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# FUNCTIONAL SKILLS

## English

47252 Writing Level 2

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**Mark Scheme**

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June 2015

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Version V1: Final Mark Scheme

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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](http://aqa.org.uk)

- 1 You read the above article in a local newspaper and wish to write to Seb Jones. Write the letter, putting forward your views about the planned development.

Remember to:

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

[15 marks]

### Content

<b>Functional Skills bullets W1.1; W1.2; W1.3; W1.4 and W1.5 (Communication, Organisation, Sentence Structure, Punctuation and Spelling)</b>		
<b>Marks</b>	<b>Skills Descriptors</b>	<b>Content Descriptors</b>
0	<ul style="list-style-type: none"> <li>• writes nothing; fails to present any factual information; completely incoherent</li> </ul>	<ul style="list-style-type: none"> <li>• no evidence of understanding of purpose or structure of</li> </ul>
Band 1 1 – 3 marks	<ul style="list-style-type: none"> <li>• presents information/ideas with limited conciseness, logic and persuasiveness</li> <li>• presents limited information on complex subject</li> <li>• limited success in using a style of writing appropriate to purpose</li> </ul>	<ul style="list-style-type: none"> <li>• limited mention of development</li> <li>• reasons for expressing satisfaction or dissatisfaction barely mentioned</li> <li>• limited understanding of purpose of letter</li> <li>• undeveloped structure/letter form</li> </ul>
Band 2 4 – 6 marks	<p>presents some information/ideas concisely, logically and persuasively</p> <ul style="list-style-type: none"> <li>• presents some information on complex subject concisely and clearly</li> <li>• some success in using a style of writing appropriate to purpose</li> </ul>	<ul style="list-style-type: none"> <li>• some awareness of need to express views about planned development</li> <li>• includes information in a number of categories (e.g. impact on local area, quality of plan etc)</li> <li>• shows a sense of the function of the letter</li> <li>• readership of letter is addressed effectively</li> <li>• some elements of letter form</li> </ul>
Band 3 7 – 9 marks	<ul style="list-style-type: none"> <li>• presents information/ideas concisely, logically and persuasively</li> <li>• presents information on complex subjects concisely and clearly</li> <li>• uses a style of writing appropriate to purpose</li> <li>• uses a range of sentence structures, including complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• clear and successful presentation of writer's case about planned development</li> <li>• information incorporated in a logical way</li> <li>• inclusion of different categories adds depth to answer (e.g. impact on local area, quality of plan etc)</li> <li>• readership of letter is clearly and successfully addressed through content</li> <li>• letter form enhances meaning and purpose</li> </ul>

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

- 2 You visited the Westgate Leisure Centre but are not happy with your experience and feel the centre requires some improvements.

Write an email to the manager informing her of your experience and persuading her to make improvements.

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"> <li>• writes nothing; fails to present any factual information; completely incoherent</li> </ul>	<ul style="list-style-type: none"> <li>• no evidence of understanding of purpose or structure of email</li> </ul>
Band 1 1 – 3 marks	<ul style="list-style-type: none"> <li>• presents information/ideas with limited conciseness, logic and persuasiveness</li> <li>• presents limited information on complex subject</li> <li>• limited success in using a style of writing appropriate to purpose</li> </ul>	<ul style="list-style-type: none"> <li>• limited mention of leisure centre and/or facilities</li> <li>• limited attempt to provide key information</li> <li>• limited understanding of purpose of email</li> <li>• undeveloped structure</li> </ul>
Band 2 4 – 6 marks	<ul style="list-style-type: none"> <li>• presents some information/ideas concisely, logically and persuasively</li> <li>• presents some information on complex subject concisely and clearly</li> <li>• some success in using a style of writing appropriate to purpose</li> </ul>	<ul style="list-style-type: none"> <li>• some sense of issues in regards to leisure centre and/or facilities</li> <li>• includes information in a number of categories (e.g facilities, staff, safety etc)</li> <li>• some logical structure to email</li> <li>• shows a sense of the function of the email in conveying information</li> </ul>
Band 3 7 – 9 marks	<ul style="list-style-type: none"> <li>• presents information/ideas concisely, logically and persuasively</li> <li>• presents information on complex subjects concisely and clearly</li> <li>• uses a style of writing appropriate to purpose</li> <li>• uses a range of sentence structures, including complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• clear and successful presentation of writer's case</li> <li>• information in a number of categories (e.g facilities, staff, safety etc) clearly and successfully selected for purpose</li> <li>• clear understanding of the function of the email in conveying information using an appropriate tone</li> <li>• email structured in a logical way</li> <li>• readership of email is clearly and successfully addressed through content</li> </ul>

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