

[C222/SQP355]

English for Speakers of
Other Languages
Intermediate 2

NATIONAL
QUALIFICATIONS

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Course Assessment Specification

English for Speakers of Other Languages Intermediate 2

The purpose of this document is to provide:

- details of the structure of the Question Paper and the Speaking assessment for this Course;
- guidance to centres on how to use information gathered from the Question Paper and Speaking assessment to estimate candidate performance.

The Course award is based on the total marks gained from the Question Paper and the Speaking component. The total number of possible marks is 100.

Part 1

This part of the Course Assessment Specification details the structure of the Question Paper in this Course and gives an outline of the Speaking assessment.

- **The Course assessment consists of two components – the Question Paper and a Speaking assessment.**

	Time allocation	Mark allocation
Question Paper	2 hours 20 minutes	75
Speaking	5–6 minutes	25

- The Course assessment examines candidates' development, retention and integration of skills and knowledge of English.
- There will be a short break of **20 minutes** between Section A and Section B.

Question Paper

- The Question Paper component contains three sections:
 - Section A—Listening (25 marks) 30 minutes
 - Section B—Reading (25 marks)
 - Section C—Writing (25 marks) 1 hour 30 minutes
- Candidates will not have access to dictionaries for this Question Paper.

Section A—Listening (25 marks) 30 minutes

The Listening section of the Question Paper will assess a candidate's ability to identify context and purpose, gist, main points, supporting points of detail and attitude of the speaker. There will be three short, spoken texts which will be selected from a wide range of sources and include monologues, interviews, conversations, and discussions in both formal and informal contexts. 15 – 25 short answer or restricted response questions, covering all three texts, will be used.

Break of 20 minutes

Section B and C—Reading and Writing (50 marks) 1 hour 30 minutes

Section B—Reading (25 marks)

The Reading section of the Question Paper will assess a candidate's ability to identify context and purpose, gist, main points, supporting points of detail and attitude of the writer. There will be two written texts. 15 – 25 short answer or restricted response questions, covering both texts, will be used. Text types will be selected from newspapers and a wide range of other sources.

The two texts will have a combined total of approximately 1200 words and candidates will be recommended to spend a maximum of 40 minutes on this part of the paper.

Section C—Writing (25 marks)

The Writing questions will assess a candidate's ability to identify and correct errors in a short text and to produce one piece of writing in English.

Part 1 (5 marks)

In this part of the Paper, candidates will be assessed on their ability to identify and correct 10 errors in accuracy of spelling and grammar, in a short, general interest text of approximately 120 words.

Candidates will be recommended to spend a maximum of 10 minutes on this part of the paper.

Part 2 (20 marks)

In this part of the Paper, there will be one extended writing task from a choice of three.

- **Everyday Communication:** task types will be selected from formal/informal letter, e-mail or article for school/college/community newsletter
- **Work:** task types will be selected from report, information leaflet, e-mail, fax, memo, formal letter or form completion
- **Study:** task types will be selected from an essay, or report in an academic style

Candidates will be expected to write approximately 250 words and will be recommended to spend a maximum of 40 minutes on this part of the paper.

Speaking Assessment

Internal Speaking Assessment (25 marks) 5–6 minutes

- The assessment for the Speaking component will be carried out internally and the marks will be submitted to SQA by the due date.

The Speaking Assessment will assess a candidate's ability to initiate and support a conversation/discussion in two short interactions with another person in a personal and social context. The topics will be of general interest.

The Speaking Assessment will be conducted and recorded by the centre.

Part 2

This part of the Course Assessment Specification is to help centres use the information gathered from the Question Paper component and the Speaking component to estimate candidate performance.

The Course award is based on the total marks gained from the Question Paper and the Course assessment for Speaking. The total number of possible marks is 100.

Component	Mark Range
<i>Question Paper</i>	0-75
<i>Speaking assessment</i>	0-25
Total marks	0-100

In National Qualifications, cut-off scores are set at approximately 70% for Grade A and 50% for Grade C, with Grade B falling midway. These cut-off scores may be lowered if the Question Paper turns out to be more demanding than intended or raised if less demanding.

Grade	Band	Mark Range
A	1	85-100
A	2	70-84
B	3	65-69
B	4	60-64
C	5	55-59
C	6	50-54
D	7	45-49
NA	8	40-44
NA	9	0-39

Using the information gathered from both components to estimate a candidate's performance.

Example 1

- In a centre's own prelim, a candidate scores 47/75 in the Question Paper and 15/25 in the Speaking assessment, giving a total of 62/100.
- The centre's view is that their prelim is slightly less demanding than SQA's external assessment.
- Using the mark range, a more accurate estimated mark may be band 5 rather than band 4.

Example 2

- In a centre's own prelim, a candidate scores 49/75 in the Question Paper and 19/25 in the Speaking assessment, giving a total mark of 68/100.
- The centre's view is that their prelim is slightly more demanding than SQA's external assessment.
- Using the mark range, a more accurate estimated mark may be band 2 rather than band 3.

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English for Speakers of
Other Languages
Intermediate 2

NATIONAL
QUALIFICATIONS

Specimen Question Paper

Section A—Listening Transcript

This paper must not be seen by any candidate.

The material overleaf is provided for use in an emergency only (eg the recording or equipment proving faulty) or where permission has been given in advance by SQA for the material to be read to candidates with additional support needs. The material must be read exactly as printed.

ANNOUNCER: This is the listening test for English for Speakers of Other Languages Intermediate 2 Examination.

You will hear 3 different recordings played twice. There will be a 1 minute gap before each recording is repeated. You will have 2 minutes to finish answering the questions after you hear the **second** playing of each recording.

There will also be 2 minutes at the end to check your answers.

Recording 1. Listen to 3 teenagers talking about their plans for the summer holidays and answer the questions which follow. You now have 1 minute to read the questions in Section 1 before you hear the recording.

(1 minute pause)

(Tone)

Ahmed: So, what are you doing this summer, Matthew?

Matthew: I'm going to France with my parents for two weeks.

Carly: Oh! That will be good, won't it?

Matthew: Do you really think so? I'll probably have to be with them all the time. We'll have to go and see the Eiffel tower **again**, spend **hours** in art galleries and museums and go around tasting **cheese** everywhere, and I hate cheese. I don't mind France but give me a beach. They just don't understand that I'm old enough to stay at home on my own now.

Ahmed: Ooooohhh that's unlucky! Maybe it won't be so bad. It's better than being stuck at home all summer with nothing to do. You know Chris Sandoval . . . well we're going to a music festival for the weekend at the beginning of the holidays—maybe you could come with us? It'll be amazing . . . all the good bands will be there. I'll text you the dates tonight—can't remember exactly which weekend it is.

Matthew: That would be great. Send me that text. Is anyone else going with you?

Ahmed: Well my big sister'll be there but we're not going to camp with her. Our parents don't know that though. They only agreed to let us go because she was going. They still treat us as if we were in primary school. I wish they'd realise that we are legally old enough to get married now.

Matthew: Well I think my parents are the worst, forcing me to go on holiday with them. Anyway, not much I can do about it, believe me I've tried . . . so what are you doing for the summer holidays Carly?

