TQUK Functional Skills Qualification in English at Level 2

Writing Mark Scheme (Past 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'.

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.				
Totals			**27**	**27**	**54**	

	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
To:	**SEND**	SC20:
Subject:		
		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	Expected format: Article (Informal)
	You are a writer for a website about technology. You have recently purchased a new piece of technology for work/leisure or both. This could be a computer, phone or games console, for example. Write an article for your readers. The article should describe your experience with the new piece of technology and explain why you would or would not recommend it.
	Indicative content
	Candidates could write about:
	• reasons for buying the piece of technology, which may include:
	o seeing positive reviews elsewhere
	o recommended by a friend
	o being a fan of the brand.
	• details of the positives about the piece of technology, which may include:
	o it has a good specification – for example fast speed, large storage space
	o it is suitable for their personal / professional needs, for example lightweight and easy to carry, good battery life so can last during long journeys
	o it comes with interesting / useful programs pre-installed
	o it was good value for money / cheap.
	• details of the negatives about the piece of technology, which may include:
	o it 'crashes' often
	o it sometimes overheats
	o it is complex / difficult to use.
	• details about why they would or would not recommend it, which may include:
	o it is great for people who need to travel for work
	o it is excellent for playing games with high specifications
	o it is not so great for people who need lots of storage for files, photos and documents.
	The candidate should be credited for other valid approaches and responses.
	The candidate should **not** be deducted marks for failing to reference the name of the computer/phone/games console etc.

Indicative content (Composition)

Activity 2	Expected format: Email (Formal)
	You are a local resident. The town you live in has received funding to improve the town centre. The funding is from national government. They want the council to show that they have consulted local people. The council has therefore asked local residents to offer ideas about how to spend the money. Write an email to the council to give ideas. The email should explain how you think they should spend the money and describe how this would benefit your town. The council's email address is ideas@council.email
	Indicative content
	Candidates could write about:
	• what the ideas are, which may include:
	○ public buildings, for example a library, leisure centre, cinema complex, shopping centre
	○ outdoor spaces such as parks, gardens, town square
	○ educational facilities, for example language learning, tutoring, digital skills training.
	• why the ideas are important, which may include:
	○ there are not enough public transport links to encourage people to come into town
	○ buildings need renovation as they are run-down and make the town look old-fashioned and unpleasant
	○ there is a high level of unemployment and some people have a lack of skills.
	• how it will benefit the town, which may include:
	○ generating money
	○ attracting tourists
	○ providing jobs.
	• how it will benefit the town's residents, which may include:
	○ providing entertainment
	○ increasing their skills
	○ more opportunities to socialise / take families
	○ easier to travel around / more accessible.
	The candidate should be credited for other valid approaches and responses.
	The candidate should **not** be deducted marks for failing to reference the name of the town.

Marks available	Skills Coverage Ref.	Marking breakdown	
4	**20**. Punctuate writing correctly using a wide range of punctuation markers.	Punctuation expectations: • colons • commas • inverted commas • apostrophes • quotation marks A **range** would be at least four of the above. A **limited range** would be fewer than four of the above.	
		A **range** of punctuation has been used and is **consistently** 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. Errors or omissions are rare, untypical and do not hinder meaning.	4
		A **range** of punctuation has been used and is accurate **most of the time**. 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. Errors or omissions occur infrequently but do not hinder meaning.	3
		A **limited range** of punctuation has been used and is accurate and consistent **some of the time.** Infrequent attempts at using complex sentence structures have been used with some success. Errors or omissions occur on some occasions but do not/almost never hinder meaning.	2
		A **limited range** of punctuation has been used but is **rarely** accurate. Candidate has made little to no attempts at marking complex sentence structures. Errors or omissions occur regularly and often hinder meaning.	1
		A **limited range** of punctuation has been used inaccurately 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. 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).	Grammar is **consistently** 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. 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 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. 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 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. 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, 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. 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	
3	**22.** Spell words used in work, study and daily life, including a range of specialist words.	A wide range of simple and complex words (including specialist, polysyllabic etc.) are used throughout and spelling is **consistently** accurate. Errors or omissions are rare, untypical and do not hinder meaning.	**3**
		A wide range of simple and complex words (including specialist, polysyllabic etc.) are used throughout and spelling is accurate **some of the time**. Errors or omissions occur infrequently and do not hinder meaning.	**2**
		Complex words (including specialist, polysyllabic etc.) are not used or are **rarely** accurate, and basic words are **rarely** spelled correctly. 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	
3	**23.** Communicate information, ideas and opinions clearly, coherently and effectively.	**Frequently** communicates information, ideas and opinions clearly, coherently and accurately. If errors or omissions are present, they 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 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	
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.	Please note, the *Marker terms* (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 – 250 words**	
		The candidate has produced text which is **highly detailed**, comprehensively meets the needs of purpose and audience, and considers all aspects of the task. Response meets or is above the minimum word count.	**3**
		The candidate has produced text which is **mostly detailed**, has met most of the needs of audience ad purpose and considers all or most 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 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. Response is a maximum of 20% lower than the minimum word count.	**1**
		The candidate has produced text which is **very limited in detail** 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. 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	
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**
3	**26**. Convey clear meaning and establish cohesion using organisational markers effectively.	A list of typical markers is outlined below. Markers deployed must be done so effectively and with purpose. • Bullet point lists • Numbered lists • Tables • Headings/sub-headings • Indices • Headers • Footers Not all will be required for each assessment response.	
		Markers are **frequently** used effectively to help convey clear meaning. The lack of markers - where absent - does not impact or alter cohesion.	**3**
		Markers are used effectively **some of the time** to support clear meaning. The lack of markers does not impact or alter cohesion.	**2**
		Markers are **rarely** 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 should be awarded for no awardable content.	**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 **frequently** appropriate for audience and purpose.	**2**
		Language is appropriate for audience and purpose **some of the time**.	**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.	**Frequently** 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 **some of the time**, 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

Article	0 marks	1 mark	2 marks	3 marks
	No attempt to provide a response suitable to format and intended structure.	Suitable Title/heading only	Suitable Title/heading Plus any **one** of the following or any other relevant formatting features:	Suitable Title/heading Plus **three** of the following or any other relevant formatting features:
			• sub-headings • strapline • attribution	

Activity 2

Email	0 marks	1 mark	2 marks	3 marks
	No attempt to provide a response suitable to format and intended structure. Sender's email address not included in the template.	Recipient's email address (not name) only	Recipient's email address (not name) Plus any **one** of the following or any other relevant formatting features:	Recipient's email address (not name) Plus **three** of the following or any other relevant formatting features:
			• the subject in the correct area • a greeting/salutation • appropriate close	

End of Mark Scheme