

Pearson Edexcel Level 1 Certificate in Essential Skills – Communication (Northern Ireland)

Sample Assessment Material – Mark Scheme (paper-based and onscreen)

September 2016

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General Marking Guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Learners 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, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the Learner'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 learner's response, the team leader must be consulted.
- Crossed out work for written responses should be marked **unless** the learner has replaced it with an alternative response.
- Where there is an oblique (/) in the mark scheme, this is to indicate alternative answers that can be awarded for the same point. Only one mark can be awarded per bullet point.
- Where mark scheme content is in brackets, this is to indicate information that is optional and not required in order to gain a mark.

Section 1

Text A

Question Number	Answer	Mark
1	D - inform the reader about research on where young people live	(1)

Question Number	Answer	Mark
2	<ul style="list-style-type: none">• Big increase in young people living with parents / more young people live with parents / at home• 5.8 million 15 to 34 year olds / young people lived with parents / at home in 1996• 36% 15 to 34 year olds / young people lived with parents / at home in 1996• 6.6 million 15 to 34 year olds/young people lived with parents / at home in 2015• 40% 15 to 34 year olds/young people lived with parents / at home in 2015 <p>One mark for each correct answer. Accept quotations from the text or a reasonable paraphrase.</p>	(3)

Question Number	Answer	Mark
3	Accept any reasonable answer stating features of Text A, up to a maximum of two marks. Answers may include: <ul style="list-style-type: none">• headline / heading / title• image• facts / statistics• italics / bold• text box (with contact details)	(2)

Question Number	Answer	Mark
4	<ul style="list-style-type: none">• email / opinion@belfastbugle.co.uk• post on the forum / www.belfastbugle.co.uk/comments/liveandletlive• interview / be interviewed / text (INTERVIEW to 07700 900197) <p>One mark for each correct answer, up to a maximum of two marks.</p>	(2)

Question Number	Answer	Mark
5	<p>Accept any reasonable answer about reasons why your friend might find it difficult to move out, based on the text, up to a maximum of two marks.</p> <p>Answers may include:</p> <ul style="list-style-type: none">• in education / training• expensive to buy / rent a home• (work on) short term contracts / no pay rise	(2)

Text B

Question Number	Answer	Mark
6	B - inform the reader how to choose the right flatmates	(1)

Question Number	Answer	Mark
7	B - Young people can use a blog to share experiences. E - People don't want to move flat every month. G - People can find a flat to share by looking online. One mark for each correct answer.	(3)

Question Number	Answer	Mark
8	<ul style="list-style-type: none"> • (share the) rent / bills / cheaper • (ready for) a change / decide to leave parents' home • (want some) company / make new friends <p>One mark for each correct answer, up to a maximum of two marks.</p>	(2)

Question Number	Answer	Mark
9	<p>Accept any reasonable answer about things you might want to know about your future flatmates, based on the text, up to a maximum of two marks.</p> <p>Answers include:</p> <ul style="list-style-type: none"> • similar age • similar interests • when they get up / go to bed / if they are early birds / night owls • views on housework 	(2)

Question Number	Answer	Mark
10	<ul style="list-style-type: none"> • might not get on well • might like some but not all / might not get on with one • don't want to have to move out / look for another new flat <p>One mark for each correct answer, up to a maximum of two marks.</p>	(2)

**Mapping to Essential Skills Coverage and Range for
Communication Level 1 Section 1**

Question	Fixed Marks	Open Marks	Mapping to standard			
			(L1.2.1) Identify the main points and ideas and how they are presented in a variety of texts	(L1.2.2) Read and understand texts in detail	(L1.2.3) Utilise information contained in texts	(L1.2.4) Identify suitable responses to texts
1		1	x			
2	3			xxx		
3		2	xx			
4	2				xx	
5		2				xx
6		1	x			
7		3		xxx		
8	2		xx			
9		2				xx
10		2			xx	
Total marks:			6	6	4	4
Total percentage:			30%	30%	20%	20%

Section 2

Instruction to markers:

Learners are required to complete two writing tasks, both of which must be marked.

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

A: Form, communication and purpose

B: Spelling, punctuation and grammar.

