



2012 English for Speakers of Other Languages

Intermediate 2

Finalised Marking Instructions

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Intermediate 2 Section A - Listening

Synonyms – use your discretion.

Spellings – mis-spellings are allowable as long as it is clear the candidate is trying to spell the word(s) in the recording.

If a word is legible – even though blanked out – it is acceptable.

If a word in the Listening paper is not on the answer line it might be a note, so ignore. In the Reading paper, however, words not to be considered as answers **MUST be scored out.**

- | | | |
|-----|---|---|
| 1. | C | 1 |
| 2. | A | 1 |
| 3. | C | 1 |
| 4. | B | 1 |
| 5. | i. cheaper than NOT 'less than' | 1 |
| | ii. carbon footprint(s) | 1 |
| | iii. (bringing) (in) aid/supplies | 1 |
| | iv. move/get/travel over land/overland NOT 'land on land/anywhere' | 1 |
| 6. | C | 1 |
| 7. | B | 1 |
| 8. | B | 1 |
| 9. | C | 1 |
| 10. | B | 1 |
| 11. | i. beneficial (to/for...) good for | 1 |
| | ii. (their) computer skills | 1 |
| | iii. unstructured play/playing NOT outdoor play | 1 |
| | iv. increased happiness | 1 |
| 12. | B | 1 |
| 13. | B | 1 |
| 14. | A | 1 |
| 15. | B | 1 |
| 16. | A D | 2 |
| 17. | i. (clay) and (gravel) | 1 |
| | ii. miles of land/country NOT 'pass earth' | 1 |

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

1.	B	1
2.	A	1
3.	D	1
4.	C	1
5.	cluster NOT 'pile'	1
6.	mounting	1
7.	going for a walk, choosing smaller bags of crisps	2
8.	A	1
9.	C	1
10.	C	1
11.	i. interested/interesting	1
	ii. buy/purchase/get/obtain/have	1
	iii. price/amount – NOT 'cost'	1
	iv. hobby/ pastime	1
	v. fun/entertainment/enjoyment	1
12.	i. G	1
	ii. A	1
	iii. K	1
	iv. B	1
	v. J	1
	vi. C	1
	vii. H	1
	viii. F	1
	ix. D	1

Section C - Writing – Part 1

Half mark in the total should be rounded up

Tennis is wonderful sport and is also wonderfully simple.	(a) a
There are, however, a few basic rules to be consider.	(b) be
Players stand opposite sides of a net and use a racket	1. on/at
to hit a ball back and forth each other. After the ball has	2. to
been hit a player, their opponent has a maximum of	3. by
one bounce to return the ball over to the net. Once a player fails to	4. to
do this, their opponent wins a point. The aim to win enough	5. is
points to win a game and enough of games to win a set and	6. of
enough sets to win match. The first person to win six games	7. a/the
wins a set but only they are winning by two clear games.	8. if/when
Matches which are usually the best of three sets for women and	9. which
five sets for men, although some men they play only three sets.	10. they

Section C – Writing – Part 2

If answers written in capitals... legibility more important

Candidates with mixed profiles.

The holistic approach to marking makes 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 all criteria as you mark.

Task 1 Every day - performs well

Task 2 Work - least popular choice. Often answered as a letter, not a report but marks not specifically deducted for this

Task 3 Study - performs well

Paragraphing

Evidence of a good overall structure is more important than actual paragraph breaks, especially if the task is an informal letter. But the word count is quite high so even at Intermediate 2 markers need to use their judgement if a response is completely lacking paragraphs. If the task is a formal report there do need to be clear breaks between sections, and likewise in an essay.

Word Count (- recommended 250 words)

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	Part 2 20 marks
<ul style="list-style-type: none"> • Writing is coherent and cohesive with a very positive impact on the reader. • Fully achieves task with well-developed support for each point made. Style and layout are wholly appropriate. There is clear evidence of structure/paragraphing. • Uses an optimum range of vocabulary accurately and appropriately within the context of the task. There are no or few spelling errors. • Uses an optimum range of grammatical structures appropriately, with a high level of accuracy. Punctuation is accurate. 	17-20
<ul style="list-style-type: none"> • Writing is coherent and cohesive with a positive impact on the reader. Fully achieves task with clear support for each point made. Style and layout are wholly appropriate. There is evidence of structure/paragraphing. • Uses a wide range of vocabulary accurately and appropriately within the context of the task. There may be minor spelling errors. • Uses a wide range of grammatical structures with a reasonably high level of accuracy. Punctuation is mostly accurate. 	14-16
<ul style="list-style-type: none"> • Writing is coherent and cohesive and message is clear. • Fully achieves task with support for some points made. Style and layout are appropriate. Although there may be little evidence of paragraphing the structure is clear. • Uses a reasonably wide range of vocabulary mainly accurately and appropriately within the context of the task. There may be minor spelling errors. • Uses a reasonably wide range of grammatical structures with some errors. Punctuation is mostly accurate. 	12-13
<ul style="list-style-type: none"> • Writing is generally coherent and cohesive. • Task is achieved. All required points are covered but with little development. Style and layout are mainly appropriate. Although there may be no evidence of paragraphing the structure is mostly clear. • Uses an adequate range of vocabulary with a level of accuracy appropriate to the task. There may be spelling errors. • Uses an adequate range of grammatical structures though errors may be frequent. There may be errors in punctuation. 	10-11

<ul style="list-style-type: none"> • Coherence is weak in places and range of cohesive devices is limited. • Task may be achieved. Most points are covered. Style and layout may be inappropriate. Structure may be a little confused. • Uses a limited range of vocabulary, possibly with errors in accuracy and/or appropriacy. • Uses only a limited range of grammatical structures, which may contain frequent errors. Punctuation may be inaccurate. 	8-9
<ul style="list-style-type: none"> • Weaknesses in coherence and cohesion mean message may be difficult to follow. Cohesive devices may be inappropriately used. • Task may just be achieved, but with little supporting detail. Style and layout are inappropriate. • Uses a limited range of vocabulary with errors in accuracy and/or appropriacy which may impede communication • Uses a limited range of grammatical structures with frequent errors. Punctuation may be inaccurate. 	6-7
<ul style="list-style-type: none"> • Lack of coherence and cohesion means message is not conveyed on first reading. • Task unlikely to be achieved. Writing is mainly irrelevant to task with inappropriate style and layout. • Only basic vocabulary attempted with frequent errors. • Grammatical structures contain frequent errors which impede communication. Punctuation may be inaccurate 	4-5
<ul style="list-style-type: none"> • There is little coherence or cohesion. • Task is not achieved and/or writing is irrelevant to task. • Use of vocabulary is wholly inadequate. • Errors predominate. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Less than 20% of required word limit. 	0-3

[END OF MARKING INSTRUCTIONS]