

Essential Skills Communication Level 2 (4800)

Sample Assessment 4

Mark Scheme

Essential Skills Communication Level 2



Sample Assessment 4

Marking Scheme

Band Manager

Section 1 Reading - Marking Scheme	Maximum marks	Coverage and Range	Fixed/Open response
<p>1 What is meant by the phrase 'put out the fires that other people start'?</p> <p>Sort out problems</p> <p>(accept any other justifiable interpretation)</p>	1 mark	d	Open

<p>2 Identify the main purpose of Document 1 and give one example of how this is conveyed by the text.</p> <p>Purpose of text identified (1 mark)</p> <p>Purpose: to inform / provide information / to instruct / to explain / to answer the question of what makes a good band manager</p> <p>(accept similar wording)</p> <p>Valid example to support the answer (1 mark)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Website title – ‘Music Industry Tutorials’ • Choice of wording in the title suggests it’s about teaching • Strapline/subheading – ‘professional help for the music industry’ • Heading/question – ‘What makes a good band manager?’ • starting with a question suggests it will be answered • Instructional tone / use of imperative / ‘you must be able...’ • ‘Useful links’ suggests useful information can be found • Use of second person pronoun / you • Question and answer / ‘But what if the band falls apart? It does not have to mean the end of your career...’ <p>(accept similar wording)</p> <p>(accept any other justifiable example from the text or explanation of how the main purpose is supported)</p> <p>Award mark for correct identification of purpose even if example/explanation is incorrect. Do not award any marks if identified main purpose is incorrect.</p>	<p>2 marks</p>	<p>c</p>	<p>Open</p>
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<p>3 Identify four examples of biased phrases from Document 2.</p> <p>Four from:</p> <ul style="list-style-type: none"> • one of the best groups you will ever see • we are the next big thing • without a doubt • our journey to rock 'n' roll stardom • already making waves (in the music industry) • we will make history together • boring • all important • crucial • awesome (songs) • we are the only band you need <p>(1 mark for each – maximum 4 marks)</p> <p>(accept similar wording)</p>	4 marks	d	Open
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<p>4 Apart from bias, identify two ways the author of Document 2 uses language to persuade people to apply for the position. Support your answers with quotes from the text.</p> <p>One persuasive technique identified with no example (1 mark)</p> <p>One persuasive technique identified with example (2 marks)</p> <p>Two persuasive techniques identified with no examples (2 marks)</p> <p>Two persuasive techniques identified with an example of one of them (3 marks)</p> <p>Two persuasive techniques identified with an example for each (4 marks)</p> <p>Authoritative quote: by Steve Judd / judge at unsigned bands 2014 / 'one of the best groups you will ever see'</p> <p>Creating excitement: we are the next big thing, our journey to Rock N Roll stardom</p> <p>Hyperbole: eg, we are the next big thing, we will make history together</p> <p>Questions: eg, are you the Manager we need? Are you connected?</p> <p>Metaphors: eg, making waves, get on board the train, head honchos</p> <p>Imperative: eg, Join us..., contact us now</p> <p>(accept similar wording)</p> <p>Accept any other justifiable technique with accompanying explanation and example.</p>	<p>4 marks</p>	<p>c</p>	<p>Open</p>
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<p>If the example of the technique given is incorrect this invalidates the technique mark.</p>			
<p>5 According to Documents 1 and 2, what four things should the band manager let the band make decisions about?</p> <p>Musical direction (Document 1) Contracts (Document 1) The band's look (Document 2) What songs to play (Document 2)</p> <p>(1 mark for each – maximum 4 marks)</p> <p>(accept similar wording)</p>	<p>4 marks</p>	<p>b</p>	<p>Fixed</p>
<p>6 According to the band, what are two tasks the band manager will be expected to carry out?</p> <p>Two from:</p> <ul style="list-style-type: none"> • Organise nationwide tour • Invite audience to gigs • Arrange support bands • Negotiate contracts <p>(1 mark for each – maximum 2 marks)</p> <p>(accept similar wording)</p>	<p>2 marks</p>	<p>a</p>	<p>Fixed</p>
<p>7 According to L. Baden, what are four of the advertising tools you can use to sell tickets to your concert?</p> <p>flyers social media listings websites (targeted) email</p> <p>(accept similar wording)</p> <p>(one mark for each – maximum 4 marks)</p>	<p>4 marks</p>	<p>a</p>	<p>Fixed</p>

<p>8 Compare the authors' opinions of contracts in Documents 1 and 2.</p> <p>4 marks in total:</p> <p>1 mark: no explicit comparison. Candidate provides at least one piece of evidence from each document but there is no attempt at comparison.</p> <p>2 marks: minimal detail, explicit comparison. Candidate provides at least one piece of evidence from each document, with explicit comparison.</p> <p>3 marks: some detail, explicit comparison. Candidate provides at least one piece of evidence from each document, with more detailed evidence from one. Explicit comparison.</p> <p>4 marks: detailed comparison. Candidate provides detailed evidence from both documents with explicit comparison.</p> <p>Views from document 1</p> <p>Interesting Most important aspect of the job Band should be involved Contracts include recording contracts and publicity rights</p> <p>Views from document 2</p> <p>Boring Important Crucial for the manager to be able to negotiate contracts Band doesn't wish to be involved It's the manager's job Contracts with publishers, record companies and venues</p> <p>Eg, for 1 mark - the author of document 2 finds contracts boring. Document 1 says contracts are interesting.</p>	<p>4 marks</p>	<p>e</p>	<p>Open</p>
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<p>Eg, for 2 marks – the author of document 2 finds contracts boring but the author of document 1 says they are interesting.</p> <p>Eg, for 3 marks – the author of document 2 doesn't want to get involved with contracts but the author of document 1 suggests the band should be involved as they are one of the most important things</p> <p>Eg, for 4 marks – the author of document 2 thinks contracts are important but boring, as well as being the job of the manager rather than the band, whereas the author of document 1 thinks they are interesting and the band should have a role in their negotiations. Both authors acknowledge their importance.</p>			
Total available marks for Reading assessment	25		
Candidate marks			40% Fixed 60% Open

Marking Scheme - Section 2 Writing

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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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • A range of sentence structures are used correctly, including complex sentences 		
Band 3: Mostly	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<p>and audience, with random or no paragraphs</p> <ul style="list-style-type: none"> Limited use of language suitable for purpose and audience Uses only simple sentences 		
	<ul style="list-style-type: none"> Nothing worthy of credit 	0	0

Question 1: Long Question

Format/structure: should be formatted and structured as a **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

- Which role you would like to apply for
- Why you are suitable for that role
- Any relevant experience you have
- What you hope to gain from working at the festival

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

- Encouraging people to apply to work at next year's festival
- Fun elements
- Benefits of working at the festival

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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