line 62?

_____

_____ **1**

19. In your own words, in what way does diving under the water help the man?

_____

_____ **2**

DO NOT WRITE IN THIS MARGIN

Marks

20. Which word in **Paragraph 5** has this dictionary entry?

" _____ : (verb, past participle) thrown violently." **1**

21. Which word in **Paragraph 5** has this dictionary entry?

" _____ : (verb, past participle) covered." **1**

[*END OF SECTION B—READING*]

C222/SQP306

English for Speakers of Other Languages Higher

Recommended Time: 1 Hour 30 minutes

NATIONAL QUALIFICATIONS

Specimen Question Paper

Section C—Writing

This section is worth 25 marks

SCOTTISH QUALIFICATIONS AUTHORITY ©

SECTION C—WRITING

Section C (i)

Recommended Time: 10 minutes

Read the following text. Look carefully at each line. There is a maximum of ***one*** *error in each line of the text. The errors in the text are either spelling or grammar mistakes.*

Underline each error and write the extra, correct or missing word in the space.

Mark correct lines with a (✓) in the space. The task begins with 4 examples (a) to (d).

The basic <u>dilema</u> facing the UK's rail and road transport system is	***a.*** dilemma
the general rise in population. This leads _ an increase in the	***b.*** to
number of commuters and <u>the</u> transport users every year,	***c.*** the
consequently putting pressure on the UK's transport network.	***d.*** ✓
The biggest worry for the system is the rapid rise of car user	**1.** _____
outside the major cities. Most of large cities have managed to	**2.** _____
encourage commuters to use public transport thus decrease major	**3.** _____
congestion in rush hour periods. Public transport the obvious	**4.** _____
solution to the increase in population if it is cheap for commuters.	**5.** _____
Then it could take strain off the overloaded British roads.	**6.** _____
For commuters regularly travel long distances, rail transport	**7.** _____
should made more appealing, and cheaper. Motorways and other	**8.** _____
transport links are constantly being extended and widened and are	**9.** _____
slowly turning the country a concrete jungle	**10.** _____

5 Marks

Section C (ii)

Everyday Communication

Recommended Time: 30 minutes

You have received an e-mail from a good friend who has just got back from working on a development project abroad. The project involved the building of a new school in an isolated area. Your friend also attached some photos.

Write an informal letter replying to the e-mail.

Comment on:

- The things your friend experienced.
- One of the photos he/she attached.
- How you would have coped in his/her situation.

Write at least 140 words.

Write your letter on the following page.

8 Marks

Section C (iii)

Recommended Time: 50 minutes

*Choose **one** of the two tasks below. One is work-related and the other is study-related.*

Task 1 Work

You are on a work placement with a company which is suffering from high levels of absenteeism. In the last year staff absence from work has increased by 9% and the company is considering introducing new measures to address this.

The manager is considering:

- rewarding workers for not taking days off.
- more flexible working hours.
- reducing staff holidays when they take days off.
- not paying workers for the first 3 days off.

Write a report for the manager with recommendations on how to reduce absenteeism.

- Outline the causes of current problems.
- Describe and justify how the problem could be solved in future through the introduction any of the measures above.

Use your own words as far as possible.

Write at least 240 words.

Write the task number in the space provided on the page following Task 2.

12 Marks

OR

Task 2 Study

The tables below show the housing, house prices and income trends in the city of Newby from 1995–2005. There are concerns about the shortage of affordable housing in the area as a result of increased house prices and a lack of cheaper accommodation available to rent.

Write a formal, academic report for a college lecturer. Cover the following:

- Outline the current situation, indicating the availability of affordable housing, with reference to the table below.
- Make recommendations for future policy on affordable housing in Newby.

Key Indicators: 1995 to 2005

	1995	2005	% change
Estimated stock of housing	2,230	2,389	7·13
• % owner occupied	58	66	13·79
• % rented from city council	31	16	-48·39
Total new houses or flats completed	24,325	24,842	2·13
Private sector	18,310	24,842	35·67
City Council	6,015	0	-100·00
Average House Price (£)	53,143	136,205	156·30
Average Income per Purchases (£)	20,928	37,799	80·61

Write at least 240 words.

Write the task number in the space provided on the following page.

