

Mark Scheme (Results)

March 2013

Functional Skills English

Writing Level 2  
E203

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Task	
1	<p><b>Indicative content</b></p> <p><b>General guidance on articles:</b> As there is no set format for an article, if the response to a task fulfils the requirements and is functional, use the mark scheme to reward accordingly.</p> <p>In the article, the learner:</p> <ul style="list-style-type: none"><li>• uses an appropriate tone for writing a magazine article</li><li>• uses relevant organisation features, such as clear sections/paragraphing</li><li>• gives detailed reasons why they think the chosen person is a good role model.</li></ul> <p>NOTE Learners are free to choose anyone they think is a good role model. This could be a person known to them or a public figure.</p> <p style="text-align: right;"><b>(15 marks)</b></p>

Mark	A: Form, communication and purpose
0	No rewardable material.
1-3	<ul style="list-style-type: none"> <li>• Presents appropriate information and develops ideas logically to a limited extent.</li> <li>• Basic ability to present complex ideas/information evident.</li> <li>• Uses language for specific purpose to a limited extent.</li> <li>• Uses a limited range of sentence structures with limited accuracy.</li> <li>• Makes limited use of paragraphing and other organisational features with basic accuracy.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Presents appropriate information and develops ideas logically for some of the response.</li> <li>• Able to present complex ideas/information clearly and concisely with some lapses.</li> <li>• Uses language for specific purpose for some of the response.</li> <li>• Uses a range of sentence structures with some accuracy.</li> <li>• Makes some use of paragraphing and other organisational features with some accuracy.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>• Presents appropriate information and develops ideas logically for most of the response.</li> <li>• Able to present complex ideas/information clearly and concisely, with occasional lapses.</li> <li>• Uses language for specific purpose throughout the response.</li> <li>• Uses a range of sentence structures accurately.</li> <li>• Makes consistent use of appropriate paragraphing and other organisational features with accuracy.</li> </ul>

Mark	B: Spelling, punctuation and grammar
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• Uses spelling and grammar with limited accuracy, supporting meaning at a basic level.</li> <li>• Uses basic punctuation eg commas, apostrophes and inverted commas with limited accuracy.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Uses spelling and grammar with some accuracy, supporting meaning some of the time.</li> <li>• Uses some punctuation eg commas, apostrophes and inverted commas correctly and appropriately.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Use of spelling and grammar is mostly accurate, supporting meaning most of the time.</li> <li>• Uses a range of punctuation eg commas, apostrophes and inverted commas correctly and appropriately most of the time.</li> </ul>

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

Mark	A: Form, communication and purpose
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• Presents appropriate information, developing ideas logically to a limited extent.</li> <li>• Basic ability to present complex ideas/information evident.</li> <li>• Uses language for the specific purpose, to a limited extent.</li> <li>• Makes use of a limited range of sentence structures with limited accuracy.</li> <li>• Makes limited use of paragraphing and other organisational features with basic accuracy.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Presents appropriate information, developing ideas logically for some of the response.</li> <li>• Able to present complex ideas/information clearly and concisely with some lapses.</li> <li>• Uses language for the specific purpose, for some of the response.</li> <li>• Uses a range of sentence structures with some accuracy.</li> <li>• Makes some use of paragraphing and other organisational features with some accuracy.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Presents appropriate information, developing ideas logically for most of the response.</li> <li>• Able to present complex ideas/information clearly and concisely with occasional lapses.</li> <li>• Uses language for the specific purpose throughout the response.</li> <li>• Uses a range of sentence structures accurately.</li> <li>• Makes consistent use of appropriate paragraphing and other organisational features.</li> </ul>

Mark	B: Spelling, punctuation and grammar
0	No rewardable material.
1-2	<ul style="list-style-type: none"> <li>• Uses spelling and grammar with limited accuracy, supporting meaning at a basic level.</li> <li>• Uses basic punctuation eg commas, apostrophes and inverted commas with limited accuracy.</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Use of spelling and grammar is mostly accurate, supporting meaning most of the time.</li> <li>• Uses some punctuation eg commas, apostrophes and inverted commas correctly and appropriately most of the time.</li> </ul>

## Mapping to Functional Skills Coverage and Range for English Level 2

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

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