

# **TQUK Functional Skills Qualification in English at Level 1**

## **Writing Mark Scheme (Past Paper 4)**

### **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: 30**

## 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	N/A	N/A		
<b>Totals</b>			<b>27</b>	<b>27</b>	<b>54</b>	

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)

<b>Activity 1</b>	<p>Expected format: Report (formal)</p> <p><i>You are a representative for the Employee Voice Group at your workplace. Your workplace is thinking about offering free passes for public transport to all employees. Write a report for the management team explaining the arguments for and against offering everyone a free public transport pass.</i></p> <p><b>Indicative content</b> Candidates could write about:</p> <ul style="list-style-type: none"> <li>• the advantages of offering free transport passes, which may include: <ul style="list-style-type: none"> <li>○ it might encourage more people to apply for jobs at the workplace</li> <li>○ it would reduce financial burdens for employees</li> <li>○ encouraging use of public transport can help with sustainability goals and promote eco-friendly practice at work.</li> </ul> </li> <li>• the disadvantages of offering free transport passes, which may include: <ul style="list-style-type: none"> <li>○ overuse or misuse – some people might take advantage of the offer without genuine need</li> <li>○ budgetary constraints – the additional expenditure may strain workplace budgets</li> <li>○ administrative challenges – managing free transport passes might be an overly complex task, including verifying eligibility as well as handling lost or stolen passes.</li> </ul> </li> <li>• make a recommendation as to whether passes should be provided or not, which may include: <ul style="list-style-type: none"> <li>○ that the free pass initiative should go ahead, subject to some rules</li> <li>○ that candidates could be means tested</li> <li>○ that the system should be closely monitored for effectiveness and efficiency.</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 workplace.</p> <p>The candidate should <b>not</b> be deducted marks for not addressing the scaffolding bullet points provided in the question.</p>
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## Indicative content (Composition)

<b>Activity 2</b>	<p>Expected format: Email (informal)</p> <p><i>You have received free tickets to a weekend event in your area. You're keen to invite a friend to share this experience with you. Write an email to persuade your friend to accompany you to the event. The friend's email address is: friend@zmail.biz</i></p> <p><b>Indicative content</b> Candidates could write about:</p> <ul style="list-style-type: none"> <li>• details about what the event is about, where the event will take place and when the event will be held, which may include:             <ul style="list-style-type: none"> <li>○ what the event is: for example, a concert by your favourite band, a festival, a craft market, a comedy show</li> <li>○ when the event is: for example, next Saturday night, at 8pm</li> <li>○ where the event is: for example, Stanton Town Hall.</li> </ul> </li> <li>• reasons why you want your friend to come with you, which may include:             <ul style="list-style-type: none"> <li>○ it's the only time this event will happen nearby this year</li> <li>○ it will be more fun to go with someone else and you can create memories together</li> <li>○ it's an exclusive event so not many tickets are available.</li> </ul> </li> <li>• details that will persuade your friend to go to the event, which may include:             <ul style="list-style-type: none"> <li>○ the ticket covers entry to the concert or event as well as access to a VIP lounge</li> <li>○ the event is in support of a charitable cause your friend cares about</li> <li>○ early birds get a limited-edition event merchandise bundle, or discounts, signed programmes / free drinks.</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 event.</p> <p>The candidate should <b>not</b> 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	Punctuation expectations: <ul style="list-style-type: none"> <li>capitalisation (upper case 'I', names, start of sentence, days, months, etc)</li> <li>commas</li> <li>exclamation marks</li> <li>full stops</li> <li>possessive apostrophes</li> <li>question 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 clearly and correctly mark both simple and complex sentence structures and to emphasise meaning.	4
		Errors or omissions are rare, untypical and do not hinder meaning.	
		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 to mark simple sentence structures, and some attempt has been made to mark complex sentence structures.	3
		Errors or omissions occur infrequently and do not hinder meaning.	
		A <b>limited range</b> of punctuation has been used and is accurate and consistent <b>some of the time</b> . Candidate has marked simple sentence structures correctly <b>some of the time</b> , and an infrequent attempt to mark more complex sentence structures has been made which is often inaccurate.	2
		Errors or omissions occur on some occasions but do not/almost never hinder meaning.	
		A <b>limited range</b> of punctuation has been used but is <b>rarely</b> accurate. Candidate has <b>rarely</b> marked simple sentence structures correctly and there has been little to no attempt to mark complex sentence structures.	1
		Errors or omissions occur regularly and often hinder meaning.	
		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	20. Use correct grammar (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles)	Grammar is <b>consistently</b> 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 <b>most of the time</b> , 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 <b>most of the time</b> .  Errors or omissions occur infrequently and do not hinder meaning.	3
		Grammar is accurate <b>some of the time</b> , 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 <b>rarely</b> 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	Spelling of simple and complex words (including specialist, polysyllabic etc.) is <b>consistently</b> accurate throughout.  Errors or omissions are rare, untypical and do not hinder meaning.	4
		Spelling of simple words is accurate <b>most of the time</b> , spelling of complex words (including specialist, polysyllabic etc.) is accurate <b>most of the time</b> .  Errors or omissions occur infrequently and do not hinder meaning.	3
		Spelling of simple words is accurate <b>some of the time</b> , complex words (including specialist, polysyllabic etc.) are spelled accurately <b>some of the time</b> .  Errors or omissions occur on some occasions but do not/almost never hinder meaning.	2
		Spelling of simple words is <b>rarely</b> accurate, complex words (including specialist, polysyllabic etc.) are either not used or, if used, are spelled inaccurately on most occasions.  Errors or omissions occur regularly and often hinder meaning.	1
		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.  0 marks should be awarded for no awardable content.	0



Marks available	Skills Coverage Ref.	Marking breakdown	
4	22. Communicate information, ideas and opinions clearly, coherently and accurately	<b>Frequently</b> 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 <b>most of the time</b> . Errors or omissions are present, but rarely hinder meaning.	3
		Communicates information, ideas and opinions clearly, coherently and accurately <b>some of the time</b> . Errors or omissions are present, but rarely hinder meaning.	2
		<b>Rarely</b> 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 <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.	
		<b>Minimum word count length – 150 words</b>	
		The candidate has produced text which is <b>highly detailed</b> , 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 <b>mostly detailed</b> , 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 <b>satisfactory level of detail</b> , 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 <b>limited in detail</b> 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 <b>very limited in detail</b> , 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 <b>format, structure</b> and language appropriate for audience and purpose	See Appendix 1 for breakdown	
<b><u>For further information on format and structure requirements see Appendix 1.</u></b>			
2	24b. Use format, structure and <b>language</b> appropriate for 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 inappropriate for audience and purpose.	0
3	25. Write consistently and accurately in complex sentences, 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.	3
		Writes complex sentences with consistency and accuracy <b>some of the time</b> , using paragraphs where appropriate to do so. Errors or omissions do not hinder meaning.	2
		<b>Rarely</b> 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

Report	0 marks	1 mark	2 marks
	<p>No attempt to provide a response suitable to format and intended structure</p> <p>or</p> <p>Suitable title/heading only</p>	<p>Suitable title/heading only</p> <p>Plus any <b>one</b> of the following or any other relevant formatting features:</p> <ul style="list-style-type: none"> <li>bullet points</li> <li>lists</li> <li>numbered sections</li> <li>sub-heading(s)</li> <li>indentation</li> </ul>	<p>Suitable title/heading only</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
	<p>No attempt to provide a response suitable to format and intended structure</p> <p>or</p> <p>Recipient's email address correct (not name) only</p>	<p>Recipient's email address correct (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>a closing, sign-off or valediction comment</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**