

Mark Scheme (Results)

January 2012

Functional Skills English

Writing Level 2
E203

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| Task | |
|------|---|
| 1 | <p>Indicative content</p> <p>General guidance on articles: As there is no set format for an article, if the response to the 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 and develop ideas appropriately.</p> <p>In the article, the learner:</p> <ul style="list-style-type: none">• presents views clearly• appropriate tone for article• shows awareness of audience• uses relevant organisational features, such as range of sentence structures and paragraphing <p>NOTE Learners can choose to write about only one facility, several facilities and include facilities not mentioned in the prompt. All of these responses could gain full marks if they are fit for purpose.</p> <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. |
| 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. |
| 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. |

| 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>General guidance on emails: As there is no set format for an email correspondence, if the response to the 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 and develop ideas appropriately.</p> <p>In the email, the learner:</p> <ul style="list-style-type: none">• uses relevant organisational features• uses appropriate tone/language when writing an email to a friend about the quality of the hotel• gives relevant reasons why the hotel is a good place to stay <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. |