Functional Skills



# English Level 2 Writing

## Sample Marked Learner Work

Candidate surname | Other names

**Pearson Edexcel Functional Skills**

Centre Number | Candidate Number

## Set 1

Time: 60 minutes | Paper Reference **PENW2/S01**

# English
**Component 3: Writing**
**Level 2**

You must not use a dictionary. | Total Marks

My signature confirms that I will not discuss the content of the test with anyone.

Signature: _____

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer both tasks.
- Use the answer space provided to complete your tasks
  – *there may be more space than you need.*

## Information

- The total for this paper is **36** marks.
- Task 1 has **21** marks and Task 2 has **15** marks.
- You will be assessed on spelling, punctuation and grammar in both tasks.

## Advice

- Read each task carefully before you start to write.
- Aim to spend about 35 minutes on Task 1 and about 25 minutes on Task 2.
- Plan your work before you start and check it when you finish.

**Task 1**

**Information**

> Many organisations require their staff or students to wear a uniform, while others ban certain haircuts and have strict rules about tattoos and piercings.
>
> Do you think this is fair? Should everyone be allowed to look the way they want or does a dress code encourage a professional approach to work and study?
>
> You decide to write an article about dress codes for your workplace/college/school magazine.

**Writing Task**

Write an article to give your views on dress codes.
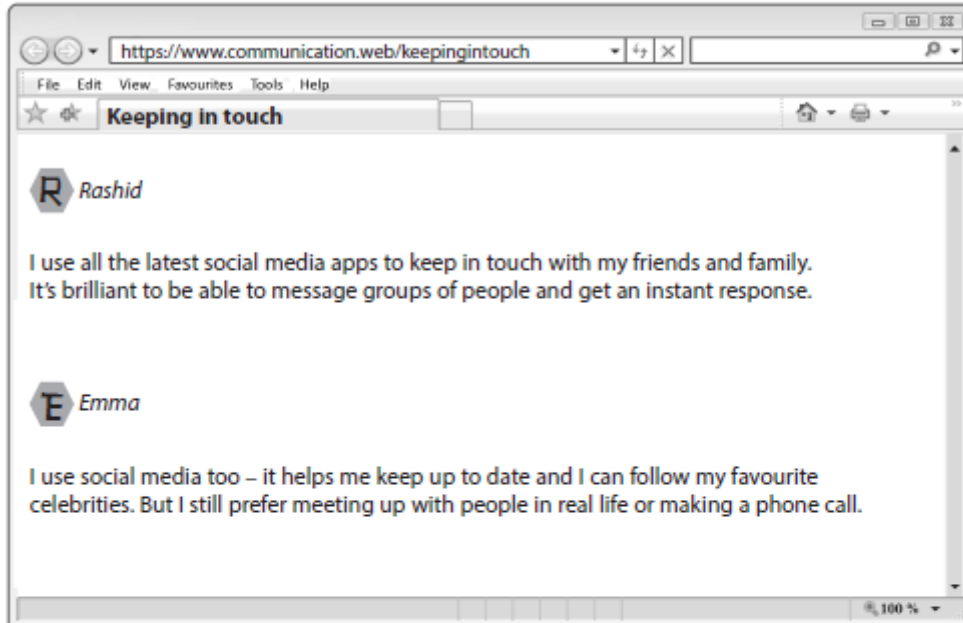
In your article, you should:

- outline the dress code at your workplace/college/school

- explain the arguments for and against dress codes

- give your opinions and persuade people to agree with you.

**You should aim to write about 250 to 300 words.**

(21 marks)

**Task 2**

**Information**

**Keeping in touch**

**R** *Rashid*

I use all the latest social media apps to keep in touch with my friends and family.
It's brilliant to be able to message groups of people and get an instant response.

**E** *Emma*

I use social media too – it helps me keep up to date and I can follow my favourite
celebrities. But I still prefer meeting up with people in real life or making a phone call.

**Writing Task**

Write a contribution to the web forum about how you keep in touch with people.

In your contribution, you should:

- give your views on using social media to keep in touch with people

- describe how you prefer to communicate.

**You should aim to write about 200 to 250 words.**

(15 marks)

# Functional Skills Level 2 Writing:

# Exemplar scripts and commentaries

## Script 1 – Strong Pass

## Task 1

### Dress codes

Working in an NHS hospital we have a dress code to follow, whether we work in a clinical or non-clinical environment. Available for all to see on our internal website or Net-I as it is now known are the guidelines and policy for dress code for all employees working within the trust.

