

Mark Scheme (Results)

May 2011

Functional Skills English

Writing Level 2
E203

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May 2011

Publications Code FC028926

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Task	
1	Indicative content
	<p>General guidance on letters:</p> <ul style="list-style-type: none">• Response set out with attention to letter layout• Opens and closes letter clearly• Uses paragraphing and other organisational features• Attempts to use appropriate tone in the letter to Martin Sagar <p>Be prepared to award marks for responses which are fit for purpose although they may not address all of the bullets below or may contain ideas not in the bullets below.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none">• why they are interested in volunteering• what skills and qualities they have to offer• what type of projects they are interested in <p style="text-align: right;">(15 marks)</p>

Mark	A: Form, communication and purpose
0	No rewardable material.
1-3	<ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically to a limited extent. • Basic ability to present complex ideas/information evident. • Uses language for specific purpose to a limited extent. • Uses a limited range of sentence structures with limited accuracy. • Makes limited use of paragraphing and other organisational features with basic accuracy. • Limited use of appropriate layout of a letter (address, date, open and close conventions).
4-6	<ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically for some of the response. • Able to present complex ideas/information clearly and concisely with some lapses. • Uses language for specific purpose for some of the response. • Uses a range of sentence structures with some accuracy. • Makes some use of paragraphing and other organisational features with some accuracy. • Some use of appropriate layout of a letter (address, date, open and close conventions), though there may be omissions or inconsistencies.
7-9	<ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically for most of the response. • Able to present complex ideas/information clearly and concisely, with occasional lapses. • Uses language for specific purpose throughout the response. • Uses a range of sentence structures accurately. • Makes consistent use of appropriate paragraphing and other organisational features with accuracy. • Appropriate use of layout of a letter (address, date, open and close conventions), any omissions do not detract from the overall quality of the response.

Mark	B: Spelling, punctuation and grammar
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Uses spelling and grammar with limited accuracy, supporting meaning at a basic level. • Uses basic punctuation eg commas, apostrophes and inverted commas with limited accuracy.
3-4	<ul style="list-style-type: none"> • Uses spelling and grammar with some accuracy, supporting meaning some of the time. • Uses some punctuation eg commas, apostrophes and inverted commas correctly and appropriately.
5-6	<ul style="list-style-type: none"> • Use of spelling and grammar is mostly accurate, supporting meaning most of the time. • Uses a range of punctuation eg commas, apostrophes and inverted commas correctly and appropriately most of the time.

Task	
2	Indicative content
	<p>NOTE: As there is no set format for email correspondence, if the response to a task fulfils the requirements and is functional, use the mark scheme to reward accordingly.</p> <p>Be prepared to award marks for responses which are fit for purpose but may not address all of the bullets below or may contain ideas not in the bullets below.</p> <ul style="list-style-type: none"> • uses relevant organisational features (eg opening, closure, structure, etc) • uses appropriate tone/language when writing an email to the gym manager about the changes • clearly explains the action they would like the gym manager to take • shows awareness of audience <p style="text-align: right;">(10 marks)</p>

Mark	A: Form, communication and purpose
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Presents appropriate information, developing ideas logically to a limited extent. • Basic ability to present complex ideas/information evident. • Uses language for the specific purpose, to a limited extent. • Makes use of a limited range of sentence structures with limited accuracy. • Makes limited use of paragraphing and other organisational features with basic accuracy.
3-4	<ul style="list-style-type: none"> • Presents appropriate information, developing ideas logically for some of the response. • Able to present complex ideas/information clearly and concisely with some lapses. • Uses language for the specific purpose, for some of the response. • Uses a range of sentence structures with some accuracy. • Makes some use of paragraphing and other organisational features with some accuracy.
5-6	<ul style="list-style-type: none"> • Presents appropriate information, developing ideas logically for most of the response. • Able to present complex ideas/information clearly and concisely with occasional lapses. • Uses language for the specific purpose throughout the response. • Uses a range of sentence structures accurately. • Makes consistent use of appropriate paragraphing and other organisational features.

Mark	B: Spelling, punctuation and grammar
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Uses spelling and grammar with limited accuracy, supporting meaning at a basic level. • Uses basic punctuation eg commas, apostrophes and inverted commas with limited accuracy.
3-4	<ul style="list-style-type: none"> • Use of spelling and grammar is mostly accurate, supporting meaning most of the time. • Uses some punctuation eg commas, apostrophes and inverted commas correctly and appropriately most of the time.

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Order Code FC028926 May 2011

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