

Mark Scheme

November 2016

Functional Skills English

Writing Level 2  
E203

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## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### **Instruction to markers:**

Two grids need to be applied when assessing a candidate's response: A: Form, communication and purpose and B: Spelling, punctuation and grammar.

A candidate may write appropriately for this level, but have technical weaknesses; or a candidate may have reasonably secure technical control but may have been less successful in terms of form, audience and purpose. It is essential therefore that both marking grids, A and B, are applied independently.

Task	
1	<b>Indicative content</b>
	<p>In their letters, learners should:</p> <ul style="list-style-type: none"><li>• state whether they agree or disagree with the views expressed</li><li>• explain why they agree or disagree with these views</li><li>• describe any changes they have made in their shopping habits as a result of the 5p charge.</li></ul> <p>Learners should aim to use their own words and ideas in their letters.</p> <p>NOTE Be prepared to award marks for responses that are fit for purpose and develop ideas appropriately, even though they may not address all of the bullets <b>fully</b> or may contain <b>ideas not in the information</b>.</p> <p style="text-align: right;"><b>(15 marks)</b></p>

<b>Mark</b>	<b>A: Form, communication and purpose</b>
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> <li>• Limited use of appropriate layout of a letter (address, date, open and close conventions).</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> <li>• Some use of appropriate layout of a letter (address, date, open and close conventions), though there may be omissions or inconsistencies.</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> <li>• 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.</li> </ul>

<b>Mark</b>	<b>B: Spelling, punctuation and grammar</b>
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, e.g. 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, e.g. 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, e.g. commas, apostrophes and inverted commas correctly and appropriately most of the time.</li> </ul>

Task	
2	<b>Indicative content</b>
	<p>In their emails, learners should:</p> <ul style="list-style-type: none"><li>• explain why they are interested in being volunteers</li><li>• state the tasks they would like to do</li><li>• tell the organisers why they would be good volunteers.</li></ul> <p>Learners should aim to use their own words and ideas to write their emails.</p> <p>NOTE Be prepared to award marks for responses that are fit for purpose and develop ideas appropriately, even though they may not address all of the bullets <b>fully</b> or may contain <b>ideas not in the information.</b></p> <p style="text-align: right;"><b>(15 marks)</b></p>

<b>Mark</b>	<b>A: Form, communication and purpose</b>
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>

<b>Mark</b>	<b>B: Spelling, punctuation and grammar</b>
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, e.g. 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, e.g. 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, e.g. 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><u>Skill Standard</u></b>				
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively.				
<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>L2.3.1</b>	Q1 Q2	<ul style="list-style-type: none"> <li>Present information/ideas concisely, logically, and persuasively.</li> </ul>	18	60
<b>L2.3.2</b>	Q1 Q2	<ul style="list-style-type: none"> <li>Present information on complex subjects clearly and concisely.</li> </ul>		
<b>L2.3.3</b>	Q1 Q2	<ul style="list-style-type: none"> <li>Use a range of writing styles for different purposes.</li> </ul>		
<b>L2.3.4</b>	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>		
<b>L2.3.5</b>	Q1 Q2	<ul style="list-style-type: none"> <li>Punctuate written text using commas, apostrophes and inverted commas accurately.</li> </ul>	12	40
<b>L2.3.6</b>	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>30</b>	<b>100</b>