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April 2018 version 2.0

Essential Skills Communication Level 2 (4800)

Sample Assessment 3

Mark Scheme

City & Guilds Level 2 Certificate in Essential Skills Communication

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Marking Scheme - Section 1 Reading	Maximum marks	Coverage and Range	Fixed/Open response
1 Document 1 uses idioms to convey meaning. Identify **two** examples and explain the meaning of each. Two of: • **Makes you tick** motivates, reason for doing something, what makes you who you are • **Down the line** later on • **Take the plunge** commit yourself, decide to do something • **Fact of life** something you can't change • **Mind-numbing** (extremely) boring, uninspiring • **Cut the mustard** be good enough / meet the standard • **Keep doors open** keep options open, don't limit yourself • **On the other hand** In contrast (accept similar wording) (accept any other justifiable meaning) (1 mark for each idiom) (1 mark for each correct explanation)	4 marks	c	Open

2 Identify one image in Document 1 and explain how it relates to the text. 1 mark for reference to any of the images. One of: • Apprentice / workman / builder Eg, shows that apprenticeship is in the workplace / on the job / practical work • Students / people at college / classroom Eg, shows that learning takes place in the classroom / at a college / with a teacher / not in the workplace • Crane / building site / work place Eg, shows that apprenticeship is in the workplace / on the job / not in a college • College / building Eg, suggests place of study / classroom • Hammers Eg, suggests manual work • Pencils Eg, suggests study / exams / writing (accept any other justifiable explanation) (accept similar wording)	2 marks	c	Open
3 Which **three** words or phrases in Document 2 imply that Jack was anxious about his apprenticeship? Apprehensive Intimidating Fish out of water (1 mark for each correct answer – maximum 3 marks)	3 marks	d	Open

4 Give **three** examples of biased phrases used by Jack in Document 2. Three of: • being a hard working individual • put to better use • great social events • tough selection process • fierce competition • great exposure • all aspects of the business • repetitive and boring • even these helped • that wouldn't have happened if I had gone to college • all the essential topics were covered • I made the right decision • even though the minimum wage is very low (1 mark for each correct answer – maximum 3 marks)	3 marks	d	Open
5 According to the business magazine, what are **three** positive aspects of the social side of college? Three of: • interacting with people your own age • find friends with similar interests and goals • activities • social events (accept similar wording) (1 mark for each correct answer – maximum 3 marks)	3 marks	a	Open

6 According to Documents 1 and 2, what **four** specific skills can an apprentice learn in a working environment? problem solving (doc1) teamwork (doc 1) time management (doc 2) presentation skills (doc 2) (1 mark for each correct answer – maximum 4 marks)	4 marks	b	Fixed
7 Which **four** downsides of an apprenticeship mentioned in Document 1 did Jack experience? missing social events competition is tough / fierce competition some tasks are boring low pay / minimum wage (accept similar wording) (1 mark for each correct answer – maximum 4 marks)	4 marks	e	Open
8 What **two** personal qualities does the web page suggest are advantageous for an apprenticeship? Two from: • Confidence • Hard working • Perseverance / persistence • Resilience / bravery • Competitive • Sociable (accept any other justifiable answer) (1 mark for each correct answer – maximum 2 marks)	2 marks	a	Open
Total available marks for Section 1 Reading	**25**	**21 marks open (84%)** **4 marks fixed (16%)**	

Marking Scheme - Section 2 Writing

Marking instructions:
Markers should read the candidate's response and decide on the band as follows:
Document A (Persuasive Question)

- 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 four** of the six bullets to be awarded 6 – 8 marks
- Band 2: Candidate's response should meet **at least three** of the six bullets to be awarded 3 - 5 marks
- Band 1: Candidate's response must meet **at least one** of the six bullets to be awarded 1 - 2 marks

Document B (Non-Persuasive Question)

- 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.

