

English Level 1

Writing

Sample Marked Learner Work



Please check the examination details below before entering your candidate information		
Candidate surname	Other names	
Pearson Edexcel Functional Skills	Centre Number	Candidate Number
Set 1		
Time: 60 minutes	Paper Reference PENW1/S01	
English Component 3: Writing Level 1		
You must not use a dictionary.		Total Marks

My signature confirms that I will not discuss the content of the test with anyone.

Signature: _____

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer both tasks.
- Use the answer space provided to complete your tasks
– *there may be more space than you need.*

Information

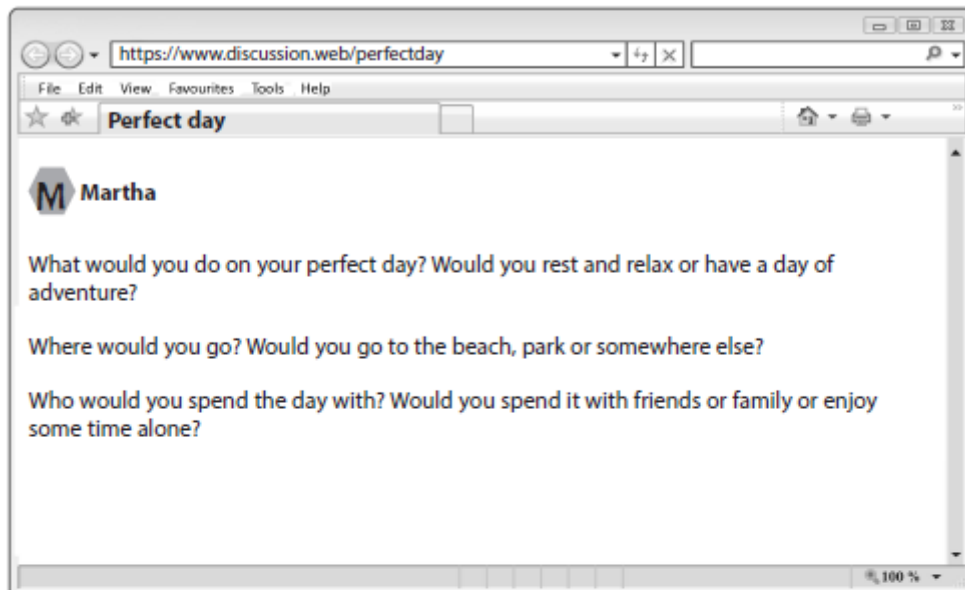
- The total for this paper is **36** marks.
- Task 1 has **21** marks and Task 2 has **15** marks.
- You will be assessed on spelling, punctuation and grammar in both tasks.

Advice

- Read each task carefully before you start to write.
- Aim to spend about 35 minutes on Task 1 and about 25 minutes on Task 2.
- Plan your work before you start and check it when you finish.

Task 1

Information



Writing Task

Write your contribution to the web forum about your perfect day.

In your contribution, you should:

- describe what you would do on your perfect day
- say where you would go and who you would go with
- explain why this would be your perfect day.

You should aim to write about 200 to 250 words.

(21 marks)

Task 2

Information

The security team is planning to make improvements at your workplace/college/school. They want to keep both people and their belongings safe and secure.

They are thinking of putting in more CCTV and lockers. They also think they should employ extra security staff and have regular ID card checks.

The security team wants to know what you think of these suggestions and if you have any others of your own.

Writing Task

Write an email to the security team where you work/study about how to keep people and belongings safe and secure.

In your email, you should:

- give your views on security in your workplace/college/school
- explain what you think about the suggestions and give some of your own.

You should aim to write about 150 to 200 words.

(15 marks)

Functional Skills Level 1 Writing: Exemplar scripts and commentaries

Script 1 – Strong Pass

Task 1

My perfect day would start with me waking up in bed with my daughter Maisie, as she often sleeps in my bed. We would wake about nine o'clock and both be very relaxed. I would then get up while she plays on her laptop and I make us some bacon sandwiches to eat back in bed. After having eaten, we would get up and dressed and catch the bus into town. Maisie loves looking at the make-up in Primark, so we would be trying on the lipsticks in there before going to Starbucks for hot chocolate and maybe a cookie.

