H

National
Qualifications
2017

2017 English for Speakers of Other Languages

Reading and Writing

Higher

Finalised Marking Instructions

SQA

General marking principles for ESOL Reading and Writing 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 detailed marking instructions, which identify the key features required in candidate responses.

(a) Marks for each candidate response must <u>always</u> be assigned in line with these general marking principles and the detailed marking instructions for this assessment.

(b) Marking should always be positive, ie marks should be awarded for what is correct and not deducted for errors or omissions.

(c) 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.

(d) Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.

(e) The marking instructions indicate the essential idea that a candidate should provide for each answer and there may be variation in candidate responses. Credit should be given according to the accuracy and relevance of a candidate's answers.

(f) The answers for each question must come from the original text. Candidates may be awarded marks where the answer is accurate but expressed in their own words. For open questions requiring short answers, candidates should not lift large chunks of text from the passage. If specific words or phrases from the text are asked for, candidates should not use paraphrasing.

(g) Where questions require a response of, for example, "no more than three words", candidates should not be penalised if they use an additional word, provided that the essential idea required by the question is correct.

(h) Candidates should not be penalised for making spelling mistakes so long as the meaning is clear.

(i) Where there is a multiple choice question and the candidate ticks more boxes than required, award 0 marks where a candidate ticks all boxes. If **two** answers are required and the candidate ticks three boxes with two correct answers, award 1 mark. If two answers are required and a candidate ticks three boxes with one correct answer, award 0 marks.

Detailed marking instructions for each question

Section 1 – Reading

Question		Expected answer(s)	Max mark	Additional guidance
1.		*(plastic) surgery*	1	No more than 4 words
2.		*(perhaps) (an) unintentional (case)*	1	No more than 4 words
3.		*facial structure (and proportion)/you can't clone somebody*	1	No more than 4 words
4.	(i)	C	1	
	(ii)	B	1	
	(iii)	A	1	
	(iv)	E	1	
5.		*give/impose an opinion/a plan impose their own opinion*	1	Any answer which shows that the candidate has understood that the doctor is telling them what needs to be done. NOT *grabs you before you even open your mouth*
6.		*(by) scouring magazines/ she looked at celebrities in magazines*	1	Make sure the answer indicates many magazines.
7.		flaw	1	
8.		deemed	1	
9.		C	1	
10.		*to transform lives*	1	Do not accept *last for days.*
11.		*(sophisticated) MRI/brain scans*	1	
12.		*returns to*	1	No more than 3 words NOT *saved lover/woman*
13.		*They had read the section (of the novel)/ they had read the text*	1	NOT *doing a quiz*
14.		*effects after reading/ the after effects of reading/ the lasting effects*	1	Or any answer that shows the after effects of reading on someone.

Question		Expected answer(s)	Max mark	Additional guidance
15.		*participants*	1	
16.		*(put you) (in) someone else's shoes/* *transport you into the body of a fictional character* (the whole phrase from the text)	1	Not just *transport you*
17.		*an open question*	1	
18.		*(reading) (your)favourite novel/ choosing the book*	1	The answer needs to show personal choice.
19.		B	1	
20.		C	1	
21.		B	1	
22.		C	1	

Detailed marking instructions for each question

Section 2 – Writing

Marking descriptors: Everyday Life = 10 marks Work/Study = 15 marks

(a) Assessment should be holistic. There may be strengths and weaknesses in the performance; assessment should focus as far as possible on the strengths, taking account of weaknesses only where they significantly detract from the overall performance.

(b) Assessors should ensure that chunks of text have not been lifted en bloc from the reading passages and used in a candidate's writing.

(c) Marks should be awarded for the candidate's demonstration of ability according to the main criteria of content and organisation, vocabulary and spelling, and grammar and punctuation.

(d) Assessors can award the highest level descriptor for writing even if there are a number of basic slips and errors of grammar, spelling and punctuation, etc. These should not detract from the assessor's overall impression of the performance.

(e) Candidates may display ability across more than one band descriptor. Assessors should recognise the closeness of the band descriptors and consider carefully the most appropriate overall band for the candidate's performance.

(f) Once the appropriate band descriptor has been selected, the assessor should follow this guidance:
- If the evidence almost matches the level above, award the highest available mark from the range.
- If the candidate's work just meets the standard described, award the lowest mark from the range.
- Otherwise the mark should be awarded from the middle of the range.

(g) The script should be legible but judgement is not made on the quality of the handwriting. If answers are written in capitals, use legibility as a criterion.

