

LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH:

WRITING

MARK SCHEME

Instructions to marker

There are 30 marks available for each of the TWO tasks, which should be marked separately, resulting in a total of 60 marks.

It is expected that the pass mark will be in the region of 36, i.e. 60% but this will be confirmed through the awarding process.

Each column relates to an aspect of the Subject Content (spelling, punctuation and grammar, OR writing composition). Marks can be awarded from 0 – 3 for each of the writing composition criteria and from 0 – 4 for each of the spelling, punctuation and grammar criteria. Descriptors are given for marks 1-4 or 1-3, as applicable. Responses not meeting the descriptor for the award of 1 mark should be awarded 0.

When marking texts that require a specified word length, the number of words written by the learner must be counted in order to apply the relevant marking criteria, as seen in the column labelled 'SOS23 – detail' in the table for marking writing composition, shown immediately below.

| Writing Composition (total marks available 18, 60%) | | | | | | |
|--|---|---|--|--|--|---|
| Marks available | SOS22 – clarity Communicate information, ideas and opinions clearly, coherently and accurately | SOS23 – detail Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience | SOS24a – format Use format and structure appropriate for audience and purpose | SOS24b – language Use language appropriate for audience and purpose | SOS25a – sentences Write consistently and accurately in complex sentences | SOS25b – paragraphs Use paragraphs where appropriate |
| 3 | The response is clear throughout with no ambiguity present. | <p>There is sufficient detail to fully meet the needs of purpose and audience.</p> <p>The response considers all aspects of the question and addresses any bullet point guidance given.</p> <p>Where a word count is given in the task, the length of the response is within this word count.</p> | See Appendix 1. | The response uses appropriate language which is fully suited to the audience and purpose specified in the question | The response includes complex sentences consistently and accurately. | <p>The response has used paragraphs appropriately throughout.</p> <p>These have been clearly indicated through the use of line spaces or indentation.</p> |

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| 2 | <p>The response is mostly clear and would be understood by those reading it. However, there may be occasional ambiguity or slight loss of meaning / clarity</p> | <p>There is sufficient detail to meet the needs of purpose and audience, although some non-essential detail may have been omitted.</p> <p>Where a word count is given in the task, the length of the response is within 20 words of this word count.</p> | See Appendix 1. | <p>The response uses mostly appropriate language which would be acceptable to the audience specified in the question and is mostly fit for purpose.</p> | <p>The response includes some accurate complex sentences.</p> | <p>There is an attempt at dividing content into appropriate paragraphs</p> <p>These have been indicated most of the time through the use of line spaces or indentation.</p> |
| 1 | <p>The response has occasional clarity but overall lacks sufficient clarity to be functional.</p> | <p>There is an attempt to include relevant detail but there is insufficient detail to meet the needs of purpose and/or audience.</p> <p>Where a word count is given in the task, the length of the response is more than 50 words above or below this word count.</p> | See Appendix 1. | <p>The response includes some appropriate language, but also some which is not appropriate for the audience specified or the purpose.</p> <p>The language used should not offend the audience.</p> | <p>There is an attempt at writing at least one complex sentence.</p> | <p>There is an attempt to put related text together in paragraphs / sections.</p> <p>These might not be clearly shown through the use of line spaces or indentation but can be identified by starting a new line</p> |

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| 0 | The response lacks clarity to the extent that it does not make sense. | The response lacks any relevant detail. | There is no attempt at formatting or the wrong format has been used. | The language used is inappropriate throughout. | There is no attempt at using complex sentences | There is no attempt to use paragraphs. |
|---|---|---|--|--|--|--|

| Spelling, punctuation & grammar (total marks available 12 (40%)) | | | |
|---|---|--|--|
| Mark | SOS21 Spell words used most often in work, study and daily life including specialist words | SOS19 Use a range of punctuation correctly | SOS20 Use correct grammar |
| 4 | <p>Spelling of most frequently used words is accurate throughout, including specialist words.</p> <p>Candidate has used a wide range of words used in work, study and daily life, including a range of specialist words</p> <p>Any errors stand out as untypical one-off slips.</p> | <p>Punctuation is accurate throughout.</p> <p>Candidate has used a range of punctuation (eg full stops, question marks, commas, possessive apostrophes)</p> <p>Any errors stand out as untypical one-off slips.</p> | <p>Grammar is accurate throughout.</p> <p>Candidate has used correct grammar throughout (eg subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</p> <p>Any errors stand out as untypical one-off slips.</p> |
| 3 | <p>Spelling of straightforward words is mostly accurate, although there may be some errors in complex and irregularly spelled words.</p> <p>Candidate has used a reasonable range of words to suit the task.</p> <p>There may be occasional repeated errors.</p> | <p>Punctuation is mostly accurate.</p> <p>Candidate has made some attempt to use more complex punctuation (eg commas, possessive apostrophes), although there, although there may be errors.</p> <p>There are few or no errors in sentence separation or the use of upper case for the personal pronoun.</p> | <p>Grammar is mostly accurate.</p> <p>Candidate has made some attempt to ensure subject-verb agreement is mostly accurate and has usually used definite and indefinite articles where needed.</p> |
| 2 | <p>Spelling of most simple straightforward words is accurate throughout, although there may be some repeated errors.</p> | <p>Punctuation at the beginning and end of sentences is mostly accurate.</p> | <p>Basic grammar is mostly correct eg the formation of the present tense and subject-verb agreement of straightforward simple nouns.</p> |