Carly: Oh . . . you know, not much. I'm going to college in September so I've got a job working in the coffee bar at the garden centre down the road—the money's not bad . . . I want to save up so I'll have a bit to spend during the year. My parents are going to be away for 2 weeks and Lisa's coming to stay with me. We should have some fun.

Matthew: Oh so you don't have my problem!

Carly: No, but they need someone to look after the dog while they're away so they have an interest in me staying at home too. But I think parents just worry too much these days and it's hard for us to do anything on our own. They hear too much on the news about murder and violence and it just scares them. So we get stuck at home or end up having to be in early when we go out at night.

Ahmed: Yeh . . . my dad is always talking about what he did when he was young and it sounds to me as though his parents didn't worry at all.

Matthew: Mmm but I'm not so sure it was that great . . . Maybe it's just the way they remember it. They only had a couple of TV channels and no mobile phones or computer games—can you imagine it? Mind you maybe it wasn't so bad—at least they didn't have their parents looking over their shoulders all the time.

Carly: Are you going anywhere else, Ahmed?

Ahmed: Yes—later in the holiday we're both going to Spain with Chris's parents for a week.

Carly: That sounds good . . . erm didn't you go to Spain with him last year?

Ahmed: Uhuh we spent all of our time . . . swimming and trying to surf. I remember one day when we were on the beach and this huge dog came along and it just started chasing Chris, he ran right into the water and started swimming as fast as an Olympic swimmer. You could hear him yelling from all over the beach.

All laugh.

(1 minute pause)

(Tone)

(Recording is played again followed by a 2 minute pause and a tone.)

ANNOUNCER: Recording 2. Listen to 2 people talking about training people to perform better in their studies and their work and answer the questions which follow. You now have 1 minute to read the questions in Section 2 before you hear the recording.

(1 minute pause)

(Tone)

- A: Good morning. This is Adrian Donald on People Today. This morning we are very pleased to have Lin Tang with us and she has brought along some very interesting objects that are here in front of me—but more about them later. She has been working with groups from schools, colleges, universities and many different employers for a number of years to help individuals to improve their performance . . . to be more effective both in study and work. So, Lin . . . Could you tell the listeners at home about how this all started and what you do.
- L: Well Adrian . . . we had always believed that intelligence was something fixed and unchangeable but . . . uhm now there is now a growing body of scientific evidence that shows that there are steps that you can take which will substantially improve the way that your brain works. We've looked at what those steps are, and put together a whole range of different programmes to suit different people.
- A: It sounds interesting—you're saying that we can actually become cleverer than we are. Well I think that we'd all like to hear more about that—please go on.
- L: Well we've known for a while that learning a language when you get older, say when you retire, helps to keep the brain active, you are actually exercising your memory and this exercise stops it from deteriorating. But we're realising more and more that it doesn't only apply to old age . . . Another example would be the so-called "hot housing" of babies and very young children that we hear is happening so much in the US . . . that's when they're given lots of different activities and tasks to do whenever they are awake. Though I'm not suggesting we do that here and my company isn't involved in that . . . We're more interested in all the people in between. We can improve our brainpower at any age and we need to convince people of that so that they can make the most of their lives.
- A: I agree with you entirely, though I'm not so keen on the idea of "hot-housing" of babies—for some reason it seems a bit cruel to me. I think that if they have enough stimulation and close contact with other people, they also need time and space to explore the world by themselves.
- L: Mmmm—I know what you mean but I'd like to give you and your listeners a clear idea of what one of our programmes would consist of . . . Maybe we can come back to the babies and "hot-housing" idea later—let's take schools as an example. We've been running a lot of workshops in schools recently and the teachers have noticed such a difference in the students' levels of confidence and their approach to studying that we are being invited regularly now.

- A: So, what is it that you actually do with the children? Lectures, activities, exercises and do they enjoy it?
- L: Well we do all of those actually and yes it has to be fun. Learning can always be fun you know.
- A: Well, I'm not sure about always. I remember studying and it wasn't always fun at all.
- L: Of course there has to be some hard work but you need to break it up and think of ways to make it more interesting. Everyone knows that good diet, physical exercise and getting enough sleep can improve your performance and students have their parents telling them that all the time, so we focus on understanding how your brain actually works and how you can become more confident. We could try a little exercise now—the listeners at home could try this too . . .

(1 minute pause)

(Tone)

(Recording is played again followed by a 2 minute pause and a tone.)

<p>ANNOUNCER: Recording 3. Listen to the 4 short items of news and answer the questions which follow. You now have 1 minute to read the questions in Section 3 before you hear the recording.</p>
--

(1 minute pause)

(Tone)

And Now to Gambling

There are to be new rules which will apply to all forms of gambling; in betting shops, casinos and of course the National Lottery. The main aim will be to keep crime out of the industry, and they also hope to fight the problems of addiction and the new and growing problem of young people betting.

Last year it's estimated that we spent £53 billion on all forms of gambling in the UK. A million of us are now placing our bets on the Internet. The Gambling Commission's new powers will force gambling operators to fight the problems of crime, addiction and underage gambling. And they will also ensure training of staff, provide help for problem gamblers, and bring in strict rules to prevent alcohol being used to encourage betting. Gambling Operators said that they will be difficult to implement.

Has wearing a hat indoors become illegal? This is the question that Jenny Watt is now asking.

An 80 year old woman from Norton has been explaining how staff at the restaurant in her local pub asked her to remove her hat—for security reasons. Jenny Watt—who is a retired teacher—said it was time to ask why such restrictions were being placed on decent people.

Her problems began when she went for lunch with a friend at a pub close to where she lives. She was wearing her black, shower-proof rain hat, with a stylish mulberry ribbon. But staff at the pub asked her to remove it, saying it could obscure her face from view of the CCTV cameras. Mrs Watt was very angered by this and told us that she thought that the staff should be able to tell the difference between an elderly lady wearing a smart hat, when out for lunch, and those who may be violent or wish to commit a crime.

A spokesperson for the pub said they operate a no hat policy in order that management may identify customers on CCTV. She added that Mrs Watt will continue to be welcome without her hat, but Mrs Watt says she will happily return to the restaurant—but **not** without her hat.

And another armed robbery

Police are searching for armed robbers who stole over 2 hundred thousand pounds from a security van just outside Glasgow last night. Detectives say there is no connection with the theft of 52 million pounds from the same company's depot in London two weeks ago. Police investigating the London robbery say they've now recovered 8.6 million pounds. Two men and a woman have now been arrested in connection with the London robbery.

And finally the Cricket

Bad light and rain have stopped play on the second day of the Second Test between India and England. Having resumed on 163 for 4, England were 200 for 5 when the players left the field.

(1 minute pause)

(Tone)

(Recording is played again followed by a 2 minute pause and a tone.)

Announcer: You now have 2 minutes to check your answers.

(2 minute pause)

(Tone)

Announcer: This is the end of the listening test.

[END OF TRANSCRIPT]

English for Speakers of Other Languages
Intermediate 2
Specimen Question Paper

Time: 2 hours 20 minutes

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Do not open this paper until you are told to do so.

There are three sections in this paper. All three sections should be attempted.

After carrying out Section A: Listening, you will leave the examination room for a break of 20 minutes. You must hand in your answer booklet for Section A at this point.

