

TQUK Functional Skills Qualification in English at Level 1

Writing Mark Scheme (Paper 2)

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'.

NOTIONAL PASS MARK: 12

Marking Matrix

Skill Standard			Activity 1	Activity 2	Total marks	% of marks
3. Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience.	a)	Write clearly and coherently, including an appropriate level of detail	15	15	30	56%
	b)	Present information in a logical sequence				
	c)	Use language, format and structure suitable for purpose and audience				
	d)	Use correct grammar, including correct and consistent use of tense	12	12	24	44%
	e)	Ensure written work includes generally accurate punctuation and spelling and that meaning is clear				
	f)	In more than one type of text				
Totals			27	27	54	

Skill coverage		Activity 1	Activity 2
19	Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes)	4 marks	4 marks
20	Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	4 marks	4 marks
21	Spell words used most often in work, study and daily life, including specialist words	4 marks	4 marks
22	Communicate information, ideas and opinions clearly, coherently and accurately	4 marks	4 marks
23	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	4 marks	4 marks
24	Use format, structure and language appropriate for audience and purpose	4 marks	4 marks
25	Write consistently and accurately in complex sentences, using paragraphs where appropriate	3 marks	3 marks

Marking guidance

Your answer	Examiner use only
	SC19:
	SC20:
	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)

Activity 1	<p>Expected format: Letter (Formal)</p> <p><i>You support a children's charity called Charlie's. The charity wants to raise £50,000 to purchase new equipment and provide additional resources. They have asked for some ideas to raise money.</i></p> <p><i>Write a letter to the charity describing your fundraising ideas. The address is: 20 New Street, Old Town, OT2 9AA.</i></p> <p>Indicative content Candidates could write about:</p> <ul style="list-style-type: none"> • what the ideas are, which may include: <ul style="list-style-type: none"> ○ a competition, such as a sports tournament, a fun run, a bake-off ○ an event, such as a concert, a film night, a play ○ a market, for example where local residents erect stalls to sell second-hand items or crafts / creations, auctions. • why they think these ideas will help raise money, which may include: <ul style="list-style-type: none"> ○ entry fees ○ money generated through sales ○ donations/sponsorships. • who will be involved in the fundraising, which may include: <ul style="list-style-type: none"> ○ local residents ○ local businesses ○ local professionals / entertainers / venues. <p>The candidate should be credited for other valid approaches and responses.</p> <p>The candidate should not be deducted marks for not addressing the scaffolding bullet points provided in the question.</p>
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Indicative content (Composition)

