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

edxLogo_RGB

Mark Scheme

Set 3 2016–2017

Edexcel Functional Skills qualifications in English at

Entry Level 2 – Writing

**General guidance on the use of the mark scheme:**

* Mark crossed out work if it is legible and has not been replaced.
* If the answer is clearly given accept it even if it is not in the answer space.

Entry 2: Writing mark scheme

|  |  |  |
| --- | --- | --- |
| **Task** | **Content required** | |
| 1 | **Fill in a form to suggest the cafe that should win an award.** Responses could include the cafe you want to win, what the food is like, what the service is like and why it should win.  Responses may include any valid information that may reflect the experiences of the learner.  **Written response shows learner is able to:** | |
| **Coverage and range** | **Mark** |
| **Use written words and phrases to record and present information**   * a developed response, clearly expressed = 4 marks * some developed detail and clearly expressed for the majority of the time = 3 marks * either some detail is evident but there are slips in expression or expression is clear but the response lacks development = 2 marks * minimal response lacking clarity of expression = 1 mark   Up to maximum of **four** marks | **4** |
| **Coverage and range** | **Mark** |
| **Construct compound sentences, using common conjunctions (and, but, or, if, unless, etc.)**   * sound use of compound sentence construction = 2 marks * compound sentences attempted but with errors = 1 mark   Up to a maximum of **two** marks | **2** |
| **Coverage and range** | **Mark** |
| **Punctuate correctly, using upper and lower case, full stops and question marks**   * accurate use of capital letters, full stops and / or question marks = 2 marks * reasonable accuracy but with a few errors = 1 mark   Up to a maximum of **two** marks | **2** |
| **Coverage and range** | **Mark** |
| **Spell correctly all high frequency words and words with common spelling patterns**   * all or almost all correct = 2 marks * some correct = 1 mark   Up to a maximum of **two** marks | **2** |
| **Total for task** | | **10** |

|  |  |  |
| --- | --- | --- |
| **Task** | **Content required** | |
| 2 | **Email to a friend describing a holiday.**  Response may include where they are, what they think of the place, how long the holiday is for and what they are doing.  Response may include any valid information and will reflect the  experiences of the learner.  **Email response shows learner is able to:** | |
| **Coverage and range** | **Mark** |
| **Use written words and phrases to record and present information**   * a developed response, clearly expressed = 4 marks * some developed detail and clearly expressed for the majority of the time = 3 marks * either some detail is evident but there are slips in expression or expression is clear but the response lacks development = 2 marks * minimal response lacking clarity of expression = 1 mark   Up to maximum of **four** marks | **4** |
| **Coverage and range** | **Mark** |
| **Construct compound sentences, using common conjunctions (and, but, or, if, unless, etc.)**   * sound use of compound sentence construction = 2 marks * compound sentences attempted but with errors = 1 mark   Up to a maximum of **two** marks | **2** |
| **Coverage and range** | **Mark** |
| **Punctuate correctly, using upper and lower case, full stops and question marks**   * accurate use of capital letters, full stops and / or question marks = 2 marks * reasonable accuracy but with a few errors = 1 mark   Up to a maximum of **two** marks | **2** |
| **Coverage and range** | **Mark** |
| **Spell correctly all high frequency words and words with common spelling patterns**   * all or almost all correct = 2 marks * some correct = 1 mark   Up to a maximum of **two** marks | **2** |
| **Total for task** | | **10** |

**Assessment coverage grid**

Learners must complete both tasks to meet the coverage and range of the Skills Standards at Entry Level 2.

**Tasks 1 and 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Writing**  **Skill Standard**  Write short documents with some awareness of the intended audience. | | | | |
| **Criterion**  **Ref. no.** | **Coverage** | **Description** | **No. of**  **marks** | **%** |
| **E2.3.1** | Task 1 and  Task 2 | Use written words and phrases to record/present information | 8 | 40 |
| **E2.3.2** | Task 1 and  Task 2 | Construct compound sentences, using common conjunctions (and, but, or, if, unless, etc.) | 4 | 20 |
| **E2.3.3** | Task 1 and  Task 2 | Punctuate correctly, using upper and lower case, full stops and question marks | 4 | 20 |
| **E2.3.4** | Task 1 and  Task 2 | Spell correctly all high frequency words and words with common spelling patterns | 4 | 20 |
| **Total for writing** | | | **20** | **100** |

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