After our drinks, we would head up to the top end of town and look around Lincoln Castle. We would then look around all the little shops up the Bailgate before heading to the restaurant Ginos for Italian food for lunch. I would have a pizza with olives on and Maisie would have ravioli as thats her favourite.

It would now be around four o'clock in the afternoon so we would head back to the bus station and catch the bus home. We like to sit on the back seat. Once we got home we would get our comfortable clothes on and snuggle up on the sofa to watch a film on Netflix. Our favourite film is Frozen so we would probably watch that. By the time that's finished, if we are hungry, I would order a Chinese takeaway. If not it would be bath time with lots of bubbles and then to get back in my bed as we would be very tired by now.

This would be my perfect day because it would be spent with my daughter doing the things we love, eating and shopping!

Task 2

I think the idea to put more CCTV and lockers around the college site is a great idea as there are not enough at the moment. There should be more CCTV in the canteen area as I have heard of someones mobile phone being stolen from their bag in there.

Also regular ID checks would be a good idea as I have never actually had my ID checked the whole time I have been attending college. I think the current security is not up to scratch as on occasion I have forgotten my ID and not a single person has challenged me on the day.

I think there should be more security to monitor the smoking around the site too, as I often see people smoking outside the designated areas and it is not nice to see the cigarette ends on the floor instead of the bins. My suggestion would be the same as what they do in town and give on the spot fines. College could also recruit prefects, like they do in schools, to monitor the college site when there are no security about.

I do think on the whole, that improving security at college would make both pupils and tutors feel a lot more safe, and extra lockers would mean students don't have to carry all their books around all day. If that could not be done, then perhaps a designated cloakroom system could be put in place, using students as volunteers if the budget would not stretch.

Commentary

Task 1

Composition

The learner communicates information and opinions about a perfect day in Lincoln with consistent clarity, using detail, for example Freya's liking for lipsticks and the detail about eating in Gino's, effectively for purpose and audience to an appropriate length. The learner organises the writing using appropriate format and structure, sustaining cohesion, for example by using time references to establish the narrative. There is a range of sentences, including complex sentences, which are both accurate and effective. There is a secure use language and register entirely appropriate to a description of eating and shopping.

Mark: 11

Spelling, Punctuation and Grammar

Spelling is consistently correct, for example 'ravioli' and 'comfortable'. However there are some errors in punctuation and the use of tenses.

Mark: 8

Task 2

Composition

The learner again communicates ideas and opinions clearly, using detail, for example her own experience of not carrying ID, her thoughts on smoking in non-designated areas and her acknowledgement of possible financial constraints, effectively for purpose and audience to an appropriate length. There is also evidence of original thought: her suggestion of a college prefect system. The structure is appropriate with use of paragraphs. A range of sentences, including complex sentences, is again used with consistent accuracy. There is a wide range of vocabulary, consistently appropriate to task, for example 'volunteers' and 'budget'.

Mark: 9

Spelling, Punctuation and Grammar

Spelling, punctuation and grammar are consistently correct.

Mark: 6

Script 2 – Borderline Pass

Task 1

My perfect day. . . It is a great question. In my opinion the perfect day it is to spend with my family. I can not think a perfect day without my children and my partner.

My perfect day would start with a breackfast tougheder in our house. I love it when the day started and we can make new plans.

I would really like to go to visit, aghen and aghen, the Kew Gardens in London. Yes, it is a beautiful place, at list for me. Gardening is my passion and every time we visit Kew Gardens my mind is free. I think Kew Gardens is magic. This place has the power to relax me and to make me happy. I like when you go there to look at the big trees, different types of plants and hundreds of flowers bloom in every color.

After a while around in the garden I like to go to see the Sequoia trees. These trees are fantastic, when you go near to them you can feel the power of nature.

Going to visit the Kew Gardens with my family is a perfect day. Everyone is happy and we love this place. Being tougheder in a place like Kew Gardens is really nice.

