



National
Qualifications
RESOURCE

X827/75/02

**ESOL
Reading**

Marking Instructions

Please note that these marking instructions have not been standardised based on candidate responses. You may therefore need to agree within your centre how to consistently mark an item if a candidate response is not covered by the marking instructions.



General marking principles for National 5 ESOL Reading

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. The marking schemes are written to assist in determining the 'minimal acceptable answer' rather than listing every possible correct and incorrect answer.

- (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.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) The marking instructions indicate the essential idea that a candidate should provide for each answer.
- (d) The answers for each question must come from the original text.
- (e) Where there is a multiple choice question, award 0 marks where a candidate ticks all boxes.
- (f) In addition, markers should use their professional judgement, subject knowledge and experience, and understanding to mark candidate responses.

Marking instructions for each question

Text 1

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|----------------------------|----------|---------------------|
| 1. | | | weekly | 1 | |
| 2. | | | make unnecessary purchases | 1 | |
| 3. | | | are tempted | 1 | |
| 4. | | | (shocking) impact | 1 | Not 'damage' |
| 5. | | | B | 1 | |
| 6. | | | E | 1 | |
| 7. | | | C | 1 | |
| 8. | | | B | 1 | |
| 9. | | | A | 1 | |
| 10. | | | D | 1 | |
| 11. | | | B | 1 | |

Text 2

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--------------------------------|----------|---------------------|
| 12. | | | D | 1 | |
| 13. | | | B | 1 | |
| 14. | | | A | 1 | |
| 15. | | | C | 1 | |
| 16. | | | B | 1 | |
| 17. | | | typical office work | 1 | |
| 18. | | | (a) poorly adjusted thermostat | 1 | |
| 19. | | | B | 1 | |
| 20. | | | C | 1 | |
| 21. | | | E | 1 | |
| 22. | | | A | 1 | |
| 23. | | | C | 1 | |

Text 3

| Question | | Expected response(s) | Max mark | Additional guidance |
|----------|------|----------------------------------------------------------|----------|----------------------------|
| 24. | | B | 1 | |
| 25. | | A | 1 | |
| 26. | | B | 1 | |
| 27. | | C | 1 | |
| 28. | | be broken down | 1 | |
| 29. | | in unpredictable ways | 1 | Accept - 'repeat it often' |
| 30. | | (our) (personal) curiosity | 1 | |
| 31. | | (a) no-brainer | 1 | |
| 32. | (i) | you learn faster/you have more control AND/OR engagement | 1 | Any 2 from the answer |
| | (ii) | personal involvement | 1 | |
| 33. | | a (formerly) struggling (school) | 1 | Do not accept synonyms |
| 34. | | A | 1 | |

[END OF MARKING INSTRUCTIONS]