



# **2012 English for Speakers of Other Languages**

## **Higher**

### **Finalised Marking Instructions**

© Scottish Qualifications Authority 2012

The information in this publication may be reproduced to support SQA qualifications only on a non-commercial basis. If it is to be used for any other purposes written permission must be obtained from SQA's NQ Delivery: Exam Operations.

Where the publication includes materials from sources other than SQA (secondary copyright), this material should only be reproduced for the purposes of examination or assessment. If it needs to be reproduced for any other purpose it is the centre's responsibility to obtain the necessary copyright clearance. SQA's NQ Delivery: Exam Operations may be able to direct you to the secondary sources.

These Marking Instructions have been prepared by Examination Teams for use by SQA Appointed Markers when marking External Course Assessments. This publication must not be reproduced for commercial or trade purposes.

### Higher Section A - Listening

- |     |   |             |   |
|-----|---|-------------|---|
| 1.  | C   | 1           |   |
| 2.  | D   | 1           |   |
| 3.  | i. a cheerful voice   | also plural | 1 |
|     | ii. friendly/like a friend/a character you like   |             | 1 |
|     | iii. worse driving  |             | 1 |
|     | iv. driver's voices/your own voice must include 'voice' <b>NOT</b> your tones<br>the driver |             | 1 |
|     | v. sell their cars  |             | 1 |
|     | vi. their (old) car   |             | 1 |
| 4.  | A   | 1           |   |
| 5.  | B   | 1           |   |
| 6.  | B   | 1           |   |
| 7.  | A E   | 2           |   |
| 8.  | i. job security   | 1           |   |
|     | ii. things go wrong/right   | 1           |   |
|     | iii. know-how/experience  | 1           |   |
|     | iv. direct effect   | 1           |   |
| 9.  | C   | 1           |   |
| 10. | C   | 1           |   |
| 11. | B   | 1           |   |
| 12. | A   | 1           |   |
| 13. | B   | 1           |   |
| 14. | i. (filthy red) couch <b>NOT</b> bed/coach but 'filthy bed couch' OK                        | 1           |   |
|     | ii. divorce his wife  | 1           |   |
|     | iii. paid in cash/enough cash/cash to pay   | 1           |   |

## Section B - Reading

1.	i.	unethical	Para 1	1
	ii.	small initiatives	Para 2	1
	iii.	sewing machine	Para 3	1
	iv.	(the) working conditions	Para 4	1
	v.	(fantastic) traditional skills <b>NOT</b> just 'skills'	Para 5	1
2.		A E F	Para 3 7 7	3
3.		integral		1
4.		artisans <b>NOT</b> weavers, tailors		1
5.		C	Para 6/7	1
6.		B		1
7.		slums	Para 1	1
8.		blundering	Para 2	1
9.		A	Para 3	1
10.		B	Para 4	1
11.		C	Para 5	1
12.		C	Para 6	1
13.	i.	monkey nuts	Para 7	1
	ii.	(he felt his) blood scald his cheeks	Para 8	1
	iii.	Any <b>two</b> of: ridicule/being laughed at/(the officer's scorn of) his small physique. Physique reference must be to Regan and not the officer	Para 8/9	2
	iv.	stared stonily/looked dumbly      uproarious laugh	Para 8	2
14.		C		1

## Section C - Writing Part 1

With exams in full swing at this time year, it is worth looking into the many ways that stress which can be managed with herbal tonics, and how brain power can boosted with food. Old theories that herbs can improve memory they are being proven by modern research. Scientists at University of Newcastle recently found that people given sage-oil tablets performed much in a word recall test. In addition, oats are one of the best foods for treating as nerves. So make sure you eat your porridge, and with some of honey. Honey contains more 75 different types of sugar and will help your brain to perform on the day of the exam. A poor concentration is a symptom of low blood-sugar levels. To keep alert, it important to feed the brain; after it all, it uses 20% of all the calories we consume	(a) of (b) which 1 be 2 they 3 the 4 better 5 as 6 of 7 than 8 a 9 is 10 it
--	--

## Section C - Writing Parts 2 and 3

At Higher a script can be awarded full marks yet still contain a few basic slips and 'native-speaker' type errors, so do not be afraid to award full marks, where justified.

If answers are written in capitals... use legibility as a criterion

### Candidates with mixed profiles.

The holistic approach to marking makes it challenging to mark candidates with mixed profiles, eg candidates strong in coherence and cohesion but less so in spelling. The criteria give you guidance but you do need to use your discretion. Focus first on how criteria are met in a positive way rather than on the negative aspects.

