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# **TQUK Functional Skills Qualification in English at Level 2**

## **Writing Mark Scheme (Past Paper 5)**

### **Mark scheme information**

This mark scheme is intended to support the valid and consistent marking of the examination paper identified above. This mark scheme includes:

- the total mark available for each activity
- the individual subject content coverage of each activity as well as coverage totals
- the marking process and considerations which must be followed.

### **Information for the marker**

- All marking must be completed consistently and the mark scheme must be applied fairly.
- Markers should award full marks if the candidate deserves full marks.
- Markers should be prepared to award zero marks if the candidate's response is not worthy of credit according to the guidance for that activity.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
- If the candidate only completes the planning box and no other response is included, examiners should reward marks using 'best-fit'.

**PASS MARK: 33**

## Marking Matrix

Skill Standard			Activity 1	Activity 2	Total marks	% of marks
3. Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.	a)	Present information/ideas concisely, logically and persuasively.	16	16	32	59% (composition)
	b)	Present information on complex subjects clearly and concisely.				
	c)	Use a range of writing styles for different purposes.				
	d)	Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively.				
	e)	Punctuate written text using commas, apostrophes and inverted commas accurately.	11	11	22	41% (SPaG)
	f)	Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.				
<b>Totals</b>			<b>27</b>	<b>27</b>	<b>54</b>	

Skill coverage		Activity 1	Activity 2
20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	4	4
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).	4	4
22	Spell words used in work, study and daily life, including a range of specialist words.	3	3
23	Communicate information, ideas and opinions clearly, coherently and effectively.	3	3
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.	3	3
25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).	3	3
26	Convey clear meaning and establish cohesion using organisational markers effectively	3	3
27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.	2	2
28	Construct complex sentences consistently and accurately, using paragraphs where appropriate.	2	2

## Marking guidance

Your answer		Examiner use only
<b>To:</b>	<b>SEND</b>	SC20:
<b>Subject:</b>		
		SC21:
		SC22:
		SC23:
		SC24:

Skills Coverage is broken down into bands, each with its own set of descriptors.

Markers should read the response closely and should then determine a judgement about which descriptor, in consideration of all the evidence available to the Marker, best defines the response provided.

The exam paper itself will allow you to record proposed marks and initial thoughts in the margin of the page as you read through the responses.

You must consider **Composition** and **SPaG** for both pieces before combining the two to confirm the final mark.

This marking guidance covers both Activity 1 and Activity 2.

Consistently/frequently	Meets the demands of the subject content entirely or almost entirely.
Most of the time	Meets the demands of the subject content more often than not.
Some of the time	Meets the demands of the subject content at times but with a number of issues.
Rarely	Almost never meets the demands of the subject content and has many issues.

**Indicative content (Composition)**

<b>Activity 1</b>	<p>Expected format: Email (formal)</p> <p><i>You are an employee at a company. The company you work for is considering allowing members of staff to take one paid day off to do some training that would benefit them at work. The training needs to be both affordable and add value to the company, as well as being of benefit to the employee. They want interested members of staff to apply. Write an email to your manager. The email should describe what training you would like to attend and explain how it would benefit you. Your manager's email address is: <a href="mailto:manager@mail.biz">manager@mail.biz</a></i></p> <p><b>Indicative content</b> Candidates could write about:</p> <ul style="list-style-type: none"><li>• what they think of the company's idea, which may include:<ul style="list-style-type: none"><li>○ it is a positive move to ensure staff are recognised</li><li>○ it is a great benefit to the company as it may attract new employees</li><li>○ one day off is not enough time.</li></ul></li><li>• what training they want to attend, which may include:<ul style="list-style-type: none"><li>○ first-aid training with a description</li><li>○ IT training with a description</li><li>○ any other job-specific training such as training in coaching or counselling.</li></ul></li><li>• how this would benefit them, which may include:<ul style="list-style-type: none"><li>○ it would help with their day-to-day work tasks</li><li>○ it would enable them to work more efficiently</li><li>○ the training would be a benefit to co-workers as they could cascade the information to their teammates.</li></ul></li><li>• why they should be chosen, which may include:<ul style="list-style-type: none"><li>○ an explanation of how they are a loyal employee</li><li>○ an explanation of how the training would be of a benefit to the entire company</li><li>○ any other valid reasons, for example it adds credibility to the company's profile.</li></ul></li></ul> <p>The candidate should be credited for other valid approaches and responses.</p> <p>The candidate should <b>not</b> be deducted marks for failing to reference the name of the company.</p>
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**Indicative content (Composition)**