Following the break you will have 1 hour and 30 minutes to answer Sections B and C (i) and (ii).

This section is worth 25 marks.

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day Month Year

--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--	--	--	--	--

Number of seat

Section A Listening–Information

25 marks are allocated to this paper.

You will hear 3 different recordings played twice. There will be a gap before each recording is repeated. You will have 2 minutes to finish answering the questions after you hear the second playing of each recording.

There will also be 2 minutes at the end to check your answers.

You will have 1 minute to read the questions before you hear each recording.

Use of a dictionary is **not** permitted.

As you listen to the recordings, you may take notes, but only in this paper.

Section A Recording 1

Marks

Choose the best answer for each question and tick (✓) the box.

1. Matthew

- A wants to go to France with his parents
- B wants to stay at home with his parents
- C doesn't want to go to France with his parents
- D doesn't want to go to France ever again.

1

2. Ahmed is going to a music festival

- A with his friend's sister
- B with Carly
- C on his own
- D with his sister and a friend.

1

3. Carly is spending the summer

- A studying for college
- B staying at a friend's house
- C working in a coffee bar
- D travelling with her parents.

1

4. Carly believes that parents today

- A don't control their children
- B control their children too much
- C let their children watch too much TV
- D don't let their children watch enough TV.

1

Questions 5–8

Marks

Complete the sentences below.

*Write no more than **three** words for each answer.*

Ahmed's grandparents _____ at all about
Ahmed's Dad. **1**

Matthew said that his parents didn't have _____ or
_____ when they were young. **2**

Ahmed is going to _____ with _____
and _____ for a week. **1**

Section A Recording 2

Marks

Choose the best answer for each question and tick (✓) the box.

9. Lin Tang is being interviewed

- A on the radio
- B at a school
- C at a college
- D on TV.

1

10. Lin believes that

- A intelligence can't be improved
- B intelligence can be improved
- C performance depends on personality
- D performance depends on age.

1

11. Lin says that when you get older you can stop your brain deteriorating by

- A taking more exercise
- B staying active
- C learning a language
- D retiring from work.

1

12. Lin describes "hot-housing" babies as keeping them

- A warm
- B busy
- C quiet
- D happy.

1

Questions 13 and 14

Marks

Tick (✓) *two* boxes.

Which **two** of the following does Adrian believe that babies need?

- A Constant attention
- B Fresh air
- C Time on their own
- D Contact with people
- E Plenty of sleep

2

Questions 15 and 16

Which **two** of the areas below does Lin's course for schools focus on?

- A Having a good diet
- B How the brain functions
- C Taking enough physical exercise
- D Getting enough sleep
- E Becoming more confident

2

Section A Recording 3

Marks

Complete the sentences below. Write no more than **three** words for each answer.

And Now to Gambling

17. The main aim of the new rules is to _____
of the industry.

1

18. _____ are not happy about
the new rules and say they will be difficult to implement.

1

Has wearing a hat indoors become illegal? This is the question that Jenny Watt is now asking.

19. Jenny Watt was in _____ of her local
pub when the incident happened.

1

20. Staff asked her to remove her hat saying it could _____
from view of the CCTV cameras.

1

Choose the best answer for each question and tick (✓) the box.

21. Jenny Watt was

- A annoyed with the staff
- B indifferent to the staff
- C violent towards the staff
- D happy with the staff.

1

22. Jenny Watt said that she will return to the restaurant

- A with her friend
- B without her friend
- C with her hat
- D without her hat.

1

And another armed robbery

Marks

23. Last night armed robbers stole

- A more than two hundred thousand pounds
- B less than two hundred thousand pounds
- C more than fifty two million pounds
- D fifty two million pounds.

1

*Write no more than **four** words for each answer.*

24. What has happened to the two men and a woman in London?

1

And finally the cricket

25. What prevented England and India from playing cricket?

1

[END OF SECTION A—LISTENING]

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English for Speakers of
Other Languages
Intermediate 2
Specimen Question Paper

Time: 1 hour 30 minutes

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Section B—Reading
Section C—Writing

Do not open this paper until you are told to do so.

Fill in these boxes and read what is printed below.

Full name of centre

Town

Forename(s)

Surname

Date of birth

Day Month Year

--	--	--	--	--	--

Scottish candidate number

--	--	--	--	--	--

Number of seat

Section B Reading—Information

This section is worth 25 marks.

Read the texts and answer the questions which follow.

Use of a dictionary is **not** permitted.

Section C Writing—Information

This section is worth 25 marks.

SECTION B—READING

Text 1

Read the newspaper article and answer the questions that follow.

- (1) Oh dear. What will those who predicted the end of the world say now? How will they explain away yet two more scientific studies that clearly contradict the central beliefs of global warming? For much of the past 14 years, since the United Nations created its Intergovernmental Panel on Climate Change (IPCC), we've been warned that human activity is overheating the planet.
- (2) And nowhere is that supposed to be more evident than in Antarctica, the barometer for the planet's climate change. Indeed, in recent years there have been several scary reports claiming that Antarctica is warming up and its ice shelves are melting at a startling rate. Which has led to the most pessimistic forecasts from environmental groups such as the National Resources Defense Council (NRDC). "Glaciers and polar ice packs will melt," it direly predicts, in its global warming "fact sheet." "Sea levels will rise, flooding coastal areas. Heat waves will be more frequent and more intense. Droughts will occur more often causing global warming."
- (3) So how do the same people explain the new study, appearing in the current edition of the journal *Nature*, that shows a net cooling, rather than warming, on the Antarctic continent between 1966 and 2000? What particularly amazes is that the cooling trend has actually gotten more evident since the mid-1980s. Air temperatures recorded continuously over a 14-year period ending in 1999 went down by 0.7 degrees in Antarctica's polar desert valleys. The study's lead author, Peter T. Doran of the University of Illinois at Chicago, was almost apologetic about the results produced by his team of scientists. "This is an unexpected twist," he said, thus acknowledging that his data is inconsistent with global warming theory. It's the same thing with the study, published in a recent issue of the journal *Science*, which concludes that the giant West Antarctic Ice Sheet is actually getting thicker, rather than melting. Much like Doran, author Ian Joughin sounded almost regretful about his scientific findings, recognizing that it contradicts the global warming theory. "It could be this part of the ice sheet is not necessarily sensitive to global warming," he said.
- (4) There is a strange thing going on in the scientific community. Scientists who produce research that does not agree with accepted wisdom on global warming—like Doran and Joughin—feel that they should cast doubt on their findings. Or, at least, to suggest that their results are an exception. Indeed, a few years back, the Climate Prediction Center released a study that found the continental United States has actually gotten cooler, rather than warmer, over the past third of a century. Yet, the scientists who produced the center's study went to great lengths to convince us that the study clearly contradicted generally believed notions about global warming.

80 (5) It seems clear that much of the scientific community cannot accept even the possibility that global warming does not exist at this point. Scientists so want to be seen to be in
 85 agreement with the pessimistic views of the IPCC and the NRDC that even those scientists who produce research

that contradict theories global warming are unwilling to admit it.

