open awards

Changing lives through learning

Open Awards Level 2 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 2 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 2 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 2 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 have recently bought a new television but there are several problems with it.

You have decided to write a letter to the company you bought the television from as emails you have sent have bounced back and you can't find a telephone number for them.

You need to explain what the problems are, what you have done so far, ask what advice they would give and suggest what you would like them to do about it.

The address you have is Price Electronics, 221 High Street, Nantavon, NT2 2JJ).

Write the letter.

You will be assessed on your ability to

- communicate information, ideas and opinions clearly, coherently and effectively
- 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
- organise writing for different purposes using appropriate format and structure
- convey clear meaning and establish cohesion using organisational markers effectively
- use different language and register suited to audience and purpose
- construct complex sentences consistently and accurately, using paragraphs where appropriate
- punctuate writing correctly using a wide range of punctuation markers
- use correct grammar and modality devices
- spell words used in work, study and daily life, including a range of specialist words.

Write your answer here

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Task 2 (30 marks)

You are arranging a work outing to raise money for charity.

You have decided to write a leaflet for colleagues persuading them to come along.

You will need to include information about the outing e.g. costs and dates, how they can take part, and how the outing will raise money for charity.

The leaflet should be between 250 and 350 words.

Write the leaflet.

You will be assessed on your ability to

- communicate information, ideas and opinions clearly, coherently and effectively
- 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
- organise writing for different purposes using appropriate format and structure
- convey clear meaning and establish cohesion using organisational markers effectively
- use different language and register suited to audience and purpose
- construct complex sentences consistently and accurately, using paragraphs where appropriate
- punctuate writing correctly using a wide range of punctuation markers
- use correct grammar and modality devices
- spell words used in work, study and daily life, including a range of specialist words.

Write your answer here

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[End of Assessment]

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LEVEL 2 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.

Writing Composition (total marks available 18 (60%)						
Marks available	**SOS23 – clarity** **Communicate information, ideas and opinions clearly, coherently and effectively**	**SOS24 – detail** **Write text of an appropriate level of detail (and, where word count is stated, of appropriate length) to meet the needs of purpose and audience**	**SOS25 – format** **Organise writing for different purposes using appropriate format and structure**	**SOS26 – visual organisation** **Convey clear meaning and establish cohesion using organisational markers effectively**	**SOS27 – register/ language** **Use different language and register suited to audience**	**SOS28 – construction** **Construct complex sentences consistently and accurately, using 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 a range of appropriate organisational / visual markers (e.g. bullet pointed lists, captions, display boxes, tables, sections, spacing etc.) to help convey meaning.	The response uses appropriate language and register which is fully suited to the audience specified in the question.	The response includes complex sentences consistently and accurately. The response has used paragraphs appropriately throughout.

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 non-essential 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 some organisational / visual markers.	The response uses mostly appropriate language and register which would be acceptable to the audience specified in the question.	The response includes some complex sentences. There is an attempt at dividing content into appropriate paragraphs
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 insufficient i.e. more than 50 words above or below this word count.	See Appendix 1.	There is an attempt at using at least one organisational / visual marker	The response includes some appropriate language and is in a register which would not offend the audience specified in the question.	There is an attempt at writing at least one complex sentence. There is an attempt to put related text together in paragraphs.
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.	There is no attempt at using organisational markers	The language and/or register is inappropriate throughout.	There is no attempt at using complex sentences or paragraphs.

Spelling, punctuation & grammar (total marks available 12 (40%)			
Mark	**SOS21** **Spell words use in work, study and daily life including a range of specialist words**	**SOS22** **Punctuate correctly using a wide range of punctuation markers**	**SOS20** **Use correct grammar and modality devices**
4	Spelling is accurate throughout, including of complex and irregularly spelled 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 complex punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks) Any errors stand out as untypical one-off slips.	Grammar is accurate throughout. Candidate has used complex grammar accurately (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices appropriately (e.g. to express probability or desirability. Any errors stand out as untypical one-off slips.
3	Spelling 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. colons, commas, apostrophes), although there may be errors. There are few or no errors in sentence separation and 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. There might not be a range of tenses used but those that are correct, including the use of definite and indefinite articles. The candidate may not have used modality devices or not used them appropriately.
2	Spelling of simple straightforward words is accurate throughout. There are errors in less common or irregularly spelled words, which may be repeated throughout.	Punctuation at the beginning and end of sentences is mostly accurate. There is minimal attempt to use more complex punctuation. Any errors in the use of upper case for the personal pronoun stand out as one of slips.	Basic grammar is 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 words are correctly spelled	The punctuation of some simple sentences is correct. Some attempt to use upper case for the personal pronoun.	Some grammar is correct but there are frequent errors or omissions.
0	Spelling is mostly inaccurate and affects the meaning of the text significantly.	Punctuation is mostly inaccurate and affects the meaning of the text significantly.	Grammar is mostly inaccurate and affects the meaning of the text significantly.

LEVEL 2 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** 23. Communicate information, ideas and opinions clearly, coherently and effectively. 24. 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. 25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables). 26. Convey clear meaning and establish cohesion using organisational markers effectively. 27. Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose. 28. Construct complex sentences consistently and accurately, using paragraphs where appropriate.	All tasks	60%	All tasks
	Spelling, punctuation and grammar 20. Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks). 21. Use correct grammar (e.g. subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles) and modality devices (e.g. to express probability or desirability) 22. Spell words used in work, study and daily life,, including a range of specialist words	All tasks	40%	All tasks

Appendix 1 – Format

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