



# **2009 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**

- |               |   |          |
|---------------|---|----------|
| <b>1. (i)</b> | <b>use /change to metric NOT just ‘change’ ‘use kilos in’ OK.</b>   | <b>1</b> |
| <b>(ii)</b>   | <b>import/buy products</b>  | <b>1</b> |
| <b>(iii)</b>  | <b>compulsory conversion NOT metrication</b>  | <b>1</b> |
| <b>(iv)</b>   | <b>pounds and kilos, two weight measurements NOT metric system. OK the wrong measurements , British system, traditional system, NOT British sizes</b> | <b>1</b> |
| <b>2.</b>     | <b>C – people should be free to use either system</b>   | <b>1</b> |
| <b>3.</b>     | <b>A – sold in metric sizes</b>   | <b>1</b> |
| <b>4.</b>     | <b>B – Ireland now uses the metric system on its roads</b>  | <b>1</b> |
| <b>5.</b>     | <b>B – a change in policy by the European Commission</b>  | <b>1</b> |
| <b>6.</b>     | <b>D – lighthearted radio show</b>  | <b>1</b> |
| <b>7.</b>     | <b>A – future inventions to make life easier</b>  | <b>1</b> |
| <b>8. (i)</b> | <b>Barcode and spelling variations</b>  |          |
| <b>(ii)</b>   | <b>do the housework NOT do work</b>   | <b>1</b> |
| <b>(iii)</b>  | <b>keep/stay awake/sleep less/be awake</b>  | <b>1</b> |
| <b>(iv)</b>   | <b>A few seconds/a short time</b>   | <b>1</b> |
| <b>(v)</b>    | <b>(the)/(bad) weather</b>  | <b>1</b> |
| <b>(vi)</b>   | <b>a hair/DNA/biological marker/biological device</b>   | <b>1</b> |
| <b>9. (i)</b> | <b>approach to business/work; innocent business approach; objective NOT innocent approach, NOT business approachment</b>                              | <b>1</b> |
| <b>(ii)</b>   | <b>(two) (close) (closest ) friends must be plural</b>  | <b>1</b> |
| <b>(iii)</b>  | <b>target audience (both words required) NOT customers</b>  | <b>1</b> |
| <b>(iv)</b>   | <b>music festival</b>   | <b>1</b> |
| <b>(v)</b>    | <b>Their/our (day) jobs</b>   | <b>1</b> |
| <b>(vi)</b>   | <b>half a million                      also accepted ‘they sell half million</b>  | <b>1</b> |
| <b>10.</b>    | <b>C D F</b>  | <b>3</b> |

**Section B – Reading Grammar must be reasonably correct, 3 word rule except  
eg build = build up**

1. (i) advertising/promotional NOT advertised 1
- (ii) Critical NOT criticising/criticised/s 1
- (iii) Prizes NOT possibility to win something 1
- (iv) children's health/children/young people NOT (Best) interest of children 1
- (v) build relationships/a relationship/connect/communicate 1
- (vi) food promotions/advertising/promoting food/promoted food/food being promoted 1
- (vii) promote/support/subsidise sport NOT subsidise yes to 'subsidise'! 1
2. Debra Shipley D
- Ian Tokelove F
- Matt Jones G
- Mintel A
- Paul Ennals C 5
3. B The writer begins the last part of a long journey as he heads for McCarthy. 1
4. A It used to be a busy place because of the nearby mines. 1
5. D He wants to visit this town because it has the same name as his own. 1
6. (i) Can be words or phrases and embedded in sentences 2  
Any two from driven/calling out instinct hunch
- (ii) to remind pilots/people to be careful NOT to warn about danger 1
- (iii) Small and/or (brightly) coloured OK if colours included 1
- (iv) happy/confident – anything positive 1
- (v) Dreamscape 1
- (vi) sense of danger/nervous(ness), forecast about turbulence but NOT 'forecast' alone 1
- (vii) feels excitement/wants more/enjoys the turbulence 1
- (viii) Any two from few houses  
impassable road  
deserted structures 2  
NOT surrounded by mountains or wilderness

## Section C – Writing

**Half mark in the total should be rounded up**

**Marks**

Experts agree that babies' feet, like their hands, they develop best when they are bare rather than covered/confined. Walking barefoot it helps to strengthen feet and ankles. Just as babies' hands don't/gloves in warm weather, their feet can go without shoes indoors or sometimes outdoors, but except when it's cold. Even walking on uneven surfaces, such/sand, is good for them since/makes the muscles work much harder. For safety/health, however, babies will need shoes for most of excursions, as well as for special occasions. Ideally parents should choose shoes/are flexible. Shoes that bend easily when the toes are bent up will interfere less/the foot's natural motion. Parents should be look for shoes which bend easily.

- a. **they**
- b. **or**
- 1. **it**
- 2. **need**
- 3. **but**
- 4. **as**
- 5. **it/this**
- 6. **and**
- 7. **of**
- 8. **which/that**
- 9. **with**
- 10. **be**

**5**

## Section C - Writing Parts 2 and 3

### (for discussion at markers' meeting)

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.

This year each task seems to be equally demanding and provides candidates with ample opportunity to use a range of vocabulary and grammar

<b>Paragraphing</b>	<b>Task 1 (140 words)</b> Evidence of a good overall structure is as important as actual paragraph breaks.	<b>Task 2 (240 words)</b> Evidence of a good overall structure is as important as actual paragraph breaks.
<b>Word Count</b>	(both tasks) (NB minimum (assessment pack /recommended – paper) 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
<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]