Adapted from an article by Joseph Perkins from the San Diego Union-Tribune, January 25, 2002

QUESTIONS

Section 1

DO NOT
WRITE IN
THIS
MARGIN

Marks

Choose the best answer for each question and tick (✓) the box.

- | | | | | |
|-----------|--|--------------------------|----------|--|
| 1. | What does the writer imply in Paragraph 1? | | | |
| | A. The IPCC has provided false information. | <input type="checkbox"/> | | |
| | B. The two new research studies shouldn't be taken seriously. | <input type="checkbox"/> | | |
| | C. Not enough has been done to stop global warming. | <input type="checkbox"/> | | |
| | D. The two new recent studies contradict each other. | <input type="checkbox"/> | 1 | |
| 2. | From the article as a whole, the writer | | | |
| | A. is pessimistic about saving the planet | <input type="checkbox"/> | | |
| | B. is unhappy because scientists cannot decide what is happening | <input type="checkbox"/> | | |
| | C. feels he should apologise for the articles written by Doran and Joughin | <input type="checkbox"/> | | |
| | D. thinks that scientists do not want to accept new information. | <input type="checkbox"/> | 1 | |
| 3. | The most appropriate title for the article would be | | | |
| | A. New scientific findings go against theories of global warming | <input type="checkbox"/> | | |
| | B. Global warming: our planet's future | <input type="checkbox"/> | | |
| | C. Pessimism in the scientific community | <input type="checkbox"/> | | |
| | D. Antarctica: the barometer on climate changes. | <input type="checkbox"/> | 1 | |
| 4. | Which of the following statements is true about Doran and Joughin? | | | |
| | A. Both work at the same university | <input type="checkbox"/> | | |
| | B. Both predicted the end of the world | <input type="checkbox"/> | | |
| | C. Both are members of the NRDC | <input type="checkbox"/> | | |
| | D. Both felt the need to apologise for their findings | <input type="checkbox"/> | 1 | |

Section 2

Marks

Provide short answers to the following questions.

5. Which people mentioned in the article does the writer believe?

1

6. Which word in Paragraph 3 has this dictionary entry?

“ _____: (noun) a broad, flat continuous surface or layer.”

1

7. Which phrase in Paragraph 3 has this dictionary entry?

“ _____: (phrase) an unforeseen development.”

1

8. In your own words, what is the main point of Doran’s article (write no more than 15 words).

2

9 Marks

Text 2

Look at the official Orkney Tourism website below. The site is in two parts. In Section 3 you will find the front page of the website. In Section 4 you will find extracts from the other sections of the website.

Section 3

Questions 10–16

Write **one** word for each gap of the text.

DO NOT
WRITE IN
THIS
MARGIN

Marks

Welcome to a lifetime of memories

Orkney is a group of 70 or so islands, of which 17 are currently inhabited. Orkney can be found off the northern tip of Scotland, lying where the North Sea and the Atlantic Ocean meet.

The _____ cover an area of 974 square kilometres, of which more than half is taken up by the Mainland, which is the group's largest island. The islands are about 85 km from north to south and 37 km from east to west. Approximately 20,000 people live in Orkney, the majority of which live in the main towns of Kirkwall and Stromness.

Unlike other parts of Scotland, Orkney is not famous for its _____. Instead, the islands are generally low-lying, gently sloping and richly fertile. The climate is temperate, warmed by the Gulf Stream; with the driest months being April, May and June.

In the spring and summer months, the days are long and the skies are enormous, which literally lengthens your day. _____, come autumn, the evenings draw in, the aurora borealis; or northern lights offer a spectacular light show well worth seeing.

1

1

1

Marks

Orkney’s famous archaeology, superb wildlife, landscape, and traditional island welcome are well known—at least to lovers of the good life. Many of our visitors return again and again to taste the pleasures of ancient culture and modern hospitality.

What is it that brings _____ back? Perhaps it’s the pure air, or the scent of wildflowers, or the mysteries of the magnificent standing stones and the sense of kinship with our ancestors.

1

Or _____ it’s the deliciously slow pace of life, and the warmth of the people. Orkney is a feast for the senses, and an opportunity to get back in touch with the real you.

1

Whatever your pleasure, if you have visited Orkney before, we hope you’ll be back with us again soon, and if this is going to be your _____ time—read on. _____ are sure you will like what you find.

2

Freely adapted from <http://www.visitorkney.com/>

Section 4

Marks

Questions 17–25

In the left hand column in the table you can see the different sections of the website. On the right hand column you can see the first few lines of each section. Match the text to the section heading. **One** has been done for you as an example.

<u>getting here</u> _____		A. Orkney plays host to many events and festivals throughout the year. Why not make your Orkney Holiday really special by planning your trip to coincide with one of the many varied events in our islands calendar . . .	1
<u>accommodation</u> _____		B. Of course you can read lots of good archaeology books about Orkney, but most of all you need to enjoy a good story. Like the one about the Viking graffiti etched on the wall of a Stone Age tomb, a storm and the uncovering of a long lost buried village . . .	1
<u>things to see & do</u> _____		C. What makes a good holiday great, and a great holiday more memorable? Well, for most of us it would be the warmth of the welcome, the quality of the local produce, and the excellence of the service . . .	1
<u>tours & guides</u> I _____		D. You'll find a wide choice to suit all holiday budgets from five star facilities, guest houses and bed and breakfasts to self-catering, holiday caravans and camping. All establishments listed in the guide have been graded by VisitScotland Quality Assurance . . .	
<u>culture & history</u> _____		E. Remote from the harassing turmoil of modern urban life, but easily accessible seven days a week, 365 days a year—Orkney is nearer than you think. By air wonderful aerial views of the islands await you, with good inbound links from European and North American destinations . . .	1
<u>island hopping</u> _____		F. Orkney is the stuff of dreams. Spectacular sunsets across ancient stone circles, dramatic cliffs and sweeping beaches. And all around the sense of other voices, other lives. Find those low, low prices now by looking below . . .	1

Section 4 (continued)

Marks

<p><u>eating & drinking</u></p> <p>_____</p>		<p>G. A Souvenir Guide to Orkney</p> <p>Illustrated with over 160 colour pictures by Charles Tait, this 64-page book covers all of the main sites, monuments and islands.</p> <p>Price £5.95</p> 	<p>1</p>	
<p><u>special offers</u></p> <p>_____</p>		<p>H. If you are looking for general information, please either write to us using the details below</p> <p>VisitOrkney, 6 Broad Street, Kirkwall, Orkney, KW15 1NX</p>	<p>1</p>	
<p><u>shop with us</u></p> <p>_____</p>		<p>I. Orkney has fascinating discoveries around every corner, many of which ultimately pose more questions than they answer. Visitors don't need a particular knowledge of history—just curiosity, a lively imagination, and a bit of vision! . . .</p>	<p>1</p>	
<p><u>contact us</u></p> <p>_____</p>		<p>J. The smaller Orkneys are ideal wildlife watching country, on quiet shores and hills, or out at sea. And every one is blessed with interesting flora and fauna. But in particular, Sanday is renowned for its otters, and passing pods of whales; Westray for . . .</p>	<p>1</p>	

[END OF SECTION B—READING]

C222/SQP355

English for Speakers
of Other Languages
Intermediate 2
Specimen Question Paper

Recommended time:
50 minutes

NATIONAL
QUALIFICATIONS

Section C—Writing

This section is worth 25 marks

SECTION C—WRITING

Section C (i)

Recommended Time: 10 minutes

*Read the following text. Look carefully at each line. There is a maximum of **one** error in each line of the text. The errors in the text are either spelling or grammar mistakes.*

Underline each error and write the extra, correct or missing word in the space.

