

### English Writing Level 1 Mark Scheme Set 3

Task 1			
Task	Process	Marks	Evidence
1a	<p>The response should be set out as an email requesting for sponsorship/donations.</p> <p>There is no set format for an email but the text must be set out logically, with a brief introduction, key content, and a conclusion.</p> <p>The response should use a suitable style 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"> <li>• Include an appropriate level of detail</li> <li>• use an appropriate tone for writing an email</li> <li>• communicate clearly and coherently</li> <li>• present clear information in a logical sequence</li> </ul>
1b	Mark spelling, punctuation and grammar up to a maximum of 6.	(6)	<p>Marks awarded for:</p> <ul style="list-style-type: none"> <li>• Grammar (including tense)</li> <li>• Spelling</li> <li>• Punctuation</li> <li>• Clarity of meaning</li> </ul>

1a	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"> <li>• Nothing intelligible written</li> </ul>	0
	<ul style="list-style-type: none"> <li>• Communicates appropriate information only occasionally, lacks necessary detail and develops ideas to a basic level (1W1)</li> <li>• Information is presented with limited sequencing of content, ideas and opinions (1W2)</li> <li>• Uses language, format and structure for the specific audience and purpose to a limited extent (1W3)</li> <li>• Limited use of appropriate layout features (address, date, open and close conventions) (1W3)</li> </ul>	1-3
	<ul style="list-style-type: none"> <li>• Communicates some appropriate information and develops ideas with some success (1W1)</li> <li>• Information is presented with some logical sequencing of content, ideas and opinions, although this is not sustained in the response (1W2)</li> <li>• Uses language, format and structure for the specific audience and purpose, only</li> </ul>	4-6

	<p>in parts of the response (1W3)</p> <ul style="list-style-type: none"> <li>• Some use of appropriate layout (address, date, open and close conventions), though there are omissions and inconsistencies (1W3)</li> </ul>	
	<ul style="list-style-type: none"> <li>• Communicates appropriate information clearly and coherently, and develops ideas successfully, although there may be minor lapses (1W1)</li> <li>• Information is presented with a logical sequencing of ideas and opinions and this is evident across most of the response (1W2)</li> <li>• Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions (1W3)</li> <li>• Appropriate use of layout (address, date, open and close conventions); any omissions do not detract from the overall quality and appropriateness of the response (1W3)</li> </ul>	<b>7-9</b>
	<b>Total Form, communication and purpose</b>	<b>/9</b>
<b>1b</b>	<p><b>Spelling, punctuation and grammar</b> 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"> <li>• Nothing intelligible written</li> </ul>	<b>0</b>
	<ul style="list-style-type: none"> <li>• Very limited use of correct grammar (1W4)</li> <li>• Minimal or highly inconsistent use of tense (1W4)</li> <li>• Spelling and punctuation used with limited accuracy (1W5)</li> <li>• Errors will often affect or undermine meaning (1W5)</li> </ul>	<b>1-2</b>
	<ul style="list-style-type: none"> <li>• Some correct use of grammar (1W4)</li> <li>• Some correct use of tense (not sustained) (1W4)</li> <li>• Spelling and punctuation used with some accuracy (1W5)</li> <li>• Errors will sometimes affect clarity of meaning (1W5)</li> </ul>	<b>3-4</b>
	<ul style="list-style-type: none"> <li>• Generally correct use of grammar (1W4)</li> <li>• Consistent use of tense although there may be occasional errors (1W4)</li> <li>• Spelling and punctuation are generally accurate (1W5)</li> <li>• Meaning is clearly conveyed, with only occasional lapses (1W5)</li> </ul>	<b>5-6</b>
	<b>Total (Spelling, punctuation and grammar)</b>	<b>/6</b>
	<b>Sub total</b>	<b>/15</b>

