



# **2015 English for Speakers of Other Languages**

## **Intermediate 2**

### **Finalised Marking Instructions**

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## **Part Two: General Marking Principles for English for Speakers of Other Languages Intermediate 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.
- (b)** Marking should always be positive ie, marks should be awarded for what is correct and not deducted for errors or omissions.

### Part Three: Marking Instructions for each Question

ESOL 2015 Intermediate 2 **NMT3W = no more than 3 words**

#### Section A: Listening

Question			Expected Answer(s)	Max Mark	Additional Guidance
1			D	1	
2			B	1	
3			C	1	
4			C	1	
5			A	1	
6		i	NMTW join the business/ become plumbers	1	
6		ii	NMTW make more money	1	NOT 'have more money'
6		iii	NMTW have more choices/options	1	
7			C	1	
8			D	1	
9			B	1	
10			C	1	
11			D	1	

Question		Expected Answer(s)	Max Mark	Additional Guidance
12	i	NMTW weapons ACCEPT wepones and other recognisable spellings	1	
12	ii	NMTW to her grandmother	1	
12	iii	NMTW hands and knees	1	
12	iv	NMTW half an hour/an hour	1	
13	i	NMTW a popular view/ popular idea ACCEPT technological impact	1	NOT 'summary views'
13	ii	NMTW invented their	1	
14		D	1	
15		A	1	
16		B	1	
17		C	1	
18		A	1	
19		A	1	

## Section B : Reading

Question			Expected Answer(s)	Max Mark	Additional Guidance
1			A	1	
2			B	1	
3			Who owns the objects/owning rights/the law	1	(anything with similar meaning)
4			You can arrange or classify (parts of the world)/organise the collection (any with similar meaning)/You complete the collection	1	(anything with similar meaning)
5			B	1	
6			D	1	
7			C	1	
8			A	1	
9			Interest	1	
10			Motives	1	NOT purpose
11		i	Most	1	
11		ii	Ready/prepared/finished/built	1	
11		iii	Passengers/people/travellers	1	
11		iv	Hard/difficult	1	
11		v	Avoid/miss/pass	1	

Question			Expected Answer(s)	Max Mark	Additional Guidance
12		i	D	1	
12		ii	C	1	
12		iii	A	1	
12		iv	H	1	
12		v	I	1	
12		vi	J	1	
12		vii	E	1	
12		viii	K	1	
12		ix	L	1	
12		x	F	1	

**Section C - Writing Part 1**

Question	Expected Answer(s)	Max Mark	Additional Guidance
	1. In/with 2. have 3. a/the 4. Which/that 5. a 6. it 7. do 8. are 9. be 10. to	<b>5</b>	

## 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 – blog about days out with family**

**Task 2 Work – article about what to do for a careers fair**

**Task 3 Study – volunteer buddying email**

**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 **must** 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.



<b>Description of Performance</b>	<b>Part 2 20 marks</b>
<ul style="list-style-type: none"> <li>• Writing is coherent and cohesive with a very positive impact on the reader.</li> <li>• Fully achieves task with well-developed support for each point made. Style and layout are wholly appropriate. There is clear evidence of structure/paragraphing.</li> <li>• Uses an optimum range of vocabulary accurately and appropriately within the context of the task. There are no or few spelling errors.</li> <li>• Uses an optimum range of grammatical structures appropriately, with a high level of accuracy. Punctuation is accurate.</li> </ul>	17-20
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Uses a wide range of vocabulary accurately and appropriately within the context of the task. There may be minor spelling errors.</li> <li>• Uses a wide range of grammatical structures with a reasonably high level of accuracy. Punctuation is mostly accurate.</li> </ul>	14-16
<ul style="list-style-type: none"> <li>• Writing is coherent and cohesive and message is clear.</li> <li>• 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.</li> <li>• Uses a reasonably wide range of vocabulary mainly accurately and appropriately within the context of the task. There may be minor spelling errors.</li> <li>• Uses a reasonably wide range of grammatical structures with some errors. Punctuation is mostly accurate.</li> </ul>	12-13
<ul style="list-style-type: none"> <li>• Writing is generally coherent and cohesive.</li> <li>• 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.</li> <li>• Uses an adequate range of vocabulary with a level of accuracy appropriate to the task. There may be spelling errors.</li> <li>• Uses an adequate range of grammatical structures though errors may be frequent. There may be errors in punctuation.</li> </ul>	10-11
<ul style="list-style-type: none"> <li>• Coherence is weak in places and range of cohesive devices is limited.</li> <li>• Task may be achieved. Most points are covered. Style and layout may be inappropriate. Structure may be a little confused.</li> <li>• Uses a limited range of vocabulary, possibly with errors in accuracy and/or appropriacy.</li> <li>• Uses only a limited range of grammatical structures, which may contain frequent errors. Punctuation may be inaccurate.</li> </ul>	8-9

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

[END OF MARKING INSTRUCTIONS]