A learner may write appropriately for this level, but have technical weaknesses; or a learner 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	<p>Indicative content</p> <p>In their emails, the learners should:</p> <ul style="list-style-type: none"> • explain when and why they use the bus • describe their problems with the service • say what they would like to happen next <p>Learners should aim to use their own words and ideas to complain to the bus company about the service they provide.</p> <p>Be prepared to award marks for responses which are fit for purpose and develop ideas appropriately even though they may not address all of the bullets above fully or may contain ideas not in the bullets.</p> <p>Form, communication and purpose Learners should:</p> <ul style="list-style-type: none"> • use an appropriate greeting and closure for a formal email • show awareness of audience and purpose • use an appropriate and polite tone in their email of complaint • produce content relevant to using the bus service. <p>Spelling, punctuation and grammar Learners' use of spelling, punctuation and grammar should be assessed against level 1 standards. For example, with punctuation, learners should be assessed on the use of the full stop, question mark and capital letter. Learners should not be penalised for the use of punctuation marks that are beyond level 1, such as the apostrophe and semi-colon</p> <p style="text-align: right;">(10 marks)</p>

Mar k	A: Form, communication, purpose
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Communicates occasionally appropriate information and develops ideas at a basic level. • Information is presented with limited sequencing of ideas. • Uses language, format and structure for specific audience and purpose to a limited extent. • Response has limited level of appropriate detail.
3-4	<ul style="list-style-type: none"> • Communicates some appropriate information and develops ideas with some success. • Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response. • Uses language, format and structure for specific audience and purpose, for some of the response. • Response has some level of appropriate detail.
5-6	<ul style="list-style-type: none"> • Communicates mostly relevant information and develops ideas successfully, although there may be minor lapses. • Information is presented with a logical sequencing of ideas and this is evident for the majority of the response. • Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions. • Response has developed level of appropriate detail.

Mar k	B: Spelling, punctuation and grammar
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • There is some use of correct grammar and some appropriate use of tense. • Spelling and punctuation are used with limited accuracy and errors will sometimes affect clarity of meaning.
3-4	<ul style="list-style-type: none"> • There is mostly correct use of grammar and mostly consistent use of tense throughout the response, although there may be occasional errors. • Spelling and punctuation are used mostly with accuracy, with some lapses.

Task	
2	<p>Indicative content</p> <p>In their articles, the learners should:</p> <ul style="list-style-type: none"> • give information about the course or apprenticeship they are doing • explain why this is a good experience • give advice to people thinking about starting a course or apprenticeship. <p>Learners should aim to use their own words and ideas to write about their experience on their current course.</p> <p>Be prepared to award marks for responses which are fit for purpose and develop ideas appropriately even though they may not address all of the bullets above fully or may contain ideas not in the bullets.</p> <p>Form, communication and purpose Learners should</p> <ul style="list-style-type: none"> • use an appropriate heading for an article • show awareness of audience and purpose produce content relevant to a course or apprenticeship as required in the task. <p>Spelling, punctuation and grammar Learners' use of spelling, punctuation and grammar should be assessed against level 1 standards. For example, with punctuation, learners should be assessed on the use of the full stop, question mark and capital letter. Learners should not be penalised for the use of punctuation marks that are beyond level 1, such as the apostrophe and semi-colon.</p> <p style="text-align: right;">(10 marks)</p>

Mark	A: Form, communication, purpose
0	No rewardable material.
1-2	<ul style="list-style-type: none"> Communicates occasionally appropriate information and develops ideas at a basic level. Information is presented with limited sequencing of ideas. Uses language, format and structure for specific audience and purpose to a limited extent. Response has limited level of appropriate detail.
3-4	<ul style="list-style-type: none"> Communicates some appropriate information and develops ideas with some success. Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response. Uses language, format and structure for specific audience and purpose, for some of the response. Response has some level of appropriate detail.
5-6	<ul style="list-style-type: none"> Communicates mostly relevant information and develops ideas successfully, although there may be minor lapses. Information is presented with a logical sequencing of ideas and this is evident for the majority of the response. Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions. Response has developed level of appropriate detail.

Mark	B: Spelling, punctuation and grammar
0	No rewardable material.
1-2	<ul style="list-style-type: none"> There is some use of correct grammar and some appropriate use of tense. Spelling and punctuation are used with limited accuracy and errors will sometimes affect clarity of meaning.
3-4	<ul style="list-style-type: none"> There is mostly correct use of grammar and mostly consistent use of tense throughout the response, although there may be occasional errors. Spelling and punctuation are used mostly with accuracy, with some lapses.

**Mapping to Essential Skills Coverage and Range for
Communication Level 1 Section 2**

Writing				
Skill Standard				
Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.				
Criterion Ref. no.	Coverage	Description	No. of marks	%
L1.3.1	Task 1 Task 2	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. 	12	60
L1.3.2	Task 1 Task 2	<ul style="list-style-type: none"> Present information in a logical sequence. 		
L1.3.3	Task 1 Task 2	<ul style="list-style-type: none"> Use language, format and structure suitable for purpose and audience. 		
L1.3.4	Task 1 Task 2	<ul style="list-style-type: none"> Use correct grammar, including correct and consistent use of tense. 	8	40
L1.3.5	Task 1 Task 2	<ul style="list-style-type: none"> Ensure written work includes generally accurate punctuation and spelling and that meaning is clear. 		
Total for Section 2			20	100

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