<b>Activity 2</b>	<p>Expected format: Review (informal)</p> <p><i>You want to enter a competition to win a family annual pass to a theme park. To enter the competition, the organisers want to read a review about 'best ever group days out', either with family or friends. Write a review of the best day out you have had with either family or friends. The review should describe where you went, what you did and explain why that day was so memorable.</i></p> <p><b>Indicative content</b> Candidates could write about:</p> <ul style="list-style-type: none"><li>• where they went, which may include:<ul style="list-style-type: none"><li>○ information about the location of the day out</li><li>○ a description of the trip</li><li>○ information about who they went with.</li></ul></li><li>• what they did, which may include:<ul style="list-style-type: none"><li>○ logistical information (how they got there)</li><li>○ a recount of the activities they took part in</li><li>○ information about food and drink.</li></ul></li><li>• why it was such a memorable day, which may include:<ul style="list-style-type: none"><li>○ notable weather</li><li>○ being with close friends or family</li><li>○ the trip being extraordinary in any particular way.</li></ul></li><li>• feedback for other people on why they would recommend the day out, which may include:<ul style="list-style-type: none"><li>○ it is a great day out for families</li><li>○ the place visited may not be suitable for younger children</li><li>○ it is affordable and value for money.</li></ul></li></ul> <p>The candidate should be credited for other valid approaches and responses.</p> <p>The candidate should <b>not</b> be deducted marks for failing to reference the name of the competition.</p>
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Marks available	Skills Coverage Ref.	Marking breakdown	
4	20. Punctuate writing correctly using a wide range of punctuation markers.	Punctuation expectations: <ul style="list-style-type: none"> <li>• colons</li> <li>• commas</li> <li>• inverted commas</li> <li>• apostrophes</li> <li>• quotation marks</li> </ul> <p>A <b>range</b> would be at least four of the above. A <b>limited range</b> would be fewer than four of the above.</p>	
		A <b>range</b> of punctuation has been used and is <b>consistently</b> accurate throughout. Candidate has used items from the above range to mark punctuation clearly and correctly, including both simple and complex sentence structures, and to provide clarity and emphasis.	4
		A <b>range</b> of punctuation has been used and is accurate <b>most of the time</b> . Candidate has successfully used punctuation from the above range correctly, has made attempts at using more complex punctuation and some attempt has been made to mark complex sentence structures.	3
		A <b>limited range</b> of punctuation has been used and is accurate and consistent <b>some of the time</b> . Infrequent attempts at using complex sentence structures have been used with some success.	2
		A <b>limited range</b> of punctuation has been used but is <b>rarely</b> accurate. Candidate has made little to no attempts at marking complex sentence structures.	1
		A <b>limited range</b> of punctuation has been used inaccurately resulting in a significant impact on meaning.	0
0 marks should be awarded for no awardable content.			

Marks available	Skills Coverage Ref.	Marking breakdown	
4	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).	<p>Grammar is <b>consistently</b> accurate; candidate has varied sentence structure, a range of tenses have been used appropriately, subject-verb agreement is accurate, definite and indefinite articles have been used correctly and modality devices have been used to express probability and desirability.</p> <p>Errors or omissions are rare, untypical and do not hinder meaning.</p>	4
		<p>Grammar is accurate <b>most of the time</b>; candidate has mostly varied sentence structure, tenses are mostly used appropriately, subject-verb agreement is mostly accurate, definite and indefinite articles are mostly correct and some attempt has been made to use modality devices to express probability and desirability.</p> <p>Errors or omissions occur infrequently and do not hinder meaning.</p>	3
		<p>Grammar is accurate <b>some of the time</b>; candidate has sometimes varied sentence structure, tenses have sometimes been used accurately but the range is limited and there may be inconsistencies, subject-verb agreement is sometimes accurate and definite and indefinite articles are sometimes used accurately. Modality devices may not have been used or, if used, are mostly inaccurate or inconsistent.</p> <p>Errors or omissions occur on some occasions but do not/almost never hinder meaning.</p>	2
		<p>Grammar has <b>rarely</b> been used accurately; candidate has made no attempt to vary sentence structure, tense choice is inappropriate, inconsistent and basic, subject-verb agreement is often incorrect, definite and indefinite articles are often used inaccurately and there has been little to no attempt at using modality devices.</p> <p>Errors or omissions occur regularly and often hinder meaning.</p>	1
		<p>Grammar has been used inaccurately throughout, resulting in a significant impact on meaning.</p> <p>0 marks should be awarded for no awardable content.</p>	0

