

Mark Scheme

October 2016

Functional Skills English

Writing Level 1
E103

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October 2016
Publications Code E103_01_1610_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates 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, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate'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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Instruction to markers:

Two grids need to be applied when assessing a candidate's response: A: Form, communication and purpose and B: Spelling, punctuation and grammar.

A candidate may write appropriately for this level, but have technical weaknesses; or a candidate 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 | <p>Indicative content</p> <p>General guidance on letters:</p> <ul style="list-style-type: none"> • response set out with attention to letter layout • opens and closes the letter clearly • uses relevant organisational features • uses appropriate tone and language. <p>In their letters, learners should:</p> <ul style="list-style-type: none"> • state what their ideal day would be • describe in detail what they would like to happen • explain why this would be a day to remember. <p>Learners should aim to use their own words and ideas to develop their letter to Mike Charters.</p> <p>NOTE Be prepared to award marks for responses that are fit for purpose and develop ideas appropriately, even though they may not address the bullets fully or may contain ideas not in the bullets.</p> <p style="text-align: right;">(15 marks)</p> |

| Mark | A: Form, communication and purpose |
|-------------|--|
| 0 | No rewardable material. |
| 1-3 | <ul style="list-style-type: none"> Communicates occasionally appropriate information and develops ideas at a basic level. Information is presented with limited sequencing of ideas. Uses language, format and structure for specific audience and purpose to a limited extent. Limited use of appropriate layout of a letter (address, date, open and close conventions). |
| 4-6 | <ul style="list-style-type: none"> Communicates some appropriate information and develops ideas with some success. Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response. Uses language, format and structure for specific audience and purpose, for some of the response. Some use of appropriate layout of a letter (address, date, open and close conventions), though there may be omissions and inconsistencies. |
| 7-9 | <ul style="list-style-type: none"> Communicates mostly appropriate information and develops ideas successfully, although there may be minor lapses. Information is presented with a logical sequencing of ideas and this is evident for the majority of the response. Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions. Appropriate use of layout of a letter (address, date, open and close conventions), any omissions do not detract from the overall quality of the response. |

| Mark | B: Spelling, punctuation and grammar |
|-------------|--|
| 0 | No rewardable material. |
| 1-2 | <ul style="list-style-type: none"> There is limited use of correct grammar and use of tense is minimal. Spelling and punctuation are used with limited accuracy and errors will often affect clarity of meaning. |
| 3-4 | <ul style="list-style-type: none"> There is some correct use of grammar and some correct use of tense although not sustained throughout the response. Spelling and punctuation are used with some accuracy although errors will sometimes affect clarity of meaning. |
| 5-6 | <ul style="list-style-type: none"> There is correct use of grammar and consistent use of tense throughout the response, although there may be occasional errors. Spelling and punctuation are used with general accuracy and meaning is clearly conveyed, with only occasional lapses. |

| Task | |
|------|--|
| 2 | Indicative content |
| | <p>General guidance on emails: As there is no set format for an email correspondence, if the response to the task fulfils the requirements and is functional, use the mark scheme to reward accordingly.</p> <p>In their emails, learners should:</p> <ul style="list-style-type: none">• explain why they bought this particular watch• describe the problems they have had with it• state what they want the company to do about it. <p>Learners should aim to use their own words and ideas to develop their email to Laura Knight.</p> <p>NOTE Be prepared to award marks for responses that are fit for purpose and develop ideas appropriately, even though they may not address the bullets fully or may contain ideas not in the bullets.</p> <p style="text-align: right;">(10 marks)</p> |

| Mark | A: Form, communication and purpose |
|-------------|---|
| 0 | No rewardable material. |
| 1-2 | <ul style="list-style-type: none"> • Communicates occasionally appropriate information and develops ideas at a basic level. • Information is presented with limited sequencing of ideas. • Uses language, format and structure for specific audience and purpose to a limited extent. • Response has limited level of appropriate detail. |
| 3-4 | <ul style="list-style-type: none"> • Communicates some appropriate information and develops ideas with some success. • Information is presented with some logical sequencing of ideas, although this is not sustained throughout the response. • Uses language, format and structure for specific audience and purpose, for some of the response. • Response has some level of appropriate detail. |
| 5-6 | <ul style="list-style-type: none"> • Communicates mostly relevant information and develops ideas successfully, although there may be minor lapses. • Information is presented with a logical sequencing of ideas and this is evident for the majority of the response. • Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions. • Response has developed level of appropriate detail. |

| Mark | B: Spelling, punctuation and grammar |
|-------------|--|
| 0 | No rewardable material. |
| 1-2 | <ul style="list-style-type: none"> • There is some use of correct grammar and some appropriate use of tense. • Spelling and punctuation are used with limited accuracy and errors will sometimes affect clarity of meaning. |
| 3-4 | <ul style="list-style-type: none"> • There is mostly correct use of grammar and mostly consistent use of tense throughout the response, although there may be occasional errors. • Spelling and punctuation are used mostly with accuracy, with some lapses. |

Mapping to Functional Skills Coverage and Range for English Level 1

| Writing Skill Standard Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience. | | | | |
|---|-----------------|---|---------------------|------------|
| Criterion Ref. no. | Coverage | Description | No. of marks | % |
| L1.3.1 | Q1 Q2 | <ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail. | 15 | 60 |
| L1.3.2 | Q1 Q2 | <ul style="list-style-type: none"> Present information in a logical sequence. | | |
| L1.3.3 | Q1 Q2 | <ul style="list-style-type: none"> Use language, format and structure suitable for purpose and audience. | | |
| L1.3.4 | Q1 Q2 | <ul style="list-style-type: none"> Use correct grammar, including correct and consistent use of tense. | 10 | 40 |
| L1.3.5 | Q1 Q2 | <ul style="list-style-type: none"> Ensure written work includes generally accurate punctuation and spelling and that meaning is clear. | | |
| Total for Writing | | | 25 | 100 |