
FUNCTIONAL SKILLS

English

47252 Writing Level 2

Mark scheme

November 2014

Version/Stage: 1.0 Final Mark Scheme

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

Marking methods

In fairness to students, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
5. The key to good and fair marking is **consistency**. Once approved, do **not** change your standard of marking.

Marking using CMI+

All Functional English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
2. Before you start marking your own items you may need to mark some pre-marked items known as seeds. These ensure you are still applying the same standard set at the standardising meeting. If you are not, you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme. (NB This does not apply when double marking is used for monitoring examiner performance.)
3. You can annotate items in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
4. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
5. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
6. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you

1 You have received the following leaflet through your letterbox.

You wish to respond to the council. Write a persuasive letter to Jenny Radcliffe putting forward your views in support of, or opposed to, the council's plans.

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)		
Marks	Skills Descriptors	Content Descriptors
0 marks	<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 smoking/health or parks • reasons for expressing support or opposition 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"> • some awareness of need to persuade council • includes information in a number of categories (e.g. health, expense, park culture etc) • shows a sense of the function of the letter • readership of letter is addressed effectively • some elements 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 writer's case to council • information incorporated in a logical way • inclusion of different categories adds depth to answer (e.g. health, expense, park culture etc) • readership of letter is clearly and successfully addressed through content • letter form enhances meaning and purpose

Accuracy

<p>Mark 0</p> <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	<p>Marks 1-2</p> <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	<p>Marks 3-4</p> <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	<p>Marks 5-6</p> <ul style="list-style-type: none"> • punctuates accurately using commas, apostrophes and inverted commas • uses accurate grammar and spelling • meaning is clear

- 2 You have recently purchased an item from achildstorybook.com, an online shopping company specialising in books, toys and presents for young people.

You are not happy with your experience and wish to complain. Write an email to customer services informing them of all relevant details and expressing your views about your experience.

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)		
Marks	Skills Descriptors	Content Descriptors
0 marks	<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 products or service • reasons for making a complaint 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 present views about achildstorybook • includes information in a number of categories (e.g. products, service, website) • shows a sense of the function of the email • readership of email is addressed effectively • some elements of structure in email
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 	<ul style="list-style-type: none"> • clear and successful presentation of writer's views about achildstorybook • information incorporated in a logical way • inclusion of different categories adds depth to answer (e.g. products, service, website) • readership of email is clearly and successfully addressed through content • email structure enhances meaning and purpose

Accuracy

<p>Mark 0</p> <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 	
<p>Band 1</p>	<p>Marks 1-2</p> <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
<p>Band 2</p>	<p>Marks 3-4</p> <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
<p>Band 3</p>	<p>Marks 5-6</p> <ul style="list-style-type: none"> • uses a range of sentence structures, including complex sentences • punctuates accurately using commas, apostrophes and inverted commas • uses accurate grammar and spelling • meaning is clear