Band (Extent to which candidate has met requirements)	**Descriptor**	**Document 1 Marks**	**Document 2 Marks**
Band 4: Consistently	• Communicates appropriate information/ ideas clearly, concisely and logically • Contains all appropriate detail • Communicates persuasively (doc A only) • Format and structure are suitable for purpose and audience, with paragraphing consistently used correctly • Language is suitable for purpose and audience	9	6

	• A range of sentence structures are used correctly, including complex sentences		
Band 3: Mostly	• Communicates appropriate information/ ideas clearly, concisely and logically for most of the response • Contains most of the appropriate detail • Communicates persuasively for most of the response (doc A only) • Format and structure are mostly suitable for purpose and audience, with paragraphing mostly used correctly • Language is mostly suitable for purpose and audience • A range of sentence structures are used mostly accurately	6 - 8	4 – 5
Band 2: Some	• Communicates appropriate information / ideas with some success at a clear, concise and logical response • Contains some appropriate detail • Some attempt at persuasion (doc A only) • Uses some format and structure suitable for purpose and audience, and uses paragraphs with some accuracy • Some use of language suitable for purpose and audience • Some attempts to vary sentence structure	3 – 5	2 - 3
Band 1: Limited	• Appropriate information / ideas communicated with limited success at a clear, concise and logical response • Limited use of appropriate detail • Limited persuasion (doc A only) • Limited use of format and structure suitable for purpose	1 - 2	1

	and audience, with random or no paragraphs • Limited use of language suitable for purpose and audience • Uses only simple sentences		
	• Nothing worthy of credit	0	0

Question 1: Long Question

Format/structure: should be formatted and structured as an **email** and include email address and subject, a formal salutation and a closure and sender's name at the bottom.

Language: should use appropriate language for a formal email.

Detail: should include the following detail

- Telling them about you
- Persuading them you can carry out the duties of the role, including helping to develop advertising campaigns, communicating with clients and conducting research online

Question 2: Short Question

Format/structure: should be formatted and structured as a **speech** and include opening salutation and an appropriate close.

Language: should use appropriate language for a speech.

Detail: should include the following detail

- Whether face to face communication is better than phone calls and emails
- How social media has affected communication
- Whether sites like Facebook, Twitter and Instagram have made life easier

Spelling, Punctuation and Grammar marks for questions 1 and 2

Spelling	**Possible marks**	**Candidate mark**	**Coverage and range**
Spelling at Level 2 is accurate most of the time	**2 marks**		**(f)**
Spelling at Level 2 is accurate some of the time	**1 mark**		
Spelling at Level 2 is insufficiently accurate	**0 marks**		
Punctuation – commas, apostrophes & inverted commas	**Possible marks**	**Candidate mark**	**Coverage and range**
Punctuation at Level 2 is generally accurate	**4 marks**		**(e)**
Punctuation at Level 2 is accurate most of the time	**3 marks**		
Punctuation at Level 2 is reasonably accurate	**2 marks**		
Punctuation at Level 2 is accurate some of the time	**1 mark**		
Punctuation is insufficiently accurate	**0 marks**		
Grammar	**Possible marks**	**Candidate mark**	**Coverage and range**
Grammar at Level 2 is generally accurate	**4 marks**		**(f)**
Grammar at Level 2 is accurate most of the time	**3 marks**		
Grammar at Level 2 is reasonably accurate	**2 marks**		
Grammar at Level 2 is accurate some of the time	**1 mark**		
Grammar is insufficiently accurate	**0 marks**		
	TOTAL SPaG marks Available (40%)	**10**	
	Candidate marks for SPaG		

Spelling at Level 2

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

- know and apply a range of methods (visual, phonetic, kinaesthetic, use of analogies and mnemonics) to help learn and remember correct spellings
- understand how knowledge of word roots, prefixes and suffixes can support spelling, including the spelling of technical words
- understand that some polysyllabic words have unstressed vowel sounds, and that it is often helpful to segment the word into its parts, e.g. *diff-er-ent, interest-ing, poison-ous.*

