

Mark Scheme (Results)

January 2012

Functional Skills English

Writing Level 1  
E103

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<b>Task</b>	
<b>1</b>	<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 the letter clearly</li> <li>• uses organisation features</li> <li>• uses appropriate tone and language for a thank you letter</li> </ul> <p><b>Be prepared to award marks for responses which are fit for purpose but may not address all of the bullets below fully or may contain ideas not in the bullets.</b></p> <p>In the letter, the learner should include:</p> <ul style="list-style-type: none"> <li>• why they are writing</li> <li>• details of the party</li> <li>• what they liked about Dinton Bowling Alley</li> </ul> <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>• Communicates occasionally appropriate information and develops ideas at a basic level.</li> <li>• Information is presented with limited sequencing of ideas.</li> <li>• Uses language, format and structure for specific audience and purpose to a limited extent.</li> <li>• Limited use of appropriate layout (address, date, open and close conventions).</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Communicates some appropriate information and develops ideas with some success.</li> <li>• Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response.</li> <li>• Uses language, format and structure for specific audience and purpose, for some of the response.</li> <li>• Some use of appropriate layout (address, date, open and close conventions), though there may be omissions and inconsistencies.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Communicates mostly appropriate information and develops ideas successfully, although there may be minor lapses.</li> <li>• Information is presented with a logical sequencing of ideas and this is evident for the majority of the response.</li> <li>• Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions.</li> <li>• Appropriate use of layout (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>• There is limited use of correct grammar and use of tense is minimal.</li> <li>• Spelling and punctuation are used with limited accuracy and errors will often affect clarity of meaning.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• There is some correct use of grammar and some correct use of tense although not sustained throughout the response.</li> <li>• Spelling and punctuation are used with some accuracy although errors will sometimes affect clarity of meaning.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• There is correct use of grammar and consistent use of tense throughout the response, although there may be occasional errors.</li> <li>• Spelling and punctuation are used with general accuracy and meaning is clearly conveyed, with only occasional lapses.</li> </ul>

Task	
2	<b>Indicative content</b>
	<p><b>General guidance on internet forum tasks:</b> As there is no set format for internet forums, if the response to a task fulfils the requirements and is functional, use the mark scheme to reward accordingly.</p> <p>In the contribution, the learner:</p> <ul style="list-style-type: none"><li>• presents views clearly</li><li>• uses appropriate tone/standard English when writing the contribution to the internet discussion forum</li></ul> <p>NOTE: Learners may choose to write about the argument for, the argument against or to cover both sides of the argument. All of these responses could gain full marks if they are fit for purpose.</p> <p style="text-align: right;"><b>(10 marks)</b></p>

<b>Mark</b>	<b>A: Form, communication, purpose</b>
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• Communicates occasionally appropriate information and develops ideas at a basic level.</li> <li>• Information is presented with limited sequencing of ideas.</li> <li>• Uses language, format and structure for specific audience and purpose to a limited extent.</li> <li>• Response has limited level of appropriate detail.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Communicates some appropriate information and develops ideas with some success.</li> <li>• Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response.</li> <li>• Uses language, format and structure for specific audience and purpose, for some of the response.</li> <li>• Response has some level of appropriate detail.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Communicates mostly relevant information and develops ideas successfully, although there may be minor lapses.</li> <li>• Information is presented with a logical sequencing of ideas and this is evident for the majority of the response.</li> <li>• Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions.</li> <li>• Response has developed level of appropriate detail.</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>• There is some use of correct grammar and some appropriate use of tense.</li> <li>• Spelling and punctuation are used with limited accuracy and errors will sometimes affect clarity of meaning.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• There is mostly correct use of grammar and mostly consistent use of tense throughout the response, although there may be occasional errors.</li> <li>• Spelling and punctuation are used mostly with accuracy, with some lapses.</li> </ul>