



2013 English for Speakers of Other Languages

Higher

Finalised Marking Instructions

© Scottish Qualifications Authority 2013

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 Assessment team.

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 Assessment team 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.

Part One: General Marking Principles for English for Speakers of Other Languages - Higher

This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the specific Marking Instructions for each question.

- (a)** Marks for each candidate response must always be assigned in line with these general marking principles and the specific Marking Instructions for the relevant question. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.
- (c)** The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments

Part Two: Marking Instructions for each Question

NMT3W = no more than 3 words

Section A – Listening

Question		Expected Answer/s	Max Mark	Additional Guidance
1		D, F	2	if 3 ticks and 2 are correct award 1 mark
2		NMT3W an eclipse	1	'eclipse' too far off in spelling!!
3		NMT3W control it/the sun/solve practical/energy problems NOT 'control'	1	
4		NMT3W a whole/an entire/one/a year	1	NOT 'energy'
5		NMT3W water/wells NOT waterwave	1	
6		A	1	
7		C	1	
8		D	1	
9		A	1	
10		C	1	
11		C	1	
12	i	NMT3W (our/your) (social network) friends	1	NOT 'Facebook'
12	ii	NMT3W failed /didn't manage / misses a chance/isn't able/is too slow/tries/tried	1	NOT 'went, dreams/dreamt, hoped'
12	iii	NMT3W asking a local/people	1	
13		B	1	
14		A	1	
15		D	1	difficult question....
16		NMT3W ignore advice(s)/dangers	1	
17		A	1	
18		B	1	
19	i	NMT3W lower (of) /less (than) less dangerous	1	NOT 'safer'
19	ii	NMT3W should avoid/never/ not be/stop/ stay away from Accept 'have problems'	1	
20		C	1	
21		C	1	

Section B – Reading

Question		Expected Answer/s	Max Mark	Additional Guidance
1	i	one word from the text no-show	1	
1	ii	one word from the text endorsement	1	
1	iii	one word from the text idleness NOT laziness... (not from the text)	1	
2		A	1	
3		D	1	
4		B	1	
5	i	short answer value-added/pupil/personal development	1	
5	ii	short answer phase	1	
5	iii	short answer (diplomatic) pupils/students	1	NOT 'community'
5	iv	short answer (tolerance of) different outlooks other people's views/opinions	1	Must include reference to opinions
6		B	1	
7	i	short answer archive	1	
7	ii	one word era	1	
7	iii	short answer (giant golf ball of) Dounreay power plant	1	
7	iv	short answer He wanted them to believe it too/share his belief	1	
7	v	one word defiantly/bracing/defiant	1	
7	vi	short answer pushed his hood back	1	
7	vii	short answer whip thin bulky	2	Can be synonyms
8	i	3-word phrase pins and needles	1	
8	ii	3-word phrase for God('s) sake/it was over	1	correct spelling
9		A	1	
10		C	1	
11		C	1	
12		B	1	

Section C - Writing Part 1

Question			Expected Answer/s	Max Mark	Additional Guidance
		<i>This is great time of year for anyone who is into sport. There</i>	(a) a		
		<i>is no shortage of the motivation around but are we ready for the</i>	(b) the		
		toll that training takes our feet? High impact forces from running	1. on		
		on hard surfaces and the twists turns required to excel in most	2. and		
		sports, put the stress on our toes, ankles, muscles and ligaments. While	3. the		
		not everyone invests a time in looking after their feet,	4. a		
		those who they do have an edge over the competition. Most	5. they		
		foot problems can remedied or avoided altogether. Choosing the	6. be		
		correct footwear it is the most important thing. Good quality socks can	7. it		
		also make big difference by reducing the friction you would feel if you	8. a		
		wore more cheaper ones. If you are experiencing problems with your	9. more		
		feet and harbour any sporting ambitions all, you must see a podiatrist.	10.+ at / - all		

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 – mail, something causing you concern, details and proposed solution

Task 2 Work – report – budget cuts

Task 3 Study – essay – online study: advantages and disadvantages

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

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

[END OF MARKING INSTRUCTIONS]