Marks available	Skills Coverage Ref.	Marking breakdown	
3	22. Spell words used in work, study and daily life, including a range of specialist words.	<p>A wide range of simple and complex words (including specialist, polysyllabic etc.) are used throughout and spelling is <b>consistently</b> accurate.</p> <p>Errors or omissions are rare, untypical and do not hinder meaning.</p>	3
		<p>A wide range of simple and complex words (including specialist, polysyllabic etc.) are used throughout and spelling is accurate <b>some of the time</b>.</p> <p>Errors or omissions occur infrequently and do not hinder meaning.</p>	2
		<p>Complex words (including specialist, polysyllabic etc.) are not used or are <b>rarely</b> accurate, and basic words are <b>rarely</b> spelled correctly.</p> <p>Errors or omissions occur regularly and often hinder meaning.</p>	1
		<p>Spelling of simple words is inaccurate throughout resulting in a significant impact on meaning. Complex words are either not used or are spelled inaccurately throughout, resulting in a significant impact on meaning.</p> <p>0 marks should be awarded for no awardable content.</p>	0

Marks available	Skills Coverage Ref.	Marking breakdown	
3	23. Communicate information, ideas and opinions clearly, coherently and effectively.	<p><b>Frequently</b> communicates information, ideas and opinions clearly, coherently and accurately.</p> <p>If errors or omissions are present, they rarely hinder meaning.</p>	3
		<p>Communicates information, ideas and opinions clearly, coherently and accurately <b>some of the time</b>.</p> <p>Errors or omissions are present, but rarely hinder meaning.</p>	2
		<p><b>Rarely</b> communicates information, ideas and opinions clearly, and with coherence and accuracy.</p> <p>Errors or omissions often hinder meaning.</p>	1
		<p>Information, ideas and opinions are never or almost never communicated clearly with coherence and accuracy.</p> <p>Errors or omissions are present and significantly hinder meaning.</p> <p>0 marks should be awarded for no awardable content.</p>	0

Marks available	Skills Coverage Ref.	Marking breakdown	
3	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.	<p>Please note, the <i>Marker terms</i> (i.e., frequently, some of the time etc) do not apply on this occasion as the response is considered one single text and a candidate cannot <b>frequently</b> write an appropriate level of detail in one instance. Therefore, the Marker should determine a mark based on the degree of information provided by the writer in response to the activity requirements and in consideration of the holistic statements below.</p> <p><b>Minimum word count length – 250 words</b></p>	
		<p>The candidate has produced text which is <b>highly detailed</b>, comprehensively meets the needs of purpose and audience, and considers all aspects of the task.</p> <p>Response meets or is above the minimum word count.</p>	3
		<p>The candidate has produced text which is <b>mostly detailed</b>, has met most of the needs of audience and purpose and considers all or most aspects of the task.</p> <p>Response meets or is above the minimum word count.</p>	2
		<p>The candidate has produced text which is <b>limited in detail</b> and short in length, and which does not fully meet the needs of audience and purpose and considers very few of the requirements of the task.</p> <p>Response is a maximum of 20% lower than the minimum word count.</p>	1
		<p>The candidate has produced text which is <b>very limited in detail</b> and very short in length, does not meet the needs of audience and purpose and is clearly insufficient to meet the requirements of the task.</p> <p>Response is more than 20% lower than the minimum word count.</p> <p>0 marks should be awarded for no awardable content.</p>	0

