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# Functional Skills Certificate

## Functional English

### 47202

COMPONENT 2 WRITING LEVEL 1

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Mark scheme

November 2017

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Version: 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](http://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 recently visited Forest Glades Theme Park with some friends and enjoyed your time there. Your friends have asked you to write about the park.

Write a review of the park for a travel website.

You should write about:

- what you did at Forest Glades
- what you liked about Forest Glades
- why you would recommend Forest Glades.

Remember to:

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

**[10 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 review</li> </ul>
Band 1 1 – 2 marks	<ul style="list-style-type: none"> <li>• attempts to present at least one fact or item of information</li> <li>• information not sequenced</li> <li>• writing not suitable for purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• topic of review not evident</li> <li>• attempts to provide one or more facts/ideas about Forest Glades</li> <li>• structure of review barely evident</li> <li>• attempts to present grounds for recommending Forest Glades</li> </ul>
Band 2 3 – 4 marks	<ul style="list-style-type: none"> <li>• limited evidence of writing clearly and coherently with appropriate level of detail</li> <li>• presents limited information in a logical sequence</li> <li>• limited ability to use language, format and structure suitable for purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• topic of standards/quality at Forest Glades evident</li> <li>• information and details random or not obviously relevant</li> <li>• limited ability to present coherent structure to review</li> <li>• limited evidence of purpose of review in presenting grounds for recommending Forest Glades</li> </ul>
Band 3 5 – 6 marks	<ul style="list-style-type: none"> <li>• writes clearly and coherently including an appropriate level of detail</li> <li>• presents information in a logical sequence</li> <li>• uses language, format and structure suitable for purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• some relevant details/ideas about standards/quality at Forest Glades</li> <li>• information is selected for purpose and used effectively to address audience</li> <li>• some ability to present coherent structure to review</li> <li>• some evidence of purpose of review in presenting grounds for recommending Forest Glades</li> </ul>

Accuracy

Mark 0

- 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

- 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

- uses correct grammar
- subject/verb agreement
- correct and consistent use of tense
- accurate punctuation and spelling
- meaning is clear

**2** You have read the following article in The Sentinel, a local newspaper.

You want to say something about this issue.

Write a letter to Lina Theakston, informing her of your views about dogs on buses.

You should include:

- your experience (or other people's experience) of dogs on buses
- what you like or dislike about dogs on buses
- whether the council should ban dogs on buses.

Remember to:

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

**[10 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 letter</li> </ul>
Band 1 1 – 2 marks	<ul style="list-style-type: none"> <li>• attempts to present at least one fact or item of information</li> <li>• information not sequenced</li> <li>• writing not suitable for purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• topic of letter not evident</li> <li>• attempts to provide one or more facts/ideas about dogs/buses etc</li> <li>• structure of letter barely evident</li> <li>• attempts to present a case for banning or allowing dogs on buses</li> </ul>
Band 2 3 – 4 marks	<ul style="list-style-type: none"> <li>• limited evidence of writing clearly and coherently with appropriate level of detail</li> <li>• presents limited information in a logical sequence</li> <li>• limited ability to use language, format and structure suitable for purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• topic of dogs/buses is evident</li> <li>• information and details random or not obviously relevant</li> <li>• limited ability to present coherent structure/form to letter</li> <li>• limited evidence of purpose of letter in presenting a case for banning or allowing dogs on buses</li> </ul>
Band 3 5 – 6 marks	<ul style="list-style-type: none"> <li>• writes clearly and coherently including an appropriate level of detail</li> <li>• presents information in a logical sequence</li> <li>• uses language, format and structure suitable for purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• some relevant details/ideas about dogs/buses</li> <li>• information is selected for purpose and used effectively to address audience</li> <li>• some ability to present coherent structure/form to letter</li> <li>• some evidence of purpose of letter in presenting a case for banning or allowing dogs on buses</li> </ul>

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### Band 2            Marks 3–4

- uses correct grammar
- subject/verb agreement
- correct and consistent use of tense
- accurate punctuation and spelling
- meaning is clear