

Awarding Consortium

PARTNERS IN YOUR SUCCESS

English Writing Level 2 Mark Scheme Set 1

Task 1			
Task	Process	Marks	Evidence
1a	<p>The response should be set out as an email.</p> <p>The email should be opened and closed clearly, in terms of an appropriate salutation and email ending. There should be organisational features.</p> <p>The response should have appropriate tone and language for an email.</p> <p>The response should fulfil the requirements of the task and should be functional.</p>	(9)	<p>The response should:</p> <ul style="list-style-type: none"> • Use an appropriate tone for writing a formal email • use relevant organisational features, such as clear sections/paragraphing • present clear suggestions about funding, communicated in a way that is persuasive.
1b	Mark spelling, punctuation and grammar up to a maximum of 6.	(6)	<p>Marks awarded for:</p> <ul style="list-style-type: none"> • Grammar (including tense) • Spelling • Punctuation • Technical accuracy supporting fluency and clarity

1a	<p>Form, communication and purpose</p> <p>This is a performance band mark scheme. Assessors must establish the 'best fit' in relation to the candidate's work, despite possible variation in the performance of individual skills.</p>	Mark Grid
	<ul style="list-style-type: none"> • Nothing intelligible written 	0
	<ul style="list-style-type: none"> • Presents only limited appropriate information and develops ideas logically to a limited extent, significantly reducing effectiveness/persuasiveness (2W1) • Basic ability to present complex ideas/information evident (2W2) • Limited range to writing style, using language that is specific to purpose only to a very limited extent (2W3) • Uses a restricted range of sentence structures with limited effectiveness and accuracy (2W4) • Makes limited or no use of paragraphing and includes other organisational features to only a basic level limiting effectiveness (2W3) 	1-3
	<ul style="list-style-type: none"> • Presents some appropriate information and develops ideas logically and persuasively in some places (2W1) • Able to present complex ideas and information clearly and concisely with some distinct lapses (2W2) • Uses language for specific purpose in parts of the response (2W3) • Uses a range of sentence structures with some effectiveness and accuracy (2W4) 	4-6

	<ul style="list-style-type: none"> • Makes some use of paragraphing and includes other organisational features with some effectiveness and accuracy (2W3) 	
	<ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically and persuasively for most of the response (2W1) • Able to present complex ideas/information clearly and concisely, with only occasional lapses (2W2) • Demonstrates range in their writing style, using language for specific purpose throughout the response (2W3) • Uses a range of sentence structures including complex sentences, accurately (2W4) • Makes consistent use of appropriate paragraphing (2W3) 	7-9
	Total Form, communication and purpose	/9
1b	<p>Spelling, punctuation and grammar This is a performance band mark scheme. Assessors must establish the 'best fit' in relation to the candidate's work, despite possible variation in the performance of individual skills. The final bullet in each band, regarding clarity of meaning, will provide a good indication of which performance band is applicable.</p>	
	<ul style="list-style-type: none"> • Nothing intelligible written 	0
	<ul style="list-style-type: none"> • Uses basic punctuation, e.g. commas, apostrophes and inverted commas, but with limited accuracy (2W5) • Uses spelling and grammar with limited accuracy, supporting meaning at a basic level (2W6) 	1-2
	<ul style="list-style-type: none"> • Uses some basic punctuation, e.g. commas, apostrophes and inverted commas, correctly and appropriately some of the time but not consistently (2W5) • Uses spelling and grammar with some accuracy, supporting meaning in some cases (2W6) 	3-4
	<ul style="list-style-type: none"> • Uses a range of punctuation, e.g. commas, apostrophes and inverted commas, correctly and appropriately most of the time (2W5) • Uses spelling and grammar generally accurately, supporting meaning most of the time (2W6) • Uses spelling, punctuation and grammar that is generally accurate and supports the clarity and effectiveness of the response to the task (2W6) 	5-6
	Total (Spelling, punctuation and grammar)	/6
	Sub total	/15

