

Comparison of key skills specifications 2000/2002 with 2004 standardsX015461July

Pearson Edexcel Level 2 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, i.e. 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/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a learner's response, a senior examiner must be consulted before a mark is given.
- Crossed out work (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.

Comparison of key skills specifications 2000/2002 with 2004 standardsX015461July 2004Issue 1

Question Number	Answer	Mark						
1	B - it is important for the UK to develop driverless cars	(1)						
2	Award 1 mark for each relevant answer, up to a maximum of 2 marks. <table border="1" data-bbox="359 1675 1054 1973"> <thead> <tr> <th>Phrase</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>'transform our roads'</td> <td>change how we drive / alter our transport system / have a big impact on travel / make our roads really different</td> </tr> <tr> <td>'breakthrough technologies'</td> <td>they are a big step forward / they are exciting / new</td> </tr> </tbody> </table>	Phrase	Answer	'transform our roads'	change how we drive / alter our transport system / have a big impact on travel / make our roads really different	'breakthrough technologies'	they are a big step forward / they are exciting / new	(2)
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'transform our roads'	change how we drive / alter our transport system / have a big impact on travel / make our roads really different							
'breakthrough technologies'	they are a big step forward / they are exciting / new							

3	<p>Award 1 mark for identifying a main purpose linked to the topic of the text.</p> <p>For example:</p> <ul style="list-style-type: none"> • to report on the SMMT Connected event • to explain what is happening with driverless cars • to tell you the benefits of driverless cars • to inform you about a report into driverless cars <p>Do not accept: 'to inform', or 'it's about driverless cars'.</p>	(1)
4	(The) Highway Code	(1)
5	<p>Award 1 mark for each correct answer.</p> <p>D - parking assist F - a USB port</p>	(2)

Section 1

6	<p>Award 1 mark for each method identified up to a maximum of 2 marks. Award 1 mark for each valid and linked example up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • use of (bold) headings / subheadings (1) e.g. 'The future is now' / 'Safety features' (1) • use of direct address (1) e.g. 'If this is you' / 'if you hate parking' (1) • use of positive language (1) e.g. 'it's amazing' / 'very useful' (1) • use of rhetorical question (1) 'why not get a car with parking assist?' (1) • use of dates / figures (1) 'available by 2030' / '£19 million' (1) • use of first person pronouns (1) e.g. 'us' (1) <p>Accept any other valid response based on Text B.</p>	(4)																
7	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1" style="width: 100%;"> <tr> <td colspan="2">General guidance</td> </tr> <tr> <td colspan="2">Answers should include relevant information on why new car technology will make driving safer, using Text A and Text B.</td> </tr> <tr> <td colspan="2">Indicative content</td> </tr> <tr> <td colspan="2">Answers may refer to:</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • reduce serious road traffic accidents (by more than 25,000) (Text A) • dramatically reducing accidents (Text A) • a safe, efficient and low-carbon future (Text A) • it's amazing what cars can do to keep us safe (Text B) • cruise control (Text B) • lane departure warning (Text B) • parking assist (Text B) • black box technology (Text B) </td> </tr> <tr> <td colspan="2">Marking criteria</td> </tr> <tr> <td>0</td> <td>No rewardable material</td> </tr> <tr> <td>1 – 2</td> <td>Imprecise idea(s) from the text(s)</td> </tr> </table>	General guidance		Answers should include relevant information on why new car technology will make driving safer, using Text A and Text B.		Indicative content		Answers may refer to:		<ul style="list-style-type: none"> • reduce serious road traffic accidents (by more than 25,000) (Text A) • dramatically reducing accidents (Text A) • a safe, efficient and low-carbon future (Text A) • it's amazing what cars can do to keep us safe (Text B) • cruise control (Text B) • lane departure warning (Text B) • parking assist (Text B) • black box technology (Text B) 		Marking criteria		0	No rewardable material	1 – 2	Imprecise idea(s) from the text(s)	
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8	<p>Award 1 mark for each correct answer. Award a maximum of 1 mark for reference to each text.</p> <p>Text A:</p> <ul style="list-style-type: none"> • 'government-funded trials of driverless technology' • 'the government will invest £200 million into driverless research' <p>Text B:</p> <ul style="list-style-type: none"> • 'the government is investing £19 million (to support real world trials)' <p>Notes Accept minor copying errors and quotes without quotation marks.</p>		(2)						

