



2009 English for Speakers of Other Languages

Intermediate 2

Finalised Marking Instructions

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Section A – Listening

Synonyms: use your discretion. Not all possible answers may be listed below.

Spelling: mis-spellings are allowable as long as it is clear the candidate is trying to spell the word(s) in the recording or necessary for the answer.

If word is legible (even though blanked out) it is acceptable

Listening paper – if a word not on the answer line it might be a note, so ignore but not applicable reading answers, - words not to be considered as answers MUST be scored out

- | | | | |
|-------|-----|--|---|
| 1. | B | planning an essay. | 1 |
| 2. | D | he's done so much at a young age. | 1 |
| 3. | C | she is overloaded with information. | 1 |
| 4. i | | 11 (years old)/a child/ young | |
| ii | | in (the) bath/having a bath/bathing | |
| iii | | related to/the son of/the nephew of/a relation of NOT reliting | |
| iv | | 14 million/14 mln | 4 |
| 5. | B m | odest | 1 |
| 6. | A | cynical | 1 |
| 7. i | | prefer to buy/buying/often buy/rather buy/buying food/prefer to eat like buying/are buying | |
| ii | | more foreign NOT lots of foreign NOT different | |
| iii | | first Indian (repetition of the 'word 'restaurant' won't break word count) | |
| iv | | served/on the menu/in menu NOT a recipe, different food, servant | 4 |
| 8. | C | 30,000 people arrived in Britain from Uganda. | 1 |
| 9. | D | they had to find a new way to earn a living. | 1 |
| 10. | B | in large and small shops. | 1 |
| 11. | C | the history of Indian food in Britain. | 1 |
| 12. i | | was cancelled accept (is) cancelled NOT he has cancelled | |
| ii | | stolen or | |
| iii | | as good as - must have at least one 'as' not 'better than' | |
| iv | | old people | 4 |
| 13. | B | he hasn't really grown up yet. | 1 |
| 14. | D | he may go if he can get into a good university. | 1 |
| 15. | A | she wants to help her family. | 1 |
| 16. | C | some issues and choices that concern young people. | 1 |

Reading

- | | | | |
|----|--------------|---|---|
| 1. | C | the disease can destroy fruit in most banana plants. | 1 |
| 2. | D | bananas in the southwest are the most sugary. | 1 |
| 3. | A | the bees cannot be controlled or killed. | 1 |
| 4. | Any two from | children can't go to school
they can't have 3 meals a day
worried they will run out of sugar, soap, salt | 2 |
| 5. | emerged NOT | first emerged | 1 |
| 6. | disrupt | | 1 |
| 7. | Any two from | problems for economy NB not disrupt economy – not acceptable
social unrest
have to import food
food shortage | 2 |
| 8. | 1 from | eradicate the disease from their farm NOT farmers are free of disease | |
| | 2 | better prices for their bananas | 2 |

Text 2 – Part 3 ONE word only

- | | | |
|------|---------------------------|---|
| 9. i | Health/illnesses/diseases | |
| ii | Passenger(s) travellers | |
| iii | Report/research | |
| iv | flights | |
| v | Safer NOT safer | 5 |
| 10. | C | 1 |
| 11. | G | 1 |
| 12. | A | 1 |
| 13. | H | 1 |
| 14. | B | 1 |
| 15. | I | 1 |
| 16. | E | 1 |
| 17. | F | 1 |
| 18. | D | 1 |

Section C – Writing – Part 1

Half marks in the total should be rounded up

Marks

In everyday English conversation, people speak at about five/six syllables a second – around 300 a one minute. This is an average.

- a. or
- b. one

Some of people are naturally fast, and others are naturally slow, in their manner/speech. The speed varies greatly depending on the context. When reading aloud, average is much lower – around 250 syllables in per minute (spm). Reading the news on radio or television may produce even more slower speeds, of around 200 spm. By contrast, in the middle of/exciting story, or with good friends, a speaker he can easily reach speeds of 500 spm, though not usually for more/a few seconds. Many people think English speakers talk too/excessively quickly; they/not always wrong about this.

- 1. of
- 2. of
- 3. the
- 4. in
- 5. more
- 6. an
- 7. he
- 8. than
- 9. too/excessive ly
- 10. are

5

Section C – Writing – Part 2

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 - works well for range and supporting points.

Task 2 Work - offices. Does not offer wide range of vocabulary or grammar. Encourages limited responses and repetition. The problem is one of organisation of material.

Task 3 Study - internet. Ditto Task 2 and 3 involve complex tables

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 (250 words)

Minimum(pack/recommended(paper)

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 Marks (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. Spelling contains no or few 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. Spelling may contain minor 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 no evidence of paragraphing the structure is clear. • Uses a reasonably wide range of vocabulary mainly accurately and appropriately within the context of the task. Spelling may contain minor 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. • Mostly achieves task. 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. Spelling may contain 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 and/or inappropriately used. Message may be difficult to follow. • Task may be achieved. Style and layout may be inappropriate. Structure may be confused. • Uses a limited range of vocabulary with errors in accuracy and appropriacy. Spelling may contain errors which impede communication. • Uses only a limited range of grammatical structures, which may contain frequent errors. Punctuation may be inaccurate. 	8-9

Description of Performance	Part 2 Marks (20 marks)
<ul style="list-style-type: none"> • Lack of coherence and cohesion means message is not conveyed on first reading. • 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. 	6-7
<ul style="list-style-type: none"> • There is no coherence or cohesion. • Writing does not relate to task. • Less than 20% of required word limit. • Use of vocabulary is wholly inadequate. • Errors predominate. 	0-5

[END OF MARKING INSTRUCTIONS]