Task 2			
Task	Process	Marks	Evidence
<b>2a</b>	<p>The response should be set out as the text for a leaflet.</p> <p>The leaflet should include an introduction, appropriate details about the campaign and its benefits, and a conclusion.</p> <p>The response should use formats and styles suitable for the purpose and audience.</p> <p>The response should fulfil the requirements of the task and should be functional.</p>	<b>(9)</b>	<p>The response should:</p> <ul style="list-style-type: none"> <li>• Include an appropriate level of detail</li> <li>• Include information and ideas in a logical sequence</li> <li>• Be clear and coherent, using language, formats and styles suitable for audience and purpose</li> </ul>
<b>2b</b>	Mark spelling, punctuation and grammar up to a maximum of 6.	<b>(6)</b>	<p>Marks awarded for:</p> <ul style="list-style-type: none"> <li>• Grammar (including tense)</li> <li>• Spelling</li> <li>• Punctuation</li> <li>• Clarity of meaning</li> </ul>

<b>2a</b>	<b>Form, communication and purpose</b> 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.	<b>Mark Grid</b>
	<ul style="list-style-type: none"> <li>• Nothing intelligible written</li> </ul>	<b>0</b>
	<ul style="list-style-type: none"> <li>• Communicates appropriate information only occasionally, lacks necessary detail and develops ideas to a basic level (1W1)</li> <li>• Information is presented with limited sequencing of content, ideas and opinions (1W2)</li> <li>• Uses language, format and structure for the specific audience and purpose to a limited extent (1W3)</li> <li>• Limited use of appropriate layout features (address, date, open and close conventions) (1W3)</li> </ul>	<b>1-3</b>
	<ul style="list-style-type: none"> <li>• Communicates some appropriate information and develops ideas with some success (1W1)</li> <li>• Information is presented with some logical sequencing of content, ideas and opinions, although this is not sustained in the response (1W2)</li> <li>• Uses language, format and structure for the specific audience and purpose, only in parts of the response (1W3)</li> <li>• Some use of appropriate layout (address, date, open and close conventions), though there are omissions and inconsistencies (1W3)</li> </ul>	<b>4-6</b>

	<ul style="list-style-type: none"> <li>Communicates appropriate information clearly and coherently, and develops ideas successfully, although there may be minor lapses (1W1)</li> <li>Information is presented with a logical sequencing of ideas and opinions and this is evident across most of the response (1W2)</li> <li>Uses language, format and structure for specific audience and purpose throughout the response, although there may be occasional slips/omissions (1W3)</li> <li>Appropriate use of layout (address, date, open and close conventions); any omissions do not detract from the overall quality and appropriateness of the response (1W3)</li> </ul>	<b>7-9</b>
	<b>Total Form, communication and purpose</b>	<b>/9</b>
<b>2 b</b>	<p><b>Spelling, punctuation and grammar</b></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"> <li>Nothing intelligible written</li> </ul>	<b>0</b>
	<ul style="list-style-type: none"> <li>Very limited use of correct grammar (1W4)</li> <li>Minimal or highly inconsistent use of tense (1W4)</li> <li>Spelling and punctuation used with limited accuracy (1W5)</li> <li>Errors will often affect or undermine meaning (1W5)</li> </ul>	<b>1-2</b>
	<ul style="list-style-type: none"> <li>Some correct use of grammar (1W4)</li> <li>Some correct use of tense (not sustained) (1W4)</li> <li>Spelling and punctuation used with some accuracy (1W5)</li> <li>Errors will sometimes affect clarity of meaning (1W5)</li> </ul>	<b>3-4</b>
	<ul style="list-style-type: none"> <li>Generally correct use of grammar (1W4)</li> <li>Consistent use of tense although there may be occasional errors (1W4)</li> <li>Spelling and punctuation are generally accurate (1W5)</li> <li>Meaning is clearly conveyed, with only occasional lapses (1W5)</li> </ul>	<b>5-6</b>
	<b>Total (Spelling, punctuation and grammar)</b>	<b>/6</b>
	<b>Sub total</b>	<b>/15</b>

<b>Overall total</b>	<b>/30</b>
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