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Sample Mark Scheme: P000331

NCFE Functional Skills Qualification in English at Level 2 - Writing (600/0140/9)

Markers' Briefing Note

Marks in the English Writing component are awarded for 'independent construction of written text to communicate in a purposeful context'. Whilst the learner may use the content of any Source Documents to inform their writing, the Writing Activities do not assess Reading skills.

Learners are expected to produce an open response. Depending on the context of the activity, a learner may support either side of an argument, or adopt any well-reasoned stance, using the Source Documents and/or their own ideas and experiences. What should be assessed is their ability to do so whilst meeting all the coverage and range criteria of the Writing Skill Standard.

SPAG Mark Scheme

Each writing paper consists of **two** activities. There are 9 marks awarded for Spelling, Grammar and Punctuation (SPAG) for each activity. These are evenly distributed with 3 marks awarded for each skill. The tiered scheme for awarding marks is detailed in this document.

Activity 1: Write an article.	Marks	Skill standard assessed
<p>Content:</p> <p>Award marks for each of the following, up to a maximum of 5 marks:</p> <p>The article should:</p> <ul style="list-style-type: none"> • present positive information about at least 2 aspects of their city, town or village logically 1 mark only; present positive information about 3 or more aspects of their city, town or village logically. 2 marks • give a detailed description of positive aspects of their city, town or village logically 1 mark; give a detailed and persuasive description of positive aspects of their city, town or village logically. 1 mark • include any further plausible/reasonable information or details which focuses on the purpose of the competition – up to a maximum of 1 additional mark. 	<p>5 (max)</p>	<p>2.3.1 Present information/ideas concisely, logically, and persuasively</p> <p>2.3.2 Present information on complex subjects clearly and concisely</p>
<p>Format, style and structure:</p> <p>Award 1 mark for each of the following, up to a maximum of 6 marks:</p> <p>The article should:</p> <ul style="list-style-type: none"> • have clear structure with writing organised into paragraphs • include an appropriate headline • have an introduction or starts by setting the scene • have an appropriate conclusion • use complete and complex sentences to convey thoughts and ideas • give a clear sense of purpose, employing language and a tone suitable to the formal audience and purpose. 	<p>6 (max)</p>	<p>2.3.3 Use a range of writing styles for different purposes</p> <p>2.3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively</p>

<p>Punctuation: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</p> <p>Use a 'best fit' policy to award the corresponding mark for one of the bulleted statements.</p> <p>Maximum of 3 marks available:</p> <ul style="list-style-type: none"> • punctuation is almost totally accurate (i.e. a range of punctuation including full stops, capital letters, commas, question marks and speech marks is generally used accurately) 3 marks • a range of punctuation including full stops, capital letters, commas, question marks and speech marks is used accurately most of the time (i.e. with at least 75% accuracy) 2 marks • punctuation is accurate at least 50% of the time (i.e. full stops and capital letters are sometimes used accurately). 1 mark <p>Zero marks can be awarded <i>if there is no progression</i> from Level 1 and if answer is written all in capitals.</p>	<p>3 (max)</p> <p>3</p> <p>2</p> <p>1</p>	<p>2.3.5 Punctuate written text using commas, apostrophes and inverted commas accurately</p>
<p>Spelling: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</p> <p>Use a 'best fit' policy to award the corresponding mark for one of the bulleted statements. Base the judgement on the notes contained below which identify the particular words/skills desired at Level 2.</p> <p>Maximum of 3 marks available:</p> <ul style="list-style-type: none"> • the spelling of L2 words is almost totally accurate and meaning is clear (there may be one or two lapses) 3 marks • the spelling of L2 words is usually accurate (with at least 75% accuracy) 2 marks • the spelling of L2 words is accurate at least 50% of the time, but there are several lapses 1 mark <p>Notes - At Level 2, a candidate is expected to correctly spell words used most often in work, studies and daily life, including irregular words and familiar technical words such as:</p> <ul style="list-style-type: none"> • words using the <i>-ing, -ed, -ful or -less</i> suffixes: wonderful, exciting, interesting, characterless, populated, inhabited • words containing a silent <i>k</i> or <i>w</i>, <i>know, knowledge, write, wrong, wreck</i> 	<p>3 (max)</p> <p>3</p> <p>2</p> <p>1</p>	<p>2.3.6i Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types</p>