12 Marks

[*END OF SECTION C—WRITING*]

MARKER'S GRID

Candidate Name		
Candidate Number		
Section A	Listening	/25
Section B	Reading	/25
Section C	Writing	/25
Total		/75

C222/SQP306

English for Speakers of Other Languages Higher

Specimen Marking Instructions

NATIONAL QUALIFICATIONS

Section A—Listening
Section B—Reading
Section C—Writing
Speaking

SCOTTISH QUALIFICATIONS AUTHORITY ©

Section A

Marks

Listening—Recording 1

Choose the best answer for each question and tick (✓) the box.

1. Janina said that she and Rosa were talking about

A writing essays and assignments. ☐
B working part-time. ☐
C bringing up a family. ☐
D saving time. ☑ **1**

2. Pete thinks that the demands the course is placing on them in the future

A will be reduced. ☐
B won't be reduced. ☑
C will be increased. ☐
D are not important. ☐ **1**

3. Janina says that she likes shopping on the Internet because

A there's more choice than in the shops. ☐
B it's more convenient. ☐
C many things are cheaper. ☑
D cosmetics are better quality. ☐ **1**

4. What has been their experience of shopping on the Internet?

A They have all had problems. ☐
B Pete has had problems. ☑
C Rosa has had problems. ☐
D Janina has had problems. ☐ **1**

Questions 5–8 *Marks*

- *Award the point if it is intelligible in the context of the sentence even though it may be wrong in terms of spelling or grammar.*
- *Use your discretion and accept synonyms and near synonyms.*

Complete the sentences below.

Write no more than three words for each answer.

5. Pete is worried about giving his **credit card details/information** on-line. **1**

6. Rosa says that they are always trying to find ways to make **things more secure/improve security** on-line. **1**

7. Janina is shifting to **(an) internet bank** because it makes life easier. **1**

8. **Pete/Janina** and **Janina/Pete** don't have any children but **Rosa** does. **1**

Section A

Marks

Listening—Recording 2

Choose the best answer to each question and tick (✓) the box.

9. Stan Docherty is

A representing employees. ☐
B representing employers. ☐
C knowledgeable about employment law. ☑
D a recruitment specialist. ☐ **1**

10. The new law will allow employees to

A work until they are 60. ☐
B work until they are 65. ☑
C work as long as they want. ☐
D discriminate on the basis of age. ☐ **1**

11. Stan Docherty believes that

A pensions are related to the new law. ☑
B pensions are not related to the new law. ☐
C the government wants to link pensions to the new law. ☐
D the government wants everyone to discuss pensions. ☐ **1**

12. Employers at present prefer

A older people with experience. ☐
B younger people. ☑
C older people with qualifications. ☐
D people with university degrees. ☐ **1**

Questions 13 and 14 *Marks*

- *Award the point if it is intelligible in the context of the sentence even though it may be wrong in terms of spelling or grammar.*
- *Use your discretion and accept synonyms and near synonyms.*

Which two issues are employer groups and the unions concerned about?

13. Redundancy Terms and **1**

14. the minimum wage. **1**

Questions 15 and 16

Tick (✓) **two** boxes

Which **two** factors will be most important in order to fully implement the law?

A	time taken for information to reach people	✓
B	rates of unemployment amongst young people	
C	skills shortages	
D	guidance from the courts	✓
E	problems with pensions	

2

Marks

Section A

Listening—Recording 3

Questions 17–20

- *Award the point if it is intelligible in the context of the sentence even though it may be wrong in terms of spelling or grammar.*
- *Use your discretion and accept synonyms and near synonyms.*

Complete the sentences below. Write no more than three words for each answer.

There are three stages to the information session.

17. There there will be a **demonstration** of **chocolate making**. **1**

18. and 19.

Then Allan will talk about **the founding/beginnings** of the company and the **impact on Fairtrade**. **2**

20. This will be followed by (a) **tasting** (of chocolate). **1**

Questions 21–23

Complete the table below. Write no more than three words and/or a number for each answer.