	Description of performance and mark							
	Everyday life 10 - 9	Work or study 15 - 13	Everyday life 8 - 7	Work or study 12 - 11	Everyday life 6	Work or study 10 - 9	Everyday life 5	Work or study 8
Content and organisation	Fully achieves task, using language flexibly and effectively with well-developed support for each point made. Writing is coherent and cohesive with a very positive impact on the reader. Style and layout are wholly effective in addressing the intended reader. Structure/paragraphing is consistent and coherent.		Fully achieves task, using language effectively with clear support for each point made. Writing is coherent and cohesive with a positive impact on the reader. Style and layout are wholly appropriate for the intended reader. Structure/paragraphing is consistent and appropriate.		Fully achieves task with clear support for points made. Writing is coherent and cohesive and conveys message with ease. Style and layout are appropriate for the intended reader. The structure is clear and paragraphing follows conventions.		Achieves task with clear support for most points made. Writing is coherent and cohesive and message is clear. Style and layout are appropriate for the intended reader. The structure is clear and the paragraphing mainly follows conventions.	
Vocabulary and spelling	Uses an optimum range of vocabulary accurately and effectively within the context of the task. Spelling is mainly accurate with very occasional errors.		Uses a wide range of vocabulary accurately and effectively within the context of the task. Spelling is mainly accurate with occasional errors.		Uses a wide range of vocabulary accurately and appropriately within the context of the task. Spelling is mostly accurate and errors are not persistent.		Uses a sufficiently wide range of vocabulary with a level of accuracy appropriate to the task. Spelling is mostly accurate and any errors do not interfere with intelligibility.	
Grammar and punctuation	Uses an optimum range of grammatical structures effectively, with a high level of accuracy. Punctuation is consistently accurate.		Uses a wide range of grammatical structures effectively with a high level of accuracy. Punctuation is consistent and appropriate.		Uses a wide range of grammatical structures with a reasonable level of accuracy. Punctuation is mostly accurate.		Uses a sufficiently wide range of grammatical structures, and the message is conveyed with ease despite some errors. Punctuation is sufficiently accurate.	

	Description of performance and mark							
	Everyday life 4	Work or study 7 - 6	Everyday life 3 - 2	Work or study 5 - 3	Everyday life 1	Work or study 2 - 1	Everyday life 0	Work or study 0
Content on organisation	Task may be achieved. Coherence is weak in places and range of cohesive devices is limited and/or used inappropriately. Message may be difficult to follow. Style and layout may be inappropriate for intended reader. There is no evidence of paragraphing and structure may be confused.		Writing is mainly irrelevant to task. Lack of coherence and cohesion means message is not conveyed on first reading. Style and layout may be inappropriate for intended reader. Structure is confused.		Writing does not relate to task. There is little or no coherence or cohesion. Style and layout are inappropriate for intended reader. Structure is confused.		No evidence produced by candidate that matches descriptions of performance.	
Vocabulary and spelling	Uses a limited range of vocabulary with errors in accuracy and appropriateness. Persistent spelling errors may interfere with intelligibility.		Only basic vocabulary attempted, with frequent errors. Persistent spelling errors impede intelligibility.		Only very basic vocabulary attempted, with very frequent errors. Frequent and persistent spelling errors impede intelligibility.		No evidence produced by candidate that matches descriptions of performance.	
Grammar and punctuation	Uses only a limited range of grammatical structures, which may contain frequent errors and interfere with communication. Punctuation may be inaccurate.		Grammatical structures contain frequent errors, which impede communication. Punctuation may be inaccurate.		Errors predominate. Punctuation is inaccurate.		No evidence produced by candidate that matches descriptions of performance.	

[END OF MARKING INSTRUCTIONS]

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Listening

Higher

Finalised Marking Instructions

SQA

General marking principles for ESOL Listening Higher

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(d) Markers should use their professional judgement, subject knowledge and experience, and understanding to award marks to candidate responses.

(e) The marking instructions indicate the essential idea that a candidate should provide for each answer and there may be variation in candidate responses. Credit should be given according to the accuracy and relevance of a candidate's answers.

(f) The answers for each question must come from the original recording. Candidates may be awarded marks where the answer is accurate and expressed in their own words.

(g) Candidates should not be penalised for making spelling mistakes where the meaning of the word has clearly been understood.

(h) Where there is a multiple choice question and the candidate ticks more boxes than required: award 0 marks where a candidate ticks all boxes. If **two** answers are required and the candidate ticks three boxes with two correct answers, award 1 mark. If two answers are required and a candidate ticks three boxes with one correct answer, award 0 marks.

(i) Question 17 in recording 2 is the overall purpose question. For this type of question, candidates must draw meaning from their overall understanding of the recording.

Detailed marking instructions for each question

Question		Expected answer(s)	Max mark	Additional guidance
1.		A	1	
2.		B	1	
3.		A	1	
4.		C	1	
5.		A	1	
6.		C	1	
7.		C	1	
8.	(a)	*(close) links/good connections*	1	No more than 3 words. Accept any synonym for *ties/links*.
	(b)	*(social) horizons*	1	No more than 3 words. Any synonym for *horizons* is acceptable but then must include *social*, eg *social perspective/social experience.*
	(c)	*seminar*	1	No more than 3 words
9.		*(well) looked after/ well adapted enjoy basic freedoms*	1	No more than 3 words Any answer that covers well looked after or free.
10.		*owl(s)*	1	No more than 3 words Only accept *owl(s)* alone, not with *foxes* or *buzzards*.
11.		*kill (wild) animals/its prey/ dream of killing/kill anything Kill* alone is acceptable.	1	No more than 3 words Must include the idea of killing. Double negative can be accepted here, eg *wouldn't kill.*
12.		*hungry/ recovering from shock/ weakened*	1	No more than 3 words Range of acceptable answers covering shock/hunger/weakened/ recovering.
13.		C E	2	
14.		C	1	
15.		D	1	
16.		D	1	
17.		C	1	

[END OF MARKING INSTRUCTIONS]