Mark correct lines with a (✓) in the space. The task begins with four examples (a) to (d).

Visit Uzbekistan	
If you want to have an unforgettable	a. _____ ✓ _____
holiday, you should <u>to</u> visit Uzbekistan.	b. _____ to _____
The country_ situated in central Asia and is	c. _____ is _____
the <u>large</u> country there, with a population	d. _____ largest _____
of 26 million people. It used be one the	1. _____
Soviet republics but in 1991 it has become	2. _____
independent. It has an extreme continental	3. _____
climate and the summer, temperatures can	4. _____
reaching 45°C and humidity is low. You	5. _____
can visit the green and beauty countryside	6. _____
in the east and the historical towns at the	7. _____
south. Uzbekistan is well known by the	8. _____
famous Silk Road which used be the	9. _____
trading rout between China and the West.	10. _____

5 Marks

Section C (ii)

Read the three tasks below. Answer **one** task only.

Choose your task and write the task number on your question paper.

Approximate length: 250 words

Recommended Time: 40 minutes

Task 1: Everyday Communication

Your local community newsletter has a page where it publishes articles from members of local sports or hobby clubs. Write an informal article for the newsletter. You would like this to help attract new members, volunteer helpers and funds to your club.

Include:

- advantages of your sport or hobby
- past successes/achievements/events
- future plans

20 Marks

OR

Task 2: Work

You work for a company which has contracted an employment agency to provide temporary staff. However, you are not satisfied with the service that this agency has provided.

Your manager has sent you a memo saying that he is not satisfied with the service and that he phoned the agency to complain. The agency has asked for more details. Your manager listed the following in his memo:

- poor time-keeping
- misuse of computers
- smoking on the premises
- inappropriate dress
- attitude to customers.

Write a formal letter of complaint.

20 Marks

OR

Task 3: Study

Write a formal academic report on the following topic:

My country's capital city should have been named as the host of the Olympic Games.

Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge and experience.

The following aspects may be considered:

- transport
- facilities
- financing
- past experience

20 Marks

MARKER'S GRID

Candidate Name	
Candidate Number	
Section A	Listening / 25
Section B	Reading / 25
Section C	Writing / 25
Total	75

C222/SQP355

English for Speakers
of Other Languages
Intermediate 2
Specimen Marking Instructions

NATIONAL
QUALIFICATIONS

Section A—Listening
Section B—Reading
Section C—Writing
Speaking

Marks

Section A**Listening—Recording 1**

Choose the best answer for each question and tick (✓) the box.

1. Matthew

- A wants to go to France with his parents
- B wants to stay at home with his parents
- C doesn't want to go to France with his parents
- D doesn't want to go to France ever again.

1

2. Ahmed is going to a music festival

- A with his friend's sister
- B with Carly
- C on his own
- D with his sister and a friend.

1

3. Carly is spending the summer

- A studying for college
- B staying at a friend's house
- C working in a coffee bar
- D travelling with her parents.

1

4. Carly believes that parents today

- A don't control their children
- B control their children too much
- C let their children watch too much TV
- D don't let their children watch enough TV.

1

Questions 5–8

Marks

- Award the point if it is intelligible in the context of the sentence even though it may be wrong in terms of spelling or grammar.
- Use your discretion and accept synonyms and near synonyms.

Complete the sentences below.

Write no more than **three** words for each answer.

Ahmed's grandparents _____ **didn't worry** _____ at all about

Ahmed's Dad.

1

Matthew said that his parents didn't have _____ **computer games** _____ or

_____ **mobile phones** _____ when they were young.

2

Ahmed is going to _____ **Spain** _____ with _____ **Chris** _____

and _____ **his parents** _____ for a week.

1

Section A

Marks

Listening—Recording 2

Choose the best answer for each question and tick (✓) the box.

9. Lin Tang is being interviewed

- A on the radio
- B at a school
- C at a college
- D on TV.

1

10. Lin believes that

- A intelligence can't be improved
- B intelligence can be improved
- C performance depends on personality
- D performance depends on age.

1

11. Lin says that when you get older you can stop your brain deteriorating by

- A taking more exercise
- B staying active
- C learning a language
- D retiring from work.

1

12. Lin describes “hot-housing” babies as keeping them

- A warm
- B busy
- C quiet
- D happy.

1

Questions 13 and 14

Marks

Tick (✓) *two* boxes.

Which **two** of the following does Adrian believe that babies need?

- A Constant attention
- B Fresh air
- C Time on their own
- D Contact with people
- E Plenty of sleep

2

Questions 15 and 16

Which **two** of the areas below does Lin's course for schools focus on?

- A Having a good diet
- B How the brain functions
- C Taking enough physical exercise
- D Getting enough sleep
- E Becoming more confident

2

Section A

Marks

Listening—Recording 3

- Award the point if it is intelligible in the context of the sentence even though it may be wrong in terms of spelling or grammar.
- Use your discretion and accept synonyms and near synonyms.

Complete the sentences below.

Write no more than **three** words for each answer.

And Now to Gambling

17. The main aim of the new rules is to keep crime out
of the industry. 1

18. Gambling operators are not happy about
the new rules and say they will be difficult to implement. 1

Has wearing a hat indoors become illegal? This is the question that Jenny Watt is now asking.

19. Jenny Watt was in the restaurant of her local
pub when the incident happened. 1

20. Staff asked her to remove her hat saying it could hide her face
from view of the CCTV cameras. 1

Choose the best answer for each question and tick (✓) the box.

21. Jenny Watt was

A annoyed with the staff	<input checked="" type="checkbox"/>	
B indifferent to the staff	<input type="checkbox"/>	
C violent towards the staff	<input type="checkbox"/>	
D happy with the staff.	<input type="checkbox"/>	1

22. Jenny Watt said that she will return to the restaurant

A with her friend	<input type="checkbox"/>	
B without her friend	<input type="checkbox"/>	
C with her hat	<input checked="" type="checkbox"/>	
D without her hat.	<input type="checkbox"/>	1

And another armed robbery

Marks

23. Last night armed robbers stole

- A more than two hundred thousand pounds
- B less than two hundred thousand pounds
- C more than fifty two million pounds
- D fifty two million pounds.

1

Write no more than **four** words for each answer.

- Award the point if it is intelligible in the context of the sentence even though it may be wrong in terms of spelling or grammar.
- Use your discretion and accept synonyms and near synonyms.

24. What has happened to the two men and a woman in London?

They have been arrested.

1

And finally the cricket

25. What prevented England and India from playing cricket?

rain and bad light

1

[END OF SECTION A—LISTENING
SPECIMEN MARKING INSTRUCTIONS]

SECTION B—READING

Text 1

Read the newspaper article and answer the questions that follow.

