

Mark Scheme

Functional Skills in English: Writing Level 1: FSQW111 (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	Marking Criteria	Marks per task	Weighting	
19.	4	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) Guidance for markers: <i>Level 1 punctuation expectations (if appropriate to use):</i> <i>full stops, question marks, exclamation marks, commas, possessive apostrophes;</i> <i>Capitalisation: start of sentence, upper case 'I', names, proper nouns</i> A range of = a minimum of 4 expectations seen. Limited range = less than 4 expectations seen.			42%
		A range of punctuation used correctly most of the time. Errors or omissions do not impede meaning	4		
		A 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		
20.	3	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)			
		Grammar is used correctly most of the time. Errors or omissions do not impede meaning	3		
		Grammar is used correctly some of the time. Errors or omissions do not impede meaning	2		
		Grammar is used correctly some of the time. Errors or omissions sometimes impede meaning	1		
		Grammar is used incorrectly. Errors or omissions impede meaning	0		
21.	3	Spell words used most often in work, study and daily life, including specialist words Guidance for markers: <i>Level 1 spelling expectations include (if appropriate to use):</i> <i>words used most often in work, study and daily life, including 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		

22.	3	Communicate information, ideas and opinions clearly, coherently and accurately <i>Guidance for markers:</i> IIO (information, ideas and opinions)		58%	
		IIO are communicated with 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 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 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		
23.	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 <i>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, persuade an audience, explain a process, or in some way support the central idea.		58%	
		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		
24.	5	EMAIL	Use format, structure and language appropriate for audience and purpose <i>Guidance for markers on format and structure:</i> L1 expectations for writing an email: Within template: (1) who it is to (must be email address), (2) from (accept name), (3) subject, (4) date Within body of email: (5) salutation and (6) close (even if not matching) Do not award for paragraphs (see W1.25)		58%
			Format and structure		
			All 6 expectations	3	
			4 or 5 expectations	2	
			3 expectations	1	
			2 or less expectations	0	
			Language		
			Language is appropriate for audience and purpose most of the time	2	
			Language is appropriate for audience and purpose some of the time	1	
			Language is not appropriate for audience and purpose	0	

Mark scheme continues on next page

25.	3	Write consistently and accurately in complex sentences, using paragraphs where appropriate	
		Written consistently and accurately using complex sentences and paragraphs where appropriate most of the time. Errors do not impede meaning.	3
		Written consistently and accurately using complex sentences and paragraphs where appropriate some of the time. Errors do not impede meaning.	2
		Written consistently and accurately using complex sentences and/or paragraphs where appropriate some of the time. 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	Marking Criteria	Marks per task	Weighting	
19.	4	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) Guidance for markers: <i>Level 1 punctuation expectations (if appropriate to use):</i> <i>full stops, question marks, exclamation marks, commas, possessive apostrophes;</i> <i>Capitalisation: start of sentence, upper case 'I', names, proper nouns</i> A range of = a minimum of 4 expectations seen. Limited range = less than 4 expectations seen.			42%
		A range of punctuation used correctly most of the time. Errors or omissions do not impede meaning	4		
		A 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		
20.	3	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)			
		Grammar is used correctly most of the time. Errors or omissions do not impede meaning	3		
		Grammar is used correctly some of the time. Errors or omissions do not impede meaning	2		
		Grammar is used correctly some of the time. Errors or omissions sometimes impede meaning	1		
		Grammar is used incorrectly. Errors or omissions impede meaning	0		
21.	3	Spell words used most often in work, study and daily life, including specialist words Guidance for markers: <i>Level 1 spelling expectations include (if appropriate to use):</i> <i>words used most often in work, study and daily life, including 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		

22.	3	Communicate information, ideas and opinions clearly, coherently and accurately Guidance for markers: <i>IIO (information, ideas and opinions)</i>	
		IIO are communicated with 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 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 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
23.	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, persuade an audience, explain a process, or in some way support the central idea.</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
24.	5	REPORT	Use format, structure and language appropriate for audience and purpose Guidance for markers on format and structure: <i>Accept 'Report' as title</i> <i>Features may include: sub-headings, columns, numbered lists, bulleted lists, tables, text box, image/graphics, author etc.</i> Do not award for paragraphs (see W1.25)
			Format and structure
			A title/heading plus 2 or more other features
			A title/heading plus 1 other feature
			A title/heading only
			Format/structure is not appropriate for purpose
			Language
			Language is appropriate for audience and purpose most of the time
			Language is appropriate for audience and purpose some of the time
			Language is not appropriate for audience and purpose

58%

25.	3	Write consistently and accurately in complex sentences, using paragraphs where appropriate	
		Written consistently and accurately using complex sentences and paragraphs where appropriate most of the time. Errors do not impede meaning.	3
		Written consistently and accurately using complex sentences and paragraphs where appropriate some of the time. Errors do not impede meaning.	2
		Written consistently and accurately using complex sentences and/or paragraphs where appropriate some of the time. Meaning is sometimes impeded.	1
		No complex sentences or paragraphs have been attempted (simple sentences only used)	0

Marks per task	24
Marks per paper	48