



FUNCTIONAL SKILLS ENGLISH

47202 Writing Level 1
Mark Scheme

January 2015

Version/Stage: 1.0 Final mark scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

Marking methods

In fairness to students, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
5. The key to good and fair marking is **consistency**. Once approved, do **not** change your standard of marking.

Marking using CMI+

All Functional English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. Before you start marking your own items you may need to mark some pre-marked items known as seeds. These ensure you are still applying the same standard set at the standardising meeting. If you are not, you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme. (NB This does not apply when double marking is used for monitoring examiner performance.)
3. You can annotate items in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
4. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
5. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
6. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you

1 You read the following article in a local newspaper.

Write a letter to Darcy McWilliams informing her about your views on the Council's plans.

You should include:

- what you think about wildlife in parks
- what you think about the Council's plans
- other ways to deal with the litter.

Remember to:

- plan your answer
- write accurately in sentences and paragraphs.

[10 marks]

Content

Functional Skills bullets W1.1; W1.2; W1.3; W1.4 and W1.5 (Communication, Organisation, Sentence Structure, Punctuation and Spelling)		
Marks	Skills Descriptors	Content Descriptors
0	<ul style="list-style-type: none">• writes nothing; fails to present any factual information; completely incoherent	<ul style="list-style-type: none">• no evidence of understanding of purpose or structure of letter
Band 1 1 - 2 marks	<ul style="list-style-type: none">• attempts to present at least one fact or item of information• information not sequenced• writing not suitable for purpose and audience	<ul style="list-style-type: none">• topic of animals/park not evident• attempts to provide one or more facts about animals/park/litter• structure of letter barely evident
Band 2 3 – 4 marks	<ul style="list-style-type: none">• limited evidence of writing clearly and coherently with appropriate level of detail• presents limited information in a logical sequence• limited ability to use language, format and structure suitable for purpose and audience	<ul style="list-style-type: none">• topic of animals/park evident• information and details random or irrelevant• limited ability to present coherent structure to letter• limited evidence of purpose of letter in informing editor about views• limited use of letter form
Band 3 5 – 6 marks	<ul style="list-style-type: none">• writes clearly and coherently including an appropriate level of detail• presents information in a logical sequence• uses language, format and structure suitable for purpose and audience	<ul style="list-style-type: none">• some relevant details of animals/park• information is selected for purpose• some ability to present coherent structure to letter• some evidence of purpose of letter in informing editor about views• some elements of letter form or structure

Accuracy

Mark 0

- no evidence of grammatical structure
- no subject/verb agreement
- use of tense completely inappropriate
- no punctuation or entirely inaccurate with extremely poor spelling
- meaning incomprehensible

Band 1 Marks 1-2

- inconsistent and inadequate grammar
- limited subject/verb agreement
- inadequate and inconsistent use of tense
- random use of punctuation and common spelling errors
- meaning not always clear

Band 2 Marks 3-4

- uses correct grammar
- subject/verb agreement
- correct and consistent use of tense
- accurate punctuation and spelling
- meaning is clear

2 You recently booked a trip with People Carriers.

You and your friends enjoyed the trip with People Carriers. Your friends have asked you to write an email to the manager. Write the email informing the manager about your trip.

You should include:

- what happened on the trip
- what you enjoyed about the trip
- why People Carriers is a good company.

Remember to:

- plan your answer
- write accurately in sentences and paragraphs.

[10 marks]

Content

Functional Skills bullets W1.1; W1.2; W1.3; W1.4 and W1.5 (Communication, Organisation, Sentence Structure, Punctuation and Spelling)		
Marks	Skills Descriptors	Content Descriptors
0	<ul style="list-style-type: none">• writes nothing; fails to present any factual information; completely incoherent	<ul style="list-style-type: none">• no evidence of understanding of purpose or structure of email
Band 1 1 - 2 marks	<ul style="list-style-type: none">• attempts to present at least one fact or item of information• information not sequenced• writing not suitable for purpose and audience	<ul style="list-style-type: none">• topic of trip not evident• attempts to provide one or more facts about trip• structure of email barely evident
Band 2 3 - 4 marks	<ul style="list-style-type: none">• limited evidence of writing clearly and coherently with appropriate level of detail• presents limited information in a logical sequence• limited ability to use language, format and structure suitable for purpose and audience	<ul style="list-style-type: none">• topic of trip evident• information and details random or irrelevant• limited ability to present coherent structure to email• limited evidence of purpose of email in expressing appreciation
Band 3 5 - 6 marks	<ul style="list-style-type: none">• writes clearly and coherently including an appropriate level of detail• presents information in a logical sequence• uses language, format and structure suitable for purpose and audience	<ul style="list-style-type: none">• some relevant details of trip• information is selected for purpose• some ability to present coherent structure to email• some evidence of purpose of email in expressing appreciation

Accuracy

Mark 0

- no evidence of grammatical structure
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- inconsistent and inadequate grammar
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Band 2 Marks 3-4

- uses correct grammar
- subject/verb agreement
- correct and consistent use of tense
- accurate punctuation and spelling
- meaning is clear