- (1) Oh dear. What will those who predicted the end of the world say now? How will they explain away yet two more scientific studies that clearly
5 contradict the central beliefs of global warming? For much of the past 14 years, since the United Nations created its Intergovernmental Panel on Climate Change (IPCC), we've been
10 warned that human activity is overheating the planet.
- (2) And nowhere is that supposed to be more evident than in Antarctica, the barometer for the planet's climate
15 change. Indeed, in recent years there have been several scary reports claiming that Antarctica is warming up and its ice shelves are melting at a startling rate. Which has led to the
20 most pessimistic forecasts from environmental groups such as the National Resources Defense Council (NRDC). "Glaciers and polar ice packs will melt," it direly predicts, in
25 its global warming "fact sheet." "Sea levels will rise, flooding coastal areas. Heat waves will be more frequent and more intense. Droughts will occur more often causing global warming."
- (3) So how do the same people explain
30 the new study, appearing in the current edition of the journal *Nature*, that shows a net cooling, rather than warming, on the Antarctic continent
35 between 1966 and 2000? What particularly amazes is that the cooling trend has actually gotten more evident since the mid-1980s. Air temperatures recorded continuously over a 14-year
40 period ending in 1999 went down by 0.7 degrees in Antarctica's polar desert valleys. The study's lead author, Peter T. Doran of the University of Illinois at Chicago, was almost apologetic
45 about the results produced by his team of scientists. "This is an unexpected twist," he said, thus acknowledging that his data is inconsistent with global warming theory. It's the same thing
50 with the study, published in a recent issue of the journal *Science*, which concludes that the giant West Antarctic Ice Sheet is actually getting thicker, rather than melting. Much like Doran,
55 author Ian Joughin sounded almost regretful about his scientific findings, recognizing that it contradicts the global warming theory. "It could be this part of the ice sheet is not
60 necessarily sensitive to global warming," he said.
- (4) There is a strange thing going on
65 in the scientific community. Scientists who produce research that does not agree with accepted wisdom on global warming—like Doran and Joughin—feel that they should cast doubt on their
70 findings. Or, at least, to suggest that their results are an exception. Indeed, a few years back, the Climate Prediction Center released a study that found the continental United States
75 has actually gotten cooler, rather than warmer, over the past third of a century. Yet, the scientists who produced the center's study went to great lengths to convince us that the study clearly contradicted generally
believed notions about global warming.

80 (5) It seems clear that much of the scientific community cannot accept even the possibility that global warming does not exist at this point. Scientists so want to be seen to be in
85 agreement with the pessimistic views of the IPCC and the NRDC that even those scientists who produce research

that contradict theories global warming are unwilling to admit it.

Adapted from an article by Joseph Perkins from the San Diego Union-Tribune, January 25, 2002

QUESTIONS

DO NOT
WRITE IN
THIS
MARGIN

Section 1

Marks

Choose the best answer for each question and tick (✓) the box.

- | | | | | |
|----|--|-------------------------------------|----------|--|
| 1. | What does the writer imply in Paragraph 1? | | | |
| | A. The IPCC has provided false information. | <input checked="" type="checkbox"/> | | |
| | B. The two new research studies shouldn't be taken seriously. | <input type="checkbox"/> | | |
| | C. Not enough has been done to stop global warming. | <input type="checkbox"/> | | |
| | D. The two new recent studies contradict each other. | <input type="checkbox"/> | 1 | |
| 2. | From the article as a whole, the writer | | | |
| | A. is pessimistic about saving the planet | <input type="checkbox"/> | | |
| | B. is unhappy because scientists cannot decide what is happening | <input type="checkbox"/> | | |
| | C. feels he should apologise for the articles written by Doran and Joughin | <input type="checkbox"/> | | |
| | D. thinks that scientists do not want to accept new information. | <input checked="" type="checkbox"/> | 1 | |
| 3. | The most appropriate title for the article would be | | | |
| | A. New scientific findings go against theories of global warming | <input checked="" type="checkbox"/> | | |
| | B. Global warming: our planet's future | <input type="checkbox"/> | | |
| | C. Pessimism in the scientific community | <input type="checkbox"/> | | |
| | D. Antarctica: the barometer on climate changes. | <input type="checkbox"/> | 1 | |
| 4. | Which of the following statements is true about Doran and Joughin? | | | |
| | A. Both work at the same university | <input type="checkbox"/> | | |
| | B. Both predicted the end of the world | <input type="checkbox"/> | | |
| | C. Both are members of the NRDC | <input type="checkbox"/> | | |
| | D. Both felt the need to apologise for their findings | <input checked="" type="checkbox"/> | 1 | |

Section 2

Marks

Provide short answers to the following questions.

5. Which people mentioned in the article does the writer believe?

Doran and Joughin

1

6. Which word in Paragraph 3 has this dictionary entry?

“ **sheet** _____: (noun) a broad, flat continuous surface or layer.”

1

7. Which phrase in Paragraph 3 has this dictionary entry?

“ **unexpected twist** _____: (phrase) an unforeseen development.”

1

8. In your own words, what is the main point of Doran’s article (write no more than 15 words).

The candidate should convey the meaning: “shows a net cooling, rather than warming, on the Antarctic continent”.

1

- *The point is awarded if it is intelligible in the context of the sentence even though it may be wrong in terms of spelling or grammar.*

Extra point is awarded if candidate uses own words.

1

9 Marks

Text 2

Look at the official Orkney Tourism website below. The site is in two parts. In Section 3 you will find the front page of the website. In Section 4 you will find extracts from the other sections of the website.

Section 3

Questions 10–16

Write **one** word for each gap of the text.

DO NOT
WRITE IN
THIS
MARGIN

Marks

Welcome to a lifetime of memories

These are suggested answers for this section, alternative answers may be acceptable.

Orkney is a group of 70 or so islands, of which 17 are currently inhabited. Orkney can be found off the northern tip of Scotland, lying where the North Sea and the Atlantic Ocean meet.

The islands/Orkneys cover an area of 974 square kilometres, of which more than half is taken up by the Mainland, which is the group's largest island. The islands are about 85 km from north to south and 37 km from east to west. Approximately 20,000 people live in Orkney, the majority of which live in the main towns of Kirkwall and Stromness.

1

Unlike other parts of Scotland, Orkney is not famous for its mountains. Instead, the islands are generally low-lying, gently sloping and richly fertile. The climate is temperate, warmed by the Gulf Stream; with the driest months being April, May and June.

1

In the spring and summer months, the days are long and the skies are enormous, which literally lengthens your day. However, come autumn, the evenings draw in, the aurora borealis; or northern lights offer a spectacular light show well worth seeing.

1

Section 4

Marks

Questions 17–25

In the left hand column in the table you can see the different sections of the website. On the right hand column you can see the first few lines of each section. Match the text to the section heading. **One** has been done for you as an example.

