

# City & Guilds Level 1 Certificate in Essential Skills Communication

## Sample Paper 1 Mark Scheme



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## Marking scheme – Section 1 Reading

Section 1 Reading	Maximum marks	Coverage and Range	Fixed/Open response
<p>1</p> <p>Any four from:</p> <ul style="list-style-type: none"> <li>• paragraphs</li> <li>• bold</li> <li>• bullet points</li> <li>• subject line of email</li> <li>• customer reference number</li> <li>• date of email</li> </ul> <p>(one mark for each – maximum 4 marks) (accept similar wording) (do not accept 'Yours faithfully' address at bottom)</p>	4 marks	(a)	Open
<p>2</p> <p>Any three from:</p> <ul style="list-style-type: none"> <li>• Fault not caused by manufacturer</li> <li>• Not within 12 months</li> <li>• Not used in line with instructions</li> </ul> <p>(one mark for each – maximum 3 marks) (accept similar wording) (do not accept 'not able to provide proof of purchase')</p>	3 marks	(b)	Open
<p>3</p> <ul style="list-style-type: none"> <li>• In store/request in store</li> <li>• Manufacturer's website</li> </ul> <p>(one mark for each – maximum 2 marks) (accept similar wording)</p>	2 marks	(c)	Fixed
<p>4</p> <ul style="list-style-type: none"> <li>• Contact head office</li> <li>• Phone head office</li> <li>• Complete online complaint form</li> <li>• Call 0123 455667</li> </ul> <p>(accept similar wording)</p>	1 mark	(d)	Fixed
<p>5</p> <ul style="list-style-type: none"> <li>• accidental damage</li> <li>• not caring for it properly</li> <li>• misusing the goods</li> <li>• normal wear and tear</li> </ul> <p>(one mark for each – maximum 4 marks) (accept similar wording)</p>	4 marks	(a)	Fixed

<p>6</p> <p>Any three from:</p> <ul style="list-style-type: none"> <li>• provide advice / explain laws / explain rights</li> <li>• make a complaint</li> <li>• get an expert opinion</li> <li>• research the issue</li> </ul> <p>(one mark for each – maximum 3 marks) (accept similar wording)</p>	3 marks	(c)	Fixed
<p>7</p> <p>Any four from:</p> <ul style="list-style-type: none"> <li>• demonstrate it is faulty</li> <li>• video of the fault</li> <li>• keep a diary</li> <li>• take a photograph</li> <li>• take it to the shop</li> </ul> <p>(one mark for each – maximum 4 marks) (accept similar wording)</p>	4 marks	(d)	Open
<p>8</p> <ul style="list-style-type: none"> <li>• receipt</li> <li>• bank statement</li> <li>• payment card</li> <li>• original packaging</li> </ul> <p>(one mark for each – maximum 4 marks) (accept similar wording)</p>	4 marks	(b)	Open
<b>Total marks available for Section 1 Reading</b>	<b>25</b>		<b>60% Open</b>
<b>Candidate mark</b>			

## Marking Scheme - Section 2 Writing

### ESNI Communication Level 1 Revised Mark Scheme

#### Marking instructions:

Markers should read the candidate's response and decide on the band as follows:

#### Document A

- Band 4: Only candidates whose response meets **all** of the bullets should be awarded full marks
- Band 3: Candidate's response should meet **at least three** of the five bullets to be awarded 6 – 8 marks
- Band 2: Candidate's response should meet **at least three** of the five bullets to be awarded 3 - 5 marks
- Band 1: Candidate's response must meet **at least one** of the five bullets to be awarded 1 - 2 marks

#### Document B

- Band 4: Only candidates whose response meets **all** of the bullets should be awarded full marks
- Band 3: Candidate's response should meet **at least three** of the five bullets to be awarded 4 – 5 marks
- Band 2: Candidate's response should meet **at least three** of the five bullets to be awarded 2 - 3 marks
- Band 1: Candidate's response must meet **at least one** of the five bullets to be awarded 1 mark

#### Awarding marks

Within each band, marks are awarded for the candidate's overall level of performance. Once a band has been selected, markers should consider the descriptors as a whole and award marks according to how well the candidate has met these overall.