In clinical or patient facing areas, staff should abide by the following rules:

- Bare below the elbow, this includes no watches, bracelets, bangles or stoned rings. Short sleeves or rolled up to elbow.
- Neckties should be tucked into shirt or not worn at all.
- Shoes should be appropriate, low heeled full shoes.
- No excessive use of make up or perfume/aftershave.

In a non-clinical area the rules are pretty much the same. Although uniforms may not be required or necessary.

The arguement for the 'Bare Below the Elbow' is down to infection control. All manor of delightful bugs and germs can linger on jewellery and watches or be carried on the sleeves of your clothing. Just imagine being treated by someone with dirty fingernails!!

However, I know by discussion with colleagues who are non-clinical that they feel they should be able to wear jewellery or watches if they wish too. They feel that it has no impact on patient care.

Personally having worked in both clinical and non-clinical areas I can see the reasoning behind the dress code policy. I believe that if you are a ward or clinic based worker irrespective of whether you are a doctor, nurse or receptionist you should abide by the bare below the elbows code. I am by no means able to give all the reasons why this came about, but much better educated and well informed people came up with the reasons behind the bare below the elbows policy. I for one, would and did, abide by the policy. Is there a reason not too?

Even working in a non-clinical area, there can still be contact with patients and visitors to our trust. I know I'd rather see a suitably dressed member of staff than someone who looks either untidy or like they are off out to a club!

We should take pride in ourselves, we are often the first person someone may encounter in our Trust. Why wouldn't we want to represent our hospital in a good way?

**Task 2**

I joined social media after being encouraged to do so by friends and family. Even now 11 years later I still only use one social media app, I don't get the others!

Social media is great for keeping in touch with friends or family who don't live nearby, infact it helped me reconnect with a family member who had moved away and also some old school friends. However it can also be intrusive! Unless you check your privacy settings you could end up with all manor of friend requests from people who you've never had any connection with. My advice is to be wary!

Social media is a great way to share photos and events and even advertise your business. But in reality if you saw some 'friends' outside in the real world, would you speak to them?

Personally I like to talk to people face to face. A big part of communication comes from our body language and facial expressions whilst we are talking.

Chatting via social media is great to keep in touch and maintain contact but it's no substitute for being with that person face to face. How many times has a written message on social media been taken the wrong way or out of context? What one person will find funny will offend the next person.

I think we should enjoy social media but never should it become a substitute for the personal touch.

Meeting people in the flesh is just not the same as looking at a screen.

# Commentary

## Task 1

### Composition

The learner communicates information about dress codes with consistent clarity and in a way that is effective for purpose and audience. There is successful use of detail to address each bullet point, although there is relatively little on the arguments against dress codes.

The learner writes in an appropriate style for an article and includes a heading. There is an extensive range of vocabulary and a range of sentence types, including the effective use of complex sentences. The length of the response is appropriate, but the ending is a little abrupt and so the response scores 11 marks, rather than 12.

Mark: 11

### Spelling, Punctuation and Grammar

Spelling, punctuation and grammar are consistently correct and there is a wide range used. There are some slips, e.g. 'arguement', and the use of 'manor', rather than 'manner' and 'too', rather than 'to'. There are just too many of these for the response to gain full marks.

Mark: 8

## Task 2

### Composition

The learner communicates ideas about social media with consistent clarity. There is an excellent level of detail, which is highly effective for purpose and audience.

There is no set format for a web forum, but the informal and lively style used is very effective. There is effective paragraphing and an extensive range of vocabulary, e.g. 'intrusive'. The learner uses a range of sentences effectively, including complex sentences.

Mark: 9

### Spelling, Punctuation and Grammar

Spelling, punctuation and grammar are consistently correct. There is also an impressive range of words and punctuation used, e.g. inverted commas, exclamation marks and a full stop. There is the occasional error, e.g. 'manor', but the response is still accurate enough for full marks to be awarded.

