open awards

Changing lives through learning

Open Awards Level 1 Functional Skills in English

Writing Component

Sample Assessment 1

Sample Assessment

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About this Sample Assessment

This sample assessment is designed to help learners and providers become familiar with the format, question types and level of demand of Open Awards Functional Skills assessments.

Using the sample assessment

- The on-screen and paper-based versions contain the same questions. They are alternative formats of the same sample assessment, not separate assessments.
- Learners taking their live assessment on-screen should use the on-screen sample to familiarise themselves with the assessment platform and its functionality.
- Sample assessments support preparation but may not reflect the full range of content, contexts and question types that could appear in a live assessment. Performance in a sample assessment should not be used on its own to determine readiness for live assessment.

Indicative pass mark

Open Awards Level 1 Functional Skills English Writing assessments are designed to enable a minimally competent learner to achieve a pass mark of around **36 out of 60 marks**.

This is an indicative pass mark only.

Actual pass marks are determined through standardisation and awarding activities and may vary between assessment versions.

Achieving the indicative pass mark in a sample assessment does not guarantee a pass in the live assessment.

Online Sample Assessment 1

Access the Level 1 Functional Skills English Writing sample assessment on the XAMS platform by selecting the link below.

Access Online Sample Assessment 1.

When prompted, enter your name to begin the assessment. Once completed, you can download a copy of your answers, which can be marked using the mark scheme provided in this booklet.

LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: WRITING

SAMPLE ASSESSMENT 1

QUESTION AND ANSWER PAPER

There are **two** tasks in this assessment.

30 marks are available for each task.

Total marks available: **60**

Time limit: **1 HOUR**

You will be assessed in each task on your spelling, punctuation, grammar and writing composition.

You need:

- this question and answer paper
- a pen with black or blue ink

You must **NOT** use a dictionary.

Do not open this paper until you are told to do so by the invigilator.

Instructions

1. Please sign and date below to confirm that your details are correct and that you have understood the instructions
2. Read each task carefully
3. Plan your work carefully and be aware of the time available
4. Complete each task in the space provided on this question paper
5. If you have time, check your work at the end
6. If you use extra paper, make sure it has your name and learner number on it and that it is securely attached to this answer booklet
7. At the end of the test, hand this question paper and all notes to the invigilator

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Learner name:	Joe Bloggs
Learner number:	10000000
Centre number:	10000
Signature:	
Today's date:	

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Task 1 (30 marks)

You work for a company called Tasty Fusion. They are going to open a new restaurant in the area. They have asked you to write an advertisement to go in the local newspaper.

In the advertisement you should mention:

- the name and type of restaurant, and where it is
- the opening times and contact details
- reasons why people should eat there
- the special offers available during the opening week.

The advertisement should be between 150 and 250 words.

Write the advertisement.

You will be assessed on your ability to

- communicate information, ideas and opinions clearly, coherently and accurately
- 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
- use format, structure and language appropriate of audience and purpose
- write consistently and accurately in complex sentences, using paragraphs where appropriate
- use a range of punctuation correctly
- use correct grammar
- spell words used most often in work, study and daily life, including specialist words.

Write your answer here

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Task 2 (30 marks)

You were due to fly home today from a holiday. Unfortunately, your flight has been cancelled. You are worried because you are supposed to go back to work tomorrow.

You have decided to write an email to your boss, Michael Western, (michael@westernltd.coz).

In your email you should:

- explain what has happened and apologise
- tell him when you expect to be back
- suggest ways you could make up for being late to work.

Write the email.

You will be assessed on your ability to

- communicate information, ideas and opinions clearly, coherently and accurately
- 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
- use format, structure and language appropriate of audience and purpose
- write consistently and accurately in complex sentences, using paragraphs where appropriate
- use a range of punctuation correctly
- use correct grammar
- spell words used most often in work, study and daily life, including specialist words.

Write your answer here

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[End of Assessment]

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LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: WRITING

SAMPLE ASSESSMENT 1

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.	There is sufficient detail to fully meet the needs of purpose and audience. The response considers all aspects of the question and addresses any bullet point guidance given. Where a word count is given in the task, the length of the response is within this word count.	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.	The response has used paragraphs appropriately throughout. These have been clearly indicated through the use of line spaces or indentation.

