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# Functional Skills Level 2 English Writing

## Sample paper 2 Provisional marking scheme

DRAFT

**Note:**

**These materials relate to the Functional Skills English assessments that will be in use from September 2019. Materials are draft and subject to technical evaluation by Ofqual.**

## Marking guidance

The Writing mark scheme is structured as follows:

| <b>Written composition<br/>(content marks)</b>                       | <b>Q1 Max<br/>marks</b> | <b>Q2 Max<br/>marks</b> | <b>Total<br/>composition<br/>marks</b> | <b>% coverage<br/>(composition)</b> |
|----------------------------------------------------------------------|-------------------------|-------------------------|----------------------------------------|-------------------------------------|
| SCS23<br>SCS24<br>SCS25<br>SCS26<br>SCS27<br>SCS28                   | 15 marks                | 15 marks                | 30 marks                               | 56%                                 |
| <b>Spelling, punctuation and grammar (SPaG)<br/>(accuracy marks)</b> | <b>Q1 Max<br/>marks</b> | <b>Q2 Max<br/>marks</b> | <b>Total SPaG<br/>marks</b>            | <b>% coverage<br/>(SPaG)</b>        |
| SCS20<br>SCS21<br>SCS22                                              | 12 marks                | 12 marks                | 24 marks                               | 44%                                 |
| <b>Total mark per question</b>                                       | <b>27</b>               | <b>27</b>               |                                        |                                     |

## Writing composition

Total marks for Writing Composition 30/54 (56% of marks)

### Marking instructions:

Markers should read the candidate's response and make a holistic judgement about which band, on balance, **best** describes it. Within each band, marks are awarded for the candidate's overall level of performance. Once a band has been selected, markers should consider the descriptors as a whole and award marks according to how well the candidate has met these overall.

The following is given as general guidance to support consistent interpretation of the mark scheme:

- Band 4: Candidates must meet **at least three** of the bullets to be placed within this band.
- Band 1: Candidate's response must meet **at least one** of the six bullets to be awarded 1 mark.
- If candidate's response fails to meet any of the bullets award 0 marks.

Bands 3 and 4, ('consistently' or 'mostly') can only be awarded if the text is an appropriate length (ie, approximately as specified by the question or longer).

| Band                           | Descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Coverage                                           | Q1 Marks | Q2 Marks |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------|----------|
| <b>4:<br/>Consistently</b>     | <p><b>Consistently</b></p> <ul style="list-style-type: none"> <li>Consistently communicates information, ideas and opinions clearly, coherently and effectively.</li> <li>Consistently writes texts of appropriate level of detail and length to suit purpose and audience.</li> <li>Consistently organises writing for different purposes, using appropriate format and structure, and paragraphs if required.</li> <li>Consistently conveys clear meaning and establishes cohesion using organisational markers.</li> <li>Consistently uses different language and register suited to audience and purpose.</li> <li>Consistently and accurately constructs complex sentences.</li> </ul>              | SCS23<br>SCS24<br>SCS25<br>SCS26<br>SCS27<br>SCS28 | 12 - 15  | 12 - 15  |
| <b>3:<br/>Mostly</b>           | <p><b>Most of the time</b></p> <ul style="list-style-type: none"> <li>Communicates information, ideas and opinions clearly, coherently and effectively most of the time.</li> <li>Writes texts of mostly appropriate level of detail and length to suit purpose and audience.</li> <li>Organises writing for different purposes, using mostly appropriate format and structure, and paragraphs, if required, are mostly accurate.</li> <li>Mostly conveys clear meaning and establishes cohesion using organisational markers.</li> <li>Mostly uses different language and register suited to audience and purpose.</li> <li>Constructs complex sentences mostly consistently and accurately.</li> </ul> | SCS23<br>SCS24<br>SCS25<br>SCS26<br>SCS27<br>SCS28 | 8 - 11   | 8 - 11   |
| <b>2:<br/>Some of the time</b> | <p><b>Some of the time:</b></p> <ul style="list-style-type: none"> <li>Some information, ideas and opinions communicated clearly, coherently and effectively.</li> <li>Some appropriate level of detail and length to suit purpose and audience.</li> <li>Organises writing for different purposes, using appropriate format and structure, and paragraphs, if required, are accurate some of the time.</li> <li>Conveys clear meaning and establishes cohesion using organisational markers some of the time.</li> <li>Some use of different language and register suited to audience and purpose.</li> <li>Constructs complex sentences with accuracy some of the time.</li> </ul>                     | SCS23<br>SCS24<br>SCS25<br>SCS26<br>SCS27<br>SCS28 | 4 - 7    | 4 - 7    |
| <b>1:<br/>Limited</b>          | <p><b>With limited success</b></p> <ul style="list-style-type: none"> <li>Communicates information, ideas and opinions with limited coherence, clarity and effectiveness.</li> <li>Limited appropriate level of detail and length to suit purpose and audience.</li> <li>Limited success in organising writing for different purposes and using appropriate format and structure, and paragraphing if required.</li> <li>Limited clarity of meaning and cohesion.</li> <li>Limited use of different language and register suited to audience and purpose.</li> </ul>                                                                                                                                     | SCS23<br>SCS24<br>SCS25<br>SCS26<br>SCS27<br>SCS28 | 0 - 3    | 0 - 3    |



- |  |                                                                                                                       |  |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------|--|--|--|
|  | <ul style="list-style-type: none"><li>• Constructs complex sentences with limited consistency and accuracy.</li></ul> |  |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------|--|--|--|

## Indicative content for composition marks

**Question 1:** One thing I would change in this world

**Expected format and structure:** article

**Indicative content** (other valid/relevant approaches are creditworthy)

- Explain what you would change
- Why do you want to change it?
- How would your life be different?
- How would the world be different?