Mark: 6

**Script 2 – Borderline Pass**

## Task 1

While there are arguments for and against dress code I beleive that everyone should be able to express theirselve and wear/look how they want. One argument for dress code is that it there is a uniform/code then no body wearing it can be discriminated, for example if someone did not have very good clothes because they couldn't afford it and there was someone else and they turned up wearing top of the range, branded, expensive clothes then people might have something to say or compare the two and make it an uncomfortable situation. The argument against dress code is obiously freedom of expression, dressing, and expressing your self how you like. I go to college and there isnt a dress code which is fine but when I went to school there was a very strict dress code and every student was the same, they had to wear all the same uniform all the time, the only thing that was different was the colour of your tie depending on what house block you were in. So there is reason to have dress code, in school or at work but college is a place where most people find their feet and feel comfortable expressing who they are. Yes you should be able to wear what you want but sometimes it is more appropriate to have a uniform/code however that is depending on where you are, for example if you work in a tattoo/piercing shop then having tattoos/piercings maybe even dyed hair, 95% of the time is fine but if you worked somewhere like a care home them that will most likely be deemed unacceptable. So the question is not 'Should dress code be a thing or not?' It should be, Where should a dress ocde be used?

## Task 2

I prefer to use social media to communicate with friends and family, however that may not be the case with other people. There are many, many ways to communicate with people such as  email, writing a letter, social media, a phone call, video chat or actually seeing and speaking to them in person.
I find social media my 'go-to' for communication because it is easier to use, it is fast and it is also reliable, however it does have as many cons as it does pros. Some of the cons are that for alot of social media you need internet so if you don't have mobile data and you are out and about there isn't always an available internet connnection for you to use so you may not be able to use social media. Another con is that often social media accounts can get hacked so if you are in contact with someone via social media and there account gets hacked they may not be able to contact you to tell you theres a problem so you could loose contact with them, but, there are pros too such as making friends. contacting each other to make plans or even seeing things about how peoples feeling or what they have been doing. Obviously there are other ways of communication but social media is my personal favourite, whats yours?

**Commentary**

**Task 1**

**Composition**

The learner communicates information about dress codes reasonably clearly and provides appropriate detail for purpose and audience, by addressing each bullet point.

No heading is provided and paragraphs do not appear to be used. However, the response does have an appropriate structure, including a brief introduction and a conclusion at the end.

A range of sentences is used with general accuracy, although there are errors. Register is appropriate for the task and a wide range of appropriate vocabulary is used.

Mark: 7

**Spelling, Punctuation and Grammar**

Spelling punctuation and grammar are generally correct. Spelling is probably the weakest area and errors include 'beleive', 'theirselve' and 'peircing'. However, there is also good spelling of some challenging words, such as 'appropriate'. Punctuation and grammar are generally more accurate, although there are errors, such as the occasional missing apostrophe. The response is sufficiently accurate for five marks to be awarded.

Mark: 5

**Task 2**

**Composition**

The learner communicates information about social media reasonably clearly. There is an appropriate level of detail for purpose and audience.

There is no set format for a forum contribution, but the language and register are appropriately informal for this type of task. Two paragraphs are used, but the response would benefit from being broken up into more paragraphs. Language and register are appropriate for the task.

Mark: 6

**Spelling, Punctuation and Grammar**

Spelling, punctuation and grammar are generally correct. As with Task 1 there are several spelling errors including 'alot' and confusion between 'there' and 'their', as well as accurate spelling of words like 'obviously'. Grammatical accuracy is similar to Task 1, but the use of punctuation is slightly weaker, e.g. in the long sentence on the second page of the response. For this reason the response is placed at the lower end of the middle band.

Mark: 3

# Script 3 – Borderline Fail

## Task 1

is it fair to have a dress code?

Dress code is a good and bad because it is good to know that you work at the a bar because you would have a top to wear however it is a bad thing because everyone is different, everyone has different clothing styles, piercing maybe even tattoo. Covering up tattoos can be very tricky and even piercing. Some people get tattoo and percings not because they like they but because it makes them feel themselve which should be OK to have piercing or tattoos on show in a pub but if you was working as an assitant for a bit company they might not like them on show because it is not accesable to them as people in big company's like to be professional and smart in the work place. But telling someone to hide their piercing and tattoos and have a dress code is a bit much as having a dress code is understandable in a big company but telling them to hide their tattoos which means a lot to someone is hard because they woudn't want to cover it up when it is apart of them.
Is a dress code good or bad? no one could acually answer that question because there are too many different reason for it to be good or bad.
However dress code is a really good thing depending where you work or if your at school or college because having a dress code at college would be like school all over again as it would be like treating everyone like children which wouldn't be right, therefore if the teacher treat us like adult a dress code wouldn't be needed and everyone can be themselves. So dress code isn't a good thing for colleges.
For being at work, it really depend where you are working and what you are working as because being a bar lady you would either wear your clothes or wear a top with the bars name and the logo but apart from that their isn't anything bad about not having a dress code for a pub. However working for a company you would need a dress code because then everyone would know to dress appropitely and smart, so you would cover up any tattoos and certain peircings.

