Mark Scheme

Functional Skills English

Writing Level 2
Practice Set 3

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks in the mark scheme should be used appropriately.
- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Instructions to examiners:

Two grids need to be applied when assessing a candidate's response:
Grid A: composition and Grid B: spelling, punctuation and grammar.

A candidate's composition may be appropriate for Level 1, but spelling, punctuation and grammar have weaknesses; or a candidate may have reasonably secure spelling, punctuation and grammar but be less successful in composition. It is essential, therefore, that both marking Grids A and B are applied independently.

When awarding a mark for composition (Grid A), examiners should use the first bullet point in each band in the mark scheme to decide on the overall level of achievement. The other three bullet points should be used to determine where best to place the response within the band.

When awarding a mark for spelling, punctuation and grammar (Grid B), examiners should make a 'best fit' judgment using the descriptors.

Task	
1	**Indicative content**
	Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material, using the indicative content and levels descriptors below.

The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant examples.

In their reports, candidates should:

- describe the shopping area, e.g. *all large stores closed, lots of food outlets, litter on street*

- outline its positives and negatives, e.g. *good food shops, lively street market, poor bus routes, lack of choice*

- explain the changes they would recommend, e.g. *more benches, plant trees, better range of stores*

<div align="right">**(21 marks)**</div> |

Mark	Grid A: Composition (12 marks)
0	• No rewardable material.
1–4	• Communicates some information, ideas and opinions, with some clarity and awareness of purpose and audience. • Uses appropriate format and structure for audience and purpose to some extent. • Uses sentences with some range and accuracy. • Uses simple vocabulary, appropriate to task.
5–8	• Communicates information, ideas and opinions reasonably clearly, using detail appropriately for purpose and audience to an appropriate length. • Uses appropriate format and structure for audience and purpose with use of paragraphs. • Uses a range of sentences, including complex sentences, with reasonable accuracy. • Uses a range of vocabulary, appropriate to task.
9–12	• Communicates information, ideas and opinions clearly, using detail effectively for purpose and audience to an appropriate length. • Uses appropriate format and structure for audience and purpose, with effective use of paragraphs. • Uses a range of sentences, including complex sentences, with consistent accuracy. • Uses a wide range of vocabulary, consistently appropriate to task.

Mark	Grid B: Spelling, punctuation and grammar (9 marks)
0	• No rewardable material.
1–3	• Some use of correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles). • Some use of correct punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes). • Some accuracy in spelling of words used most often in work, study and daily life, including specialist words.
4–6	• Reasonably correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles). • Reasonably correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes). • Spelling of words used most often in work, study and daily life, including specialist words, is reasonably accurate.
7–9	• Correct use of grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles), with occasional lapses. • Correct use of punctuation (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes), with occasional lapses. • Spelling of words used most often in work, study and daily life, including specialist words, is accurate, with occasional lapses.

Task	
2	**Indicative content**
	Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below.
	The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant examples.
	In their contributions, candidates should:
	• respond to Ana and Lee's views on young people, e.g. *disagree with Ana that young people are lazy, agree with Lee that young people make a good contribution*
	• explain in detail their own opinions about young people, e.g. *try hard to make the world a better place, obsessed with social media, young people have both good and bad points.*
	(15 marks)

Mark	Grid A: Composition (9 marks)
0	• No rewardable material.
1–3	• Communicates some information, ideas and opinions, with some clarity and awareness of purpose and audience. • Uses appropriate format and structure for audience and purpose to some extent. • Uses sentences with some range and accuracy. • Uses simple vocabulary, appropriate to task.
4–6	• Communicates information, ideas and opinions reasonably clearly, using detail appropriately for purpose and audience to an appropriate length. • Uses appropriate format and structure for audience and purpose with use of paragraphs. • Uses a range of sentences, including complex sentences, with reasonable accuracy. • Uses a range of vocabulary, appropriate to task.
7–9	• Communicates information, ideas and opinions clearly, using detail effectively for purpose and audience to an appropriate length. • Uses appropriate format and structure for audience and purpose, with effective use of paragraphs. • Uses a range of sentences, including complex sentences, with consistent accuracy. • Uses a wide range of vocabulary, consistently appropriate to task.

Mark	Grid B: Spelling, punctuation and grammar (6 marks)
0	• No rewardable material.
1–2	• Some use of correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability). • Some correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks). • Spelling of words used in work, study and daily life, including a range of specialist words, is sometimes accurate.
3–4	• Generally correct use of grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability). • Generally correct use of a range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks). • Spelling of a range of words, used in work, study and daily life, including a range of specialist words, is generally accurate.
5–6	• Consistently correct use of grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability), with occasional lapses. • Consistently correct use of a wide range of punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks) with occasional lapses. • Spelling of a wide range of words, used in work, study and daily life, including a range of specialist words, is consistently accurate, with occasional lapses.

Mapping to Functional Skills Coverage and Range for English Level 1

Writing				
Scope of Study				
Text: this should include straightforward texts such as narratives, instructions, explanations and reports of varying lengths.				
Ref.	**Content statement**	**Coverage**	**No. of marks**	**%**
19	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)	Task 1 Task 2	15	42
20	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)			
21	Spell words used most often in work, study and daily life, including specialist words			
22	Communicate information, ideas and opinions clearly, coherently and accurately	Task 1 Task 2	21	58
23	Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience			
24	Use format, structure and language appropriate for audience and purpose			
25	Write consistently and accurately in complex sentences, using paragraphs where appropriate			
Total for Writing			**36**	**100**

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