**ESNI Communication Level 1 Revised Mark Scheme**

		<b>Document 1 Marks</b>	<b>Document 2 Marks</b>
<b>Band 4: Consistently</b>	<ul style="list-style-type: none"> <li>Communication is consistently clear and coherent</li> <li>A logical sequence is maintained throughout</li> <li>Contains all appropriate detail</li> <li>Format and structure are suitable for purpose and audience, with paragraphing consistently used correctly</li> <li>Language is suitable for purpose and audience</li> </ul>	9	6
<b>Band 3: Mostly</b>	<ul style="list-style-type: none"> <li>Communicates with clarity and coherence most of the time</li> <li>Overall sequence is logical with only one or two minor inconsistencies, not affecting overall clarity</li> <li>Contains most of the appropriate detail</li> <li>Format and structure are mostly appropriate for subject and audience, with paragraphing mostly used correctly</li> <li>Language is mostly suitable for purpose and audience</li> </ul>	6 - 8	4 – 5
<b>Band 2: Some</b>	<ul style="list-style-type: none"> <li>Some success at communicating with clarity and coherence</li> <li>Attempts a logical sequence overall with one or two significant inconsistencies</li> <li>Contains some appropriate detail</li> <li>Uses some format and structure suitable for purpose and audience, and uses paragraphs with some accuracy</li> <li>Some language suitable for purpose and audience</li> </ul>	3 - 5	2 – 3
<b>Band 1: Limited</b>	<ul style="list-style-type: none"> <li>Limited coherence and clarity</li> <li>Sequencing disjointed with limited logic</li> <li>Limited use of appropriate detail</li> <li>Limited use of format and structure suitable for purpose and audience, with random or no paragraphs</li> <li>Limited use of language suitable for purpose and audience</li> </ul>	1 - 2	1
	<ul style="list-style-type: none"> <li>Nothing worthy of credit</li> </ul>	0	0



### **Question 1: Long Question**

**Format/structure:** should be formatted and structured as a formal **letter** and include sender's and recipient's address, appropriate salutation and corresponding closure and a name/signature.

**Language:** should use appropriate language for a formal letter.

**Detail:** should include the following detail

- why you are writing
- what sort of community projects you would like
- the advantages of community projects for local people
- the advantages of community projects for the council.

### **Question 2: Short Question**

**Format/structure:** should be formatted and structured as an **article** and include a heading/title, and an attempt to conclude.

**Language:** should use appropriate language for an article.

**Detail:** should include the following detail

- information about the project (what, when, where, etc)
- what jobs you need volunteers for
- how it will help the community.

<b>Spelling</b>	<b>Possible marks</b>	<b>Candidate mark</b>	<b>Coverage and range</b>
Spelling at Level 1 is accurate most of the time	<b>2 marks</b>		<b>(e)</b>
Spelling at Level 1 is accurate some of the time	<b>1 mark</b>		
Spelling at Level 1 is insufficiently accurate	<b>0 marks</b>		
<b>Punctuation</b>	<b>Possible marks</b>	<b>Candidate mark</b>	<b>Coverage and range</b>
Punctuation at Level 1 is generally accurate	<b>4 marks</b>		<b>(e)</b>
Punctuation at Level 1 is accurate most of the time	<b>3 marks</b>		
Punctuation at Level 1 is reasonably accurate	<b>2 marks</b>		
Punctuation at Level 1 is accurate some of the time	<b>1 mark</b>		
Punctuation is insufficiently accurate	<b>0 marks</b>		
<b>Grammar</b>	<b>Possible marks</b>	<b>Candidate mark</b>	<b>Coverage and range</b>
Grammar at Level 1 is generally accurate	<b>4 marks</b>		<b>(d)</b>
Grammar at Level 1 is accurate most of the time	<b>3 marks</b>		
Grammar at Level 1 is reasonably accurate	<b>2 marks</b>		
Grammar at Level 1 is accurate some of the time	<b>1 mark</b>		
Grammar is insufficiently accurate	<b>0 marks</b>		
<b>TOTAL SPaG marks</b>	<b>10</b>		
<b>TOTAL marks for content Q1</b>	<b>9</b>		
<b>TOTAL marks for content Q2</b>	<b>6</b>		
<b>Total marks available for Section 2 Writing</b>	<b>25</b>		
<b>Candidate mark</b>			



### **Spelling at Level 1**

Spell correctly words used most often in work, studies and daily life

- know and apply a range of methods (visual, phonetic, kinaesthetic, use of analogies and mnemonics) to help learn and remember correct spellings
- know and apply some spelling rules to help attempt and check spellings
- understand that the spelling of homophones is related to meaning and grammar.