Activity 2	<p>Expected format: Set of Instructions (Informal)</p> <p><i>You have learnt a new skill. Your friend is impressed with your new skill. They want to learn this skill.</i></p> <p><i>Write a set of instructions for your friend explaining how to learn the skill.</i></p> <p>Indicative content Candidates could write about:</p> <ul style="list-style-type: none"> • the tools or qualities you need to learn the skill, which may include: <ul style="list-style-type: none"> ○ general tools such as paper, pens, scissors, time ○ more specific tools such as video equipment, ice skates, a musical instrument ○ qualities such as determination, coordination, dexterity. • how to get started, which may include: <ul style="list-style-type: none"> ○ do some online research, for example watching online videos or reading blogs ○ do some reading about the skill or look for a class for beginners ○ gather the equipment and tools needed. • what you need to do to improve the skill, which may include: <ul style="list-style-type: none"> ○ find time to practice ○ consider buying your own equipment ○ find a group that can support you and look at other courses to build skills such as intermediate / advanced. <p>The candidate should be credited for other valid approaches and responses.</p> <p>The candidate should not be deducted marks for failing to reference the name of the town.</p> <p>The candidate should not be deducted marks for not addressing the scaffolding bullet points provided in the question.</p>
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Marks available	Skills Coverage Ref.	Marking breakdown
4	19. Use a range of punctuation correctly	<p>Punctuation expectations:</p> <ul style="list-style-type: none"> capitalisation (upper case 'I', names, start of sentence, days, months, etc) commas exclamation marks full stops possessive apostrophes question marks. <p>A range would be at least four of the above. A limited range would be fewer than four of the above.</p>
		<p>A range of punctuation has been used and is consistently accurate throughout. Candidate has used items from the above range to clearly and correctly mark both simple and complex sentence structures and to emphasise meaning.</p> <p>Errors or omissions are rare, untypical and do not hinder meaning.</p>
		<p>A range of punctuation has been used and is accurate most of the time. Candidate has successfully used punctuation from the above range to mark simple sentence structures, and some attempt has been made to mark complex sentence structures.</p> <p>Errors or omissions occur infrequently and do not hinder meaning.</p>
		<p>A limited range of punctuation has been used and is accurate and consistent some of the time. Candidate has marked simple sentence structures correctly some of the time, and an infrequent attempt to mark more complex sentence structures has been made which is often inaccurate.</p> <p>Errors or omissions occur on some occasions but do not/almost never hinder meaning.</p>
		<p>A limited range of punctuation has been used but is rarely accurate. Candidate has rarely marked simple sentence structures correctly and there has been little to no attempt to mark complex sentence structures.</p> <p>Errors or omissions occur regularly and often hinder meaning.</p>
		<p>A limited range of punctuation has been used inaccurately resulting in a significant impact on meaning.</p> <p>0 marks should be awarded for no awardable content.</p>

Marks available	Skills Coverage Ref.	Marking breakdown	
4	20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	Grammar is consistently accurate, candidate has varied sentence structure, tenses are used appropriately, subject-verb agreement is accurate and, when necessary, both definite and indefinite articles have been used accurately. Errors or omissions are rare, untypical and do not hinder meaning.	4
		Grammar is accurate most of the time , candidate has mostly varied sentence structure, tenses are mostly appropriate and consistent, subject-verb agreement is mostly correct and, when necessary, definite and indefinite articles are used accurately most of the time . Errors or omissions occur infrequently and do not hinder meaning.	3
		Grammar is accurate some of the time , candidate has sometimes varied sentence structure, tenses are sometimes used appropriately but may not always be consistent, subject-verb agreement is sometimes correct, and definite and indefinite articles are sometimes used accurately. Errors or omissions occur on some occasions but do not/almost never hinder meaning.	2
		Grammar has rarely been used accurately, candidate has made no attempt to vary sentence structure, tense choice is inappropriate and inconsistent, subject-verb agreement is often incorrect, and definite and indefinite articles are often used inaccurately. Errors or omissions occur regularly and often hinder meaning.	1
		Grammar has been used inaccurately throughout resulting in a significant impact on meaning. 0 marks should be awarded for no awardable content.	0

Marks available	Skills Coverage Ref.	Marking breakdown	
4	21. Spell words used most often in work, study and daily life, including specialist words	<p>Spelling of simple and complex words (including specialist, polysyllabic etc.) is consistently accurate throughout.</p> <p>Errors or omissions are rare, untypical and do not hinder meaning.</p>	4
		<p>Spelling of simple words is accurate most of the time, spelling of complex words (including specialist, polysyllabic etc.) is accurate most of the time.</p> <p>Errors or omissions occur infrequently and do not hinder meaning.</p>	3
		<p>Spelling of simple words is accurate some of the time, complex words (including specialist, polysyllabic etc.) are spelled accurately some of the time.</p> <p>Errors or omissions occur on some occasions but do not/almost never hinder meaning.</p>	2
		<p>Spelling of simple words is rarely accurate, complex words (including specialist, polysyllabic etc.) are either not used or, if used, are spelled inaccurately on most occasions.</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	
4	22. Communicate information, ideas and opinions clearly, coherently and accurately	Frequently communicates information, ideas and opinions clearly, coherently and accurately. Errors or omissions (if present) do not hinder meaning.	4
		Communicates information, ideas and opinions clearly, coherently and accurately most of the time . Errors or omissions are present, but rarely hinder meaning.	3
		Communicates information, ideas and opinions clearly, coherently and accurately some of the time . Errors or omissions are present, but rarely hinder meaning.	2
		Rarely communicates information, ideas and opinions clearly, and with coherence and accuracy. Errors or omissions are present and often hinder meaning.	1
		Information, ideas and opinions are never or almost never communicated clearly with coherence and accuracy. Errors or omissions are present and significantly hinder meaning. 0 marks should be awarded for no awardable content.	0

