



# **2015 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.

### GENERAL MARKING ADVICE: English for Speakers of Other Languages Higher

Welcome to 2015 marking. The SQA Academy training course should keep you right, as will actually sitting down and marking with RM Assessor. There is nothing new from last year so it should all come back to you quickly.

Entries at Higher are 468.

A few points from last year's marking experience:

- It's easy to enter marks incorrectly. Don't do too much too quickly or get into 'automaton' mode. Take frequent breaks and keep checking rubric and MIs.
- Annotation tools can be helpful, especially the ✓

When marking Writing, make sure you assign the mark to the correct choice – Work or Study - and assign NR to the one not chosen. This procedure can also be done by clicking the 'Complete' button.

The arrow top right lets you move by question through scripts and you may find this very useful. If an answer is not wholly visible, moving to '**Full response View**' will solve the problem. The Magnify bar, and 50% etc – bottom right of centre – are also very useful.

Finally don't forget your Emarker reports. They should be in the Documents folder in SQA Academy. If you can't find them email the [e-markerhelpline@sqa.org.uk](mailto:e-markerhelpline@sqa.org.uk) 0345 213 6798

**Part Two: Marking Instructions for each Question**

ESOL 2015 Higher

**NMT3W = no more than 3 words****Section A – Listening**

Question			Expected Answer(s)	Max Mark	Additional Guidance
1			C	1	
2			B	1	
3			D	1	
4		i	Charge (people) (£1)	1	
4		ii	Staff are helpful	1	
4		iii	Pay premium prices/pay high prices/pay more/spend more	1	
5			A + D	2	If 3 boxes are ticked and 1 correct, award no mark. If 3 boxes are ticked and 2 correct, award 1 mark.
6			A + F	2	as above
7			A	1	
8			D	1	
9			B	1	
10		i	(British) universities/university	1	
10		ii	Compete with	1	
10		iii	Our (national) mindset/our (national) attitude(s)/our thinking	1	

Question			Expected Answer(s)	Max Mark	Additional Guidance
11			A	1	
12			C	1	
13		i	Were (always) themselves/were old/were consistent/ behaved predictably/stayed the same /did not change	1	
13		ii	Hairstyles (and)/clothes	1	
14			B + E	2	
15			D	1	
16			B	1	
17			B	1	

**Section B – Reading**

Question			Expected Answer(s)	Max Mark	Additional Guidance
1		i	(Other) extroverts/partygoers	1	NMT3W
1		ii	Lack of iron	1	NMT3W
1		iii	Wonder/amazement/relief	1	NMT3W
1		iv	Private occasions/being on her own	1	NMT3W
2			C	1	
3			C	1	
4		i	It tells many readers they are undervalued	1	short answer
4		ii	Small talk/talk about the weather	1	short answer
4		iii	I seem to care less than my peers about wealth, fame and status/the fourth one	1	short answer need not have all 3 parts
4		iv	They aren't extreme enough/interesting enough/are average/boring (for Cain)/aren't black and white	1	short answer
5			A	1	
6			B	1	

Question			Expected Answer(s)	Max Mark	Additional Guidance
7			Reviving memories	1	
8			C	1	
9			B	1	
10			C	1	
11			A	1	
12		i	She starts at the back of the queue	1	
12		ii	He's missing/vanished/disappeared/he was seen getting into a taxi/she's trying to find someone who's seen him	1	
13			C	1	Qs 13-15 any order possible
14			D	1	
15			H	1	
16		i	Glowered	1	One word only
16		ii	Obstruction	1	One word only
17			D	1	

## Section C - Writing Part 1

Question			Expected Answer(s)	Max Mark	Additional Guidance
eg			The golden eagle is/very large bird of prey with a	<b>(a)</b>	Add up and halve the total to get a mark out of 5. If the total includes a half mark, round up to full number.
eg		wingspan of more than <u>the</u> two metres. Adult golden	<b>(the)</b>		
1		eagles are famous for the light golden of brown colouring	<b><u>of</u></b>		
2		on their head, neck and shoulders. almost of the breeding	<b><u>all</u></b>		
3		golden eagles in Britain are in Scotland. Golden eagle	<b><u>The</u></b>		
4		prefers open, treeless areas dense woodland. Golden eagles	<b><u>to</u></b>		
5		they are sensitive to human disturbance and build their	<b><u>they</u></b>		
6		nests in remote, inaccessible places. they have no any natural	<b><u>any</u></b>		
7		predators. The main threat from human activity, with many	<b><u>is</u></b>		
8		golden eagles being killed by poison shooting. furthermore,	<b><u>or/and</u></b>		
9		poor habitat means that even an adult pair can survive	<b><u>if</u></b>		
10		they will rarely breed in successfully in this country.	<b><u>in</u></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 <u>must</u> 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>	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><b>OR</b></p> <ul style="list-style-type: none"> <li>• Less than 20% of required word limit.</li> </ul>	0	0-1

[END OF MARKING INSTRUCTIONS]