Punctuation at level 2

Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas)

- understand when commas are needed in sentences (e.g. to separate items in a list and parts of some complex sentences, to enclose extra information), and that commas should not be used in place of full stops
- understand the use of the apostrophe to show a missing letter(s) (e.g. they're, we've, I'm)
- know the full verb equivalents and that the writer can choose short or full forms depending on the formality required
- understand the difference between it's (it is) and its (belonging to it)
- understand the use of the apostrophe to show where a final –s indicates that something belongs to someone/thing
- understand the use of inverted commas for direct speech and to indicate a quotation.

Grammar at level 2

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

- understand that, in complex sentences which may have several parts, particular care is needed to check subject–verb agreement
- understand that the choice of tense depends on the task
- understand that in longer texts the writer needs to keep checking back while writing, not at the end, and to check that the tense remains consistent
- understand that, when writing texts such as impersonal reports, passive verb forms are useful to keep the focus on the action rather than on who performs it, e.g. *It has recently been revealed that the association is losing money.*

Use pronouns so that their meaning is clear

- understand that pronouns are used to refer to nouns, to avoid having to repeat the noun each time
- know that, when using pronouns, it must be clear to what or to whom they refer, and to check this when proof-reading
- know the term *pronoun* and be able to identify personal pronouns: *I, me, we, us, you, they, them*
- understand how these link to the concept of first, second and third person, singular and plural, and subject–verb agreement.

Level 2 mark allocation guidance for spelling, punctuation and grammar.

Spelling marks

Marks	Errors in a combined text length that is too short **0-79 words**	Errors in a combined text length that is short **80-159 words**	Errors in an acceptable combined text length **160-239 words**	Errors in a combined text length that is long **240+ words**	Errors in an acceptable combined text length that contains only level 1 words
2		0-3	0-5	0-7	
1	0-3	4-5	6-8	8-10	0-4
0	4+	6+	9+	11+	5+

Punctuation marks

Marks	Errors in a combined text length that is too short **0-79 words**	Errors in a combined text length that is short **80-159 words**	Errors in an acceptable combined text length **160-239 words**	Errors in a combined text length that is long **240+ words**	
4			0-4	0-5	
3		0-3	5-7	6-8	
2		4-5	8-10	9-11	
1	0-4	6-8	11-12	12-14	
0	5+	9+	13+	15+	

Grammar marks

Marks	Errors in a combined text length that is too short **0-79 words**	Errors in a combined text length that is short **80-159 words**	Errors in an acceptable combined text length **160-239 words**	Errors in a combined text length that is long **240+ words**	
4			0-4	0-5	
3		0-3	5-7	6-8	
2		4-5	8-10	9-11	
1	0-4	6-8	11-12	12-14	
0	5+	9+	13+	15+	

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

Spelling marks

Marks	Errors in text length that is too short **0-49 words**	Errors in text length that is short **50-89 words**	Errors in acceptable text length **90-109 words**	Errors in text length that is long **110+ words**
2				
1	0	0-2	0-3	0-4
0	1+	3+	4+	5+

Punctuation marks

Marks	Errors in text length that is too short **0-49 words**	Errors in text length that is short **50-89 words**	Errors in acceptable text length **90-109 words**	Errors in text length that is long **110+ words**
4				
3				
2			0-2	0-4
1	0-1	0-3	3-4	5-6
0	2+	4+	5+	7+

Grammar marks

Marks	Errors in combined text length that is too short **0-49 words**	Errors in combined text length that is short **50-89 words**	Errors in acceptable combined text length **90-109 words**	Errors in combined text length that is long **110+ words**
4				
3				
2			0-2	0-4
1	0-1	0-3	3-4	5-6
0	2+	4+	5+	7+

Total for Section 2 Writing	**25 marks**
Candidate mark	
Total marks for Communication assessment	**50 marks**
Candidate mark	

Indicative pass mark	**35 marks**

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