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# TQUK Functional Skills Qualification in English at Level 2

## Writing Mark Scheme (Sample Assessment Paper 1)

### 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

- The pass **mark** for this paper is **35 marks**.
- 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'.

## 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: Letter (Formal)</p> <p><i>You are a local resident. The local council is opening a new community centre in your town. The council wants to offer different activities each week and would like to find out what residents would like. Write a letter to the council. Your letter should describe what you would like to see offered and how it will benefit the community. The address is: Forestwood Council Events, 621 King Street, Forestwood, F67 114</i></p> <p><b>Indicative content</b> Learners could write about:</p> <ul style="list-style-type: none"> <li>• what kind of activities that could be offered, which may include:             <ul style="list-style-type: none"> <li>○ sporting activities such as athletics, football, basketball</li> <li>○ games such as computer games or board games</li> <li>○ educational activities such as talks from guest speakers, sessions to learn new skills</li> <li>○ one-off activities such as a fair, a family day or fundraising activity.</li> </ul> </li> <li>• reasons why the activity would be fun / interesting / educational, which may include:             <ul style="list-style-type: none"> <li>○ engagement from people personally, for example 'I enjoyed this sport in school'</li> <li>○ guest speakers would raise the profile of the centre and share new ideas</li> <li>○ getting to know new people / working as a team.</li> </ul> </li> <li>• the kind of people who might be interested in the activities, which may include:             <ul style="list-style-type: none"> <li>○ families who might want to do something different with children or young people</li> <li>○ people in later life who want to make contact with others</li> <li>○ anyone who would like to learn something new</li> <li>○ people who want to keep fit.</li> </ul> </li> <li>• reasons why the activities would benefit the community, which may include:             <ul style="list-style-type: none"> <li>○ they would improve physical / mental wellbeing</li> <li>○ improving people's relationships / bringing people together</li> <li>○ helping people save money.</li> </ul> </li> </ul> <p>The Learner should be credited for other valid approaches and responses.</p> <p>The Learner should <b>not</b> be deducted marks for failing to reference the name of the work placement.</p>
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## Indicative content (Composition)

<b>Activity 2</b>	<p>Expected format: Email (Informal)</p> <p><i>You want to volunteer in your local area. The local sports team is looking for volunteers for Saturdays and Sundays. They will welcome visiting teams, prepare for matches at the stadium, help visitors find their seats and clean up. Volunteers will attend matches for free! Write an email to your friend about the role. Your email should describe the role and explain reasons why you think you should both apply. Your friend's email address is <a href="mailto:a.friend@outbound.com">a.friend@outbound.com</a></i></p> <p><b>Indicative content</b> Learners could write about:</p> <ul style="list-style-type: none"><li>• a description of the main aspects of the role, which may include:<ul style="list-style-type: none"><li>○ it is voluntary</li><li>○ location</li><li>○ days for work.</li></ul></li><li>• advantages of them both being involved, which may include:<ul style="list-style-type: none"><li>○ travelling together to the job</li><li>○ spending time with each other</li><li>○ both having the same interests</li><li>○ both supporting each other.</li></ul></li><li>• description of more specific parts of the role, which may include:<ul style="list-style-type: none"><li>○ the different things you will need to do</li><li>○ the benefits of this specific role</li><li>○ details such as start date.</li></ul></li><li>• the benefits of volunteering for this role and/or in general, which may include:<ul style="list-style-type: none"><li>○ something to do during weekends</li><li>○ getting to visit their favourite stadium</li><li>○ being able to add experiences to job applications / applications for further or higher education / CVs</li><li>○ making new friends / meeting new people.</li></ul></li></ul> <p>The Learner should be credited for other valid approaches and responses.</p> <p>The Learner should <b>not</b> be deducted marks for failing to reference the name of the sports centre.</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> 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.	
		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 ad 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="698 976 2045 1414"> <tr> <td data-bbox="698 976 1955 1066">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 976 2045 1066">3</td> </tr> <tr> <td data-bbox="698 1066 1955 1155">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 1066 2045 1155">2</td> </tr> <tr> <td data-bbox="698 1155 1955 1244">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 1155 2045 1244">1</td> </tr> <tr> <td data-bbox="698 1244 1955 1414">Markers are never/almost never used effectively. The rare use of markers significantly hinders or alters cohesion.</td> <td data-bbox="1955 1244 2045 1414">0</td> </tr> </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

Letter	0 marks	1 mark	2 marks	3 marks
	<p>No attempt to provide a response suitable to format and intended structure.</p> <p>Sender's address not included in the template.</p>	<p>Sender's address (with or without name) only</p>	<p>Sender's address (with or without name)</p> <p>Plus any <b>one</b> of the following or any other relevant formatting features:</p> <ul style="list-style-type: none"> <li>• the recipient's address</li> <li>• salutation</li> <li>• a matching close</li> <li>• date</li> </ul>	<p>Sender's address (with or without name)</p> <p>Plus <b>three</b> of the following or any other relevant formatting features:</p>

### Activity 2

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

End of Mark Scheme



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