## Task 2

I use most of the apps to keep in touch with my friends and family, but sometimes that are not as good as people think because half the time they are either updating or the app has just crashed. Some people normally start crying about how they cant talk to their friends because the app they are on is bugging out. Well my opinion is that teenagers should go out and meet their friends or family instead of staying online all the time as it isn't good for you at all.
I don't mind social media as I use it myself but it still would be nice to go out and see friends because your getting the commication face to face which I think is better as people take in more.

# Commentary

## Task 1

### Composition

The learner communicates information about dress codes reasonably clearly. Some appropriate detail is provided, although the first bullet point isn't clearly addressed.

An appropriate heading is used and ideas are organised into generally accurate paragraphs. There is some use of a range of sentences, but this is not always accurate and the structure can be slightly repetitive. Register is appropriate for the task and a wide range of vocabulary is used.

Mark: 7

### Spelling, Punctuation and Grammar

Whilst spelling punctuation and grammar are generally correct, there are several errors, mainly in the use of grammar. These errors keep the response at the bottom of the middle band. There are tense errors, such as 'it really depend' and 'if you was working' and also missing word endings, e.g. 'Some people get tattoo'.

Mark: 4

## Task 2

### Composition

The learner communicates ideas about social media reasonably clearly and provides some detail to support the ideas, although the second bullet point could be more fully addressed. The response appears to be fairly brief, but this is the shorter task and so learners are not expected to write more than about 200 to 250 words.

There is no set format for an internet contribution and two paragraphs are used with general accuracy. There is some use of a range of sentences. Register is generally appropriate, although there is no strong sense of this being a forum contribution. There is a reasonable range of vocabulary, appropriate to purpose and audience.

Mark: 5

### Spelling, Punctuation and Grammar

Overall there is generally correct use of spelling, punctuation and grammar. There are several errors however, including confusion between 'your' and 'you're, 'commication' and the use of 'that', rather than 'they' on the third line. The overall level of SPG is similar to Task 1.

Mark: 3

## Script 4 – Clear Fail

## Task 1

Dress code

I think wearing a dress code in a workplace should be becasue I think it is a health an safety in some workplace and should wear a dress code. Because you after be presentble in a workplace.

My opinion on dress code in college their shouldnt be one. Because you should feel comfortable in what you are wearing but you should be wearing nice and presntble clothes so can lead by example. But you should be wearing a Dress Code in School with a logo with your school on the jumper or cardigane. It makes you look nice and when people look at you and you are looking nice and presentble it shows the school is showing that has got a dress code and want to show that the school has a policy about looking presentble. But i feel in some schools like Academy to day their is a Dress Codes from year 7 to year 11 howver when you go to 6 form you after wear a shirt and tie and young women a Dress. But I feel you should be wearing the dress code and the uniforms from years 7 to years 11 this will show an outline of a school that there is a dress code from when you start and when you finish.

My opinions you should to the school goverment body and ask about dress codes and put your points across. And in some workplace you have agency firms what work for you they should be a dress code for them aswell Because you cannot have an policy on one person after where an dress code an one not.

## Task 2

Dear Sir or Madam

I use all the social media site to contact my friends and family it is realy good when you talk to people your facetime people who live faraway and in some social media there are some parts of it what i don't like about it some people put some things on what is unpleasant to see witch I think is apart life However in this day and age it is all about tecknowledge these days. I still wish you talk face to face with people but like I said you may have some people who live faraway in anouther country but my opinion I still wish you can talk to people face to face.

And in my opinion in some social media site I like to follow whats happening in the world and stay in touch with family freinds but I must say I would prefer talking over the phone or face to face.

