

# Mark Scheme

Set 2 2012-2013

Edexcel Functional Skills  
qualifications in English at  
Entry Level 2 - Writing

## Entry 2: Writing mark scheme

Task	Content required	
1	<p>Appropriate email to the bus company, giving information on what was lost. Responses should include detail such as the bus they were on, the time/day they lost the coat and a description of what the coat looks like.</p> <p>Response can include any valid information and will reflect the experiences of the learner.</p> <p><b>Written response shows learner is able to:</b></p>	
	<b>Coverage and range</b>	
	<p><b>use written words and phrases to record and present information</b></p> <ul style="list-style-type: none"> <li>a developed response, clearly expressed = 4 marks</li> <li>some developed detail and clearly expressed for the majority of the time = 3 marks</li> <li>either some detail is evident but there are slips in expression or expression is clear but the response lacks development = 2 marks</li> <li>minimal response lacking clarity of expression = 1 mark</li> </ul> <p>up to a maximum of <b>four</b> marks</p>	<b>4</b>
	<b>Coverage and range</b>	
	<p><b>construct compound sentences using common conjunctions (and, but, or, if, unless, etc.)</b></p> <p>sound use of compound sentence structures = 2 marks</p> <p>compound sentences attempted but with errors = 1 mark</p> <p>up to a maximum of <b>two</b> marks</p>	<b>2</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<p><b>punctuate correctly, using upper and lower case, full stops and question marks</b></p> <p>accurate use of capital letters, full stops and/or question marks = 2 marks</p> <p>reasonable accuracy but with a few errors = 1 mark</p> <p>up to a maximum of <b>two</b> marks</p>	<b>2</b>
	<b>Coverage and range</b>	
	<p><b>spell correctly all high frequency words and words with common spelling patterns</b></p> <p>all or almost all correct = 2 marks</p> <p>some correct = 1 mark</p> <p>up to a maximum of <b>two</b> marks</p>	<b>2</b>
<b>Total for task</b>		<b>10</b>

Task	Content required	
2	<p>Appropriate competition entry. Responses could include detail such as why they like the band they have chosen, who they would take with them and contact details if they win.</p> <p>Response can include any valid information and will reflect the experiences of the learner.</p> <p><b>Written response shows learner is able to:</b></p>	
	<b>Coverage and range</b>	
	<p><b>use written words and phrases to record and present information</b></p> <ul style="list-style-type: none"> <li>a developed response, clearly expressed = 4 marks</li> <li>some developed detail and clearly expressed for the majority of the time = 3 marks</li> <li>either some detail is evident but there are slips in expression or expression is clear but the response lacks development = 2 marks</li> <li>minimal response lacking clarity of expression = 1 up to a maximum of <b>four</b> marks</li> </ul>	<b>4</b>
	<b>Coverage and range</b>	
	<p><b>construct compound sentences using common conjunctions (and, but, or, if, unless, etc.)</b></p> <p>sound use of compound sentence structures = 2 marks</p> <p>compound sentences attempted but with errors = 1 mark</p> <p>up to a maximum of <b>two</b> marks</p>	<b>2</b>
	<b>Coverage and range</b>	<b>Mark</b>
	<p><b>punctuate correctly, using upper and lower case, full stops and question marks</b></p> <p>accurate use of capital letters, full stops and/or question marks= 2 marks</p> <p>reasonable accuracy but with a few errors= 1 mark</p> <p>up to a maximum of <b>two</b> marks</p>	<b>2</b>
	<b>Coverage and range</b>	
	<p><b>spell correctly all high frequency words and words with common spelling patterns</b></p> <p>all or almost all correct = 2 marks</p> <p>some correct = 1 mark</p> <p>up to a maximum of <b>two</b> marks</p>	<b>2</b>
<b>Total for task</b>		<b>10</b>

## Assessment coverage grid

Learners must complete both tasks to meet the coverage and range of the skills standard at Entry level 2.

### Tasks 1 and 2

<b>Writing</b>				
<b><u>Skill Standard</u></b>				
Write short texts with some awareness of the intended audience.				
<b><u>Criterion Ref. no.</u></b>	<b><u>Coverage</u></b>	<b><u>Description</u></b>	<b><u>No. of marks</u></b>	<b><u>%</u></b>
<b>E2.3.1</b>	Task 1 and Task 2	<ul style="list-style-type: none"> <li>use written words and phrases to record and present information</li> </ul>	8	40
<b>E2.3.2</b>	Task 1 and Task 2	<ul style="list-style-type: none"> <li>construct compound sentences using common conjunctions</li> </ul>	4	20
<b>E2.3.3</b>	Task 1 and Task 2	<ul style="list-style-type: none"> <li>punctuate correctly, using upper and lower case, full stops and question marks</li> </ul>	4	20
<b>E2.3.4</b>	Task 1 and Task 2	<ul style="list-style-type: none"> <li>spell correctly all high frequency words and words with common spelling patterns</li> </ul>	4	20
<b>Total for writing</b>			<b>20</b>	<b>100</b>

## Functional Skills English Entry 2: Writing Assessment Record Sheet

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

Learners must take **both** tasks at entry level 2. 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  /10
<b>Task Two</b>	
<b>Date(s) taken:</b>	
	Task two  /10
<p>The pass percentage is 75%</p> <p>To pass the writing component at entry level 2 the learner must score at least 15 marks out of the available 20 across the two tasks.</p>	
TOTAL MARK for writing component:  /20	

The pass percentage is 75%  
To pass the writing component at entry level 2 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 2.		
Centre comment:		
Assessor Name:		
Assessor Signature:		Date:

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