Marks available	Skills Coverage Ref.	Marking breakdown									
3	25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).	See Appendix 1 for breakdown of marks									
3	26. Convey clear meaning and establish cohesion using organisational markers effectively.	<p>A list of typical markers is outlined below. Markers deployed must be done so effectively and with purpose.</p> <ul style="list-style-type: none"> <li>• Bullet point lists</li> <li>• Numbered lists</li> <li>• Tables</li> <li>• Headings/sub-headings</li> <li>• Indices</li> <li>• Headers</li> <li>• Footers</li> </ul> <p>Not all will be required for each assessment response.</p> <table border="1" data-bbox="701 978 2042 1412"> <tbody> <tr> <td data-bbox="701 978 1955 1070">Markers are <b>frequently</b> used effectively to help convey clear meaning. The lack of markers - where absent - does not impact or alter cohesion.</td> <td data-bbox="1955 978 2042 1070">3</td> </tr> <tr> <td data-bbox="701 1070 1955 1163">Markers are used effectively <b>some of the time</b> to support clear meaning. The lack of markers does not impact or alter cohesion.</td> <td data-bbox="1955 1070 2042 1163">2</td> </tr> <tr> <td data-bbox="701 1163 1955 1256">Markers are <b>rarely</b> used effectively to convey meaning, and meaning is not always clear. The lack of markers often impacts or alters cohesion.</td> <td data-bbox="1955 1163 2042 1256">1</td> </tr> <tr> <td data-bbox="701 1256 1955 1412">Markers are never/almost never used effectively. The rare use of markers significantly hinders or alters cohesion.</td> <td data-bbox="1955 1256 2042 1412">0</td> </tr> </tbody> </table> <p>0 marks should be awarded for no awardable content.</p>		Markers are <b>frequently</b> used effectively to help convey clear meaning. The lack of markers - where absent - does not impact or alter cohesion.	3	Markers are used effectively <b>some of the time</b> to support clear meaning. The lack of markers does not impact or alter cohesion.	2	Markers are <b>rarely</b> used effectively to convey meaning, and meaning is not always clear. The lack of markers often impacts or alters cohesion.	1	Markers are never/almost never used effectively. The rare use of markers significantly hinders or alters cohesion.	0
Markers are <b>frequently</b> used effectively to help convey clear meaning. The lack of markers - where absent - does not impact or alter cohesion.	3										
Markers are used effectively <b>some of the time</b> to support clear meaning. The lack of markers does not impact or alter cohesion.	2										
Markers are <b>rarely</b> used effectively to convey meaning, and meaning is not always clear. The lack of markers often impacts or alters cohesion.	1										
Markers are never/almost never used effectively. The rare use of markers significantly hinders or alters cohesion.	0										

Marks available	Skills Coverage Ref.	Marking breakdown	
2	27. Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.	Language is <b>frequently</b> appropriate for audience and purpose.	2
		Language is appropriate for audience and purpose <b>some of the time</b> .	1
		Language is never/almost never appropriate for audience and purpose. 0 marks should be awarded for no awardable content.	0
2	28. Construct complex sentences consistently and accurately, using paragraphs where appropriate.	<b>Frequently</b> writes complex sentences with consistency and accuracy, using paragraphs where appropriate to do so. Errors or omissions (if present) do not hinder meaning.	2
		Writes complex sentences with consistency and accuracy <b>some of the time</b> , using paragraphs where appropriate to do so. Errors or omissions occasionally hinder meaning.	1
		Writes complex sentences with no/almost no consistency and accuracy, or only simple sentences are used. No paragraphs are used.	0

## Appendix 1: Format (SC25) - Guidance for markers on format and structure

### Activity 1

<b>Email</b>	<b>0 marks</b>  No attempt to provide a response suitable to format and intended structure.  Sender's email address not included in the template.	<b>1 mark</b>  Recipient's email address (not name) only	<b>2 marks</b>  Recipient's email address (not name)  Plus any <b>one</b> of the following or any other relevant formatting features:	<b>3 marks</b>  Recipient's email address (not name)  Plus <b>three</b> of the following or any other relevant formatting features:
			<ul style="list-style-type: none"> <li>• the subject in the correct area</li> <li>• a greeting/salutation</li> <li>• appropriate close</li> </ul>	

### Activity 2

<b>Review</b>	<b>0 marks</b>  No attempt to provide a response suitable to format and intended structure.	<b>1 mark</b>  Suitable Title/heading only	<b>2 marks</b>  Suitable Title/heading  Plus any <b>one</b> of the following or any other relevant formatting features:	<b>3 marks</b>  Suitable Title/heading  Plus <b>three</b> of the following or any other relevant formatting features:
			<ul style="list-style-type: none"> <li>• sub-heading(s)</li> <li>• contact information</li> <li>• date</li> <li>• bullet points</li> </ul>	

End of Mark Scheme



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