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10	<p>Award 1 mark for each correct answer. Award a maximum of 1 mark for reference to each text.</p> <p>Text A:</p> <ul style="list-style-type: none"> • 'The latest technology from several manufacturing heavyweights was on show (including BMW, Jaguar and Mercedes-Benz)' • 'Other technology giants are also involved' • 'Google is currently carrying out trials of driverless cars' • 'iPhone maker Apple may do the same soon' <p>Text B:</p> <ul style="list-style-type: none"> • 'Major car companies are working hard to make this a reality' <p>Note: Accept appropriate quotation and/or paraphrase</p>	(2)																		

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

Question	Fixed Marks	Open Marks	Mapping to standard				
			(L2.2.1) Select and use different types of texts to obtain and utilise relevant information	(L2.2.2) Read and summarise, succinctly, information /ideas from different sources	(L2.2.3) Identify the purposes of texts and comment on how meaning is conveyed	(L2.2.4) Detect point of view, implicit meaning and/or bias	(L2.2.5) Analyse texts in relation to audience needs and consider suitable responses
1		1				X	
2		2				XX	
3		1			X		
4	1		X				
5	2		XX				
6		4			XXXX		
7		5					XXXXX
8	2					XX	
9		5		XXXXX			
10	2		XX				
Total marks:			5	5	5	5	5
Total percentage:			20	20	20	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**Indicative content**

In their article the learners should:

- explain the idea about young people and community work
- explore the advantages and disadvantages of the idea
- give detailed arguments to support their view.

The learners may include any other relevant information.

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**.

Form, communication and purpose

Learners should

- use an appropriate heading for an article
- use a writing style appropriate to the audience and purpose
- present information/ideas on young people and community work, concisely and logically
- use a range of sentence structures, including complex sentence and paragraphs, to organise written communication effectively.

Spelling, punctuation and grammar

Learners' use of spelling, punctuation and grammar should be assessed against level 2 standards. For example, with punctuation, learners should be assessed on the use of the comma, apostrophe and the inverted comma as well as all punctuation assessed at level 1.

Spelling and grammar should be accurate and support clear meaning.

(15 marks)

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. • Makes limited use of paragraphing and other organisational features with basic accuracy.
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. • Makes some use of paragraphing and other organisational features with some accuracy.
7-9	<ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically for most of the response. • 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. • Makes consistent use of appropriate paragraphing and other organisational features with accuracy.

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 eg 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 eg 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 eg commas, apostrophes and inverted commas correctly and appropriately most of the time.

Task 2

Indicative content

In their email the learners should:

- state what they like about the canteen and what could be improved
- give ideas how they think the money should be spent
- persuade Sandra Lee (the Catering Manager) to use their ideas.

The learners may include any other relevant information.

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**.

Form, communication and purpose

Learners should

- use an appropriate opening greeting and closure for an email
- use a writing style appropriate to the audience and purpose
- present information/ideas about the canteen, concisely, logically and persuasively.
- use a range of sentence structures, including complex sentence and paragraphs, to organise written communication effectively.

Spelling, punctuation and grammar

Learners' use of spelling, punctuation and grammar should be assessed against level 2 standards. For example, with punctuation, learners should be assessed on the use of the comma, apostrophe and the inverted comma as well as all punctuation assessed at level 1.

Spelling and grammar should be accurate and support clear meaning.

(10 marks)

Mark	A: Form, communication and purpose
0	No rewardable material.
1-2	<ul style="list-style-type: none"> • Presents appropriate information, developing ideas logically 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 appropriate information, developing ideas logically 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 appropriate information, developing ideas logically 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 eg 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 eg commas, apostrophes and inverted commas correctly and appropriately most of the time.

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

Writing				
Skill Standard				
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively.				
Criterion Ref. no.	Coverage	Description	No. of marks	%
L2.3.1	Task 1 Task 2	<ul style="list-style-type: none"> Present information/ideas concisely, logically, and persuasively. 	15	60
L2.3.2	Task 1 Task 2	<ul style="list-style-type: none"> Present information on complex subjects clearly and concisely. 		
L2.3.3	Task 1 Task 2	<ul style="list-style-type: none"> Use a range of writing styles for different purposes. 		
L2.3.4	Task 1 Task 2	<ul style="list-style-type: none"> Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively. 		
L2.3.5	Task 1 Task 2	<ul style="list-style-type: none"> Punctuate written text using commas, apostrophes and inverted commas accurately. 	10	40
L2.3.6	Task 1 Task 2	<ul style="list-style-type: none"> Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types. 		
Total for Writing			25	100

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