2	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.	There is sufficient detail to meet the needs of purpose and audience, although some nonessential detail may have been omitted. Where a word count is given in the task, the length of the response is within 20 words of this word count.	See Appendix 1.	The response uses mostly appropriate language which would be acceptable to the audience specified in the question and is mostly fit for purpose.	The response includes some accurate complex sentences.	There is an attempt at dividing content into appropriate paragraphs. These have been indicated most of the time through the use of line spaces or indentation.
1	The response has occasional clarity but overall lacks sufficient clarity to be functional.	There is an attempt to include relevant detail but there is insufficient detail to meet the needs of purpose and/or audience. 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.	See Appendix 1.	The response includes some appropriate language, but also some which is not appropriate for the audience specified or the purpose. The language used should not offend the audience.	There is an attempt at writing at least one complex sentence.	There is an attempt to put related text together in paragraphs / sections. These might not be clearly shown through the use of line spaces or indentation but can be identified by starting a new line.
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	Spelling of most frequently used words is accurate throughout, including specialist words. Candidate has used a wide range of words used in work, study and daily life, including a range of specialist words. Any errors stand out as untypical one-off slips.	Punctuation is accurate throughout. Candidate has used a range of punctuation (e.g. full stops, question marks, commas, possessive apostrophes). Any errors stand out as untypical one-off slips.	Grammar is accurate throughout. Candidate has used correct grammar throughout (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles). Any errors stand out as untypical one-off slips.
3	Spelling of straightforward words is mostly accurate, although there may be some errors in complex and irregularly spelled words. Candidate has used a reasonable range of words to suit the task. There may be occasional repeated errors.	Punctuation is mostly accurate. Candidate has made some attempt to use more complex punctuation (e.g. commas, possessive apostrophes), although there, although there may be errors. There are few or no errors in sentence separation or the use of upper case for the personal pronoun.	Grammar is mostly accurate. Candidate has made some attempt to ensure subject-verb agreement is mostly accurate and has usually used definite and indefinite articles where needed.
2	Spelling of most simple straightforward words is accurate throughout, although there may be some repeated errors.	Punctuation at the beginning and end of sentences is mostly accurate. There is little or no attempt to use more complex punctuation or any used is frequently wrong. Any errors in the use of upper case for the personal pronoun or names stand out as one off slips.	Basic grammar is mostly correct e.g. the formation of the present tense and subject-verb agreement of straightforward simple nouns. There is an attempt to use articles correctly but there might be errors, inconsistencies and occasional omissions.

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.

LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: WRITING

SAMPLE ASSESSMENT 1

SETTING MATRIX

Learning Aims and Outcomes	Scope of Study	Question / task numbers – coverage and range	Assessment weighting	Questions and marks allocated to coverage and range
Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.	**Writing Composition** 22. Communicate information, ideas and opinions clearly, coherently and accurately 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. 24. Use format, structure and language appropriate for audience and purpose. 25. Write consistently and accurately in complex sentences, using paragraphs where appropriate.	All tasks	60%	All tasks
	Spelling, punctuation and grammar 19. Use a range of punctation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes) 20. Use correct grammar (e.g. subject-verb agreement, consistent use of tenses, definite and indefinite articles) 22. Spell words used most often in work, study and daily life,, including specialist words.	All tasks	40%	All tasks

Appendix 1 – Format

Format Required	Letter	Formal Report	Newspaper Article	Email	Leaflet	Advertisement
3 marks	• Sender's address (without name) • Recipient address • Date • Salutation & acceptable close followed by name of sender	• Appropriate title • Appropriate sub-headings and any one of the following formatting features: • Additional sub-headings • Numbered sections • Bullet points • Progressive indentation	• Appropriate title • Attribution • Strapline or sub-heading(s) • Attribution	• To (email address) • Subject • Salutation and close • Name of sender at end	• Appropriate title • Sub-heading(s) And any two of the following features: • Additional sub-headings • Sections/ paragraphs • Contact details • Bullet points	• Appropriate title • Sub-headings And any two of the following features: • Additional sub-headings • Sections/ paragraphs • Contact details • Bullet points
2 marks	• Sender's address (with or without name) and any two of the following formatting features • Recipient address • Date • Salutation & acceptable	• Appropriate title and any two of the following formatting features • Sub-heading(s) • Numbered sections • Bullet points • Progressive indentation	• Appropriate title and any two of the following formatting features • Attribution • Strapline • Sub-heading(s)	• To (email address) and any two from • Subject • Salutation and close • Name of sender at end	• Appropriate title and any two of the following formatting features • Sub-heading(s) • Sections/paragraphs • Contact details • Bullet points	• Appropriate title and any two of the following formatting features • Sub-heading(s) • Sections/paragraphs • Contact details • Bullet points

	close followed by name of sender					
1 mark	• Sender's address (with or without name) only	• Appropriate title	• Appropriate title	• To (email address)	• Appropriate title	• Appropriate 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.	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.	No attempt at formatting or incorrect format used or no title.	No attempt at formatting or incorrect format used or no title.