



National
Qualifications
2022

2022 ESOL

Reading

National 5

Finalised Marking Instructions

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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. | | (perfectly) edible/fresh | 1 | NOT 'fruit'/'fresh fruit'/'waste' |
| 2. | | (into) fuel/biofuel | 1 | |
| 3. | | (surplus) milk | 1 | |
| 4. | | over supply | 1 | |
| 5. | | C | 1 | |
| 6. | | C | 1 | |
| 7. | | A | 1 | |
| 8. | | B or D | 1 | Please note - two answers - sorry imperfectly constructed question! |
| 9. | | incentives | 1 | |
| 10. | | (a) level playing field | 1 | ACCEPT 'lead to a level playing field' but nothing longer. |
| 11. | | C | 1 | |

Text 2

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|--|----------|--|
| 12. | | | C | 1 | |
| 13. | | | C | 1 | |
| 14. | | | C | 1 | |
| 15. | | | C, E | 2 | |
| 16. | | | TWO of the following: To avoid racism faced on the street/so they could look after their children/they had little English/limited work opportunities/family pressures | 2 | ACCEPT any accurate paraphrasing eg shortage of affordable childcare/ preferred to working in a factory NOT single words as these are not specific enough eg 'opportunities' / 'pressures' |
| 17. | | | little control over quantity of work/ no balance between work and family life/working till late/getting annoyed/bad tempered with children/being unaware of their rights | 2 | accept any accurate paraphrasing ACCEPT: 'no balance' |
| 18. | | | option | 1 | |
| 19. | | | bulk | 1 | |
| 20. | | | A | 1 | |

Text 3

| Question | | | Expected response(s) | Max mark | Additional guidance |
|----------|--|--|---|----------|---------------------|
| 21. | | | junior doctors | 1 | |
| 22. | | | 18 year olds | 1 | |
| 23. | | | recruit (100) schools | 1 | |
| 24. | | | (internal) (body) clock/rhythm/ circadian rhythm | 1 | |
| 25. | | | C | 1 | |
| 26. | | | B | 1 | |
| 27. | | | D | 1 | |
| 28. | | | B | 1 | |
| 29. | | | E | 1 | |
| 30. | | | A | 1 | |
| 31. | | | D | 1 | |
| 32. | | | A | 1 | |

[END OF MARKING INSTRUCTIONS]