

## Mark Scheme

### Functional Skills in English: Writing Level 2: FSQW209 (Mock paper 3)

**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	<b>Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</b> <i>Guidance for markers:</i> <i>Level 2 punctuation expectations (if appropriate to use):</i> <i>colons, commas, inverted commas, apostrophes and quotation marks.</i> Wide range = a <b>minimum of 4</b> expectations seen. Limited range = <b>less than 4</b> 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	<b>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)</b>		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	<b>Spell words used in work, study and daily life, including a range of specialist words</b> <b>Guidance for markers:</b> <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	<b>Communicate information, ideas and opinions clearly, coherently and effectively</b> <b>Guidance for markers:</b> <i>IIO (information, ideas and opinions)</i>	
		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	<b>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</b> <b>Guidance for markers:</b> <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

59%

25.	3	<b>LETTER</b>	<b>Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</b> <b>Guidance for markers:</b> <i>L2 expectations for writing a letter (should be functional and correctly formatted): (1) sender's address, (2) recipient's address, (3) date, (4) salutation and (5) close</i> <b>Do not award for paragraphs (see W2.28)</b>	
			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 salutation and close not matching)	1
			2 or less expectations	0
26.	3	<b>Convey clear meaning and establish cohesion using organisational markers effectively</b> <b>Guidance for markers:</b> <i>Organisational markers may include: subheadings, bulleted lists, numbered lists, captions to photos and illustrations, tables, text boxes, footnotes, headers</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	<b>Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</b> <b>Guidance for markers:</b> <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	<b>Construct complex sentences consistently and accurately, using paragraphs where appropriate</b>		
		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	<p><b>Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</b></p> <p><b>Guidance for markers:</b>  <i>Level 2 punctuation expectations (if appropriate to use):                      colons, commas, inverted commas, apostrophes and quotation marks.</i>                      Wide range = a <b>minimum of 4</b> expectations seen.                      Limited range = <b>less than 4</b> expectations seen.</p>		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	<p><b>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)</b></p>		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	<p><b>Spell words used in work, study and daily life, including a range of specialist words</b></p> <p><b>Guidance for markers:</b>  <i>Level 2 spelling expectations include (if appropriate to use):                      words used in work, study and daily life, including a range of specialist words and words featuring in the task instructions</i></p>		41%
		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	<b>Communicate information, ideas and opinions clearly, coherently and effectively</b> <b>Guidance for markers:</b> <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	<b>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</b> <b>Guidance for markers:</b> <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	<b>REPORT</b>	<b>Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)</b> <b>Guidance for markers:</b> <i>Accept 'report' as title</i> <i>Features may include (even if not used effectively): sub-headings, columns, numbered lists, bulleted lists, tables, text box, image/graphics, author etc.</i> <b>Do not award for paragraphs (see W2.28)</b>	59%	
			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	<b>Convey clear meaning and establish cohesion using organisational markers effectively</b> <i>Guidance for markers:</i> <i>Organisational markers may include: straplines, attributions, captions to photos and illustrations, footnotes, headers</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	<b>Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.</b> <i>Guidance for markers:</i> <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	<b>Construct complex sentences consistently and accurately, using paragraphs where appropriate</b>	
		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