

# Mark Scheme

Functional  
Skills

## Edexcel Functional Skills qualifications in English at Entry 3 - Writing mark scheme

## Entry 3: Writing mark scheme

Task	Content required																				
1	<p>Letter of complaint. Responses could include details of the street where the pavement is broken, how long it has been broken, details of falls or accidents and why it needs to be fixed.</p> <p>Assess only the text of the body of the letter, <b>not</b> any attempt at letter layout.</p> <p>The letter to the council shows the learner is able to:</p> <table> <tr> <th>Coverage and range</th><th>Mark</th></tr> <tr> <td> <ul style="list-style-type: none"> <li>plan work (1)</li> <li>draft before beginning final version (1)</li> <li>organise ideas (1)</li> <li>include appropriate details for the intended audience (1)</li> </ul> <p>Award 1 mark for evidence of each up to <b>four</b> marks. Points 3 and 4 may also be evidenced in the final version. Up to a maximum of <b>four</b> marks.</p> </td><td>4</td></tr> <tr> <th>Coverage and range</th><th>Mark</th></tr> <tr> <td> <p>sequence writing logically and clearly</p> <ul style="list-style-type: none"> <li>considerable clarity and logical organisation = 3 marks</li> <li>reasonable clarity / organisation = 2 marks</li> <li>limited clarity / organisation = 1 mark</li> </ul> <p>Up to a maximum of <b>three</b> marks</p> </td><td>3</td></tr> <tr> <th>Coverage and range</th><th>Mark</th></tr> <tr> <td> <ul style="list-style-type: none"> <li>basic grammar is correct (1)</li> <li>appropriate verb tense (1)</li> <li>appropriate subject/verb agreement (1)</li> </ul> <p>Award 1 mark for each up to a maximum of <b>three</b> marks</p> </td><td>3</td></tr> <tr> <th>Coverage and range</th><th>Mark</th></tr> <tr> <td> <ul style="list-style-type: none"> <li>with few exceptions, common words are spelt correctly (1)</li> <li>there is accurate use of full stops and question marks(1)</li> </ul> <p>Award 1 mark for each up to a maximum of <b>two</b> marks</p> </td><td>2</td></tr> <tr> <td colspan="2">Total for task</td></tr> <tr> <td colspan="2">12</td></tr> </table>	Coverage and range	Mark	<ul style="list-style-type: none"> <li>plan work (1)</li> <li>draft before beginning final version (1)</li> <li>organise ideas (1)</li> <li>include appropriate details for the intended audience (1)</li> </ul> <p>Award 1 mark for evidence of each up to <b>four</b> marks. Points 3 and 4 may also be evidenced in the final version. Up to a maximum of <b>four</b> marks.</p>	4	Coverage and range	Mark	<p>sequence writing logically and clearly</p> <ul style="list-style-type: none"> <li>considerable clarity and logical organisation = 3 marks</li> <li>reasonable clarity / organisation = 2 marks</li> <li>limited clarity / organisation = 1 mark</li> </ul> <p>Up to a maximum of <b>three</b> marks</p>	3	Coverage and range	Mark	<ul style="list-style-type: none"> <li>basic grammar is correct (1)</li> <li>appropriate verb tense (1)</li> <li>appropriate subject/verb agreement (1)</li> </ul> <p>Award 1 mark for each up to a maximum of <b>three</b> marks</p>	3	Coverage and range	Mark	<ul style="list-style-type: none"> <li>with few exceptions, common words are spelt correctly (1)</li> <li>there is accurate use of full stops and question marks(1)</li> </ul> <p>Award 1 mark for each up to a maximum of <b>two</b> marks</p>	2	Total for task		12	
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Task 2	Content required	
2	Notice selling tickets. Responses may include date and time of the concert, where the concert is, who is playing, cost of the tickets and how to contact the seller.	
	The notice shows that the learner is able to:	
	Coverage and range	Mark
	Write clearly with appropriate level of detail for the intended audience and write information in a logical sequence <ul style="list-style-type: none"> <li>• clear, detailed information in logical sequence = 4 marks</li> <li>• reasonable clarity, detail and organisation = 3 marks</li> <li>• limited clarity, detail and organisation of ideas = 1 mark</li> </ul> Up to a maximum of <b>four</b> marks	4
	Coverage and range	Mark
	<ul style="list-style-type: none"> <li>• basic grammar is correct (1)</li> <li>• appropriate verb tense and subject/verb agreement (1)</li> </ul> Award 1 mark for each up to a maximum of two marks	2
	Coverage and range	Mark
	<ul style="list-style-type: none"> <li>• with few exceptions, common words are spelt correctly (1)</li> <li>• there is accurate use of full stops and question marks (1)</li> </ul> Award 1 mark for each up to a maximum of two marks	2
Total for task		8

## Assessment coverage grid

Learners must complete both tasks to meet the coverage and range of the skills standard at entry level 3.

### Tasks 1 and 2

Writing				
<u>Skill Standard</u>				
<u>Criterion Ref. no.</u>	<u>Coverage</u>	<u>Description</u>	<u>No. of marks</u>	<u>%</u>
E3.3.1	Task 1 and Task 2	<ul style="list-style-type: none"> <li>Plan. Draft and organise writing</li> </ul>	4	20
E3.3.2	Task 1 and Task 2	<ul style="list-style-type: none"> <li>Sequence writing logically and clearly</li> </ul>	7	35
E3.3.3	Task 1 and Task 2	<ul style="list-style-type: none"> <li>Use basic grammar including appropriate verb-tense and subject agreement</li> </ul>	5	25
E3.3.4	Task 1 and Task 2	<ul style="list-style-type: none"> <li>Check work for accuracy, including spelling</li> </ul>	4	20
Total for writing			20	100

## Functional Skills English Entry 3: Writing Assessment Record Sheet

Centre name:	Learner name:
Centre number:	Learner number:

Learners must take **both** tasks at entry level 3. If the tasks are contextualised, these must also be attached to this record sheet with the learners completed work.

<b>Task One</b>	
<b>Date(s) taken:</b>	
	Task one  /12
<b>Task Two</b>	
<b>Date(s) taken:</b>	
	Task two  /8
<p>The pass percentage is 75%</p> <p>To pass the writing component at entry level 3 the learner must score at least 15 marks out of the available 20 across the two tasks.</p>	
<b>TOTAL MARK for writing component:</b>  /20	

The pass percentage is 75%  
To pass the writing component at entry level 3 the learner must score at least 15 marks out of the available 20 across the two tasks.

Please tick the box if the learner has achieved writing entry 3:		
Centre comment:		
Assessor Name:		
Assessor Signature:		Date:

Please attach another page if you wish to make additional comments.