<ul style="list-style-type: none"> • confusing pairs: <i>are/our, of/off, quite/quiet</i> • <i>oi</i> or <i>oy</i> confusions: <i>noisy, toilets, spoilt, enjoy, annoying, joy</i> • plurals ending in <i>s, sh, ch</i> and <i>x</i>: <i>addresses, watches, complexes, approaches, reaches, branches, benches</i> • common irregular plurals: <i>children, crises, people</i> • irregular / commonly misspelled words: <i>acceptable, occasionally, definite</i> • words ending in the <i>-ible</i>, or <i>-able</i> suffixes: <i>available, desirable, horrible, incredible, responsible, visible, acceptable</i> • irregular plurals: <i>bases, analyses, radius, oasis</i> <p>Candidates should also be able to spell Level 1 words correctly. At Level 1, a candidate is expected to correctly spell regular, common words used most often in work, studies and daily life such as:</p> <ul style="list-style-type: none"> • words using the <i>-ly, -er, -age</i> suffixes: <i>completely, quieter, village, damage, average, heritage</i> • homophones: <i>four/for, were/we're, their/they're/there, sights/sites</i> • single vowels + consonant: <i>family, surprise, most</i> • two different vowels in the middle of a word: <i>failure, break, true</i> • unstressed vowels: <i>different, general, offering</i> • <i>ie</i> or <i>ei</i> confusions: <i>receive, height, either, leisure, believe, field, pier</i> • pluralising words ending in <i>y, f, fe</i> or <i>o</i>: <i>families, photos, lorries, valley, journey, life</i> <p>Zero marks can be awarded <i>if there is no progression</i> from Level 1.</p>		
<p>Grammar: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</p> <p>Use a 'best fit' policy to award the corresponding mark for one of the bulleted statements.</p> <p>Maximum of 3 marks available:</p> <ul style="list-style-type: none"> • the grammar is almost totally accurate (i.e. subject-verb agreement, consistent use of tenses and pronouns - any errors stand out as untypical or "one-off" mistakes) 3 marks • the grammar is accurate at least 75% of the time (i.e. subject-verb agreement and consistent 	<p>3 (max)</p> <p>3</p> <p>2</p>	<p>2.3.6ii</p> <p>Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types</p>

<p>use of tenses and pronouns, although there may be some errors) 2 marks</p> <ul style="list-style-type: none"> the grammar is at least 50% accurate (i.e. there may be some basic grammatical errors in e.g. subject-verb agreement or consistency of tenses) 1 mark <p>Zero marks can be awarded <i>if there is no progression</i> from Level 1.</p>	1	
Total marks:	20	

Activity 2: Write a letter.	Marks	Skill standard assessed
<p>Content:</p> <p>Award 1 mark for each of the following, up to a maximum of 5 marks:</p> <p>The letter should:</p> <ul style="list-style-type: none"> explain why the candidate is writing explain and justify what the candidate is suggesting, clearly and concisely present information about the proposed improvements include information about how they would like the council to respond include any further plausible/reasonable information or details which focuses on the purpose of the letter. 	5 (max)	<p>2.3.1 Present information/ideas concisely, logically, and persuasively</p> <p>2.3.2 Present information on complex subjects clearly and concisely</p>
<p>Format, style and structure:</p> <p>Award 1 mark for each of the following, up to a maximum of 6 marks:</p> <p>The letter should:</p> <ul style="list-style-type: none"> include language and features suitable for the formal audience and purpose include the sender's address, the recipient's address and the date. Recipient address should be as given in the document. have a formal salutation (it may address the recipient by name or generically i.e. Dear 	6 (max)	<p>2.3.3 Use a range of writing styles for different purposes</p> <p>2.3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively</p>

<p>Customer Services or Dear Sir/Madam) and a formal closing (i.e. Yours faithfully)</p> <ul style="list-style-type: none"> • give a clear sense of purpose, employing language and a tone suitable to the formal audience and purpose • have a clear structure with writing organised into paragraphs. (The opening lines of the letter should make the purpose of writing clear) • use complete and complex sentences to convey thoughts and ideas. 		
<p>Punctuation: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</p> <p>Use a 'best fit' policy to award the corresponding mark for one of the bulleted statements.</p> <p>Maximum of 3 marks available:</p> <ul style="list-style-type: none"> • punctuation is almost totally accurate (i.e. a range of punctuation including full stops, capital letters, commas, question marks and speech marks is generally used accurately) 3 marks • a range of punctuation including full stops, capital letters, commas, question marks and speech marks is used accurately most of the time (i.e. with at least 75% accuracy) 2 marks • punctuation is accurate at least 50% of the time (i.e. full stops and capital letters are sometimes used accurately) 1 mark <p>Zero marks can be awarded <i>if there is no progression</i> from Level 1 and if answer is written all in capitals.</p>	<p>3 (max)</p> <p>3</p> <p>2</p> <p>1</p>	<p>2.3.5 Punctuate written text using commas, apostrophes and inverted commas accurately</p>
<p>Spelling: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</p> <p>Use a 'best fit' policy to award the corresponding mark for one of the bulleted statements. Base the judgement on the notes contained below which identify the particular words/skills desired at Level 2.</p> <p>Maximum of 3 marks available:</p> <ul style="list-style-type: none"> • the spelling of L2 words is almost totally accurate and meaning is clear (there may be one or two lapses) 3 marks • the spelling of L2 words is usually accurate (with at least 75% accuracy) 2 marks • the spelling of L2 words is accurate at least 50% of the time, but there are several lapses 1 mark 	<p>3 (max)</p> <p>3</p> <p>2</p> <p>1</p>	<p>2.3.6i Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types</p>

