

# Mark Scheme (Results)

July 2011

Functional Skills English

Writing Level 2  
E203

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July 2011

Publications Code FC028925

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Task	
1	<p><b>Indicative content</b></p> <p><b>General guidance on letters:</b></p> <ul style="list-style-type: none"><li>• response set out with attention to letter layout</li><li>• opens and closes letter clearly</li><li>• uses paragraphing and other organisational features</li><li>• attempts to use appropriate tone in the letter to Ria Lakhani</li></ul> <p><b>Be prepared to award marks for responses which are fit for purpose although they may not address all of the bullets below fully or may contain ideas not in the bullets below.</b></p> <p>The letter should include:</p> <ul style="list-style-type: none"><li>• an outline of the problem</li><li>• an explanation of the dangers to the different groups of people</li></ul> <p>NOTE</p> <p>The task requires learners to 'outline' and 'explain' the problem. If learners do this effectively, they can access top marks. If learners go beyond the requirements of the task, eg to 'advise', 'complain' and do so effectively, they should also be rewarded accordingly.</p> <p style="text-align: right;"><b>(15 marks)</b></p>

<b>Mark</b>	<b>A: Form, communication and purpose</b>
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Presents appropriate information and develops ideas logically to a limited extent.</li> <li>• Basic ability to present complex ideas/information evident.</li> <li>• Uses language for specific purpose to a limited extent.</li> <li>• Uses a limited range of sentence structures with limited accuracy.</li> <li>• Makes limited use of paragraphing and other organisational features with basic accuracy.</li> <li>• Limited use of appropriate layout of a letter (address, date, open and close conventions).</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Presents appropriate information and develops ideas logically for some of the response.</li> <li>• Able to present complex ideas/information clearly and concisely with some lapses.</li> <li>• Uses language for specific purpose for some of the response.</li> <li>• Uses a range of sentence structures with some accuracy.</li> <li>• Makes some use of paragraphing and other organisational features with some accuracy.</li> <li>• Some use of appropriate layout of a letter (address, date, open and close conventions), though there may be omissions or inconsistencies.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Presents appropriate information and develops ideas logically for most of the response.</li> <li>• Able to present complex ideas/information clearly and concisely, with occasional lapses.</li> <li>• Uses language for specific purpose throughout the response.</li> <li>• Uses a range of sentence structures accurately.</li> <li>• Makes consistent use of appropriate paragraphing and other organisational features with accuracy.</li> <li>• 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.</li> </ul>

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

Task	
2	<b>Indicative content</b>
	<p><b>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.</b></p> <p>NOTE: As there is no set format for an internet forum, if the response to a task fulfils the requirements and is functional, use the mark scheme to reward accordingly.</p> <ul style="list-style-type: none"><li>• responses will refer to the topic of discussion – lowering age for voting to 16</li><li>• presents views, including their own, clearly</li><li>• engages with previous contributors</li><li>• uses appropriate tone/standard English when writing the contribution to the internet discussion forum</li><li>• uses relevant organisational features, such as a range of sentence structures and paragraphing</li></ul> <p style="text-align: right;"><b>(10 marks)</b></p>

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

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

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Order Code FC027828 June 2011

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