Time	Developments	
1991	Green and Black's launched the first **organic chocolate/guilt free chocolate**	**1**
1993	Green and Black's received the first **Fairtrade mark**	**1**
Now	**A huge variety/wide range** of different products is now available from coffee-shops and supermarkets.	**1**

- *Award the point if it is intelligible in the context of the sentence even though it may be wrong in terms of spelling or grammar.* *Marks*

- *Use your discretion and accept synonyms and near synonyms.*

Complete the sentences below. Write no more than three words for each answer.

24. Socially responsible businesses should offer suppliers **a higher price/** **more money** **or** **long-term contracts/security in contracts**. **1**

25. The long-term impact for the children of the people who supply Green and Black's has been **better/improved education** . **1**

[*END OF SECTION A—LISTENING*
SPECIMEN MARKING INSTRUCTIONS]

SECTION B—READING

Text 1

Read the newspaper article and answer the questions that follow.

Dave Gorman
Wednesday March 15, 2006

I love Flickr. I don't even know how I'm supposed to pronounce it but I love it all the same. For those who don't know, Flickr.com is a photo-sharing website and it's fair to say that it has transformed my attitude to photography.

I've had two or three point-and-shoot cameras in my life, the first a present from my dad for one of my teenage birthdays. The photographs I've taken with these various cameras are all in a box, forgotten somewhere. They are, by and large, pretty dreadful pictures. A few years ago I bought a couple of albums with the grand idea of archiving them properly. I couldn't find enough photos worth preserving to make it worthwhile.

The thing is, I have a desire to take photos, to preserve memories and document life but I've never really known what I'm supposed to do with my pictures when I've taken them.

When I bought a digital camera a few years ago I thought this was going to change things for the better. There were immediate benefits with digital photography–I loved being able to delete photos as I went so that only the good survived–but I still didn't know what to do with the results.

If I had a good photo from a night out with my mate Chris, say, I might e-mail Chris a copy of the picture . . . after all, it stands to reason that he's likely to be interested. But if I'd taken a nice picture of the Eiffel Tower, what was I going to do with that? I'm not so vain as to assume my friends want to interrupt their day to look at pictures that don't have any great relevance to them.

In truth, digital photography changed things not a jot. I opened the files on my computer about as often as I looked in my box.

Then I discovered Flickr. It started in San Francisco. Where I saw a San Franciscan artist by the name of Bill Dan as he balanced rocks one on top of the other. He seemed able to balance them in impossible configurations that defied gravity and the resulting temporary sculptures were amazingly beautiful. Later that day I found myself compelled to see if I too could balance some rocks.

Not surprisingly I took a photo of the result. Over the next few days I made a few more attempts at rock balancing and while nothing I did came close to echoing the beauty of Bill Dan's work it was kind of satisfying and photos were taken.

Which is when someone mentioned Flickr. Essentially it's an online photo album. If you have an account you can post pictures to your pages. You can make them available for anyone to view or you can mark them as private which means that only those members of the Flickr community you choose to allow can take a look.

I created an account and added the pictures of my various rock-balancing exploits. If there are hundreds of thousands of people using Flickr who are able to look at your photos (and literally tens who do) that means there

are also hundreds of thousands of people posting photos that you can look at too, and that became my main way of interacting with the site. I was immediately stunned by the quality of photography on display and found myself killing time browsing Flickr, happily stumbling across one incredible shot after another.

Of course there were also thousands of photos that should really be confined to someone's attic. But that's okay because with a click of the mouse I can be looking at an amazing shot of a hummingbird preserved expertly in mid-hover.

Suddenly photography for photography's sake made sense because there was a place to put the resulting photo. I now take pictures of things I would have ignored because I know there is a place for them. There are photographers whose work I regularly take a look at and most surprisingly of all. I have started to be approached by people who want to publish my photos.

I took a series of photos of graffiti done in the East End of London by a graffiti artist with the nom-de-spraycan of Eine and a Brazilian magazine has asked if they can publish them. What Digital Camera? magazine will be publishing a small selection of some others soon and two websites have been in touch to ask if they can use my shots of Los Angeles to illustrate articles about the city.

I'm as thrilled by these developments as anybody who isn't a professional would be. I'm pleased to have taken some photos that have pleased people. I would never have taken them if it hadn't been for Flickr.

I just want someone to tell me how to pronounce it. Is it "flicker" or "flick-R"?