Notes - At Level 2, a candidate is expected to correctly spell words used most often in work, studies and daily life, including irregular words and familiar technical words such as:

- words using the *-ing, -ed, -ful or -less* suffixes: *wonderful, exciting, interesting, characterless, populated, inhabited*
- words containing a silent *k* or *w*: *know, knowledge, write, wrong, wreck*
- confusing pairs: *are/our, of/off, quite/quiet*
- *oi* or *oy* confusions: *noisy, toilets, spoilt, enjoy, annoying, joy*
- plurals ending in *s, sh, ch* and *x*: *addresses, watches, complexes, approaches, reaches, branches, benches*
- common irregular plurals: *children, crises, people*
- irregular / commonly misspelled words: *acceptable, occasionally, definite*
- words ending in the *-ible*, or *-able* suffixes: *available, desirable, horrible, incredible, responsible, visible, acceptable*
- irregular plurals: *bases, analyses, radius, oasis*

Candidates should also be able to spell Level 1 words correctly. At Level 1, a candidate is expected to correctly spell regular, common words used most often in work, studies and daily life such as:

- words using the *-ly, -er, -age* suffixes: *completely, quieter, village, damage, average, heritage*
- homophones: *four/for, were/we're, their/they're/there, sights/sites*
- single vowels + consonant: *family, surprise, most*
- two different vowels in the middle of a word: *failure, break, true*
- unstressed vowels: *different, general, offering*
- *ie* or *ei* confusions: *receive, height, either, leisure, believe, field, pier*
- pluralising words ending in *y, f, fe* or *o*: *families, photos, lorries, valley, journey, life*

Zero marks can be awarded *if there is no progression* from Level 1.

<p>Grammar: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</p> <p>Use a 'best fit' policy to award the corresponding mark for one of the bulleted statements.</p> <p>Maximum of 3 marks available:</p> <ul style="list-style-type: none"> the grammar is almost totally accurate (i.e. subject-verb agreement, consistent use of tenses and pronouns - any errors stand out as untypical or "one-off" mistakes) 3 marks the grammar is accurate at least 75% of the time (i.e. subject-verb agreement and consistent use of tenses and pronouns, although there may be some errors) 2 marks the grammar is at least 50% accurate (i.e. there may be some basic grammatical errors in e.g. subject-verb agreement or consistency of tenses) 1 mark <p>Zero marks can be awarded <i>if there is no progression</i> from Level 1.</p>	<p>3 (max)</p> <p>3</p> <p>2</p> <p>1</p>	<p>2.3.6ii</p> <p>Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types</p>
Total marks:	20	

Overall marks:	40
Pass mark:	28

<p>Activity 1: Write an article. Activity type: Free response extended writing</p>			
Skill standard	Coverage and range	Marks available	Total marks
<p>Write a range of texts, including extended writing documents, communicating information, ideas and opinions, effectively and persuasively.</p>	<p>2.3.1 - Present information/ideas concisely, logically, and persuasively</p> <p>2.3.2 - Present information on complex subjects clearly and concisely</p>	5	20
	<p>2.3.3 - Use a range of writing styles for different purposes</p>	2	
	<p>2.3.4 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively</p>	4	

	2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately. 2.3.6 - Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning.	9		
Activity 2: Write a letter.				
Activity type: Free response extended writing				
Skill standard	Coverage and range	Marks available	Total marks	
Write a range of texts, including extended writing documents, communicating information, ideas and opinions, effectively and persuasively.	2.3.1 - Present information/ideas concisely, logically, and persuasively 2.3.2 - Present information on complex subjects clearly and concisely	5	20	
	2.3.3 - Use a range of writing styles for different purposes	4		
	2.3.4 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	2		
	2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately 2.3.6 - Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	9		
Coverage and range		Marks available	Actual weighting	Weighting spec
2.3.1 - Present information/ideas concisely, logically, and persuasively 2.3.2 - Present information on complex subjects clearly and concisely 2.3.3 - Use a range of writing styles for different purposes 2.3.4 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively		22	55%	55-60%
2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately 2.3.6 - Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types		18	45%	40-45%



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