**Question 2:** Litter picking

**Expected format and structure:** email

**Indicative content** (other valid/relevant approaches are creditworthy)

- what the problem is
- why it would be better if the problem was dealt with
- what your idea is and how it would work on the day
- the charity you would like to help
- what you would like your friend to do to help organise the day.

## Total marks for Spelling, Punctuation and Grammar 24/54 (44% of total marks)

Bands 3 and 4, ('consistently' or 'mostly') can only be awarded if the text is an appropriate length (ie as specified by the question or longer).

| <b>Spelling marks (SCS 22)</b>                                                                                                                                                                                                                                               | <b>Q1</b>                       | <b>Q2</b> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-----------|
| Spell correctly words used in work, study and daily life, including a range of specialist words                                                                                                                                                                              |                                 |           |
| <b>4</b> Spelling is consistently accurate, including ambitious and /or irregular words where used.                                                                                                                                                                          | <b>4</b>                        | <b>4</b>  |
| <b>3</b> Spelling is mostly correct, with occasional errors.                                                                                                                                                                                                                 | <b>3</b>                        | <b>3</b>  |
| <b>2</b> Spelling is accurate some of the time, with some accurate spelling of more complex or irregular words.                                                                                                                                                              | <b>2</b>                        | <b>2</b>  |
| <b>1</b> Limited accuracy: some accurate spelling of simple or regular words.                                                                                                                                                                                                | <b>1</b>                        | <b>1</b>  |
| <b>0</b> Spelling errors significantly impair meaning, or insufficient evidence to judge ability.                                                                                                                                                                            | <b>0</b>                        | <b>0</b>  |
| <b>Punctuation marks (SCS 20)</b>                                                                                                                                                                                                                                            | <b>Q1</b>                       | <b>Q2</b> |
| Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks)                                                                                                                                |                                 |           |
| <b>4</b> A range of punctuation (e.g. colons, commas, inverted commas, apostrophes, quotation marks) is used consistently accurately to mark the structure of sentences and give clarity and emphasis.                                                                       | <b>4</b>                        | <b>4</b>  |
| <b>3</b> A range of punctuation is used mostly accurately, including punctuation within the sentence, e.g. commas used correctly to mark phrases or clauses and commas within lists.                                                                                         | <b>3</b>                        | <b>3</b>  |
| <b>2</b> Some accuracy / range in punctuation: some sentences are correctly demarcated, with some use of other punctuation, e.g. commas to mark phrases or clauses or within lists.                                                                                          | <b>2</b>                        | <b>2</b>  |
| <b>1</b> Limited accuracy / range in punctuation.                                                                                                                                                                                                                            | <b>1</b>                        | <b>1</b>  |
| <b>0</b> Punctuation errors significantly impair meaning, or insufficient evidence to judge ability.                                                                                                                                                                         | <b>0</b>                        | <b>0</b>  |
| <b>Grammar marks (SCS 21)</b>                                                                                                                                                                                                                                                | <b>Q1</b>                       | <b>Q2</b> |
| Use correct grammar (e.g. subject–verb agreement, correct and consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability)                                                                      |                                 |           |
| <b>4</b> Grammar is consistently accurate: e.g. length, focus and structure of sentences are varied to add clarity and emphasis; tenses and verb forms such as modals (would have been...) are controlled; definite and indefinite articles are used accurately when needed. | <b>4</b>                        | <b>4</b>  |
| <b>3</b> Grammar is mostly accurate: e.g. a range of verb forms is used mostly correctly; a range of appropriate tense choices is mostly maintained; definite and indefinite articles are mostly correct when needed.                                                        | <b>3</b>                        | <b>3</b>  |
| <b>2</b> Some accuracy in grammar: e.g. some sentences are grammatically sound; there is some variation in verb forms; tense choice is appropriate some of the time; definite and indefinite articles are often incorrectly used or omitted when needed.                     | <b>2</b>                        | <b>2</b>  |
| <b>1</b> Limited accuracy in grammar: e.g. errors in verb forms and tenses are frequent and tense choice is often incorrect; definite and indefinite articles are frequently inaccurate or omitted when needed.                                                              | <b>1</b>                        | <b>1</b>  |
| <b>0</b> Grammar errors significantly impair meaning, or insufficient evidence to judge ability.                                                                                                                                                                             | <b>0</b>                        | <b>0</b>  |
|                                                                                                                                                                                                                                                                              | <b>Total marks per question</b> | <b>12</b> |



|                                |    |
|--------------------------------|----|
| Total marks available for SPaG | 24 |
|--------------------------------|----|

|                             |           |
|-----------------------------|-----------|
| <b>Indicative pass mark</b> | <b>35</b> |
|-----------------------------|-----------|