Adapted freely from
http://technology.guardian.co.uk/opinion/story/0,,1731355,00.html

QUESTIONS

Marks

Section 1

Read the summary of the article and complete the text by putting ***one*** *word only in each gap so that the meaning in the summary is the same as the article.*

Dave Gorman has always had an interest in photography as a means of capturing

(1) **memories** and of recording life, but thought that his photos were **1**

(2) **mostly/generally** of bad quality and not worth putting in an album. The **1**

solution he found was the Flickr website, where you can **(3)** **post** your own **1**

photos. Because of the website he has begun to take an interest in others' photography

and to take photos of things he wouldn't have before, such as his photos of **(4)** **graffiti** **1**

which have attracted some attention. As an **(5)** **amateur** photographer, he is **1**

very happy with the fact that he is to have some of these photos **(6)** **published** **1**

as well as being used by two websites.

Section 2

- *The point is awarded if it is intelligible in the context of the answer even though it may be wrong in terms of spelling or grammar.*

Answer these questions about the article with a short answer:

7. Suggest a suitable title for the article:

Key elements for candidates to gain a mark: **1. Mention of Flickr/photography website; 2. Something positive about Flickr.** **1**

8. In lines 93–94, what does the writer mean by "photos that should really be confined to someone's attic"?

Photos that shouldn't be publically shown **1**

9. In your own words, how did the writer feel about his own attempts to copy the artist Bill Dan? (2 marks)

Candidate should convey the meaning: **"while nothing he did came close to echoing the beauty of Bill Dan's work it was kind of satisfying."**
Extra mark given if candidate uses own words. **2**

10. In your own words, say what the Eiffel Tower in line 40 is an example of?

Candidate should convey the meaning **"pictures that don't have any great relevance to his friends".**
Extra mark given if candidate uses own words. **2**

Text 2

Read the short story below and answer the questions that follow.

An Occurrence at Owl Creek Bridge by Ambrose Bierce

1 A man stood upon a railroad bridge in northern Alabama, looking down into the swift water twenty feet below. The man's hands were behind his back, the wrists bound with a cord. A rope closely encircled his neck, attached to a cross-timber above his head. Next to him were his executioners—two private soldiers of the Federal army, directed by a sergeant. At a short distance was an officer—a captain. A guard at each end of the bridge stood with his rifle. Beyond the guards nobody was in sight; the railroad ran straight away into a forest for a hundred yards, then, curving, was lost to view.

2 The man who was engaged in being hanged was apparently about thirty-five years of age. He was a planter, if one might judge from his habit. His face had not been covered nor his eyes bandaged. He closed his eyes in order to fix his last thoughts upon his wife and children. At this moment the captain nodded to the sergeant, giving the signal for the execution.

3 As Peyton Farquhar fell straight downward through the bridge he lost consciousness and was as one already dead. From this state he was awakened—ages later, it seemed to him—by the pain of a sharp pressure upon his throat, followed by a sense of suffocation. Then all at once, with terrible suddenness, the light about him shot upward with the noise of a loud splash; a frightful roaring was in his ears, and all was cold and dark. He knew that the rope had broken and he had fallen into the stream. He opened his eyes in the darkness and saw above him a gleam of light, but how distant, how inaccessible! Then it began to grow and brighten. He succeeded in freeing his hands, the cord fell away; his arms parted and floated upward. His hands pounced upon the noose at his neck, and thrust it aside. His neck ached horribly; his brain was on fire. He felt his head emerge; his eyes were blinded by the sunlight; his chest expanded, and with a supreme agony his lungs engulfed the air.

4 He looked at the forest on the bank of the stream, saw the individual trees, the leaves and the he saw the very insects upon each leaf: the flies, the grey spiders stretching their webs from twig to twig. He noted the prismatic colors of the dewdrops upon a million blades of grass. Suddenly he heard a bang and something struck the water smartly within a few inches of his head, spattering his face with spray. He heard a second bang, and turning towards the bridge he saw one of the guards with his rifle at his shoulder, a light cloud of blue smoke rising. The man in the water saw the eye of the man on the bridge gazing into his own through the sights of the rifle.