### **Punctuation at level 1**

Punctuate sentences correctly, and use punctuation so that meaning is clear

- know all the punctuation markers for the beginnings and ends of sentences, and know when to use each one
- understand that, in writing which is not in sentences, other punctuation can be used to make meaning clear, e.g. colons to mark the start of a list, dashes before each item in a vertical list.

### **Grammar at level 1**

Use correct grammar (e.g. subject–verb agreement, correct use of tense)

- understand that, while writing, a writer needs to keep checking that singular subjects have a singular verb and that plural subjects have a plural verb
- understand that it is easy to change tense unintentionally while writing and it is important to check for the correct tense.

Spelling, Punctuation and Grammar marks for questions 1 and 2

**Spelling marks**

Marks	Errors in combined text length that is too short <b>0-49 words</b>	Errors in combined text length that is short <b>50-119 words</b>	Errors in acceptable combined text length <b>120-199 words</b>	Errors in combined text length that is long <b>200+ words</b>
<b>2</b>		0-3	0-5	0-7
<b>1</b>	0-3	4-5	6-10	8-12
<b>0</b>	4+	6+	11+	13+

**Punctuation marks**

Marks	Errors in combined text length that is too short <b>0-49 words</b>	Errors in combined text length that is short <b>50-119 words</b>	Errors in acceptable combined text length <b>120-199 words</b>	Errors in combined text length that is long <b>200+ words</b>
<b>4</b>			0-3	0-4
<b>3</b>		0-3	4-6	5-7
<b>2</b>		4-5	7-9	8-11
<b>1</b>	0-4	6-8	10-11	12-14
<b>0</b>	5+	9+	12+	15+

**Grammar marks**

Marks	Errors in combined text length that is too short <b>0-49 words</b>	Errors in combined text length that is short <b>50-119 words</b>	Errors in acceptable combined text length <b>120-199 words</b>	Errors in combined text length that is long <b>200+ words</b>
<b>4</b>			0-3	0-4
<b>3</b>		0-3	4-6	5-7
<b>2</b>		4-5	7-9	8-11
<b>1</b>	0-4	6-8	10-11	12-14
<b>0</b>	5+	9+	12+	15+

**Spelling, Punctuation and Grammar marks if the candidate has only answered ONE of the writing questions**

**Spelling marks**

Marks	Errors in text length that is too short <b>0-39 words</b>	Errors in text length that is short <b>40-69 words</b>	Errors in acceptable text length <b>70-109 words</b>	Errors in text length that is long <b>110+ words</b>
<b>2</b>				
<b>1</b>	0	0-2	0-3	0-4
<b>0</b>	1+	3+	4+	5+

**Punctuation marks**

Marks	Errors in text length that is too short <b>0-39 words</b>	Errors in text length that is short <b>40-69 words</b>	Errors in acceptable text length <b>70-109 words</b>	Errors in text length that is long <b>110+ words</b>
<b>4</b>				
<b>3</b>				
<b>2</b>			0-2	0-4
<b>1</b>	0-1	0-3	3-4	5-6
<b>0</b>	2+	4+	5+	7+

**Grammar marks**

Marks	Errors in combined text length that is too short <b>0-39 words</b>	Errors in combined text length that is short <b>40-69 words</b>	Errors in acceptable combined text length <b>70-109 words</b>	Errors in combined text length that is long <b>110+ words</b>
<b>4</b>				
<b>3</b>				
<b>2</b>			0-2	0-4
<b>1</b>	0-1	0-3	3-4	5-6
<b>0</b>	2+	4+	5+	7+

<b>Total for Communication assessment</b>	<b>50 marks</b>
<b>Candidate mark</b>	<b>/50</b>

<b>*Indicative pass mark for Communication assessment</b>	<b>35 marks</b>
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