

Mark Scheme (Results)

Set 1

Functional Skills English

Writing Level 2
ENW02

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Set 1

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| Task | |
|----------|---|
| 1 | Indicative content |
| | <ul style="list-style-type: none"> • uses an appropriate format for a letter, with attention to salutation, layout and valediction • ideas developed appropriately and organised into paragraphs • the arguments for keeping the library open are convincingly developed • uses appropriate tone / language for a formal letter presenting a case • shows awareness of purpose and audience, eg through formality of style <p style="text-align: right;">(15 marks)</p> |

| Mark | A: Form, communication and purpose |
|------|--|
| 0 | No rewardable material. |
| 1-3 | <ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically to a limited extent. • Basic ability to present complex ideas/information evident. • Uses language for specific purpose to a limited extent. • Uses a limited range of sentence structures with limited accuracy. • Limited use of paragraphing and other organisational features with basic accuracy. • Evidence of some use of appropriate layout of a letter (address, date, open and close conventions). |
| 4-6 | <ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically for some of the response. • Able to present complex ideas/information clearly and concisely with some lapses. • Uses language for specific purpose for some of the response. • Uses a range of sentence structures with some accuracy. • Attempts some use of paragraphing and other organisational features with some accuracy. • Some use of appropriate layout of a letter (addresses, date, open and close conventions), though there may be omissions or inconsistencies. |
| 7-9 | <ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically • Able to present complex ideas/information clearly and concisely, with occasional lapses. • Uses language for specific purpose throughout the response. • Uses a range of sentence structures accurately for most sentences. • Makes consistent use of appropriate paragraphing and other organisational features with accuracy. • 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. |

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

| Task | |
|------|--|
| 2 | Indicative content |
| | <ul style="list-style-type: none"> • uses a recognisable format for an email • organises and develops ideas logically • deploys appropriate tone / language for a persuasive email • offers some relevant explanation to a sportsperson/celebrity of what is expected and why he/she should undertake this task • shows awareness of audience appropriate for an email to the sportsperson/celebrity. • uses the prompts to shape and develop the response <p style="text-align: right;">(10 marks)</p> |

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

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

| | |
|---------------------|-----------|
| Maximum Mark | 25 |
| Pass Mark | 16 |

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