5 Farquhar dived—dived as deeply as he could. As he rose to the surface again, gasping for breath, he saw that he had been a long time under water; he was much farther down stream nearer to safety. The two guards fired again, independently and ineffectually. Suddenly he felt himself whirled round and round. In a few moments he was flung upon the gravel at the foot of the left bank of the stream. He <u>sprang</u> to his feet, <u>rushed</u> up the sloping bank, and <u>plunged</u> into the forest. All that day he traveled, laying his course by the sun. The forest seemed never-ending. By nightfall he was fatigued, famishing. The thought of his wife

and children urged him on. At last he found a road which led him in what he knew to be the right direction. It was as wide and straight as a city street, yet it seemed untraveled. Not so much as the barking of a dog suggested human habitation. The black bodies of the trees formed a straight wall on both sides. How softly the grass had carpeted the untraveled avenue—he could no longer feel the roadway beneath his feet!

6 Doubtless, despite his suffering, he had fallen asleep while walking, for now he sees another scene. He stands at the gate of his own home. All is as he left it, and all bright and beautiful in the morning sunshine. He must have traveled the entire night. As he pushes open the gate and passes up the wide white walk, he sees his wife, looking fresh and cool and sweet, steps down from the veranda to meet him. At the bottom of the steps she stands waiting, with a smile of pure joy. Ah, how beautiful she is! He springs forward with extended arms. As he is about to clasp her he feels a stunning blow upon the back of the neck; a blinding white light blazes all about him with a sound like the shock of a cannon—then all is darkness and silence!

7 Peyton Farquhar was dead; his body, with a broken neck, swung gently from side to side beneath the timbers of the Owl Creek bridge.

QUESTIONS

Marks

Section 3

Choose the best answer for each question and tick (✓) the box.

11. How would you best summarise the story?

A. A man is betrayed by his wife and is re-captured. ☐
B. A man escapes from an execution. ☐
C. A man is executed. ☑
D. A man escapes but is captured again and is executed. ☐ **1**

12. Which of these happens first in the sequence of events?

A. He reaches the shore. ☐
B. The guards try to shoot him. ☐
C. The man dives under the surface. ☐
D. The man surfaces. ☑ **1**

13. Look at the underlined words in lines 82–84. What kind of movement do they describe?

A. Fast ☑
B. Angry ☐
C. Carefree ☐
D. Hesitant ☐ **1**

Marks

14. Why does he not get lost initially in the forest?

A. He follows a large road. ☐
B. He recognizes the forest and knows it well. ☐
C. He focuses his thoughts on his family. ☐
D. He uses logical navigation. ☑ **1**

15. Which of the following would **not** be used in a description of the man's wife?

A. Hospitable ☐
B. Cold ☑
C. Serene ☐
D. Idyllic ☐ **1**

Section 4

- *The point is awarded if it is intelligible in the context of the answer even though it may be wrong in terms of spelling or grammar.*

16. What is the name of the person referred to in line 1 as "a man"?

Peyton Farquhar **1**

17. There are several phrases which describe the man's pain in **Paragraph 3**. One has been given as an example. Give **two** more:

a sharp pressure upon his throat

Two from: sense of suffocation; frightful roaring; neck ached horribly; brain was on fire; eyes were blinded; a supreme agony. **2**

18. What is the "something" in line 62?

a bullet **1**

19. In your own words, in what way does diving under the water help the man?

Candidate should convey the meaning: **"he was much farther down stream nearer to safety".**
Extra mark given if candidate uses own words. **2**

Marks

20. Which word in **Paragraph 5** has this dictionary entry?

" **flung** : (verb, past participle) thrown violently." **1**

21. Which word in **Paragraph 5** has this dictionary entry?

" **carpeted** : (verb, past participle) covered." **1**

[*END OF SECTION B—READING*
SPECIMEN MARKING INSTRUCTIONS]

SECTION C—WRITING

Section C (i)

Read the following text. Look carefully at each line. There is a maximum of ***one*** *error in each line of the text. The errors in the text are either spelling or grammar mistakes.*

Underline each error and write the extra, correct or missing word in the space.

Mark correct lines with a (✓) in the space. The task begins with 4 examples (a) to (d).

Total 5 marks

One mark is awarded for every 2 correct answers.