My perfect day is with my family in Kew Gardens!

Task 2

Dear security team,

I am happy to know our life will be easy after the new improvements, at least this is my point of view.

Without the CCTV and lockers the life at work is complicated. We tried to improve our life and trust everybody at work but it is difficult. I know we are a team, but sometime bad things happened.

When some of our belongings are missing, like phone, wallets and sometimes money, we are become sad thinking one of us is stealing. If you are planning to put the CCTV system we will all be happy.

In my opinion will be really helpful to keep a real rota of the people are working every day, and the time they are coming and leaving the work place.

Have a regular ID card check will improve our security because in this way only the workers can be inside of our buildings.

Good luck with your plans and if you need some help please feel free to contact me.

Kind regards.
XXXXXX

Commentary

Task 1

Composition

The learner communicates information about Kew Gardens with considerable enthusiasm and reasonable clarity. There is an appropriate detail for purpose and audience, for example the mention of the Sequoia trees. There is a range of sentences which are used reasonably accurately. Paragraphing is reasonably secure and provides an appropriate structure with a useful conclusion. At times the response may seem a little gushing.

Mark: 8

Spelling, Punctuation and Grammar

Spelling, punctuation and grammar are generally correct. Spelling is the weakest area and errors include 'aghen', 'colors' and 'togheder'. Punctuation and grammar are generally more accurate and commas and an exclamation mark are well used. The response is sufficiently accurate for six marks to be awarded.

Mark: 6

Task 2

Composition

The learner communicates information about security at college reasonably clearly. There is an appropriate level of detail for purpose and audience, for example the mention of regular ID checks and the way stealing makes students feel. The ending is politely effective. Format and structure are appropriate for an email.

Mark: 5

Spelling, Punctuation and Grammar

Here the technical accuracy of the writing is not as secure as that of Task One. There are, again, spelling errors, for example 'opinione', 'putt', 'insaide' and 'bildings'. Unfortunately there are also errors in grammar, for example 'we are become sad' and 'the people are working every day'. Consequently the response is awarded a mark in the lower band.

Mark: 2

Script 3 – Borderline Fail

Task 1

MY perfect day would be most properly be acting in America in Callifornia. I would start my day with pancake's for breakfast wilst watching a new episode of south park. After getting ready I would go out and rent some dirt bikes. I would ride along the hills and mounting's of Callifornia. At the night time I would go to disney wold.

I'd like to stay the night before in some five star hotel so I can wake up there on this perfect day. I would take all my friend and family but I'll probably spend most the time with my self. I would get Gordan Ramsy to come to my hotel room and cook my pancak's.

I think this would be my perfect day because I really like what I have seen of Callifornia and have never been there before. I would get Gordan Ramsy because I think he is a geeza and probably cook the perfect pancake's. I enjoy riding bike's so I would really find renting dirt bikes fun. I don't think any one can argue and say Disney wold is not perfect.

Task 2

Hi security team.

My vews on the security are that it's already pretty secure, as you go to scan your id card before the door's can open to the college. I don't see a lot of cctv tho so you probably want get more. Specally for the booth's where there is a load of expersnive aquitmant.

I do think it is a good idea however. We already do most of that already. Lockers are a really good Idea as we don't have any.

Commentary

Task 1

Composition

The learner communicates information about their choice of a perfect place reasonably clearly. There is some appropriate detail, mainly about the 'geeza' Gordon Ramsay's pancakes, although some parts of the response, for example the mention of Disney World, would have benefitted from more development. There is some use of a range of sentences with the use of modal verbs. The enthusiastic register is appropriate for the task.

Mark: 8

Spelling, Punctuation and Grammar

Punctuation and grammar are generally correct with a good use of the omissive apostrophe. Spelling is a problem throughout the response, for example 'Disney wold'.

Mark: 5

Task 2

Composition

This is a brief response but the learner does just enough to be awarded four marks. The learner communicates ideas about security issues reasonably clearly and provides some detail, for example the thoughts on the expensive equipment which needs special surveillance and the need for lockers. Again there is a lack of development. The repetition of 'already' in the second paragraph is unfortunate.

