

Mark Scheme (Results)

October 2011

Functional Skills English

Writing Level 2
E203

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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 Peter Sagar <p>Be prepared to award marks for responses which are fit for purpose although they may not fully address each of the bullets below or may contain ideas not in the bullets below.</p> <p>The letter should include:</p> <ul style="list-style-type: none">• views about what the land should be used for• explanation of why their idea is the best option• ways the proposal would benefit the community <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> <ul style="list-style-type: none"> • uses relevant organisational features • uses appropriate tone/language when writing an email about the quality of the hotel • clearly explains the action they would like the hotel 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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