

Mark scheme

Sample assessment materials for first  
teaching September 2019

Pearson Edexcel Functional Skills  
qualification in English at  
Entry Level 2 – Writing

## Entry Level 2: Writing mark scheme

**Set:** Sample assessment materials

### Guidance and instructions for using the mark scheme

- Mark crossed-out work if it is legible and has not been replaced.
- If the answer is clearly given, accept it even if it is not in the answer space.
- Indicate the marks for each question clearly on each candidate's question paper. For Questions 4 and 5, insert the marks for individual criteria into the boxes at the bottom of the question paper.

Question	Target	Answers	Mark
<b>1</b>	<b>E2.15</b>	<b>bag</b> <b>bell</b> <b>blue</b> <b>bread</b>  Award <b>1</b> mark for all four words written in the correct alphabetical order. Do not penalise spelling errors that occur after the second letter of each word.	<b>1</b>

Question	Target	Answers	Mark
<b>2</b>	<b>E2.14</b>	<b>trains</b> <b>boxes</b>  Award <b>1</b> mark for each correct plural. No spelling errors allowed.	<b>2</b>

Question	Target	Answers	Mark
<b>3 (a)</b>	<b>E2.13</b>	<b>When does the train get to the station?</b>  Award 1 mark for adding the question mark. Award no marks if other punctuation or capitalisation added, or if initial capital omitted. Do not penalise other copying errors.	<b>1</b>

Question	Target	Answers	Mark
<b>3 (b)</b>	<b>E2.13</b>	<b>John goes to the gym on Wednesdays.</b>  Award 1 mark for capitalising 'Wednesdays'. No mark if other punctuation or capitalisation added, or if initial capital or full stop omitted. Do not penalise other copying errors	<b>1</b>

Question	Target	Composition criteria	Mark
<b>4</b>	<b>E2.18</b>	For the top half of the form: <ul style="list-style-type: none"> <li>award <b>3</b> marks for all information correct.</li> <li>award <b>2</b> marks for five pieces of correct information.</li> <li>award <b>1</b> mark for four pieces of correct information.</li> </ul> To count as a piece of correct information, no spelling errors are allowed.	<b>3</b>
	<b>E2.17</b>	For the lower half of the form. Award <b>1</b> mark each for stating: <ul style="list-style-type: none"> <li>one thing they want to do in London (1)</li> <li>what they want to eat (1)</li> <li>what they want to see (1)</li> <li>who they want to go with (1)</li> </ul>	<b>4</b>
	<b>Target</b>	<b>SPaG criteria</b>	<b>Mark</b>
	<b>E2.13</b>	Award 1 mark for no more than <b>four</b> punctuation errors relating to full stops, capital letters or question marks.  Award no marks for E2.13 if candidates have written fewer than three sentences.	<b>1</b>
<b>E2.16</b>	Award <b>1</b> mark for correct spelling. Allow <b>two</b> errors.  Award no marks for E2.16 if candidates have written fewer than three sentences.	<b>1</b>	
<b>Total for question</b>			<b>9</b>

Question	Target	SPaG criteria		Mark
5	E2.13	Marks	Descriptor	2
		2	No more than <b>two</b> punctuation errors relating to full stops, capital letters or question marks.	
		1	No more than <b>four</b> punctuation errors relating to full stops, capital letters or question marks.	
		0	<b>Five</b> or more punctuation errors.	
	Award no marks for E2.13 if candidates have written fewer than three sentences.			2
	E2.16	Award <b>1</b> mark for correct spelling. Allow <b>two</b> errors.  Award no marks for E2.16 if candidates have written fewer than three sentences.		1
Target	Composition criteria		Mark	
E2.17	Award <b>1</b> mark each for stating: <ul style="list-style-type: none"> <li>• what you saw (1)</li> <li>• why you went to see it (1)</li> <li>• what you liked about it (1)</li> <li>• what you disliked about it (1)</li> </ul> For E2.17, marks should be awarded if the information has been communicated in a way that can be understood. Errors that do not detract from this should not be penalised.		4	
E2.19	Award <b>1</b> mark for each compound sentence that uses a conjunction appropriately to join clauses, up to <b>2</b> marks. Use of <i>complex</i> sentences (e.g. including conjunctions such as <i>when, if, after</i> ) should also be accepted.		2	
E2.20	Award <b>1</b> mark each for appropriate use of: <ul style="list-style-type: none"> <li>• at least one adjective (1)</li> <li>• at least one linking word (1).</li> </ul>		2	
<b>Total for question</b>			<b>11</b>	

Question	Target	Answers	Mark
6	E2.16	(a) friend (b) possible (c) They're (d) guard (e) surname (f) arrive (g) behind (h) mistake (i) position (j) next  Award one mark per correct spelling. Words copied wrongly must be marked as incorrect. Do not penalise incorrect capitalisation.	10
<b>Total marks for paper</b>			<b>35</b>

### Question targeting key: DfE subject content statements

DfE subject content statement	Where assessed	Marks available
<b>E2.13</b> Use basic punctuation correctly, (e.g. full stops, capital letters, question marks and exclamation marks)	Q3,Q4,Q5	5
<b>E2.14</b> Form regular plurals	Q2	2
<b>E2.15</b> Use the first and second letters to sequence words in alphabetical order	Q1	1
<b>E2.16</b> Spell correctly words designated for Entry Level 2	Q4,Q5,Q6	12
<b>E2.17</b> Communicate information using words and phrases appropriate to audience and purpose	Q4,Q5	8
<b>E2.18</b> Complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)	Q4	3
<b>E2.19</b> Write in compound sentences, using common conjunctions (e.g. <i>or</i> , <i>and</i> , <i>but</i> ) to connect clauses	Q5	2
<b>E2.20</b> Use adjectives and simple linking words in the appropriate way	Q5	2
	<b>Total</b>	<b>35</b>