

Functional Skills Mark Scheme

English – Writing Entry Level 2



General Marking Guidance

- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place at the beginning, middle and end of the marking window to ensure this takes place.
- One mark scheme should be used to mark each learner's assessment paper. This must then be signed and attached to the assessment paper.
- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to learner performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the team leader must be sought.
- Some answers allow follow through marks where the learner has found an incorrect answer in a previous part of the task. If this is the case, the marker must check that the learner's answers are correct and should apply the format of the mark scheme to the learner's response.
- Assessment papers and mark schemes must be kept secure at all times.
- Should any issues or irregular practice arise that may put at risk the security of assessment papers of mark schemes – these will be reported to Open Awards immediately.

This assessment covers the whole of the Functional Skills standards for Writing and the coverage and range.

Skill Standard	Coverage and Range	Task
Writing Write short texts with some awareness of the intended audience	a) Use written words and phrases to record and present information	1, 2
	b) Construct compound sentences using common conjunctions	1, 2
	c) Punctuate correctly, using upper and lower case, full stops and question marks	1, 2
	d) Spell correctly all high frequency words and words with common spelling patterns	1, 2

Conducting the Assessment and Support for Learner

- Learners can take the assessment when they, and the tutor, feel they are ready.
- At this level the tutor will read the instructions for the task and questions only.
- The tutor must not scribe for the learner.
- The assessment should take place under supervised conditions and may be conducted on a one to one basis or within a group.
- The assessment may be split up into shorter tasks to meet the needs of the learners, but the total time taken should not exceed one hour.
- Dictionaries should be available, but help to find words cannot be given.
- Word processed or handwritten work may be submitted.

Marking of the Assessment

Centres must mark in accordance with the Open Awards mark scheme below.

Contextualisation

Centres may contextualise the assessment so that the learners are not disadvantaged because of their lack of knowledge about the topic, but centres must take care that if they change the assessment, it still covers the whole of the standards and the same coverage and range statements as the exemplar document.

When a centre decides that it wants to devise a totally new assessment, this should be submitted to Open Awards no less than *20 working days* before the first planned date of assessment so that the assessment can be standardised in line with all other Functional Skills assessments.

Learner Name:	
Assessment Date:	

Task 1 – 8 Marks

Coverage and Range	Accepted Responses	Mark Allocated	Assessor Comments	Mark Awarded
Use written words and phrases to record and present information	<p>2 Uses written words and phrases to record and present information</p> <p>1 Uses written words correctly to record and present information but phrases are often unclear</p> <p>0 Presents unclear or incomplete information as words and phrasing are often unclear or incomplete</p>	2		
Construct compound sentences using common conjunctions	<p>2 Constructs compound sentences using common conjunctions</p> <p>1 Constructs compound sentences occasionally but conjunctions (and other fundamental elements) are often incorrect</p> <p>0 Rarely constructs compound sentences, and demonstrates poor use of conjunctions.</p>	2		
Punctuate correctly, using upper and lower case, full stops and question marks	<p>2 Punctuates correctly generally, using upper and lower case, full stops and questions marks as required.</p> <p>1 Punctuates correctly at times, with some correct use of upper and lower case, full stops and question marks, although this is inconsistent.</p> <p>0 Punctuation is generally poor and inaccurate, with upper and lower case, full stops and question marks omitted or used incorrectly.</p>	2		

Task 1 – 8 Marks

Coverage and Range	Accepted Responses	Mark Allocated	Assessor Comments	Mark Awarded
Spell correctly all high frequency words and words with common spelling patterns	2 Spells correctly most high frequency words and words with common spelling patterns 1 Spelling correctly some high frequency words and words with common spelling patterns 0 Spelling is poor and inconsistent, with high frequency words and words with common spelling patterns frequently incorrect.	2		

The learner must demonstrate above 0 for each criterion on at least one of the tasks.

Task 2 – 8 Marks

Coverage and Range	Accepted Responses	Mark Allocated		Mark Awarded
Use written words and phrases to record and present information	<p>2 Uses written words and phrases to record and present information</p> <p>1 Uses written words correctly to record and present information but phrases are often unclear</p> <p>0 Presents unclear or incomplete information as words and phrasing are often unclear or incomplete</p>	2		
Construct compound sentences using common conjunctions	<p>2 Constructs compound sentences using common conjunctions</p> <p>1 Constructs compound sentences occasionally but conjunctions (and other fundamental elements) are often incorrect</p> <p>0 Rarely constructs compound sentences, and demonstrates poor use of conjunctions.</p>	2		
Punctuate correctly, using upper and lower case, full stops and question marks	<p>2 Punctuates correctly generally, using upper and lower case, full stops and questions marks as required.</p> <p>1 Punctuates correctly at times, with some correct use of upper and lower case, full stops and question marks, although this is inconsistent.</p> <p>0 Punctuation is generally poor and inaccurate, with upper and lower case, full stops and question marks omitted or used incorrectly.</p>	2		
Spell correctly all high frequency words and words with common spelling patterns	<p>2 Spells correctly most high frequency words and words with common spelling patterns</p> <p>1 Spelling correctly some high frequency words and words with common spelling patterns</p> <p>0 Spelling is poor and inconsistent, with high frequency words and words with common spelling patterns frequently incorrect.</p>	2		

The learner must demonstrate above 0 for each criterion on at least one of the tasks.

Total Marks Available	16	Pass Mark	10	Learner Mark	
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		Please tick
I confirm that the work/evidence submitted is the learner's own work		<input type="checkbox"/>
I understand that learner results may be invalidated if evidence is submitted that does not belong to them		<input type="checkbox"/>

Role	Name	Signature	Date
Marker			
IV (if sampled)			
EV (if sampled)			