

Mark Scheme (Results)

February 2013

Functional Skills English

Writing Level 2
E203

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Publications Code FC034433

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Task	
1	<p>Indicative content</p> <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 respond to the letter of the week. <p>Be prepared to award marks for responses which are fit for purpose and develop ideas appropriately even though they may not address both of the bullets below fully or may contain ideas not in the bullets.</p> <p>In the letter, learners should include:</p> <ul style="list-style-type: none">• whether they agree or disagree with the views expressed in the letter• detailed reasons to support their views. <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	<p>Indicative content</p> <p>General guidance on reviews: As there is no set format for a review, if the response to a 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 even though they may not address all of the bullets below fully or may contain ideas not in the bullets.</p> <p>In the review, learners should include:</p> <ul style="list-style-type: none">• details of the leisure and sports facilities in their local area• why they would recommend these leisure and sports facilities• any other information/comments. <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.

Mapping to Functional Skills Coverage and Range for English Level 2

Writing				
<u>Skill Standard</u>				
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively.				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
L2.3.1	Q1 Q2	<ul style="list-style-type: none"> Present information/ideas concisely, logically, and persuasively. 	15	60
L2.3.2	Q1 Q2	<ul style="list-style-type: none"> Present information on complex subjects clearly and concisely. 		
L2.3.3	Q1 Q2	<ul style="list-style-type: none"> Use a range of writing styles for different purposes. 		
L2.3.4	Q1 Q2	<ul style="list-style-type: none"> Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively. 		
L2.3.5	Q1 Q2	<ul style="list-style-type: none"> Punctuate written text using commas, apostrophes and inverted commas accurately. 	10	40
L2.3.6	Q1 Q2	<ul style="list-style-type: none"> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types. 		
Total for Writing			25	100

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