Mark Scheme

Functional Skills English

Writing Level 2
PENW2 Set 8

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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 judgement 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:
A: composition and B: spelling, punctuation and grammar.

A candidate's composition may be appropriate for Level 2, 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' judgement, 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 emails, candidates should:	
	- say what they would like to help with and why, e.g. *shopping for older people to help them, painting park benches to improve environment, help with football club to keep young people healthy* - explain why they would be a good volunteer, e.g. *doing Health and Social Care course, good at painting, have a coaching qualification* - give their ideas on how to persuade other people to volunteer, e.g. *publicity campaign, invite friends and family, open day.*	
	(21 marks)	

Mark	Grid A: Composition (12 marks)
0	• No rewardable material.
1–4	• Communicates straightforward information, ideas and opinions with some clarity for purpose and audience. • Organises writing using appropriate format and structure, including some use of paragraphs and cohesion, e.g. using organisational markers to some extent. • Uses a range of sentences, including complex sentences, with some accuracy. • Uses language and register, including some range of vocabulary, appropriate to purpose and audience.
5–8	• Communicates information, ideas and opinions reasonably clearly with an appropriate level of detail for purpose and audience to an appropriate length. • Organises writing using appropriate format and structure, including generally accurate use of paragraphs, and mostly maintaining cohesion, e.g. using organisational markers. • Uses a range of sentences, including complex sentences, with general accuracy. • Uses language and register, including a wide range of vocabulary, appropriate to purpose and audience.
9–12	• Communicates information, ideas and opinions with consistent clarity, using detail effectively for purpose and audience to an appropriate length. • Organises writing using appropriate format and structure, including effective use of paragraphs, and sustaining cohesion, e.g. using organisational markers. • Uses a range of sentences, including complex sentences, accurately and effectively. • Uses language and register, including an extensive range of vocabulary, appropriate to purpose and audience.

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 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.
4–6	• 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.
7–9	• Consistently correct use of grammar, with occasional lapses (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). • 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.

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 feedback, candidates should:
	• describe their experience of the course, e.g. *inspiring teachers, interesting topics, class sizes too large*
	• give their ideas for future developments, e.g. *smaller class sizes, better-equipped classrooms, more technology/online learning.*
	(15 marks)

Mark	Grid A: Composition (9 marks)
0	• No rewardable material.
1–3	• Communicates straightforward information, ideas and opinions with some clarity for purpose and audience. • Organises writing using appropriate format and structure, including some use of paragraphs and cohesion, e.g. using organisational markers to some extent. • Uses a range of sentences, including complex sentences, with some accuracy. • Uses language and register, including some range of vocabulary, appropriate to purpose and audience.
4–6	• Communicates information, ideas and opinions reasonably clearly with an appropriate level of detail for purpose and audience to an appropriate length. • Organises writing using appropriate format and structure, including generally accurate use of paragraphs, and mostly maintaining cohesion, e.g. using organisational markers. • Uses a range of sentences, including complex sentences, with general accuracy. • Uses language and register, including a wide range of vocabulary, appropriate to purpose and audience.
7–9	• Communicates information, ideas and opinions with consistent clarity, using detail effectively for purpose and audience to an appropriate length. • Organises writing using appropriate format and structure, including effective use of paragraphs, and sustaining cohesion, e.g. using organisational markers. • Uses a range of sentences, including complex sentences, accurately and effectively. • Uses language and register, including an extensive range of vocabulary, appropriate to purpose and audience.

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 2

Writing				
Scope of Study				
Text: this should include straightforward and complex texts such as articles, narratives, explanations and reports of varying lengths.				
Ref.	**Content statement**	**Coverage**	**No. of marks**	**%**
20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)	Task 1 Task 2	15	42
21	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)			
22	Spell words used in work, study and daily life, including a range of specialist words			
23	Communicate information, ideas and opinions clearly, coherently and effectively	Task 1 Task 2	21	58
24	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			
25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables)			
26	Convey clear meaning and establish cohesion using organisational markers effectively			
27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.			
28	Construct complex sentences consistently and accurately, using paragraphs where appropriate			
Total for Writing			**36**	**100**

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