



2011 English for Speakers of Other Languages

Higher

Finalised Marking Instructions

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Section A – Listening – no more than 3 words spelling can “vary”.

1.	A	1
2.	B C E	3
3.	C	1
4.	(i) Suspicious of/against genetics	1
	(ii) (Common) ancestor/DNA match NOT 'DNA'	1
	(iii) historical sources (must include 'historical')	1
5.	B	1
6.	A	1
7.	C	1
8.	A	1
9.	(i) More expensive/dearer (must include 'more')	1
	(ii) Someone from overseas/a foreigner NOT 'Italian'	1
	(iii) Her culture/Pakistani culture/roots/both cultures/origins/family background NOT 'family'	1
10.	B	1
11.	(i) Seen/felt/heard a ghost spooky sensations	1
	(ii) Haunted room/(featureless) white chamber NOT electromagnetic field	1
	(iii) Unusual sensations	1
	(vi) (a little) disappointing	1
12.	(i) F	1
	(ii) F	1
	(iii) T	1
	(iv) F	1
13.	B	1

Section B – Reading– Grammar must be reasonably correct.

1.	iii, iv, v	3
2.	(i) (whole) buildings accept a list of the largest NOT complete list	1
	(ii) Skateboarding hip-hop	1
	(iii) To make money/use in advertising	1
	(iv) The public (and) civic authorities, doubters	1
	(v) Adrenalin junkies	1
	(vi) The guiding principles NOT 'the rules'	1
	(vii) Greater acceptance/change in attitude/chip away at misconceptions	1
3.	D	1
4.	Scant regard (must include 'regard')	1
5.	Looking for a kick	1
6.	B	1
7.	C	1
8.	B	1
9.	C	1
10.	(i) University/college/student life/Glasgow School of Art NOT 'school' 'academic year'	1
	(ii) (Negotiated them) respectfully, carefully	1
	(iii) It had a romantic dignity/it wasn't depressing	1
	(vi) He thought .. 'through traffic'/Scott was concentrating/NOT 'busy reading' (Scott) didn't know he was there	1
	(v) Sense of excitement	1
	(vi) Atmosphere/ambience/friendship/friendly flatmates	1
11.	fragmentary	1
12.	Impromptu	1

Section C – Writing Part 1

Half mark in the total should be rounded up

Marks

Society is a less formal place in these days, but manners are still	(a) in
important and if children not taught how to behave when they are young,	(b) are
they will become bad-mannered adults. Just because are children does	1. they
not mean they are exempt: this is about setting up good habits for the life.	2. the
Having good manners which means treating others with kindness and	3. which
consideration, so, well-mannered people find it easier make friends and get	4. to
on with business colleagues. Good manners also make the world less	5. a
aggressive place. Children can be taught for the words 'please' and 'thank	6. for
you' once they have been reached their first birthday or even before. They	7. been
can also be taught because not to interrupt conversations or demand	8. because
everything they want. Other of basics include learning to pass food to	9. of
others the table, not rushing through doors and not taking up all the space	10. at
on a sofa so that no one else can sit down.	-

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 criteria

Candidates with mixed profiles.

The holistic approach to marking makes it difficult to mark candidates with mixed profiles, eg candidates strong in coherence and cohesion but less so in spelling. The criteria will give you guidance but they are not perfect. Focus first on how criteria are met in a positive way rather than the negative aspects

	Task 1 (140 words)	Task 2 (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 need to be clear breaks between sections, and likewise in an essay.
Word Count	(both tasks) Achievement of the task is more important than fulfilling the word count. However, notice should be taken of a response that is well short of the word count. If it is short, first check impact on reader and task achievement – are all bullet points covered? Is there enough supporting detail? If it is short because they have run out of time, think what mark you might have given and possibly deduct 1 or 2 marks. If a response is (much) longer than the word count, it is likely that there will be more errors and credit should be given for the extended response (as long as it is relevant, ie well-developed supporting material) rather than penalties for increased errors.	

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 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 no 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. • Mostly achieves task. 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

Description of Performance	Everyday Communication (8 marks)	Task 1/Task 2 (12 marks)
<ul style="list-style-type: none"> • Coherence is weak in places and range of cohesive devices is limited and/or inappropriately used. Message may be difficult to follow. • Task may be achieved. Style and layout may be inappropriate. Structure may be confused. • Uses a limited range of vocabulary, possibly with errors in accuracy and appropriacy. There may be spelling errors which impede communication. • 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"> • Lack of coherence and cohesion means message is not conveyed on first reading. • 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. 	2	4
<ul style="list-style-type: none"> • There is no coherence or cohesion. • Writing does not relate to task. • Less than 20% of required word limit. • Use of vocabulary is wholly inadequate. • Errors predominate. 	0-1	0-3

[END OF MARKING INSTRUCTIONS]