



2011 English for Speakers of Other Languages

Intermediate 2

Finalised Marking Instructions

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Section A – Listening

1.	B	1
2.	B	1
3.	C	1
4.	A	1
5.	Urban farms, city farms/co-operatives	1
6.	The Soviet Union/Russia or variations	1
7.	A, C	2
8.	A	1
9.	B	1
10.	A	1
11.	A	1
12.	(Own) room/home/house/bedroom	1
13.	Pottery/cups and plates	1
14.	Had ME/(were/are) bed-bound/ill/can't/couldn't travel	1
15.	C	1
16.	i False	1
	ii True	1
	iii False	1
17.	A	1
18.	A	1
19.	i (to be) reduced/controlled, reducing/controlling/decreasing; natural balance, wolves, control NOT to control	1
	ii Look/looking for food should include 'for'	1
	iii Reintroduced/brought (bring) back NOT 'brought'	1
20.	C	1

Section B – Reading

1.	B	1
2.	B	1
3.	Increase in tobacco duty outlaw of sales to under 18s	2
4.	TWO of - pubs have suffered alcohol sales down saved people's lives smoke free atmosphere reduced passive smoking	2
5.	Crucial	1
6.	Reluctant	1
7.	C	1
8.	A	1
9.	i sure/certain	1
	ii but/whereas/while/whilst/when/although NOT 'however'	1
	iii As	1
	iv stop	1
	v Insomnia/this/it	1
10.	i F	1
	ii A	1
	iii B	1
	iv E	1
	v C	1
	vi J	1
	vii L	1
	viii H	1
	ix K	1
	x G	1

Section C – Writing – Part 1

Half marks in the total should be rounded up

Marks

Being earth-friendly not require going solar or growing all your own food. There are plenty of the easy ways to make a big difference. When it comes to the environment, being good citizen starts at home. From recycling to using of alternative cleaning materials, minor changes at home can result in real benefits for the planet, well as for your own health happiness. It may sound obvious, but the best way to be earth-friendly is that to consume less and recycle whenever you can. The United States generates for about 208 million tonnes of rubbish a year. This is according the American National Institute of Health. That's have more than two kilos per person per day. Every little bit helps: recycling just one glass bottle it saves enough electricity to light 100-watt bulb for four hours. It also useful to throw away old appliances. New ones will be far more energy efficient.

- (a) does
(b) the
1. a
2. of/the
3. as
4. and
5. that
6. for
7. to
8. have
9. it
10. is
-

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 criteria.

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. The criteria will give you guidance but they are not perfect. Focus first on how criteria are met in a positive way rather than the negative aspects.

Task 1 Every day

Task 2 Work

Task 3 Study

Task achievement	If a candidate submits a strong answer but has not addressed the task fully, deduct 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, 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 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, 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 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. 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 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. 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. • 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. 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

Description of Performance	Part 2 Marks (20 marks)
<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. There may be spelling errors which impede communication. • 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"> • 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]