

Mark Scheme

Functional Skills in English: Writing Level 2: FSQW211 (Mock paper 1)

Guidance for markers:

'Most of the time' = approximately 85%

'Some of the time' = at least 50%

Use the following mark scheme for Task 1

Ref	Total Marks	Subject Content	Marks per task	Weighting
20.	4	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) Guidance for markers: <i>Level 2 punctuation expectations (if appropriate to use):</i> <i>colons, commas, inverted commas, apostrophes and quotation marks.</i> Wide range = a minimum of 4 expectations seen. Limited range = less than 4 expectations seen.		41%
		Wide range of punctuation used correctly most of the time. Errors or omissions do not impede meaning	4	
		Wide range of punctuation used correctly some of the time. Errors or omissions do not impede meaning	3	
		Limited range of punctuation used correctly most of the time. Errors or omissions do not impede meaning	2	
		Limited range of punctuation used correctly some of the time. Errors or omissions do not impede meaning	1	
		Limited range of punctuation used. Errors or omissions impede meaning	0	
21.	4	Use 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)		41%
		Grammar and modality devices are used correctly most of the time. Errors or omissions do not impede meaning	4	
		Grammar and modality devices used correctly some of the time. Errors or omissions do not impede meaning	3	
		Grammar and/or modality devices are used correctly some of the time. Errors or omissions do not impede meaning	2	
		Grammar and/or modality devices are used correctly some of the time. Errors or omissions sometimes impede meaning	1	
		Grammar and/or modality devices are used incorrectly. Errors or omissions impede meaning	0	

22.	3	Spell words used in work, study and daily life, including a range of specialist words Guidance for markers: <i>Level 2 spelling expectations include (if appropriate to use):</i> <i>words used in work, study and daily life, including a range of specialist words and words featuring in the task instructions</i>		
		Words spelt correctly most of the time. Errors or omissions do not impede meaning	3	
		Words spelt correctly some of the time. Errors or omissions do not impede meaning	2	
		Words spelt correctly some of the time. Errors or omissions sometimes impede meaning	1	
		Words spelt incorrectly. Errors or omissions impede meaning	0	
23.	3	Communicate information, ideas and opinions clearly, coherently and effectively Guidance for markers: <i>IIO (information, ideas and opinions)</i>		59%
		IIO are communicated with clarity, coherence and accuracy most of the time.	3	
		Attempts to communicate IIO some of the time but this <u>occasionally</u> lacks clarity, coherence and accuracy, however the marker is however still <u>able to comprehend</u> the text.	2	
		Some attempt to communicate IIO but this <u>mostly</u> lacks clarity, coherence and accuracy, however the marker is however still <u>able to comprehend</u> the text.	1	
		IIO are not communicated clearly, coherently nor accurately resulting in the marker being <u>unable to comprehend</u> the text	0	
24.	3	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 Guidance for markers: <i>Appropriate level of detail: the degree of information provided by the writer to fulfil the task requirements i.e. words used to describe a situation, support an argument</i> <i>Appropriate length: +/- 10% tolerance on the word count</i>		
		An appropriate level of detail and length has been used to meet the needs of purpose and audience	3	
		Some level of detail has been used and the length is appropriate to the task requirements and/or word count. The needs of purpose and audience have been met	2	
		Some level of detail has been used and the length is appropriate to the task requirements and/or word count. However, the needs of purpose and audience have not been fully met	1	
		Lack of detail and/or length means the needs of purpose and audience have not been met	0	

25.	3	ARTICLE	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) Guidance for markers: <i>Features may include (even if not used effectively): sub-headings, columns, numbered lists, bulleted lists, tables, text box, image/graphics, author</i> Do not award for paragraphs (see W2.28)	
			A title/heading plus 2 or more other features	3
			A title/heading plus 1 other feature	2
			A title/heading	1
			Format structure is not appropriate for purpose	0
26.	3	Convey clear meaning and establish cohesion using organisational markers effectively Guidance for markers: <i>Organisational markers may include: straplines, attributions, captions to photos and illustrations, footnotes</i>		
		Markers used effectively most of the time to convey clear meaning. Lack of markers does not affect cohesion.		3
		Markers used effectively some of the time to convey clear meaning. Lack of markers does not affect cohesion.		2
		Markers used effectively some of the time to convey clear meaning. Lack of markers sometimes affects cohesion.		1
		Markers are not effectively used to establish clear meaning and cohesion.		0
27.	2	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. Guidance for markers: <i>Language and register include (as appropriate): tone, formality, persuasive techniques, supporting evidence, specialist words</i>		
		Language and register are appropriate for audience and purpose most of the time		2
		Language and register are appropriate for audience and purpose some of the time		1
		Language and register are not appropriate for audience and purpose		0
28.	2	Construct complex sentences consistently and accurately, using paragraphs where appropriate		
		Constructs complex sentences consistently and accurately most of the time, using paragraphs where appropriate. Errors do not impede meaning.		2
		Constructs complex sentences some of the time, using paragraphs where appropriate. Meaning is sometimes impeded.		1
		No complex sentences or paragraphs have been attempted (simple sentences only used)		0

Guidance for markers:

'Most of the time' = approximately 85%

'Some of the time' = at least 50%

Use the following mark scheme for Task 2

Ref	Total Marks	Subject Content	Marks per task	Weighting
20.	4	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks) Guidance for markers: <i>Level 2 punctuation expectations (if appropriate to use):</i> <i>colons, commas, inverted commas, apostrophes and quotation marks.</i> Wide range = a minimum of 4 expectations seen. Limited range = less than 4 expectations seen.		41%
		Wide range of punctuation used correctly most of the time. Errors or omissions do not impede meaning	4	
		Wide range of punctuation used correctly some of the time. Errors or omissions do not impede meaning	3	
		Limited range of punctuation used correctly most of the time. Errors or omissions do not impede meaning	2	
		Limited range of punctuation used correctly some of the time. Errors or omissions do not impede meaning	1	
		Limited range of punctuation used. Errors or omissions impede meaning	0	
21.	4	Use 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)		
		Grammar and modality devices are used correctly most of the time. Errors or omissions do not impede meaning	4	
		Grammar and modality devices used correctly some of the time. Errors or omissions do not impede meaning	3	
		Grammar and/or modality devices are used correctly some of the time. Errors or omissions do not impede meaning	2	
		Grammar and/or modality devices are used correctly some of the time. Errors or omissions sometimes impede meaning	1	
		Grammar and/or modality devices are used incorrectly. Errors or omissions impede meaning	0	
22.	3	Spell words used in work, study and daily life, including a range of specialist words Guidance for markers: <i>Level 2 spelling expectations include (if appropriate to use):</i> <i>words used in work, study and daily life, including a range of specialist words and words featuring in the task instructions</i>		
		Words spelt correctly most of the time. Errors or omissions do not impede meaning	3	
		Words spelt correctly some of the time. Errors or omissions do not impede meaning	2	
		Words spelt correctly some of the time. Errors or omissions sometimes impede meaning	1	
		Words spelt incorrectly. Errors or omissions impede meaning	0	

23.	3	Communicate information, ideas and opinions clearly, coherently and effectively Guidance for markers: <i>IIO (information, ideas and opinions)</i>		59%	
		IIO are communicated with clarity, coherence and accuracy most of the time.	3		
		Attempts to communicate IIO some of the time but this <u>occasionally</u> lacks clarity, coherence and accuracy, however the marker is however still <u>able to comprehend</u> the text.	2		
		Some attempt to communicate IIO but this <u>mostly</u> lacks clarity, coherence and accuracy, however the marker is however still <u>able to comprehend</u> the text.	1		
		IIO are not communicated clearly, coherently nor accurately resulting in the marker being <u>unable to comprehend</u> the text	0		
24.	3	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 Guidance for markers: <i>Appropriate level of detail: the degree of information provided by the writer to fulfil the task requirements i.e. words used to describe a situation, support an argument</i> <i>Appropriate length: +/- 10% tolerance on the word count</i>		59%	
		An appropriate level of detail and length has been used to meet the needs of purpose and audience	3		
		Some level of detail has been used and the length is appropriate to the task requirements and/or word count. The needs of purpose and audience have been met	2		
		Some level of detail has been used and the length is appropriate to the task requirements and/or word count. However, the needs of purpose and audience have not been fully met	1		
		Lack of detail and/or length means the needs of purpose and audience have not been met	0		
25.	3	LETTER	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) Guidance for markers: <i>L2 expectations for writing a letter (should be functional and correctly formatted):</i> <i>(1) sender's address, (2) recipient's address, (3) date, (4) salutation and (5) close</i> Do not award for paragraphs (see W2.28)	59%	
			All 5 expectations (salutation and close matching)		3
			All 5 expectations or 4 expectations (even if salutation and close not matching)		2
			3 expectations (even if salutations not matching)		1
			2 or less expectations		0

26.	3	Convey clear meaning and establish cohesion using organisational markers effectively Guidance for markers: <i>Organisational markers may include: sub-headings, numbered lists, bulleted lists, tables, captions to photos and illustrations, footnotes</i>	
		Markers used effectively most of the time to convey clear meaning. Lack of markers does not affect cohesion.	3
		Markers used effectively some of the time to convey clear meaning. Lack of markers does not affect cohesion.	2
		Markers used effectively some of the time to convey clear meaning. Lack of markers sometimes affects cohesion.	1
		Markers are not effectively used to establish clear meaning and cohesion.	0
27.	2	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. Guidance for markers: <i>Language and register include (as appropriate): tone, formality, persuasive techniques, supporting evidence, specialist words</i>	
		Language and register are appropriate for audience and purpose most of the time	2
		Language and register are appropriate for audience and purpose some of the time	1
		Language and register are not appropriate for audience and purpose	0
28.	2	Construct complex sentences consistently and accurately, using paragraphs where appropriate	
		Constructs complex sentences consistently and accurately most of the time, using paragraphs where appropriate. Errors do not impede meaning.	2
		Constructs complex sentences some of the time, using paragraphs where appropriate. Meaning is sometimes impeded.	1
		No complex sentences or paragraphs have been attempted (simple sentences only used)	0

Marks per task	27
Marks per paper	54