

Mark scheme

Paper 1

September 2021 to August 2022

Pearson Edexcel Functional Skills  
qualifications in English at  
Entry 3 – Writing

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## Entry 3: Writing mark scheme

### Paper 1

#### Guidance and instructions for using the mark scheme

- Mark crossed-out work if it is legible and has not been replaced.
- If the answer is clearly given, accept it even if it is not in the answer space.
- Indicate the marks for each question clearly on each candidate's question paper.  
For Questions 3 and 4, insert the marks for individual criteria into the boxes at the bottom of the question paper.

Question	Target	Answers	Mark
<b>1</b>	<b>E3.16</b>	<b>claim</b> <b>clean</b> <b>click</b> <b>clothes</b>  Award <b>1</b> mark for all four words written in the correct alphabetical order. Do not penalise spelling errors that occur after the third letter of each word.	<b>1</b>

Question	Target	Answers	Mark
<b>2</b>	<b>E3.14</b>	<b>feet</b> <b>halves</b>  Award <b>1</b> mark for the correct plural. No spelling errors allowed.	<b>2</b>

Question	Target	Composition criteria	Mark
<b>3</b>	<b>E3.18</b>	Award <b>1</b> mark each for: <ul style="list-style-type: none"> <li>the name of the sport (1)</li> <li>when the sports match took place (1)</li> <li>details about what they saw and did at the sports match. (1)</li> </ul> For E3.18, marks should be awarded if the information has been communicated clearly. Errors that do not detract from this should not be penalised.	<b>3</b>
	<b>E3.20</b>	Award <b>1</b> mark each for: <ul style="list-style-type: none"> <li>an appropriate subject in the email (1)</li> <li>appropriate use of bullet points. (1)</li> </ul>	<b>2</b>
	<b>E3.22</b>	Award <b>1</b> mark for language appropriate for the purpose and audience (e.g. welcoming tone, no slang or text speak).	<b>1</b>
	<b>Target</b>	<b>SPaG criteria</b>	<b>Mark</b>
	<b>E3.13</b>	Award <b>1</b> mark for correct punctuation (e.g. capital letters, full stops, question marks, commas). Allow <b>two</b> errors. Award no marks for E3.13 if candidates have written fewer than three sentences.	<b>1</b>
	<b>E3.15</b>	Award <b>1</b> mark for correct grammar (e.g. subject-verb agreement, tense, definite and indefinite articles). Allow <b>two</b> errors. Award no marks for E3.15 if candidates have written fewer than three sentences	<b>1</b>
	<b>E3.17</b>	Award <b>1</b> mark for correct spelling. Allow <b>one</b> error. Award no marks for E3.17 if candidates have written fewer than three sentences.	<b>1</b>
<b>Total for question</b>			<b>9</b>

