

# City & Guilds Level 1 Certificate in Essential Skills Communication

Sample Paper 2

Mark Scheme



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April 2018 Version 2.0

**Marking scheme – Section 1 Reading**

Section 1 Reading	Maximum marks	Coverage and Range	Fixed/Open response
<p>1</p> <p>Which <b>four</b> sections provide information about the money an apprentice earns?</p> <p>Get paid and trained                      Pay and conditions                      Hours apprentices must be paid for                      Holidays</p> <p>(accept similar wording)</p> <p>(1 mark for each correct answer - maximum 4 marks)</p>	<p>4 marks</p>	<p>(a)</p>	<p>Open</p>
<p>2</p> <p>What <b>three</b> steps does the document say you could take if you fail to get an apprenticeship?</p> <p>Any three from:</p> <ul style="list-style-type: none"> <li>• Ask for feedback</li> <li>• Complain</li> <li>• Ring the helpline</li> <li>• Traineeship</li> </ul> <p>(accept similar wording)</p> <p>(1 mark for each correct answer - maximum 3 marks)</p>	<p>3 marks</p>	<p>(b)</p>	<p>Fixed</p>

<p>3</p> <p>Apart from pay, what else can you gain from an apprenticeship? Give four answers.</p> <p>Any four from:</p> <ul style="list-style-type: none"> <li>• Practical training</li> <li>• Learn from/ work with experienced staff</li> <li>• Gain job-specific skills</li> <li>• Study towards a qualification</li> <li>• Work (with NI's biggest and brightest companies)</li> <li>• Go far (in a company) / progression</li> <li>• (20 days) holiday</li> </ul> <p>(accept similar wording)</p> <p>(1 mark for each correct answer - maximum 4 marks)</p>	<p>4 marks</p>	<p>(c)</p>	<p>Open</p>
<p>4</p> <p>Who can you speak to privately about your rights when employed?</p> <p>ACAS / Advisory, Conciliation and Arbitration Service</p>	<p>1 mark</p>	<p>(d)</p>	<p>Fixed</p>

<p>5</p> <p>Give <b>two</b> layout features used in Document 2 to attract the reader's attention to the main points and ideas.</p> <p>Any two from:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Subtitles</li> <li>• Bold / highlighting</li> <li>• Logo</li> <li>• Image / graphics</li> <li>• Company name</li> <li>• Colour</li> <li>• Job summary</li> <li>• Bullet points</li> <li>• Paragraphs / sections</li> <li>• Different sized fonts</li> </ul> <p>(accept similar wording)</p> <p>Accept any other justifiable layout feature</p> <p>(1 mark for each correct answer - maximum 2 marks)</p>	<p>2 marks</p>	<p>(a)</p>	<p>Open</p>
<p>6</p> <p>Apart from handling AV equipment, give <b>three</b> other tasks the job involves.</p> <p>Any three from:</p> <ul style="list-style-type: none"> <li>• Set design</li> <li>• Graphic design</li> <li>• Website maintenance</li> <li>• Basic office duties</li> <li>• Taking telephone calls</li> </ul> <p>(accept similar wording)</p> <p>(1 mark for each correct answer - maximum 3 marks)</p>	<p>3 marks</p>	<p>(c)</p>	<p>Open</p>

<p>7</p> <p>What type of personality is the company looking for in an apprentice? Give <b>four</b> answers.</p> <p>Any four from:</p> <ul style="list-style-type: none"> <li>• Hard working</li> <li>• (Have fresh) ideas</li> <li>• Creative</li> <li>• (Good) communication skills</li> <li>• Flexibility</li> <li>• Outgoing</li> <li>• (Ability to) work as part of a team</li> </ul> <p>(accept similar wording)</p> <p>(1 mark for each correct answer - maximum 4 marks)</p>	<p>4 marks</p>	<p>(d)</p>	<p>Open</p>
<p>8</p> <p>What are <b>four</b> kinds of audio visual equipment you will be using at events?</p> <p>Any four from:</p> <ul style="list-style-type: none"> <li>• Lighting</li> <li>• Projectors</li> <li>• Single microphone</li> <li>• PA system</li> <li>• Sound and light systems</li> <li>• Screens</li> </ul> <p>(accept similar wording)</p> <p>(1 mark for each correct answer - maximum 4 marks)</p>	<p>4 marks</p>	<p>(b)</p>	<p>Fixed</p>
<p><b>Total marks available for Section 1 Reading</b></p>	<p><b>25</b></p>		<p><b>68% Open</b> <b>32% Fixed</b></p>
<p><b>Candidate mark</b></p>			

## 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 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

#### 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 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

#### 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>	6	9
<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>	4 - 5	6 – 8
<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>	2 - 3	3 – 5
<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	1 - 2
	<ul style="list-style-type: none"> <li>• Nothing worthy of credit</li> </ul>	0	0



### Question 1: Short 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

- details of the problem
- how it has affected you
- how it might affect the reputation of the gym
- suggest ways the manager could prevent the problem in the future.

### Question 2: Long 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

- details of the marathon
- details of the gym's offer
- the charity and why it is important to you
- encourage people to sponsor you.

<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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