

Mark Scheme (Results)

November 2011

Functional Skills English

Writing Level 1
E103

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| Task | |
|-------------|--|
| 1 | Indicative content |
| | <p>Note: As there is no set format for writing an article, 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">• uses appropriate tone/language when writing the article• includes some details regarding the local attractions, leisure facilities, etc• shows awareness of audience in terms of clarity of information provided• uses appropriate organisational features to structure this response <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"> Communicates occasionally appropriate information and develops ideas at a basic level. Information is presented with limited sequencing of ideas. Uses language, format and structure for specific audience and purpose to a limited extent. |
| 4-6 | <ul style="list-style-type: none"> Communicates some appropriate information and develops ideas with some success. Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response. Uses language, format and structure for specific audience and purpose, for some of the response. |
| 7-9 | <ul style="list-style-type: none"> Communicates mostly appropriate information and develops ideas successfully, although there may be minor lapses. Information is presented with a logical sequencing of ideas and this is evident for the majority of the response. Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions. |

| Mark | B: Spelling, punctuation and grammar |
|-------------|--|
| 0 | No rewardable material. |
| 1-2 | <ul style="list-style-type: none"> There is limited use of correct grammar and use of tense is minimal. Spelling and punctuation are used with limited accuracy and errors will often affect clarity of meaning. |
| 3-4 | <ul style="list-style-type: none"> There is some correct use of grammar and some correct use of tense although not sustained throughout the response. Spelling and punctuation are used with some accuracy although errors will sometimes affect clarity of meaning. |
| 5-6 | <ul style="list-style-type: none"> There is correct use of grammar and consistent use of tense throughout the response, although there may be occasional errors. Spelling and punctuation are used with general accuracy and meaning is clearly conveyed, with only occasional lapses. |

| Task | |
|------|---|
| 2 | Indicative content |
| | <p>Note:</p> <p>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>The email should refer to:</p> <ul style="list-style-type: none">• why they are writing• the problems that the cancellation caused them• what they want the manager of the train company to do about it <p style="text-align: right;">(10 marks)</p> |

| Mark | A: Form, communication, purpose |
|-------------|--|
| 0 | No rewardable material. |
| 1-2 | <ul style="list-style-type: none"> • Communicates occasionally appropriate information and develops ideas at a basic level. • Information is presented with limited sequencing of ideas. • Uses language, format and structure for specific audience and purpose to a limited extent. • Response has limited level of appropriate detail. |
| 3-4 | <ul style="list-style-type: none"> • Communicates some appropriate information and develops ideas with some success. • Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response. • Uses language, format and structure for specific audience and purpose, for some of the response. • Response has some level of appropriate detail. |
| 5-6 | <ul style="list-style-type: none"> • Communicates mostly appropriate information and develops ideas successfully, although there may be minor lapses. • Information is presented with a logical sequencing of ideas and this is evident for the majority of the response. • Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions. • Response has developed level of appropriate detail. |

| Mark | B: Spelling, punctuation and grammar |
|-------------|--|
| 0 | No rewardable material. |
| 1-2 | <ul style="list-style-type: none"> • There is some use of correct grammar and some appropriate use of tense. • Spelling and punctuation are used with limited accuracy and errors will sometimes affect clarity of meaning. |
| 3-4 | <ul style="list-style-type: none"> • There is mostly correct use of grammar and mostly consistent use of tense throughout the response, although there may be occasional errors. • Spelling and punctuation are used mostly with accuracy, with some lapses. |

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