



2014 English for Speakers of Other Languages

Intermediate 2

Finalised Marking Instructions

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Part One: General Marking Principles for English for Speakers of Other Languages Int 2

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.

- (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. If a specific candidate response does not seem to be covered by either the principles or detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader/Principal Assessor. *You can do this by posting a question on the Marking Team forum or by e-mailing/phoning the e-marker Helpline.*
- (b) Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.
- (c) The marking schemes are written to assist in determining the “minimal acceptable answer” rather than listing every possible correct and incorrect answer. The following notes are offered to support Markers in making judgements on candidates’ evidence, and apply to marking both end of unit assessments and course assessments

Section A: Listening

NMT3W = no more than 3 words

question		expected answer(s)	max mark	additional guidance
1		A E	2	
2		C	1	
3	i	T	1	
3	ii	T	1	
3	iii	F	1	
4	i	NMT3W should return/be returned/move back/belong, to return, belongs	1	Not 'will return'
4	ii	NMT3W spread across/over	1	
4	iii	NMT3W sea border	1	Also 'border sea'
5	i	F	1	
5	ii	T	1	
5	iii	T	1	
5	iv	F	1	
6		A, C	2	
7		A	1	

question		expected answer(s)	max mark	additional guidance
8		B	1	
9		C	1	
10		C	1	
11		A	1	
12	i	F	1	
12	ii	T	1	
12	iii	T	1	
13		NMT3W imaginative creative	1	either or both adjs
14		A	1	

Section B : Reading

question	expected answer(s)	max mark	additional guidance	
1	A			
2	a	(due to) success stories of top sportsmen/women OR (the belief that) mentality decides success	1	Not just 'Tiger Woods' as a name
2	b	(because of the) stressful situations they are in/when under stress not lose confidence/better results	1	brevity is acceptable e.g 'stress'
2	c	(they) need to perform consistently/need resilience/mental toughness	1	Not 'teach us how to lead' team players (said by M.Perry)
3	D		1	
4	A		1	
5	B		1	
6	C		1	
7	one word 'ruthless'		1	
8	one word 'resilience'		1	accept spelling variations
9	i	write/create/do/produce also 'update', 'have'	1	Not 'use'
9	ii	Informed/aware (can be followed by 'of')	1	Not 'updated'
9	iii	news/information	1	
9	iv	good/interesting/entertaining or any other positive adjective; also 'simple'	1	

question		expected answer(s)	max mark	additional guidance
9	v	boring/dull/ordinary/mundane/average or similar also 'simple'	1	Not 'easy', simply accept spelling variations
10	i	7	1	
10	ii	8	1	
10	iii	2	1	
10	iv	3	1	
10	v	10	1	
10	vi	12	1	
10	vii	11	1	
10	viii	4	1	
10	ix	6	1	
10	x	1	1	

Section C - Writing Part 1

Question		Expected Answer/s	Max Mark	Additional Guidance
		<i>Fit smoke alarms on each level of your home – it's is the simplest</i>	a. is -	
		<i>step you can take to cut the risk of dying as / result of a fire in your</i>	b. a +	
		home. Test the batteries in your smoke alarm week and change	1. every/each +	
		them every year - never remove them apart when replacing them.	2. from +	
		Take extra care when cooking with a hot oil and don't leave children	3. a -	
		alone in the kitchen when the hob or oven it is on. Plan a route to escape	4. it -	
		from your home if there is a fire / make sure everyone in the house	5. and +	
		knows the plan. If there's a fire, don't tackle yourself – get out	6. it +	
		Stay out and call the 999. Check for fire hazards in your home before	7. the -	
		you go to bed - it takes longer become aware of a fire when asleep.	8. to +	
		Try to have one plug per socket - too many of electrical appliances	9. of -	
		plugged into one socket they can overload it, which can lead to	10. they -	
				5

Section C – Writing – Part 2

At Intermediate 2 a script can be awarded full marks yet still contain a number of basic slips and errors of grammar, spelling and punctuation etc. Do not be afraid to award full marks, where justified.

If answers are written in capitals use legibility as a criterion.

Candidates with mixed profiles.

The holistic approach to marking makes it challenging to mark candidates with mixed profiles, eg candidates strong in coherence and cohesion but less so in spelling. The criteria give you guidance but you do need to use your discretion. Focus first on how criteria are met in a positive way rather than on the negative aspects.

Task 1 Everyday – article for school newsletter about improving health/wellbeing

Task 2 Work – e-mail re current job and training needs

Task 3 Study – essay – libraries? Still useful for study? opinions

Task achievement If a candidate submits a strong answer but has not addressed the task fully you might consider deducting 1, possibly 2, marks

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; 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 it is short, first check impact on reader and task achievement - are all bullet points covered? Is there enough supporting detail? If it is short because they have run out of time think what mark you might have given and possibly deduct 1 or 2 marks. 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 is 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>OR</p> <ul style="list-style-type: none"> Less than 20% of required word limit. 	0-3

[END OF MARKING INSTRUCTIONS]