<u>getting here</u> <u>E</u>	A. Orkney plays host to many events and festivals throughout the year. Why not make your Orkney Holiday really special by planning your trip to coincide with one of the many varied events in our islands calendar . . .	1
<u>accommodation</u> <u>D</u>	B. Of course you can read lots of good archaeology books about Orkney, but most of all you need to enjoy a good story. Like the one about the Viking graffiti etched on the wall of a Stone Age tomb, a storm and the uncovering of a long lost buried village . . .	1
<u>things to see & do</u> <u>A</u>	C. What makes a good holiday great, and a great holiday more memorable? Well, for most of us it would be the warmth of the welcome, the quality of the local produce, and the excellence of the service . . .	1
<u>tours & guides</u> <u>I</u>	D. You'll find a wide choice to suit all holiday budgets from five star facilities, guest houses and bed and breakfasts to self-catering, holiday caravans and camping. All establishments listed in the guide have been graded by VisitScotland Quality Assurance . . .	
<u>culture & history</u> <u>B</u>	E. Remote from the harassing turmoil of modern urban life, but easily accessible seven days a week, 365 days a year—Orkney is nearer than you think. By air wonderful aerial views of the islands await you, with good inbound links from European and North American destinations . . .	1
<u>island hopping</u> <u>J</u>	F. Orkney is the stuff of dreams. Spectacular sunsets across ancient stone circles, dramatic cliffs and sweeping beaches. And all around the sense of other voices, other lives. Find those low, low prices now by looking below . . .	1

Section 4 (continued)

Marks

<u>eating & drinking</u> <u>C</u>		<p>G. A Souvenir Guide to Orkney</p> <p>Illustrated with over 160 colour pictures by Charles Tait, this 64-page book covers all of the main sites, monuments and islands.</p> <p>Price £5.95 </p>	1	
<u>special offers</u> <u>F</u>		<p>H. If you are looking for general information, please either write to us using the details below</p> <p>VisitOrkney, 6 Broad Street, Kirkwall, Orkney, KW15 1NX</p>	1	
<u>shop with us</u> <u>G</u>		<p>I. Orkney has fascinating discoveries around every corner, many of which ultimately pose more questions than they answer. Visitors don't need a particular knowledge of history—just curiosity, a lively imagination, and a bit of vision! . . .</p>	1	
<u>contact us</u> <u>H</u>		<p>J. The smaller Orkneys are ideal wildlife watching country, on quiet shores and hills, or out at sea. And every one is blessed with interesting flora and fauna. But in particular, Sanday is renowned for its otters, and passing pods of whales; Westray for . . .</p>	1	

[END OF SECTION B—READING
SPECIMEN MARKING INSTRUCTIONS]

SECTION C—WRITING

Section C (i)

Recommended Time: 10 minutes

Read the following text. Look carefully at each line. There is a maximum of **one** error in each line of the text. The errors in the text are either spelling or grammar mistakes.

Underline each error and write the extra, correct or missing word in the space.

Mark correct lines with a (✓) in the space. The task begins with four examples (a) to (d).

Total of 5 marks

One mark is awarded for every 2 correct answers.

<p>Visit Uzbekistan</p> <p>If you want to have an unforgettable holiday, you should <u>to</u> visit Uzbekistan.</p> <p>The country <u>situated</u> in central Asia and is the <u>large</u> country there, with a population of 26 million people. It used be one <u>the</u> Soviet republics but in 1991 it <u>has become</u> independent. It has an extreme continental climate and <u>the</u> summer, temperatures can <u>reaching</u> 45°C and humidity is low. You can visit the green and <u>beauty</u> countryside in the east and the historical towns <u>at</u> the south. Uzbekistan is well known <u>by</u> the famous Silk Road which used <u>be</u> the trading <u>rout</u> between China and the West.</p>	<p>a. <u>✓</u></p> <p>b. <u>to</u></p> <p>c. <u>is</u></p> <p>d. <u>largest</u></p> <p>1. <u>of</u></p> <p>2. <u>became</u></p> <p>3. <u>✓</u></p> <p>4. <u>in/during</u></p> <p>5. <u>reach</u></p> <p>6. <u>beautiful</u></p> <p>7. <u>in/of</u></p> <p>8. <u>for</u></p> <p>9. <u>to</u></p> <p>10. <u>route</u></p>
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SECTION C (ii) and C (iii)—WRITING

Description of Performance	Part 2 Marks (20 marks)
<ul style="list-style-type: none"> • The candidate uses a sufficiently wide range of structures with a level of accuracy appropriate to the task. • The candidate shows knowledge of a range of general and some specialised vocabulary and uses this appropriately within the context of the task. • Some inaccuracies in grammar, spelling and punctuation, which in the context of the task, do not detract from communication. • Register, style and layout are appropriate to the task. • Writing is organised and coherent. 	17–20
	14–16
<ul style="list-style-type: none"> • The candidate uses a reasonably wide range of structures with a level of accuracy appropriate to the task. • The candidate shows knowledge of a range of general and some specialised vocabulary and uses this appropriately within the context of the task. • Some inaccuracies in grammar, spelling and punctuation, which in the context of the task, do not generally detract from communication. • Register, style and layout are mainly appropriate to the task. • Writing is mainly organised and coherent. 	13
	12
<ul style="list-style-type: none"> • The candidate uses an adequate range of structures with a level of accuracy appropriate to the task. • The candidate shows knowledge of general and some specialised vocabulary and uses this appropriately within the context of the task. • Some inaccuracies in grammar, spelling and punctuation, which do not impede understanding on a first reading. • Register, style and layout are mostly appropriate to the task. • Overall, writing is organised and coherent. 	11
	10
<ul style="list-style-type: none"> • The candidate does not use an adequate range of structures or display a level of accuracy appropriate to the task. • The candidate does not show knowledge of general or some specialised vocabulary, or does not use this appropriately within the context of the task. • Inaccuracies in grammar, spelling and punctuation impede understanding on a first reading. • Register, style or layout are inappropriate to the task. • Writing is not organised or coherent. 	9
	8
<ul style="list-style-type: none"> • The candidates use of sentence structure is confused. • The candidates use of vocabulary is wholly inadequate. • Inaccuracies in the context of the task render the text incomprehensible. • There is no organisation or coherence • Less than 20% of suggested length. 	0–7

*[END OF SECTION C—WRITING
SPECIMEN MARKING INSTRUCTIONS]*



**National Qualifications
English for Speakers of Other Languages (ESOL)**

**Assessment of Speaking
Intermediate 2
Higher**

The following Descriptions of Performance and marks must be used to assess candidates' performance in Speaking for ESOL Courses at the above levels.

Valid from 1st August 2008

The ESOL Course assessment for Speaking is the task from the Everyday Communication Units with the additional marking information on how to judge a candidate's performance and mark it out of 25. These marks are then submitted to SQA to contribute to the candidate's overall grade in the examination.

The assessments are to be conducted by a **qualified teacher(s)/lecturer(s)** of the centre, and recorded on cassette or CD. Assessments may be carried out at any time convenient to the centre, but in making arrangements for their conduct it must be borne in mind that a sample of the marks and recordings must be available for submission for Verification purposes.

Candidates will be assessed in pairs; either with another candidate or an interlocutor. However, centres are required to supply **for each candidate** a separate cassette or CD which will be returned to centres in due course. Only **completely blank** cassettes or CDs should be used. The cassette must allow the recording of the assessment on **one** side only.

