



FUNCTIONAL SKILLS CERTIFICATE

Functional English

47252 WRITING LEVEL 2

MARK SCHEME

4725

November 2016

Version/Stage: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

- 1 You have read the advertisement and would like to attend a course. Send a persuasive email to Jane McIntosh in order to apply for one of these courses.

Remember to:

- plan your answer
- write accurately in sentences and paragraphs.

[15 marks]

Content

| Functional Skills bullets W1.1; W1.2; W1.3; W1.4 and W1.5 (Communication, Organisation, Sentence Structure, Punctuation and Spelling) | | |
|--|--|---|
| Marks | Skills Descriptors | Content Descriptors |
| 0 | <ul style="list-style-type: none"> • writes nothing; fails to present any factual information; completely incoherent | <ul style="list-style-type: none"> • no evidence of understanding of purpose or structure of email |
| Band 1 1 – 3 marks | <ul style="list-style-type: none"> • presents information/ideas with limited concision, logical and persuasiveness • presents limited information on complex subject • limited success in using a style of writing appropriate to purpose | <ul style="list-style-type: none"> • limited mention of skills or self. • reasons for expressing interest in course barely mentioned • limited understanding of purpose of email undeveloped structure |
| Band 2 4 – 6 marks | <ul style="list-style-type: none"> • presents some information/ideas concisely, logically and persuasively • presents some information on complex subject concisely and clearly • some success in using a style of writing appropriate to purpose | <ul style="list-style-type: none"> • some awareness of need to provide information about skills or self • includes information in a number of categories (eg background, education, interests, talent etc) • shows a sense of the function of the email • readership of email is addressed effectively • structure of email evident |
| Band 3 7 – 9 marks | <ul style="list-style-type: none"> • presents information/ideas concisely, logically and persuasively • presents information on complex subjects concisely and clearly • uses a style of writing appropriate to purpose • uses a range of sentence structures, including complex sentences | <ul style="list-style-type: none"> • clear and successful presentation of writer's case for taking up a course • information incorporated in a logical way • inclusion of different categories adds depth to answer (eg background, education, interests, talent etc) • readership of email is clearly and successfully addressed through content • email structure enhances meaning and purpose |

Accuracy

| | |
|--|-------------|
| Mark 0 | |
| <ul style="list-style-type: none"> • no evidence of grammatical structure • no subject/verb agreement • use of tense completely inappropriate • no punctuation or entirely inaccurate with extremely poor spelling • meaning incomprehensible | |
| Band 1 | Marks 1 – 2 |
| <ul style="list-style-type: none"> • inconsistent and inadequate grammar • limited subject/verb agreement • inadequate and inconsistent use of tense • random use of punctuation and common spelling errors • meaning not always clear | |
| Band 2 | Marks 3 – 4 |
| <ul style="list-style-type: none"> • uses correct grammar • subject/verb agreement • correct and consistent use of tense • accurate punctuation and spelling • meaning is clear | |
| Band 3 | Marks 5 – 6 |
| <ul style="list-style-type: none"> • punctuates accurately using commas, apostrophes and inverted commas • uses accurate grammar and spelling • meaning is clear | |

- 2 What do you think? What do you think our library should be for? Send your views in a letter to Gina Mulcahy, Editor, The Sentinel, High Street.

You wish to respond to this article. Write a letter to Gina Mulcahy, informing her of your views about the council's plan.

Remember to:

- plan your answer
- write accurately in sentences and paragraphs.

[15 marks]

Content

| Functional Skills bullets W1.1; W1.2; W1.3; W1.4 and W1.5 (Communication, Organisation, Sentence Structure, Punctuation and Spelling) | | |
|--|--|---|
| Marks | Skills Descriptors | Content Descriptors |
| 0 | <ul style="list-style-type: none"> • writes nothing; fails to present any factual information; completely incoherent | <ul style="list-style-type: none"> • no evidence of understanding of purpose or structure of letter |
| Band 1 1 – 3 marks | <ul style="list-style-type: none"> • presents information/ideas with limited concision, logical and persuasiveness • presents limited information on complex subject • limited success in using a style of writing appropriate to purpose | <ul style="list-style-type: none"> • limited mention of library/books/IT • reasons for writing letter barely mentioned • limited understanding of purpose of letter • undeveloped structure |
| Band 2 4 – 6 marks | <ul style="list-style-type: none"> • presents some information/ideas concisely, logically and persuasively • presents some information on complex subject concisely and clearly • some success in using a style of writing appropriate to purpose | <ul style="list-style-type: none"> • presents some information about library/books/IT issue • includes information in a number of categories (e.g. enjoyment of books, function of libraries, IT etc) • shows a sense of the function of the letter • readership of letter is addressed effectively • some use of letter form |
| Band 3 7 – 9 marks | <ul style="list-style-type: none"> • presents information/ideas concisely, logically and persuasively • presents information on complex subjects concisely and clearly • uses a style of writing appropriate to purpose • uses a range of sentence structures, including complex sentences | <ul style="list-style-type: none"> • clear and successful presentation of library/books/IT issue • information incorporated in a logical way • inclusion of different categories adds depth to answer (e.g. enjoyment of books, function of libraries, IT etc) • readership of letter is clearly and successfully addressed through content • letter form enhances meaning and purpose |

Accuracy

| |
|--|
| Mark 0 <ul style="list-style-type: none">• no evidence of grammatical structure• no subject/verb agreement• use of tense completely inappropriate• no punctuation or entirely inaccurate with extremely poor spelling• meaning incomprehensible |
| Band 1 Marks 1 – 2 <ul style="list-style-type: none">• inconsistent and inadequate grammar• limited subject/verb agreement• inadequate and inconsistent use of tense• random use of punctuation and common spelling errors• meaning not always clear |
| Band 2 Marks 3 – 4 <ul style="list-style-type: none">• uses correct grammar• subject/verb agreement• correct and consistent use of tense• accurate punctuation and spelling• meaning is clear |
| Band 3 Marks 5 – 6 <ul style="list-style-type: none">• punctuates accurately using commas, apostrophes and inverted commas• uses accurate grammar and spelling• meaning is clear |