Functional Skills Level 1
ENGLISH
8720W

Paper 2 Writing

Mark scheme

March 2022

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the learners' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of learners' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of learners' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a learner's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start by reading the whole of the learner's response and then, using the mark scheme level descriptors and the standardisation scripts, place the response in the level which it matches or best fits.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the learner has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the learner's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Content descriptors in the mark scheme are provided as a guide for examiners in exemplifying the skills descriptors for the particular task.

An answer which contains nothing of relevance to the question must be awarded no marks.

Spelling, punctuation and grammar (SPaG)

When applying the SPaG mark schemes, the following punctuation and grammar examples are those stated in the specification subject content for level 1. They are not all expected to be present in each response but to be referred to as a guide along with the standardisation scripts.

	Examples
Punctuation	full stops, question marks, exclamation marks, commas, possessive apostrophes
Grammar	subject-verb agreement, consistent use of different tenses, definite and indefinite articles

0 1   You want to use Jumila's GardenCo to do some work for a relative.

Write an email to Jumila saying what you want the company to do.

Your email should:

- say why you are contacting the company
- give clear instructions about what needs doing
- ask about prices
- be approximately **80** to **120** words.

Remember to:

- plan your answer
- use correct spelling, punctuation and grammar
- write clearly and effectively.

[6 marks]
[+ 3 marks for SPaG]

Writing composition	
Marks	Skills Descriptors
5–6	• An appropriate response to the task, which is tailored to the audience/purpose. • Format and length are appropriate to the task. • Sentence structures, including complex sentences, convey meaning clearly. • Text is sufficiently logically sequenced to convey meaning, with a level of detail appropriate to the task.
3–4	• An attempt to respond to the task, with some awareness of audience/purpose. • Some attempt to format the task, though length may not be appropriate. • Sentence structures, including complex sentences, convey basic meaning. • Some attempts at logical sequencing in parts of the text, but level of detail is not necessarily appropriate for the task.
1–2	• An attempt to respond to the task, but little awareness of audience/purpose evident. • Task is inappropriately formatted and length is inappropriate. • An attempt at structuring sentences, but meaning is unclear. • An attempt at logical sequencing. Level of detail is inappropriate for the task.
0	Nothing written worthy of credit.

Spelling, punctuation and grammar	
Marks	Skills Descriptors
3	Meaning is clear although there could be some minor errors. • Most common words and a sufficient number of specialist words are spelled correctly. • A range of sentence level punctuation is used correctly. Some attempt to use more complex punctuation, but not necessarily correctly. • Grammatical errors are minor and have little impact on meaning.
2	Errors make reading more challenging, but the meaning can be followed. • Simple words are spelled correctly. • Some simple sentence level punctuation is correct. • Grammatical errors make reading more challenging.
1	Numerous errors make it difficult to follow the meaning. • Few examples of conventional spelling. • Some punctuation is used, but not correctly. • Numerous grammatical errors make reading very difficult.
0	Nothing written worthy of credit.

0 2   You want to upload an account to Brambyworld.com.

Write about a time when you enjoyed a visit to a local park.

You should:

- say where you went and who you were with
- say what you did and give any details
- say why you enjoyed your day.

Remember to:

- plan your answer
- use correct spelling, punctuation and grammar
- write accurately in sentences and paragraphs.

[9 marks]
[+ 9 marks for SPaG]

Writing composition	
Marks	Skills Descriptors
7–9	- An appropriate response to the task, which is tailored to the audience/purpose. - Format and length are appropriate to the task. - Sentence structures, including complex sentences, convey meaning clearly. - Text is sufficiently logically sequenced to convey meaning, with a level of detail appropriate to the task.
4–6	- An attempt to respond to the task, with some awareness of audience/purpose. - Some attempt to format the task, though length may not be appropriate. - Sentence structures, including complex sentences, convey basic meaning. - Some attempts at logical sequencing in parts of the text, but level of detail is not necessarily appropriate for the task.
1–3	- An attempt to respond to the task, but little awareness of audience/purpose evident. - Task is inappropriately formatted and length is inappropriate. - An attempt at structuring sentences, but meaning is unclear. - An attempt at logical sequencing. Level of detail is inappropriate for the task.
0	Nothing written worthy of credit.

Spelling, punctuation and grammar	
Marks	Skills Descriptors
7–9	Meaning is clear although there could be some minor errors. • Most common words and a sufficient number of specialist words are spelled correctly. • A range of sentence level punctuation is used correctly. Some attempt to use more complex punctuation, but not necessarily correctly. • Grammatical errors are minor and have little impact on meaning.
4–6	Errors make reading more challenging, but the meaning can be followed. • Simple words are spelled correctly. • Some simple sentence level punctuation is correct. • Grammatical errors make reading more challenging.
1–3	Numerous errors make it difficult to follow the meaning. • Few examples of conventional spelling. • Some punctuation is used, but not correctly. • Numerous grammatical errors make reading very difficult.
0	Nothing written worthy of credit.