Question	Target	Composition criteria	Mark								
<b>4</b>	<b>E3.18</b>	<p>Award <b>1</b> mark in each case for:</p> <ul style="list-style-type: none"> <li>• where the event was held (1)</li> <li>• how long the event lasted (1)</li> <li>• what they liked about the event and why (1)</li> <li>• what they didn't like about the event and why. (1)</li> </ul> <p>AND</p> <p>Award <b>1</b> mark if information is communicated in a logical sequence (e.g. chronologically or by topic).</p> <p>For E3.18, marks should be awarded if the information has been communicated clearly. Errors that do not detract from this should not be penalised.</p>	<b>5</b>								
	<b>E3.19</b>	Award <b>1</b> mark if candidates have written at least eight sentences.	<b>1</b>								
	<b>E3.21</b>	<p>Award <b>1</b> mark for appropriate use of paragraphs (a minimum of two).</p> <p>AND</p> <p>Award up to <b>2</b> marks for appropriate use of compound sentences.</p> <table border="1"> <thead> <tr> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>Appropriate use of at least <b>three</b> compound sentences.</td> </tr> <tr> <td>1</td> <td>Appropriate use of <b>one or two</b> compound sentences.</td> </tr> <tr> <td>0</td> <td>No appropriate use of compound sentences.</td> </tr> </tbody> </table> <p>Use of <i>complex</i> sentences (e.g. including conjunctions such as <i>when, if, after</i>) should also be accepted.</p>	Marks	Descriptor	2	Appropriate use of at least <b>three</b> compound sentences.	1	Appropriate use of <b>one or two</b> compound sentences.	0	No appropriate use of compound sentences.	<b>3</b>
	Marks	Descriptor									
	2	Appropriate use of at least <b>three</b> compound sentences.									
	1	Appropriate use of <b>one or two</b> compound sentences.									
	0	No appropriate use of compound sentences.									
	<b>E3.22</b>	Award <b>1</b> mark for language appropriate for the purpose and audience (e.g. use of first person, appropriate adjectives and no slang).	<b>1</b>								
	<b>Target</b>	<b>SPaG criteria</b>	<b>Mark</b>								
	<b>E3.13</b>	<table border="1"> <thead> <tr> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>No more than <b>two</b> punctuation errors (e.g. capital letters, full stops, question marks, commas).</td> </tr> <tr> <td>1</td> <td>No more than <b>four</b> punctuation errors (e.g. capital letters, full stops, question marks, commas).</td> </tr> <tr> <td>0</td> <td><b>Five</b> or more punctuation errors.</td> </tr> </tbody> </table> <p>Award no marks for E3.13 if learners have written fewer than five sentences.</p>	Marks	Descriptor	2	No more than <b>two</b> punctuation errors (e.g. capital letters, full stops, question marks, commas).	1	No more than <b>four</b> punctuation errors (e.g. capital letters, full stops, question marks, commas).	0	<b>Five</b> or more punctuation errors.	<b>2</b>
Marks	Descriptor										
2	No more than <b>two</b> punctuation errors (e.g. capital letters, full stops, question marks, commas).										
1	No more than <b>four</b> punctuation errors (e.g. capital letters, full stops, question marks, commas).										
0	<b>Five</b> or more punctuation errors.										
<b>E3.15</b>	<p>Award <b>1</b> mark for correct grammar (e.g. subject-verb agreement, tense, definite and indefinite articles).</p> <p>Allow <b>four</b> errors.</p> <p>Award no marks for E3.15 if candidates have written fewer than five sentences.</p>	<b>1</b>									
<b>E3.17</b>	<p>Award <b>1</b> mark for correct spelling.</p> <p>Allow <b>two</b> errors.</p> <p>Award no marks for E3.17 if candidates have written fewer than five sentences.</p>	<b>1</b>									
<b>Total for question</b>			<b>14</b>								

Question	Target	Answers	Mark
<b>5</b>	<b>E3.17</b>	(a) Autumn (b) listen (c) re-enter (d) education (e) develop (f) opposite (g) ease (h) thorough (i) Fasten (j) fare  Award <b>1</b> mark per correct spelling. Words copied wrongly must be marked as incorrect. Do not penalise incorrect capitalisation.	<b>10</b>
<b>Total marks for paper</b>			<b>36</b>
<b>Pass mark</b>			<b>25</b>

### Question targeting key: DfE subject content statements

DfE subject content statement	Where assessed	Marks available
<b>E3.13</b> Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	Q3, Q4	3
<b>E3.14</b> Form irregular plurals	Q2	2
<b>E3.15</b> Use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)	Q3, Q4	2
<b>E3.16</b> Use the first, second and third place letters to sequence words in alphabetical order	Q1	1
<b>E3.17</b> Spell correctly words designated for Entry 3	Q3, Q4, Q5	12
<b>E3.18</b> Communicate information, ideas and opinions clearly and in a logical sequence	Q3, Q4	8
<b>E3.19</b> Write text of an appropriate level of detail and of appropriate length (including where this is specified)	Q4	1
<b>E3.20</b> Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	Q3	2
<b>E3.21</b> Write in compound sentences and paragraphs where appropriate	Q4	3
<b>E3.22</b> Use language appropriate for purpose and audience	Q3, Q4	2
	<b>Total</b>	<b>36</b>

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Llywodraeth Cymru  
Welsh Assembly Government



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