



# **2014 English for Speakers of Other Languages**

## **Higher**

### **Finalised Marking Instructions**

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## 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

## Section A – Listening

NMT3W = no more than 3 words

Question		Expected Answer/s	Max Mark	Additional Guidance
1		A	1	
2		B	1	
3		C	1	
4		C D	2	
5	i	NMT3W (some/their/basic) common sense	1	
5	ii	NMT3W the countryside / rural areas /the country	1	<b>Not</b> 'in the open/open areas'
5	iii	NMT3W local business people / local businesses / her	1	<b>Not</b> ' police'
6		C	1	
7		D	1	
8		B	1	
9		C	1	
10		B C	2	

Question		Expected Answer/s	Max Mark	Additional Guidance
11	i	NMT3W (entirely) (completely) new/different ways 3D/3D holograms/holograms/3D interfaces	1	accept '3D to interact'
11	ii	NMT3W providing/collecting/volunteering data/information observing (simple things) being walking sensors/using sensors	1	<b>Not</b> 'sensors'/'using our phones'
11	iii	NMT3W local area / local town/ locality	1	<b>Not</b> 'local cities'
12		C D	2	
13		B	1	
14		D	1	
15		B	1	
16	i	NMT3W see the screen/see your details/profile/information/activities	1	
16	ii	NMT3W e-mail/ phone/a visit/scams/ phone calls/ phones and people	1	<b>Not</b> phone details/ numbers/your phone/ social networking sites
16	iii	NMT3W a/your browser	1	

Section B – Reading

Question			Expected Answer/s	Max Mark	Additional Guidance
1		i	<b>one word from the text</b> spoon	1	spelling must be correct (and word from text!)
1		ii	<b>one word from the text</b> monitoring	1	spelling must be correct
1		iii	<b>one word from the text</b> chin	1	spelling must be correct
1		iv	<b>one word from the text</b> calmer	1	spelling must be correct
1		v	<b>one word from the text</b> annual	1	spelling must be correct <b>Not</b> 'yearly'
2			triggered	1	
3			A	1	
4			D	1	
5			E	1	
6			A	1	
7			C	1	
8			D	1	
9			<b>one word</b> sheen	1	spelling must be correct
10			<b>one word</b> perspiration	1	spelling must be correct

Question		Expected Answer/s	Max Mark	Additional Guidance
11		B	1	
12		D	1	
13	i	short answer <b>TWO</b> read their face for clues / looked them up and down	2	accept 'her' face
13	ii	short answer because she doesn't respect the police/ would not shake hands with a police officer	1	<b>Not</b> 'wet hands'
13	iii	short answer <b>TWO</b> softened her voice/ touched her forearm	2	
13	iv	short answer <b>ONE</b> verb stomped	1	accept 'she stomped' (still only one verb)
14		A	1	
15		C	1	
16		C	1	

Section C - Writing Part 1

Question	Expected Answer/s	Max Mark	Additional Guidance
	<i>There are about 15 million gardens / Britain. Gardens provide important</i>		
	<i>habitats (living spaces) for wildlife and help provide <u>the</u> refuge for</i>		
	animals natural homes in the countryside are being lost. Garden	1. whose +	
	ponds, for an instance, have helped to conserve aquatic and	2.an -	
	amphibian life, like fish and frogs. Trees provide food shelter for	3. and + (food/shelter -)	
	many types of wildlife, from insects birds and bats. You don't have	4. to +	
	to have a big garden to plant it a tree. Trees, like apple or hazel, will	5. it -	
	thrive in small spaces. You can even grow up a tree in a large	6. up -	
	container if you don't have garden. Creating spaces for wildlife to	7. a +	
	live and nest in is one way of making animals feel at your home in	8. your -	
	your garden. In creating variety helps provide habitats for different	9. in -	
	animals. Insects in particular they help keep your garden healthy;	10.they -	
	they pollinate plants, eat other insects and provide food for birds.		
		<b>5</b>	

## 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 Everyday – e-mail re ideas for improving your community

#### Part 3

**Task 1 Work – report on concerns regarding upcoming Health and Safety check**

**Task 2 Study – essay – home schooling - opinions**

	Part 2 (140 words)	Part 3 (240 words)
Paragraphing	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	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.

<b>Description of Performance</b>	<b>Everyday Communication (8 marks)</b>	<b>Task 1/ Task 2 (12 marks)</b>
<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>	7-8	11-12
<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>	6	9-10
<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>	5	7-8
<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>	4	6

<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>	3	5
<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>	2	4
<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>	1	2-3
<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>OR</p> <ul style="list-style-type: none"> <li>• Less than 20% of required word limit.</li> </ul>	0	0-1

[END OF MARKING INSTRUCTIONS]