# Commentary

## Composition

The learner communicates ideas about dress codes reasonably clearly and provides some detail to support the ideas. The approach is quite general however and there is some lack of specific information about the learner's own organisation.

The response has a heading and paragraphing is used with general accuracy. A range of sentences is used, but this is only done with some accuracy. Register is generally appropriate for the task and there is a reasonable range of vocabulary, appropriate to purpose and audience. The response just merits the middle band overall.

Mark: 5

## Spelling, Punctuation and Grammar

There is some correct use of spelling, punctuation and grammar. Errors include inaccurate constructions such as 'Because you after me presentable in a workplace', use of the lower case 'i' and spelling errors such as 'aswell'.

Mark: 3

## Composition

The candidate communicates ideas about social media with some clarity and makes some appropriate points.

The learner begins the response with Dear Sir/Madam which is an acceptable, if unconventional, start to a forum contribution. Two paragraphs are used, but sentence structure is weak and this impacts on the clarity of the response. There is some range of appropriate vocabulary and the register is appropriate for purpose and audience. The lack of clarity places this response in the lowest band.

Mark: 3

## Spelling, Punctuation and Grammar

There is some correct use of spelling, punctuation and grammar. There are frequent errors including missing punctuation marks, 'realy' and 'freinds'.

Mark: 2

Mark Scheme
(Final)


Functional Skills English

Writing Level 2
PENW2 Set 1

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## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be 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 in the mark scheme should be used appropriately.
- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. 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.

## Instructions to examiners:

Two grids need to be applied when assessing a candidate's response:
A: composition and B: spelling, punctuation and grammar.

A candidate's composition may be appropriate for Level 2, but spelling, punctuation and grammar have weaknesses; or a candidate may have reasonably secure spelling, punctuation and grammar but be less successful in composition. It is essential, therefore, that both marking Grids A and B are applied independently.

When awarding a mark for composition (Grid A), examiners should use the first bullet point in each band in the mark scheme to decide on the overall level of achievement. The other three bullet points should be used to determine where best to place the response within the band.

When awarding a mark for spelling, punctuation and grammar (Grid B), examiners should make a 'best fit' judgement, using the descriptors.

| Task | |
|---|---|
| 1 | **Indicative content** |
| | Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. |
| | The indicative content that follows is not prescriptive. Answers may cover some / all of the indicative content but should be rewarded for other relevant examples. |
| | In their articles, candidates should: |
| | • outline the dress code at their workplace / college / school *e.g. people can wear what they like, staff are expected to wear formal office clothes to work, no visible tattoos or piercings allowed* |
| | • explain the arguments for and against dress codes *e.g. everyone will look professional, there will be less judgment/bullying if everyone is the same, it prevents people from being individual, limits personal choice* |
| | • give their opinions and persuade people to agree with them *e.g. agree with a dress code because everyone will look smart, disagree with a dress code because it's not fair that people can't wear what they want to.* |
| | **(21 marks)** |

| Mark | Grid A: Composition (12 marks) |
|---|---|
| 0 | • No rewardable material. |
| 1–4 | • Communicates straightforward information, ideas and opinions with some clarity for purpose and audience.<br>• Organises writing using appropriate format and structure, including some use of paragraphs and cohesion, e.g. using organisational markers to some extent.<br>• Uses a range of sentences, including complex sentences, with some accuracy.<br>• Uses language and register, including some range of vocabulary, appropriate to purpose and audience. |
| 5–8 | • Communicates information, ideas and opinions reasonably clearly with an appropriate level of detail for purpose and audience to an appropriate length.<br>• Organises writing using appropriate format and structure, including generally accurate use of paragraphs, and mostly maintaining cohesion, e.g. using organisational markers.<br>• Uses a range of sentences, including complex sentences, with general accuracy.<br>• Uses language and register, including a wide range of vocabulary, appropriate to purpose and audience. |
| 9–12 | • Communicates information, ideas and opinions with consistent clarity, using detail effectively for purpose and audience to an appropriate length.<br>• Organises writing using appropriate format and structure, including effective use of paragraphs, and sustaining cohesion, e.g. using organisational markers.<br>• Uses a range of sentences, including complex sentences, accurately and effectively.<br>• Uses language and register, including an extensive range of vocabulary, appropriate to purpose and audience. |