Marks available	Skills Coverage Ref.	Marking breakdown	
4	23. 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	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 frequently 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. Minimum word count length – 150 words	
		The candidate has produced text which is highly detailed , meets the needs of purpose and audience, and considers all aspects of the task. Response meets or is above the minimum word count.	4
		The candidate has produced text which is mostly detailed , has met most of the needs of audience and purpose and considers all or most aspects of the task. Response meets or is above the minimum word count.	3
		The candidate has produced text with a satisfactory level of detail , has met some of the needs of audience and purposes and considers some aspects of the task. Response meets or is above the minimum word count.	2
		The candidate has produced text which is limited in detail and which does not fully meet the needs of audience and purpose and considers very few of the requirements of the task. Response is a maximum of 20% lower than the minimum word count.	1
		The candidate has produced text which is very limited in detail , does not meet the needs of audience and purpose and is clearly insufficient to meet the requirements of the task. Response is more than 20% lower than the minimum word count. 0 marks should be awarded for no awardable content.	0

Marks available	Skills Coverage Ref.	Marking breakdown	
2	24a. Use format, structure and language appropriate for audience and purpose	See Appendix 1 for breakdown	
<u>For further information on format and structure requirements see Appendix 1.</u>			
2	24b. Use format, structure and language appropriate for audience and purpose	Language is frequently appropriate for audience and purpose.	2
		Language is appropriate for audience and purpose some of the time .	1
		Language is inappropriate for audience and purpose.	0
3	25. Write consistently and accurately in complex sentences, using paragraphs where appropriate	Frequently writes complex sentences with consistency and accuracy, using paragraphs where appropriate to do so. Errors or omissions (if present) do not hinder meaning.	3
		Writes complex sentences with consistency and accuracy some of the time , using paragraphs where appropriate to do so. Errors or omissions do not hinder meaning.	2
		Rarely writes complex sentences with consistency and accuracy. Paragraphs are used, but not always when required. Errors or omissions hinder meaning.	1
		Writes complex sentences with no/almost no consistency and accuracy, or only simple sentences are used. No paragraphs are used.	0
		0 marks should be awarded for no awardable content.	

Appendix 1: Format (SC24) - Guidance for markers on format and structure

Activity 1

Letter	0 marks	1 mark	2 marks
		<p>Sender's address</p> <p>or</p> <p>Recipient's address</p> <p>Plus any one of the following or any other relevant formatting features:</p>	<p>Sender's address</p> <p>Recipient's address</p> <p>Plus three of the following or any other relevant formatting features:</p>
	<p>or</p> <p>Sender's address only</p> <p>or</p> <p>Recipient's address only</p>	<ul style="list-style-type: none"> • sender's address/recipient's address • date • close • salutation 	

Activity 2

Instructions	0 marks	1 mark	2 marks
		<p>Suitable title/heading only</p> <p>Plus any one of the following or any other relevant formatting features:</p>	<p>Suitable title/heading only</p> <p>Plus three of the following or any other relevant formatting features:</p>
	<p>or</p> <p>Suitable title/heading only</p>	<ul style="list-style-type: none"> • logical order of information • demarcation (numbers, bullet points, sub-headings) • paragraphs, where necessary 	

End of Mark Scheme