Mark: 4

Spelling, Punctuation and Grammar

There are several errors in this short response, for example in the misuse of apostrophes - 'door's', 'booth's' and 'dont' and spelling, for example 'colleg'and 'aqitmant'. The overall level of SPG is similar to Task 1.

Mark: 3

Script 4 – Clear Fail

Task 1

Dear Sir/Madam

I would like to go to the Beach with my friends, my name is XXXXXX and my friends are Em, Tim and Fran. We were playing the ball in the Beach and we are splashing on the water.

Then we had our lunch to have pizza in the restaurant, me and Em had cheese and Tim and Fran had sausages and pickles to ourselves.

We are enjoying our perfect day because we just want to go see the music band are playing their The Beatles music.

And we had a perfect time because we like having our fun time.

Kind-Regards,
XXXX-XXXX

Task 2

Dear Sir/Madam

The security team wants to make sure to improvement to our school, but the school is nearer to the security room.

The lockers has to put their student keys to lock their own lockers from now on and the security is trying to help the teachers and students to be patient.

Then the school will be safe and sound but the teachers and students will be happy and cheerful with the security team.

And Thank you for helping us our school.

Yours-Sincerely,
XXXX-XXXX

Commentary

Task 1

Composition

The learner does communicate ideas about their perfect day, for example the differentiation between the food eaten, with some clarity, although the response is very brief. Format and structure are secure and there is an awareness of purpose and audience.

Mark: 5

Spelling, Punctuation and Grammar

Spelling is accurate and there is a secure demonstration of when to use capital letters. That said, tenses are insecure, for example 'We were playing...we are splashing'.

Mark: 4

Task 2

Composition

The candidate communicates ideas about school security with some clarity and makes some appropriate points, although the second paragraph is difficult to follow. Vocabulary is limited.

Mark: 3

Spelling, Punctuation and Grammar

There are frequent errors, for example in the first paragraph.

Mark: 2

Mark Scheme (Final)

Functional Skills English

Writing Level 1
PENW1 Set 1

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be 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 in the mark scheme should be used appropriately.
- All the marks in 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.

Instructions to examiners:

Two grids need to be applied when assessing a candidate's response:

Grid A: composition and Grid B: spelling, punctuation and grammar.

A candidate's composition may be appropriate for Level 1, but spelling, punctuation and grammar have weaknesses; or a candidate may have reasonably secure spelling, punctuation and grammar but be less successful in composition. It is essential, therefore, that both marking Grids A and B are applied independently.

When awarding a mark for composition (Grid A), examiners should use the first bullet point in each band in the mark scheme to decide on the overall level of achievement. The other three bullet points should be used to determine where best to place the response within the band.

When awarding a mark for spelling, punctuation and grammar (Grid B), examiners should make a 'best fit' judgement using the descriptors.

Task	
1	<p>Indicative content</p> <p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below.</p> <p>The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant examples.</p> <p>In their contributions, candidates should:</p> <ul style="list-style-type: none"> • describe what they would do on their perfect day <i>e.g. go shopping, play computer games, go on a bike ride</i> • say where they would go and who they would go with <i>e.g. theme park with friends, restaurant with family, shopping centre on my own</i> • explain why this would be the best way to spend the day <i>e.g. it would be relaxing, exciting, special to have time with friends, time on my own.</i> <p style="text-align: right;">(21 marks)</p>

Mark	Grid A: Composition (12 marks)
0	<ul style="list-style-type: none"> No rewardable material.
1–4	<ul style="list-style-type: none"> Communicates some information, ideas and opinions, with some clarity and awareness of purpose and audience. Uses appropriate format and structure for audience and purpose to some extent. Uses sentences with some range and accuracy. Uses simple vocabulary, appropriate to task.
5–8	<ul style="list-style-type: none"> Communicates information, ideas and opinions reasonably clearly, using detail appropriately for purpose and audience to an appropriate length. Uses appropriate format and structure for audience and purpose with use of paragraphs. Uses a range of sentences, including complex sentences, with reasonable accuracy. Uses a range of vocabulary, appropriate to task.
9–12	<ul style="list-style-type: none"> Communicates information, ideas and opinions clearly, using detail effectively for purpose and audience to an appropriate length. Uses appropriate format and structure for audience and purpose, with effective use of paragraphs. Uses a range of sentences, including complex sentences, with consistent accuracy. Uses a wide range of vocabulary, consistently appropriate to task.

