



FUNCTIONAL SKILLS

English

47252 Component 2 Writing Level 2

Mark scheme

November 2015

Version 1.0 Final

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

- 1 You have read the above article and wish to respond. Write a persuasive letter to the editor informing her of your views for or against the council's proposals.

Remember to:

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

[15 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 – 3 marks	<ul style="list-style-type: none"> • presents information/ideas with limited concision, logical and persuasiveness • presents limited information on complex subject • limited success in using a style of writing appropriate to purpose 	<ul style="list-style-type: none"> • limited mention of cycles/funding • reasons for expressing support or opposition barely mentioned • limited understanding of purpose of letter • undeveloped structure
Band 2 4 – 6 marks	<ul style="list-style-type: none"> • presents some information/ideas concisely, logically and persuasively • presents some information on complex subject concisely and clearly • some success in using a style of writing appropriate to purpose 	<ul style="list-style-type: none"> • some awareness of need to persuade readers • includes information in a number of categories (e.g. cycling and fitness, age preference, council priorities) • readership of letter is addressed effectively • some elements of letter form and structure
Band 3 7 – 9 marks	<ul style="list-style-type: none"> • presents information/ideas concisely, logically and persuasively • presents information on complex subjects concisely and clearly • uses a style of writing appropriate to purpose • uses a range of sentence structures, including complex sentences 	<ul style="list-style-type: none"> • clear and successful presentation of writer's case to readers • inclusion of different categories adds depth to answer (e.g. cycling and fitness, age preference, council priorities) • readership of letter is clearly and successfully addressed through content • letter form and structure enhances meaning and purpose

Accuracy

Mark 0	
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• uses correct grammar• subject/verb agreement• correct and consistent use of tense• accurate punctuation and spelling• meaning is clear	
Band 3	Marks 5-6
<ul style="list-style-type: none">• uses a range of sentence structures, including complex sentences• punctuates accurately using commas, apostrophes and inverted commas• uses accurate grammar and spelling• meaning is clear	

- 2 You have received this advertisement through your door. You have discussed this with your friends and wish to arrange a group event for your friend’s birthday at the swimming pool. Write an email to Emily informing her of your plans.

Remember to:

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

[15 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 – 3 marks	<ul style="list-style-type: none"> • presents information/ideas with limited concision, logical and persuasiveness • presents limited information on complex subject • limited success in using a style of writing appropriate to purpose 	<ul style="list-style-type: none"> • limited mention of requirements for swimming/activities • reasons for making request to Emily barely mentioned • limited understanding of purpose of email • undeveloped structure
Band 2 4 – 6 marks	<ul style="list-style-type: none"> • presents some information/ideas concisely, logically and persuasively • presents some information on complex subject concisely and clearly • some success in using a style of writing appropriate to purpose 	<ul style="list-style-type: none"> • includes information in a number of categories (e.g. numbers/activities/prices etc) • shows a sense of the function of the email in putting across requests/ideas to Emily • readership of email is addressed effectively • some structure to email
Band 3 7 – 9 marks	<ul style="list-style-type: none"> • presents information/ideas concisely, logically and persuasively • presents information on complex subjects concisely and clearly • uses a style of writing appropriate to purpose • uses a range of sentence structures, including complex sentences 	<ul style="list-style-type: none"> • clear and successful presentation of writer’s requests/ideas to Emily • inclusion of different categories adds depth to answer (e.g. numbers/activities/prices etc) • readership of email is clearly and successfully addressed through content • email structure enhances meaning and purpose

Accuracy

Mark 0
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• uses correct grammar• subject/verb agreement• correct and consistent use of tense• accurate punctuation and spelling• meaning is clear
Band 3 Marks 5-6
<ul style="list-style-type: none">• uses a range of sentence structures, including complex sentences• punctuates accurately using commas, apostrophes and inverted commas• uses accurate grammar and spelling meaning is clear