The basic dilema facing the UK's rail and road transport system is	***a.*** dilemma
the general rise in population. This leads to an increase in the	***b.*** to
number of commuters and the transport users every year,	***c.*** the
consequently putting pressure on the UK's transport network.	***d.*** ✓
The biggest worry for the system is the rapid rise of car user outside	**1. users**
the major cities. Most of large cities have managed to encourage	**2. of**
commuters to use public transport thus decrease major congestion	**3. decreasing**
in rush hour periods. Public transport__the obvious solution to	**4. is**
the increase in population if it is cheap for commuters. Then	**5. ✓**
it could take__ strain off the overloaded British roads.	**6. the**
For commuters regularly travel long distances, rail	**7. who/travelling**
transport should__ made more appealing, and cheaper.	**8. be**
Motorways and other transport links are constantly being extended	**9. ✓**
and widened and are slowly turning the country __ a concrete	**10. into**
jungle.	

5 Marks

SECTION C (ii) and C (iii)—WRITING

Description of Performance	Everyday Communication (8 marks)	Task 1/Task 2 (12 marks)
• 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. • 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.	7–8	10–12
	6	9
• The candidate uses a reasonably wide range of structures, including complex 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
• 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)
• 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. • 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.	3	5
	2	4
• The candidates use of sentence structure is confused. • The candidates use of vocabulary is wholly inadequate. • Inaccuracies in the context of the task render the text incomprehensible. • There is no organisation or coherence • Fewer than 20% of required word limit.	0–1	0–3

[*END OF SECTION C—WRITING SPECIMEN MARKING INSTRUCTIONS*]

INTERNAL ASSESSMENT OF SPEAKING—MARKING INSTRUCTIONS

Marks will be awarded for communicating effectively and displaying a knowledge and application of grammar, syntax and structures. At this level candidates are expected to sustain discussion and to converse with sufficient clarity and accuracy so as to achieve the purpose of the communication. Candidates should display sufficient variety of vocabulary and structures to permit flexibility of expression.

The two parts of the speaking assessment should be marked as a whole and one mark given out of 25 possible marks. Please refer to the table below.

Description of Performance	Marks (25)
• The candidate uses a wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. • The candidate shows knowledge of a wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. • Production of English pronunciation features is evident and fully effective. • Coherent and well-organised output with only limited and mostly natural hesitation. • Contributes fully, effectively and relevantly throughout the interaction. • Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn taking which fully support the development of the interaction.	21–25
	18–20
• The candidate uses a reasonably wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. • The candidate shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. • Production of English pronunciation features is evident and effective. • Coherent and well-organised output with limited and mostly natural hesitation. • Contributes effectively and relevantly throughout the interaction. • Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn taking which support the development of the interaction.	17
	15–16
• The candidate uses a range of structures with an appropriate level of accuracy to clearly communicate the message. • The candidate shows knowledge of a range of general and specialised vocabulary and uses this with a sufficient level of accuracy and appropriacy to clearly convey the message within the context of the task. • Production of English pronunciation features is evident and mostly effective. • Coherent and organised output with limited hesitation which does not detract from the communication. • Contributes effectively in order to maintain the interaction. • Demonstrates the ability to initiate and show sensitivity to the norms of turn taking which support the maintenance of the interaction.	14
	12–13

Description of Performance	Marks (25)
• The candidate uses a limited range of structures with a level of accuracy which may at times interfere with clear communication of the message. • The candidate shows limited knowledge of a range of general and specialised vocabulary and uses this with an insufficient level of accuracy and appropriacy to clearly convey the message within the context of the task.	11
• Production of English pronunciation features is evident and partially effective. • Communication lacks coherence and organisation and hesitation may interfere with the interaction. • Does not contribute effectively in order to maintain the interaction.	10
• The candidate uses a very limited range of structures with a level of inaccuracy which impedes communication of the message. • The candidate shows very limited knowledge general and specialised vocabulary and uses this with an inappropriate level of inaccuracy within the context of the task. • Production of English pronunciation features is evident but not effective. • Communication is not coherent and organised and hesitation may interfere with the interaction. • Does not contribute effectively in order to maintain the interaction.	0–9

[*END OF SPECIMEN MARKING INSTRUCTIONS*]