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| | | <p>There is little or no attempt to use more complex punctuation or any used is frequently wrong.</p> <p>Any errors in the use of upper case for the personal pronoun or names stand out as one off slips.</p> | <p>There is an attempt to use articles correctly but there might be errors, inconsistencies and occasional omissions.</p> |
| 1 | Some simple everyday words are correctly spelled. | The punctuation of some simple sentences is correct. | Some grammar is correct but there are frequent errors or omissions. |
| 0 | Spelling of even simple straightforward words is mostly inaccurate and affects the meaning of the text significantly. | Even basic punctuation is mostly inaccurate and affects the meaning of the text significantly. | Even basic grammar is mostly inaccurate and affects the meaning of the text significantly. |

Functional Skills English Writing Level 1

Setting Matrix

Paper code: RFSWL1SAM01

| Learning Aims and Outcomes | Scope of Study | Question / task numbers – coverage and range | Assessment weighting | Questions and marks allocated to coverage and range |
|---|---|--|----------------------|---|
| <p>Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.</p> | <p>Writing Composition</p> <p>22. Communicate information, ideas and opinions clearly , coherently and accurately</p> <p>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.</p> <p>24. Use format, structure and language appropriate for audience and purpose.</p> <p>25. Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p> <p>Spelling, punctuation and grammar</p> <p>19. Use a range of punctuation correctly (eg full stops, question marks, exclamation marks, commas, possessive apostrophes).</p> <p>20. Use correct grammar (eg subject-verb agreement, consistent use of tenses, definite and indefinite articles)</p> | <p>All tasks</p> | <p>60%</p> | <p>All tasks</p> |

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| | 22. Spell words used most often in work, study and daily life,, including specialist words | | 40% | |
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Appendix 1 – Format

| Format Required | Letter | Formal Report | Newspaper Article | Email |
|-----------------|---|---|--|---|
| 3 marks | <ul style="list-style-type: none"> • Sender's address (with or without name above) • Recipient address • Date • Salutation & acceptable close followed by name of sender. | <ul style="list-style-type: none"> • Appropriate title • Appropriate sub-heading <p>and any two of the following formatting features</p> <ul style="list-style-type: none"> • Additional sub-headings • Numbered sections • Bullet points • Progressive indentation | <ul style="list-style-type: none"> • Appropriate title • Strapline or sub-heading • Attribution | <ul style="list-style-type: none"> • To (name or email address) • Subject • Salutation and close • Name of sender at end |
| 2 marks | <ul style="list-style-type: none"> • Sender's address (with or without name above) and <p>any one of the following formatting features</p> <ul style="list-style-type: none"> • Recipient address • Date • Salutation & acceptable close followed by name of sender | <ul style="list-style-type: none"> • Title <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Sub-heading • Numbered sections • Bullet points • Progressive indentation | <ul style="list-style-type: none"> • Title <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Strapline • Attribution • Sub-heading(s) | <ul style="list-style-type: none"> • To (name or email address) <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Subject • Salutation and close • Name of sender at end |
| 1 mark | <ul style="list-style-type: none"> • Sender's address (with or without name) only | <ul style="list-style-type: none"> • Title | <ul style="list-style-type: none"> • Title | <ul style="list-style-type: none"> • To (email address or name) |
| 0 marks | No attempt at formatting or incorrect format used or no sender's address (with or without name). | No attempt at formatting or incorrect format used or no title. | No attempt at formatting or incorrect format used or no title. | No attempt at formatting or incorrect format used or no inclusion of who the email is to. |

| Format Required | Leaflet | Advertisement |
|------------------------|---|---|
| 3 marks | <ul style="list-style-type: none"> • Appropriate title • Sub-heading <p>and any two of the following formatting features</p> <ul style="list-style-type: none"> • Additional sub-headings • Sections / paragraphs • Contact details • Bullet points | <ul style="list-style-type: none"> • Appropriate title • Sub-heading <p>and any two of the following formatting features</p> <ul style="list-style-type: none"> • Additional sub-headings • Sections / paragraphs • Bullet points • Contact details |
| 2 marks | <ul style="list-style-type: none"> • Title <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Sub-heading • Additional sub-headings • Sections / paragraphs • Contact details • Bullet points | <ul style="list-style-type: none"> • Title <p>and any one of the following formatting features</p> <ul style="list-style-type: none"> • Sub-heading • Additional sub-headings • Sections/paragraphs • Bullet points • Contact details |
| 1 mark | <ul style="list-style-type: none"> • Title | <ul style="list-style-type: none"> • Title |
| 0 marks | No attempt at formatting or incorrect format used or no sender's address (with or without name). | No attempt at formatting or incorrect format used or no title. |