Mark	Grid B: Spelling, punctuation and grammar (9 marks)
0	<ul style="list-style-type: none"> No rewardable material.
1–3	<ul style="list-style-type: none"> Some use of correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles). Some use of correct punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes). Some accuracy in spelling of words used most often in work, study and daily life, including specialist words.
4–6	<ul style="list-style-type: none"> Reasonably correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles). Reasonably correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes). Spelling of words used most often in work, study and daily life, including specialist words, is reasonably accurate.
7–9	<ul style="list-style-type: none"> Correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles), with occasional lapses. Correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes), with occasional lapses. Spelling of words used most often in work, study and daily life, including specialist words, is accurate, with occasional lapses.

Task	
2	Indicative content
	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below.</p> <p>The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant examples.</p> <p>In their emails, candidates should:</p> <ul style="list-style-type: none"> • give their views on security in their workplace/college/school <i>e.g. feel safe in the building, worried about my bag being stolen, think there should be more security</i> • explain what they think about the suggestions and give some of their own <i>e.g. regular ID checks are good for safety, security guards might be intimidating, install key pads on outside doors.</i> <p style="text-align: right;">(15 marks)</p>

Mark	Grid A: Composition (9 marks)
0	<ul style="list-style-type: none"> No rewardable material.
1–3	<ul style="list-style-type: none"> Communicates some information, ideas and opinions, with some clarity and awareness of purpose and audience. Uses appropriate format and structure for audience and purpose to some extent. Uses sentences with some range and accuracy. Uses simple vocabulary, appropriate to task.
4–6	<ul style="list-style-type: none"> Communicates information, ideas and opinions reasonably clearly, using detail appropriately for purpose and audience to an appropriate length. Uses appropriate format and structure for audience and purpose with use of paragraphs. Uses a range of sentences, including complex sentences, with reasonable accuracy. Uses a range of vocabulary, appropriate to task.
7–9	<ul style="list-style-type: none"> Communicates information, ideas and opinions clearly, using detail effectively for purpose and audience to an appropriate length. Uses appropriate format and structure for audience and purpose, with effective use of paragraphs. Uses a range of sentences, including complex sentences, with consistent accuracy. Uses a wide range of vocabulary, consistently appropriate to task.

Mark	Grid B: Spelling, punctuation and grammar (6 marks)
0	<ul style="list-style-type: none"> No rewardable material.
1–2	<ul style="list-style-type: none"> Some use of correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles). Some use of correct punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes). Some accuracy in spelling of words used most often in work, study and daily life, including specialist words.
3–4	<ul style="list-style-type: none"> Reasonably correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles). Reasonably correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes). Spelling of words used most often in work, study and daily life, including specialist words, is reasonably accurate.
5–6	<ul style="list-style-type: none"> Correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles), with occasional lapses. Correct use of punctuation, (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes), with occasional lapses. Spelling of words used most often in work, study and daily life, including specialist words, is accurate, with occasional lapses.

Mapping to Functional Skills Coverage and Range for English Level 1

Writing

Scope of Study

Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.

Ref.	Content statement	Coverage	No. of marks	%
19	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)	Task 1 Task 2	15	42
20	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)			
21	Spell words used most often in work, study and daily life, including specialist words			
22	Communicate information, ideas and opinions clearly, coherently and accurately	Task 1 Task 2	21	58
23	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience			
24	Use format, structure and language appropriate for audience and purpose			
25	Write consistently and accurately in complex sentences, using paragraphs where appropriate			
Total for Writing			36	100



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