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Functional Skills Level 2 English Writing

Sample paper 2 Provisional marking scheme

DRAFT

Note:

These materials relate to the Functional Skills English assessments that will be in use from September 2019. Materials are draft and subject to technical evaluation by Ofqual.



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:

- 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
4: Consistently	Consistently - Consistently communicates information, ideas and opinions clearly, coherently and effectively. - Consistently writes texts of appropriate level of detail and length to suit purpose and audience. - Consistently organises writing for different purposes, using appropriate format and structure, and paragraphs if required. - 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.	SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	12 - 15	12 - 15
3: Mostly	Most of the time - 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, if required, are mostly accurate. - 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.	SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	8 - 11	8 - 11
2: Some of the time	Some of the time: - 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, if required, are accurate 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.	SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	4 - 7	4 – 7
1: Limited	With limited success - 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 if required. - Limited clarity of meaning and cohesion. - Limited use of different language and register suited to audience and purpose.	SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	0 - 3	0 - 3



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|--|---|--|--|--|
| | <ul style="list-style-type: none">• Constructs complex sentences with limited consistency and accuracy. | | | |
|--|---|--|--|--|

Indicative content for composition marks

Question 1: One thing I would change in this world

Expected format and structure: article

Indicative content (other valid/relevant approaches are creditworthy)

- Explain what you would change
- Why do you want to change it?
- How would your life be different?
- How would the world be different?

Question 2: Litter picking

Expected format and structure: email

Indicative content (other valid/relevant approaches are creditworthy)

- what the problem is
- why it would be better if the problem was dealt with
- what your idea is and how it would work on the day
- the charity you would like to help
- what you would like your friend to do to help organise the day.



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) Spell correctly words used in work, study and daily life, including a range of specialist words	Q1	Q2
4 Spelling is consistently accurate, including ambitious and /or irregular words where used.	4	4
3 Spelling is mostly correct, with occasional errors.	3	3
2 Spelling is accurate some of the time, with some accurate spelling of more complex or irregular words.	2	2
1 Limited accuracy: some accurate spelling of simple or regular words.	1	1
0 Spelling errors significantly impair meaning, or insufficient evidence to judge ability.	0	0
Punctuation marks (SCS 20) Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)	Q1	Q2
4 A range of punctuation (e.g. 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.	1	1
0 Punctuation errors significantly impair meaning, or insufficient evidence to judge ability.	0	0
Grammar marks (SCS 21) 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)	Q1	Q2
4 Grammar is consistently accurate: e.g. 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 when needed.	4	4
3 Grammar is mostly accurate: e.g. 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 when needed.	3	3
2 Some accuracy in grammar: e.g. 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 omitted when needed.	2	2
1 Limited accuracy in grammar: e.g. errors in verb forms and tenses are frequent and tense choice is often incorrect; definite are indefinite articles are frequently inaccurate or omitted when needed.	1	1
0 Grammar errors significantly impair meaning, or insufficient evidence to judge ability.	0	0
Total marks per question	12	12



Total marks available for SPaG	24
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Indicative pass mark	35
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