

# Functional Skills Mark Scheme

## English – Writing Entry Level 3



### 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
<b>Writing</b> Write texts with some adaptation to the intended audience	a) Plan, draft and organise writing	1, 2
	b) Sequence writing logically and clearly	1, 2
	c) Use basic grammar including appropriate verb tense and subject–verb agreement	1, 2
	d) Check work for accuracy, including spelling	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.

<b>Learner Name:</b>	
<b>Assessment Date:</b>	

## Task 1 – 8 Marks

Coverage and Range	Accepted Responses	Mark Allocated	Assessor Comments	Mark Awarded
Plan, draft and organise writing	<p><b>2</b> Plans, drafts and organises writing effectively for a purpose and with some awareness of audience</p> <p><b>1</b> Some evidence of planning, drafting and organisation in writing although lacks coherence, clarity or relevance to purpose and audience at times.</p> <p><b>0</b> Key parts of planning, drafting and organisation of work are not evident</p>	2		
Sequence writing logically and clearly	<p><b>2</b> Generally sequences writing logically and clearly</p> <p><b>1</b> Some sequence is evident but inconsistencies and lack of clarity are often evident</p> <p><b>0</b> Sequencing of writing is either not evident, or is unclear and inaccurate.</p>	2		
Produce written work that is relevant and/appropriate to purpose and audience	<p><b>1</b> Writing produced and content communicated is relevant and/or appropriate to task and audience</p> <p><b>0</b> Writing produced and content communicated shows limited relevance and/or appropriateness to task and audience</p>	1		
Use basic grammar including appropriate verb tense and subject– verb agreement	<p><b>2</b> Uses basic grammar correctly generally, including appropriate verb tense and subject verb agreement</p> <p><b>1</b> Uses basic grammar correctly at times, with some appropriate verb tense and subject verb agreement shown, but not often or consistently</p> <p><b>0</b> Basic grammar is inaccurate, with verb tense and subject verb agreement frequently incorrect or not evident.</p>	2		
Check work for accuracy, including spelling	<p><b>1</b> Evidence of checking of work and improvements made, including checking and amending incorrect spelling or no errors present.</p> <p><b>0</b> Limited or no evidence of checking of work or improvements being made.</p>	1		

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	Assessor Comments	Mark Awarded
Plan, draft and organise writing	<p><b>2</b> Plans, drafts and organises writing effectively for a purpose and with some awareness of audience</p> <p><b>1</b> Some evidence of planning, drafting and organisation in writing although lacks coherence, clarity or relevance to purpose and audience at times.</p> <p><b>0</b> Key parts of planning, drafting and organisation of work are not evident</p>	2		
Sequence writing logically and clearly	<p><b>2</b> Generally sequences writing logically and clearly</p> <p><b>1</b> Some sequence is evident but inconsistencies and lack of clarity are often evident</p> <p><b>0</b> Sequencing of writing is either not evident, or is unclear and inaccurate.</p>	2		
Produce written work that is relevant and/appropriate to purpose and audience	<p><b>1</b> Writing produced and content communicated is relevant and/or appropriate to task and audience</p> <p><b>0</b> Writing produced and content communicated shows limited relevance and/or appropriateness to task and audience</p>	1		
Use basic grammar including appropriate verb tense and subject– verb agreement	<p><b>2</b> Uses basic grammar correctly generally, including appropriate verb tense and subject verb agreement</p> <p><b>1</b> Uses basic grammar correctly at times, with some appropriate verb tense and subject verb agreement shown, but not often or consistently</p> <p><b>0</b> Basic grammar is inaccurate, with verb tense and subject verb agreement frequently incorrect or not evident.</p>	2		
Check work for accuracy, including spelling	<p><b>1</b> Evidence of checking of work and improvements made, including checking and amending incorrect spelling or no errors present.</p> <p><b>0</b> Limited or no evidence of checking of work or improvements being made.</p>	1		

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

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

<b>Role</b>	<b>Name</b>	<b>Signature</b>	<b>Date</b>
<b>Marker</b>			
<b>IV (if sampled)</b>			
<b>EV (if sampled)</b>			