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Functional Skills Level 2 English Writing

Sample paper 1 Provisional marking scheme

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August 2019 version 0.3

Marking guidance

The Writing mark scheme is structured as follows:

Written composition (content marks)	Q1 Max marks	Q2 Max marks	Total composition marks	% coverage (composition)
SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	15 marks	15 marks	30 marks	56%
Spelling, punctuation and grammar (SPaG) (accuracy marks)	Q1 Max marks	Q2 Max marks	Total SPaG marks	% coverage (SPaG)
SCS20 SCS21 SCS22	12 marks	12 marks	24 marks	44%
Total mark per question	27	27		

Writing composition

Total marks for Writing Composition 30/54 (56% of marks)

Marking instructions:

Markers should read the candidate's response and make a holistic judgement about which band, on balance, **best** describes it. Within each band, marks are awarded for the candidate's overall level of performance. Once a band has been selected, markers should consider the descriptors as a whole and award marks according to how well the candidate has met these overall.

The following is given as general guidance to support consistent interpretation of the mark scheme:

- All Bands: candidates must meet **all bullets** for the band to achieve the mark at the top of the band range.
- Band 4: Candidates must meet **at least three** of the bullets to be placed within this band.
- Band 1: Candidate's response must meet **at least one** of the six bullets to be awarded 1 mark.
- If candidate's response fails to meet any of the bullets award 0 marks.

Bands 3 and 4, ('consistently' or 'mostly') can only be awarded if the text is an appropriate length (ie, approximately as specified by the question or longer).

Band	Descriptor	Coverage	Q1 Marks	Q2 Marks
<p>4: Consistently</p>	<p>Consistently</p> <ul style="list-style-type: none"> Consistently communicates information, ideas and opinions clearly, coherently and effectively. Consistently writes texts of appropriate level of detail to suit purpose and audience. Consistently organises writing for different purposes, using appropriate format and structure and paragraphs. Consistently conveys clear meaning and establishes cohesion using organisational markers. Consistently uses different language and register suited to audience and purpose. Consistently and accurately constructs complex sentences. 	<p>SCS23 SCS24 SCS25 SCS26 SCS27 SCS28</p>	<p>12 - 15</p>	<p>12 - 15</p>
<p>3: Mostly</p>	<p>Most of the time</p> <ul style="list-style-type: none"> Communicates information, ideas and opinions clearly, coherently and effectively most of the time. Writes texts of mostly appropriate level of detail and length to suit purpose and audience. Organises writing for different purposes, using mostly appropriate format and structure and paragraphs. Mostly conveys clear meaning and establishes cohesion using organisational markers. Mostly uses different language and register suited to audience and purpose. Constructs complex sentences mostly consistently and accurately. 	<p>SCS23 SCS24 SCS25 SCS26 SCS27 SCS28</p>	<p>8 - 11</p>	<p>8 - 11</p>
<p>2: Some of the time</p>	<p>Some of the time:</p> <ul style="list-style-type: none"> Some information, ideas and opinions communicated clearly, coherently and effectively. Some appropriate level of detail and length to suit purpose and audience. Organises writing for different purposes, using appropriate format and structure and paragraphs some of the time. Conveys clear meaning and establishes cohesion using organisational markers some of the time. Some use of different language and register suited to audience and purpose. Constructs complex sentences with accuracy some of the time. 	<p>SCS23 SCS24 SCS25 SCS26 SCS27 SCS28</p>	<p>4 - 7</p>	<p>4 - 7</p>
<p>1: Limited</p>	<p>With limited success</p> <ul style="list-style-type: none"> Communicates information, ideas and opinions with limited coherence, clarity and effectiveness. Limited appropriate level of detail and length to suit purpose and audience. Limited success in organising writing for different purposes and using appropriate format and structure and paragraphing. Limited clarity of meaning and cohesion. Limited use of different language and register suited to audience and purpose. Constructs complex sentences with limited consistency and accuracy. 	<p>SCS23 SCS24 SCS25 SCS26 SCS27 SCS28</p>	<p>0 - 3</p>	<p>0 - 3</p>



Indicative content for composition marks

Question 1: Work placement

Expected format and structure: Blog

Indicative content (other valid/relevant approaches are creditworthy)

- Their experiences of work placements
- Encouraging people to seek work placements in an area that is of interest to them
- How work placements will benefit their career development.

Question 2: Celebrities in the media

Expected format and structure: Article

Indicative content (other valid/relevant approaches are creditworthy)

- Is it right how the media treats celebrities?
- How do celebrities benefit from the media?
- How does the media benefit from celebrities?
- Should anything be off-limits or can the media cover everything about celebrities and their private lives?

Total marks for Spelling, Punctuation and Grammar 24/54 (44% of total marks)

Bands 3 and 4, ('consistently' or 'mostly') can only be awarded if the text is an appropriate length (ie as specified by the question or longer).

Spelling marks (SCS 22)	Q1	Q2
Spell correctly words used in work, study and daily life, including a range of specialist words		
4 Spelling is consistently accurate, including ambitious and / or irregular words where used.	4	4
3 Spelling is mostly correct, with occasional errors for more complex or irregular words.	3	3
2 Spelling is accurate some of the time, but errors are made in both complex and irregular words and simple and regular words.	2	2
1 Limited accuracy: some accurate spelling of simple / regular words but there are still frequent errors in all word types.	1	1
0 Spelling errors significantly impair meaning.	0	0
Punctuation marks (SCS 20)	Q1	Q2
Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)		
4 A range of punctuation (eg colons, commas, inverted commas, apostrophes, quotation marks) is used consistently accurately to mark the structure of sentences and give clarity and emphasis.	4	4
3 A range of punctuation is used mostly accurately, including punctuation within the sentence, e.g. commas used correctly to mark phrases or clauses and commas within lists.	3	3
2 Some accuracy / range in punctuation: some sentences are correctly demarcated, with some use of other punctuation, e.g. commas to mark phrases or clauses or within lists.	2	2
1 Limited accuracy / range in punctuation: frequent errors in all types of punctuation.	1	1
0 Punctuation errors significantly impair meaning.	0	0
Grammar marks (SCS 21)	Q1	Q2
Use correct grammar (e.g. subject–verb agreement, correct and consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)		
4 Grammar is consistently accurate: length, focus and structure of sentences are varied to add clarity and emphasis; tenses and verb forms such as modals (would have been...) are controlled; definite and indefinite articles are used accurately.	4	4
3 Grammar is mostly accurate: a range of verb forms is used mostly correctly; a range of appropriate tense choices is mostly maintained; definite and indefinite articles are mostly correct.	3	3
2 Some accuracy in grammar: some sentences are grammatically sound; there is some variation in verb forms; tense choice is appropriate some of the time; definite and indefinite articles are often incorrectly used or absent.	2	2
1 Limited accuracy in grammar: errors in verb forms and tenses are frequent and tense choice is often incorrect; definite and indefinite articles are frequently inaccurate or omitted.	1	1
0 Grammar errors significantly impair meaning.	0	0
	Total marks per question	12
	Total marks available for SPaG	24



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