In the interests of standardisation, time allocations should be observed as closely as possible. **There is no advantage to the candidate in prolonging the assessment unnecessarily.**

The assessment tasks at each of the levels are as follows:

Intermediate 2 (25 marks)

Two different, short spoken interactions which both take place during one recording. The first is an introductory conversation of no more than 2 minutes. The second is a more in depth discussion of around 4 – 5 minutes

Higher (25marks)

Two different, short spoken interactions which both take place during one recording. The first is an informal introductory conversation of no more than 2 minutes. The second is a more in depth discussion of around 6 – 8 minutes.

The two parts of the speaking assessment should be marked as a whole and one mark given out of 25 possible marks. Please refer to Appendix 1 for the marking information for Intermediate 2 and to Appendix 2 for the marking information for Higher.

Internal Assessment of Speaking – Intermediate 2

Appendix 1

Please note that the performance descriptions describe the performance of the tasks at the **Intermediate 2** level.

Description of Performance	Mark	Description of Performance	Mark	Description of Performance	Mark
<ul style="list-style-type: none"> • Coherent and well-organised output with limited and mostly natural hesitation • Contributes effectively and relevantly throughout the interaction. • Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn taking which support the development of the interaction. • Fully achieves task with clear support for each point made • Shows knowledge of a range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. • Uses a wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and effective. 	22-25	<ul style="list-style-type: none"> • Coherent and well-organised output with limited hesitation • Contributes effectively and relevantly throughout the interaction. • Demonstrates the ability to initiate and show sensitivity to the norms of turn taking which support the development of the interaction • Fully achieves task with support for each point made • Shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this appropriately within the context of the task. • Uses a sufficiently wide range of structures with an appropriate level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and effective. 	19-21	<ul style="list-style-type: none"> • Coherent and organised output with limited inappropriate hesitation. • Contributes effectively in order to maintain the interaction • Demonstrates the ability to initiate and show general sensitivity to the norms of turn taking which support the maintenance of the interaction.. • Fully achieves task with some support for points made • Shows knowledge of general and some specialised vocabulary and uses this appropriately within the context of the task. • Uses an adequate range of structures with an appropriate level of accuracy to communicate the message. • Production of English pronunciation features is evident and mostly effective. 	15-18

Internal Assessment of Speaking – Intermediate 2 (cont)

Appendix 1

Description of Performance	Mark	Description of Performance	Mark	Description of Performance	Mark
<ul style="list-style-type: none"> Mainly coherent and organised output with a level of hesitation which does not detract from communication. Contributes effectively in order to maintain the interaction. Demonstrates the ability to initiate and show general sensitivity to the norms of turn taking which support the maintenance of the interaction. Achieves task. Shows knowledge of general and some specialised vocabulary and uses this appropriately within the context of the task. Uses an adequate range of structures with an appropriate level of accuracy to communicate the message. Production of English pronunciation features is evident and mostly effective. 	13-14	<ul style="list-style-type: none"> Communication lacks coherence and organisation and hesitation interferes with the interaction. Does not contribute effectively in order to maintain the interaction. Task is only partially achieved. Does not show sufficient knowledge of general and specialised vocabulary or does not use this appropriately within the context of the task. Does not use an adequate range of structures or display an appropriate level of accuracy to communicate the message. The candidate lacks clarity in production of English pronunciation features. 	9-12	<ul style="list-style-type: none"> Communication is not coherent and organised and hesitation interferes with the interaction. Does not contribute effectively in order to maintain the interaction. Interaction is mainly irrelevant Shows very limited knowledge of general and specialised vocabulary and uses this with an inappropriate level of inaccuracy within the context of the task. Uses a very limited range of structures with a level of inaccuracy which impedes communication of the message. Pronunciation features interfere with effective communication. 	6-8

Internal Assessment of Speaking – Intermediate 2 (cont)

Appendix 1

Description of Performance	Mark
<ul style="list-style-type: none">• No coherence or cohesion• Spoken interaction does not relate to task• Use of vocabulary is wholly inadequate• Errors predominate	0-5

Internal Assessment of Speaking – Higher

Appendix 2

Please note that the performance descriptions describe the performance of the tasks at the **Higher** level.

Description of Performance	Mark	Description of Performance	Mark	Description of Performance	Mark
<ul style="list-style-type: none"> • Coherent, well-organised and fluent output with only limited and mostly natural hesitation. • Contributes fully, effectively and relevantly throughout the interaction. • Demonstrates the ability to initiate with spontaneity and ease and show sensitivity to the norms of turn taking which fully support the development of the interaction. • Fully achieves task with clear support for each point made • Shows knowledge of a wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. • Uses a wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and fully effective. 	22-25	<ul style="list-style-type: none"> • Coherent and well-organised output with limited and mostly natural hesitation. • Contributes effectively and relevantly throughout the interaction. • Demonstrates the ability to initiate with ease and show sensitivity to the norms of turn taking which support the development of the interaction. • Fully achieves the task with support for each point made • Shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. • Uses a reasonably wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and effective. 	19-21	<ul style="list-style-type: none"> • Coherent and organised output with limited hesitation which does not detract from the communication. • Contributes effectively in order to maintain the interaction. • Demonstrates the ability to initiate and show sensitivity to the norms of turn taking which fully support the maintenance of the interaction. • Fully achieves task with support for some points made • Shows knowledge of a reasonably wide range of general and specialised vocabulary and uses this accurately and appropriately within the context of the task. • Uses a reasonably wide range of structures, including complex structures, with a level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and effective. 	15-18

Internal Assessment of Speaking – Higher (cont)

Appendix 2

Description of Performance	Mark	Description of Performance	Mark	Description of Performance	Mark
<ul style="list-style-type: none"> • Coherent and organised output with limited hesitation which does not detract from the communication. • Contributes effectively in order to maintain the interaction. • Demonstrates the ability to initiate and show sensitivity to the norms of turn taking which support the maintenance of the interaction. • Achieves task • Shows knowledge of a range of general and specialised vocabulary and uses this with a sufficient level of accuracy and appropriacy to clearly convey the message within the context of the task. • Uses a range of structures with an appropriate level of accuracy to clearly communicate the message. • Production of English pronunciation features is evident and mostly effective. 	13-14	<ul style="list-style-type: none"> • Communication lacks coherence and organisation and hesitation may interfere with the interaction. • Does not contribute effectively in order to maintain the interaction • Task is only partially achieved. • Shows limited knowledge of a range of general and specialised vocabulary and uses this with an insufficient level of accuracy and appropriacy to clearly convey the message within the context of the task. • Uses a limited range of structures with a level of accuracy which may at times interfere with clear communication of the message. • Production of English pronunciation features is evident and partially effective. 	9-12	<ul style="list-style-type: none"> • Communication is not coherent and organised and hesitation may interfere with the interaction. • Does not contribute effectively in order to maintain the interaction. • Spoken interaction is mainly irrelevant • Shows very limited knowledge of general and specialised vocabulary and uses this with an inappropriate level of inaccuracy within the context of the task. • Uses a very limited range of structures with a level of inaccuracy which impedes communication of the message. • Production of English pronunciation features is evident but not effective. 	6-8

Internal Assessment of Speaking – Higher (cont)

Appendix 2

Description of Performance	Mark
<ul style="list-style-type: none">• No coherence or cohesion• Spoken interaction does not relate to task• Use of vocabulary is wholly inadequate• Errors predominate	0-5