



2010 English for Speakers of Other Languages

Intermediate 2

Finalised Marking Instructions

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Section A – Listening

1.	A	1
2.	C	1
3.	A	1
4.	A D	2
5.	to expand/get bigger/grow/increase	1
6.	would object/reject	1
7.	B	1
8.	B	1
9.	A	1
10.	B	1
11.	A	1
12.	C	1
13.	better/more sports facilities/centres	1
14.	meet (their) friends/drink coffee/socialise/meet people	1
	words)	1
15.	C	1
16.	A	1
17.	B	1
18.	C	1
19.	A D	2
20.	i 40%	1
	ii 10%	1
	iii 4%	1
	iv 24%	1

Section B – Reading

1.	C	1
2.	C	1
3.	A	1
4.	potential	1
5.	threats	1
6.	marine life/wildlife	1
7.	Scotland's (greener) economy/economic benefits/the economy	1
8.	D SWT	1
9.	C Link	1
10.	E John Hughes	1
11.	A Sarah Dolman	1
12.	ONE WORD ONLY	1
	i but	1
	ii Rather NOT instead/more	1
	iii saving/save	1
	iv or	1
	v rich/wealthy/well-off (must have hyphen)	1
13.	K	1
14.	B	1
15.	H	1
16.	D	1
17.	G	1
18.	E	1
19.	A	1
20.	F	1
21.	I	1

Section C – Writing – Part 1

Half marks in the total should be rounded up

Marks

Accidents and illness <u>are</u> cause a great deal of personal pain and suffering for individuals, as well/worry and financial difficulty for families. Employers <u>they</u> have to provide temporary cover during staff absence. They can lose <u>the</u> money as a result of disrupted business activities. The indirect costs <u>it's</u> caused by the loss of customers and business opportunities can also lead/hardship, especially for those running small businesses. /Government study has shown that accidents may cost up to 37% of an organisation's profits. Accidents/ill health can also/expensive for society as a whole. Another report has estimated an annual cost to society of eleven billion pounds, including <u>on</u> medical costs lost working days and sick pay. Although there/some costs involved in developing good health and safety standards/work, we must also consider the huge savings that can benefit families and companies.	a. are b. as 1. they 2. the 3. it's (and its) 4. to 5. A 6. and 7. be 8. on 9. are 10. at
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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 Everyday Communication

Task 2 Work

Task 3 Study

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 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]