| Mark | Grid B: Spelling, punctuation and grammar (9 marks) |
| --- | --- |
| 0 | • No rewardable material. |
| 1–3 | • Some use of correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability).<br>• Some correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks).<br>• Spelling of words used in work, study and daily life, including a range of specialist words, is sometimes accurate. |
| 4–6 | • Generally correct use of grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability).<br>• Generally correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks).<br>• Spelling of a range of words used in work, study and daily life, including a range of specialist words, is generally accurate. |
| 7–9 | • Consistently correct use of grammar, with occasional lapses (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability).<br>• Consistently correct use of a wide range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks) with occasional lapses.<br>• Spelling of a wide range of words used in work, study and daily life, including a range of specialist words, is consistently accurate, with occasional lapses. |

| Task | |
|---|---|
| 2 | **Indicative content** |
| | Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. |
| | The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant examples. |
| | In their contributions, candidates should: |
| | • give their views on using social media to keep in touch with people *e.g. quick and easy, get instant response, spend less time seeing friends in real life* |
| | • describe how they prefer to communicate *e.g. use apps like WhatsApp, Snapchat, Messenger, like to meet up with friends in a café.* |
| | **(15 marks)** |

| Mark | Grid A: Composition (9 marks) |
|---|---|
| 0 | • No rewardable material. |
| 1–3 | • Communicates straightforward information, ideas and opinions with some clarity for purpose and audience.<br>• Organises writing using appropriate format and structure, including some use of paragraphs and cohesion, e.g. using organisational markers to some extent.<br>• Uses a range of sentences, including complex sentences, with some accuracy.<br>• Uses language and register, including some range of vocabulary, appropriate to purpose and audience. |
| 4–6 | • Communicates information, ideas and opinions reasonably clearly with an appropriate level of detail for purpose and audience to an appropriate length.<br>• Organises writing using appropriate format and structure, including generally accurate use of paragraphs, and mostly maintaining cohesion, e.g. using organisational markers.<br>• Uses a range of sentences, including complex sentences, with general accuracy.<br>• Uses language and register, including a wide range of vocabulary, appropriate to purpose and audience. |
| 7–9 | • Communicates information, ideas and opinions with consistent clarity, using detail effectively for purpose and audience to an appropriate length.<br>• Organises writing using appropriate format and structure, including effective use of paragraphs, and sustaining cohesion, e.g. using organisational markers.<br>• Uses a range of sentences, including complex sentences, accurately and effectively.<br>• Uses language and register, including an extensive range of vocabulary, appropriate to purpose and audience. |

| Mark | Grid B: Spelling, punctuation and grammar (6 marks) |
|---|---|
| 0 | • No rewardable material. |
| 1–2 | • Some use of correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability). <br> • Some correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks). <br> • Spelling of words used in work, study and daily life, including a range of specialist words, is sometimes accurate. |
| 3–4 | • Generally correct use of grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability). <br> • Generally correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks). <br> • Spelling of a range of words, used in work, study and daily life, including a range of specialist words, is generally accurate. |
| 5–6 | • Consistently correct use of grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability), with occasional lapses. <br> • Consistently correct use of a wide range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks) with occasional lapses. <br> • Spelling of a wide range of words, used in work, study and daily life, including a range of specialist words, is consistently accurate, with occasional lapses. |

**Mapping to Functional Skills Coverage and Range for English Level 2**

| Writing | | | | |
|---|---|---|---|---|
| **Scope of Study** | | | | |
| Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths. | | | | |
| **Ref.** | **Content statement** | **Coverage** | **No. of marks** | **%** |
| **20** | Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) | Task 1 Task 2 | 15 | 42 |
| **21** | Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) | | | |
| **22** | Spell words used in work, study and daily life, including a range of specialist words | | | |
| **23** | Communicate information, ideas and opinions clearly, coherently and effectively | Task 1 Task 2 | 21 | 58 |
| **24** | Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience | | | |
| **25** | Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) | | | |
| **26** | Convey clear meaning and establish cohesion using organisational markers effectively | | | |
| **27** | Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. | | | |
| **28** | Construct complex sentences consistently and accurately, using paragraphs where appropriate | | | |
| **Total for Writing** | | | **36** | **100** |

Ofqual

Llywodraeth Cynulliad Cymru
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cea

*Rewarding Learning*