Task 2			
Task	Process	Marks	Evidence
2a	<p>The response should be set out as an article</p> <p>The article could include an introduction, appropriate detail about the building plans of the garden and how it will benefit the community as well as its residents, and a conclusion.</p> <p>The response should use language and styles suitable for the purpose and audience.</p> <p>The response should fulfil the requirements of the task and should be functional.</p>	(9)	<p>The response should:</p> <ul style="list-style-type: none"> include an appropriate level of detail include relevant details, events and ideas in a logical sequence communicate relevant information, ideas and opinions effectively and persuasively.
2b	Mark spelling, punctuation and grammar up to a maximum of 6.	(6)	<p>Marks awarded for:</p> <ul style="list-style-type: none"> Grammar (including tense) Spelling Punctuation Technical accuracy supporting fluency and clarity

2a	Form, communication and purpose	Mark Grid
	<p>This is a performance band mark scheme. Assessors must establish the 'best fit' in relation to the candidate's work, despite possible variation in the performance of individual skills.</p> <ul style="list-style-type: none"> Nothing intelligible written 	0
	<ul style="list-style-type: none"> Presents only limited appropriate information and develops ideas logically to a limited extent, significantly reducing effectiveness/persuasiveness (2W1) Basic ability to present complex ideas/information evident (2W2) Limited range to writing style, using language that is specific to purpose only to a very limited extent (2W3) Uses a restricted range of sentence structures with limited effectiveness and accuracy (2W4) Makes limited or no use of paragraphing and includes other organisational features to only a basic level limiting effectiveness (2W3) 	1-3
	<ul style="list-style-type: none"> Presents some appropriate information and develops ideas logically and persuasively in some places (2W1) Able to present complex ideas and information clearly and concisely with some distinct lapses (2W2) Uses language for specific purpose in parts of the response (2W3) Uses a range of sentence structures with some effectiveness and accuracy (2W4) Makes some use of paragraphing and includes other organisational features with some effectiveness and accuracy (2W3) 	4-6

	<ul style="list-style-type: none"> • Presents appropriate information and develops ideas logically and persuasively for most of the response (2W1) • Able to present complex ideas/information clearly and concisely, with only occasional lapses (2W2) • Demonstrates range in their writing style, using language for specific purpose throughout the response (2W3) • Uses a range of sentence structures including complex sentences, accurately (2W4) • Makes consistent use of appropriate paragraphing (2W3) 	7-9
	Total Form, communication and purpose	/9
2b	<p>Spelling, punctuation and grammar</p> <p>This is a performance band mark scheme. Assessors must establish the 'best fit' in relation to the candidate's work, despite possible variation in the performance of individual skills. The final bullet in each band, regarding clarity of meaning, will provide a good indication of which performance band is applicable.</p>	
	<ul style="list-style-type: none"> • Nothing intelligible written 	0
	<ul style="list-style-type: none"> • Uses basic punctuation, e.g. commas, apostrophes and inverted commas, but with limited accuracy (2W5) • Uses spelling and grammar with limited accuracy, supporting meaning at a basic level (2W6) 	1-2
	<ul style="list-style-type: none"> • Uses some basic punctuation, e.g. commas, apostrophes and inverted commas, correctly and appropriately some of the time but not consistently (2W5) • Uses spelling and grammar with some accuracy, supporting meaning in some cases (2W6) 	3-4
	<ul style="list-style-type: none"> • Uses a range of punctuation, e.g. commas, apostrophes and inverted commas, correctly and appropriately most of the time (2W5) • Uses spelling and grammar generally accurately, supporting meaning most of the time (2W6) • Uses spelling, punctuation and grammar that is generally accurate and supports the clarity and effectiveness of the response to the task (2W6) 	5-6
	Total (Spelling, punctuation and grammar)	/6
	Sub total	/15

Overall total	/30
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