



# **2010 English for Speakers of Other Languages**

## **Higher**

### **Finalised Marking Instructions**

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**Section A – Listening**

1.	(i)	commercial	1
	(ii)	code of conduct	1
	(iii)	trees and plants/wildlife (accept whole forest)	1
	(iv)	frowned upon/a danger/dangerous/undesirable/bad/not good/a threat/ unacceptable/damaging for forests	1
2.		D	1
3.		B	1
4.		B	1
5.		B	1
6.		B	1
7.		A	1
8.		C	1
9.	(i)	Racing abroad/ competition abroad NOT skating etc	
	(ii)	Two (a couple of) hours NOT several.	1
	(iii)	still growing/(so)small/short NOT young NOT weak	1
	(iv)	Injury/injuries/ice burns/cuts/stitches	1
10.		D	1
11.		C	1
12.		A	1
13.		D E B A C	5
14.		True	1
15.		False	1

**Section B – Reading**

1.		B	1
2.		lack of sleep/bad sleeping habits/poor sleeping patterns/junk sleep	1
3.		length and quality	1
4.		stricter/more strict/tougher NOT strict	1
5.		C D F	3
6.		B C E	3
7.		sceptical	1
8.		restorative	1
9.		B	
10.		B	
11.		C	
12.		C	
13.	(i) A	Any 2 of wrenching/twisted round her hand/threw all her weight/no match	1
	(i) B	for him NOT no match for her NOT dictated NOT dragged/pulled	1
		If two correct answers are in either A or B, give 2 marks	
	(ii)	she is dizzy/felt faint NOT shocked/distraught	1
	(iii)	be blamed/blamed herself/courage evaporated/go and tell mum/she thought she had caused an accident	1
	(iv)	guilty/braced herself for telling-off ; also nervous/anxious/scared/worried	1
	(v)	girl is a ghost – expected dog to be dead; the dog is alive/returned home	1
	(vi)	dog came home; she/we thought dog had died; story written from girl’s point of view/reader thinks she is still alive.	1
		(v) and (vi) should not just repeat each other	
	(vii)	Huddle MUST be only one word	1
	(viii)	Ordeal MUST be only one word	1

## Section C – Writing Part 1

Half mark in the total should be rounded up

Marks

First Aid managers and first aiders

Whenever people/working a First Aid manager must be available. a. **are**  
His or her responsibilities include the looking after first aid equipment, b. **the**  
making sure it is always available, on taking control when someone is 1. **on**  
injured/calling the emergency services if necessary. A First Aid 2. **and**  
manager does not have to/a trained first-aider although basic training 3. **be**  
which is recommended. First-aiders must be specially trained and 4. **which**  
approved by government Health and Safety experts/Should give 5. **They**  
treatment only in the techniques they have been trained/carry out; 6. **to**  
otherwise they could cause more further injury. First aiders may need 7. **more/further**  
additional training where/are special workplace hazards. The number of 8. **there**  
first-aiders needed in a workplace it depends on factors such as risk, 9. **it**  
layout and number of some employees. It is recommended that 10. **some**  
provision should also cover non-employees.

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## Section C – Writing Parts 2 and 3

Answers can be written in capitals – legibility is the key.

At this level can a script be awarded full marks yet still contain a few errors of grammar, punctuation etc, both basic slips and ‘native-speaker’ type errors? (see also ‘African’ etc English).

The holistic approach to marking may make it difficult to mark candidates with mixed profiles, eg candidates strong in coherence and cohesion but less so in spelling. Just remember to refer to each criteria as you mark.

### Part 2 Everyday

### Part 3 Work

### Part 4 Study

<b>Paragraphing</b>	<b>Task 1 (140 words)</b> Evidence of a good overall structure is as important as actual paragraph breaks, especially if the task is an informal letter.	<b>Task 2 (240 words)</b> Evidence of a good overall structure is as important as actual paragraph breaks. However if the task is a formal report there need to be clear breaks between sections, and likewise in an essay.
<b>Word Count</b>	(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 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"> <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. Spelling contains no or few 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 appropriate. There is evidence of structure/paragraphing.</li> <li>• Uses a wide range of vocabulary accurately and appropriately within the context of the task. Spelling may contain minor 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 no 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. Spelling may contain minor 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>• Mostly achieves task. 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. Spelling may contain 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. Message may be difficult to follow.</li> <li>• Task may be achieved. Style and layout may be inappropriate. Structure may be confused.</li> <li>• Uses a limited range of vocabulary, possibly with errors in accuracy and appropriacy. Spelling may contain errors which impede communication.</li> <li>• Uses only a limited range of grammatical structures, which may contain frequent errors. Punctuation may be inaccurate.</li> </ul>	3	5

<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>• Lack of coherence and cohesion means message is not conveyed on first reading.</li> <li>• Writing is mainly irrelevant to task with inappropriate style and layout.</li> <li>• Only basic vocabulary attempted, with frequent errors.</li> <li>• Grammatical structures contain frequent errors which impede communication. Punctuation may be inaccurate.</li> </ul>	2	4
<ul style="list-style-type: none"> <li>• There is no coherence or cohesion.</li> <li>• Writing does not relate to task.</li> <li>• Less than 20% of required word limit.</li> <li>• Use of vocabulary is wholly inadequate.</li> <li>• Errors predominate.</li> </ul>	0-1	0-3

[END OF MARKING INSTRUCTIONS]