**Part 2 Every day** – High marks awarded where there is developed supporting detail and where the questions are not just listed

**Task 2 Work** – Since the level of formality is not defined in the rubric be prepared to accept a range of formality, including the very informal

**Task 3 Study** – Stronger responses are where the candidate expresses an opinion and adds personal experience.

Paraphrasing Task 1 (140 words)  
Evidence of a good overall structure is more important than actual paragraph breaks, especially if the task is an informal letter. A strong answer will contain a lot of supporting detail

Task 2 (240 words)  
Evidence of a good overall structure is more important than actual paragraph breaks. However if the task is a formal report there do need to be clear breaks between sections; likewise in an essay.

Description of Performance	Everyday Communication (8 marks)	Task 1/ Task 2 (12 marks)
<ul style="list-style-type: none"> <li>• Writing is coherent and cohesive with a very positive impact on the reader.</li> <li>• Fully achieves task with well-developed support for each point made. Style and layout are wholly appropriate. There is clear evidence of structure/paragraphing.</li> <li>• Uses an optimum range of vocabulary accurately and appropriately within the context of the task. There are no or few spelling errors.</li> <li>• Uses an optimum range of grammatical structures appropriately, with a high level of accuracy. Punctuation is accurate.</li> </ul>	<b>7-8</b>	<b>11-12</b>
<ul style="list-style-type: none"> <li>• Writing is coherent and cohesive with a positive impact on the reader.</li> <li>• Fully achieves task with some support for each point made. Style and layout are wholly appropriate. There is clear evidence of structure/paragraphing.</li> <li>• Uses a wide range of vocabulary accurately and appropriately within the context of the task. There may be minor spelling errors.</li> <li>• Uses a wide range of grammatical structures with a reasonably high level of accuracy. Punctuation is mostly accurate.</li> </ul>	<b>6</b>	<b>9-10</b>
<ul style="list-style-type: none"> <li>• Writing is coherent and cohesive and message is clear.</li> <li>• Fully achieves task with some support for some points made. Style and layout are appropriate. Although there may be little evidence of paragraphing, the structure is clear.</li> <li>• Uses a reasonably wide range of vocabulary mainly accurately and appropriately within the context of the task. There may be minor spelling errors.</li> <li>• Uses a reasonably wide range of grammatical structures with some errors. Punctuation is mostly accurate.</li> </ul>	<b>5</b>	<b>7-8</b>
<ul style="list-style-type: none"> <li>• Writing is generally coherent and cohesive.</li> <li>• Task is achieved. All required points are covered but with little development. Style and layout are mainly appropriate. Although there may be no evidence of paragraphing the structure is mostly clear.</li> <li>• Uses an adequate range of vocabulary with a level of accuracy appropriate to the task. There may be spelling errors.</li> <li>• Uses an adequate range of grammatical structures though errors may be frequent. There may be errors in punctuation.</li> </ul>	<b>4</b>	<b>6</b>

<ul style="list-style-type: none"> <li>• Coherence is weak in places and range of cohesive devices is limited and/or inappropriately used.</li> <li>• Task may be achieved. Most points are covered. Style and layout may be inappropriate. Structure may be a little confused.</li> <li>• Uses a limited range of vocabulary, possibly with errors in accuracy and/or appropriacy.</li> <li>• Uses only a limited range of grammatical structures, which may contain frequent errors. Punctuation may be inaccurate.</li> </ul>	<b>3</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Weaknesses in coherence and cohesion mean message may be difficult to follow. Cohesive devices may be inappropriately used</li> <li>• Task may just be achieved, but with little supporting detail. Style and layout are inappropriate.</li> <li>• Uses a limited range of vocabulary with errors in accuracy and/or appropriacy which may impede communication</li> <li>• Uses a limited range of grammatical structures with frequent errors. Punctuation may be inaccurate.</li> </ul>	<b>2</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• Lack of coherence and cohesion means message is not conveyed on first reading.</li> <li>• Task is unlikely to be achieved. Writing is mainly irrelevant to task with inappropriate style and layout.</li> <li>• Only basic vocabulary attempted, with frequent errors. Grammatical structures contain frequent errors which impede communication. Punctuation may be inaccurate</li> </ul>	<b>1</b>	<b>2-3</b>
<ul style="list-style-type: none"> <li>• There is little coherence or cohesion.</li> <li>• Task is not achieved and/or writing is irrelevant to task.</li> <li>• Use of vocabulary is wholly inadequate.</li> <li>• Errors predominate.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Less than 20% of recommended length.</li> </ul>	<b>0</b>	<b>0-1</b>

[END OF MARKING INSTRUCTIONS]