



# Functional Skills Level 2 English Writing Sample Paper 1



A City & Guilds Group Business

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April 2019 version 0.2

## Question Paper

**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.**

DRAFT



# Level 2 Functional Skills English Writing Sample Paper 1



Candidate Name (First, Middle, Last)

Candidate enrolment number

DOB (DDMMYYYY)

Candidate signature and declaration\*

Assessment date (DDMMYYYY)

Centre number

### General information:

- The duration of this paper is **1 hour 20 minutes**.
- The maximum mark for each question is shown.
- The total number of marks available is **54**.

### General instructions:

- Read each question carefully.
- Answer **both** questions.
- Dictionaries, electronic grammar and spell checkers are **not** permitted.

**\*I declare that I have no prior knowledge of the questions in this assessment and that I will not share any information about the questions.**



## Question 1

**You will be assessed on:**

- Communicating information, ideas and opinions clearly, coherently and effectively
- Communicating with appropriate detail to suit purpose and audience
- Using appropriate format and structure for purpose and audience
- Conveying clear meaning and establishing cohesion using organisational markers
- Using appropriate language and register for purpose and audience
- Constructing complex sentences consistently and accurately, using paragraphs where appropriate
- Using correct spelling, punctuation and grammar.



### Question 1

You have come to the end of your course and your tutor has asked you to write a blog for the college website to discuss the pros and cons of possible next steps in your career path, including finding a job, starting on a higher level course, volunteer work or to enrol on an apprenticeship.

**Your task:** write the blog.

**(27 marks)**

**Write around 5 to 8 paragraphs.**

You may use the space below for planning and drafting.















## Question 2

**You will be assessed on:**

- Communicating information, ideas and opinions clearly, coherently and effectively
- Communicating with appropriate detail to suit purpose and audience
- Using appropriate format and structure for purpose and audience
- Conveying clear meaning and establishing cohesion using organisational markers
- Using appropriate language and register for purpose and audience
- Constructing complex sentences consistently and accurately, using paragraphs where appropriate
- Using correct spelling, punctuation and grammar.





## Question 2

It is well known that celebrities use the media to help their careers, but they don't seem to like it when the media covers their private lives.

- Is it right how the media treats celebrities?
- How do celebrities benefit from the media and how does the media benefit from celebrities?
- Should anything be off-limits or can the media cover everything about celebrities and their private lives?

**Your task:** Write an article for a student magazine exploring the extent to which it is fair that the private lives of celebrities are covered in the media.

(27 marks)

**Suggested word count 250 – 300 words.**

You may use the space below for planning and drafting.













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# Functional Skills Level 2 English Writing

## Sample paper 1 Provisional marking scheme

**Note:**

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## Marking guidance

The Writing mark scheme is structured as follows:

<b>Written composition (content marks)</b>	<b>Q1 Max marks</b>	<b>Q2 Max marks</b>	<b>Total composition marks</b>	<b>% coverage (composition)</b>
SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	15 marks	15 marks	30 marks	56%
<b>Spelling, punctuation and grammar (SPaG) (accuracy marks)</b>	<b>Q1 Max marks</b>	<b>Q2 Max marks</b>	<b>Total SPaG marks</b>	<b>% coverage (SPaG)</b>
SCS20 SCS21 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:

- All Bands: candidates must meet **all bullets** for the band to achieve the mark at the top of the band range.
- 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.

Band	Descriptor	Coverage	Q1 Marks	Q2 Marks
<b>4: 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 to suit purpose and audience</li> <li>Consistently organises writing for different purposes using appropriate format and structure</li> <li>Consistently conveys clear meaning and establishes cohesion using organisational markers</li> <li>Uses different language and register consistently suited to audience and purpose</li> <li>Constructs complex sentences consistently and accurately, using paragraphs where appropriate</li> </ul>	SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	12 - 15	12 - 15
<b>3: 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 to suit purpose and audience</li> <li>Organises writing for different purposes using mostly appropriate format and structure</li> <li>Mostly conveys clear meaning and establishes cohesion using organisational markers</li> <li>Uses different language and register mostly suited to audience and purpose</li> <li>Constructs complex sentences mostly consistently and accurately, using paragraphs where appropriate</li> </ul>	SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	8 - 11	8 - 11
<b>2: 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 to suit purpose and audience</li> <li>Organises writing for different purposes using some appropriate format and structure</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 some accuracy with some use of paragraphs where appropriate</li> </ul>	SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	4 - 7	4 - 7
<b>1: 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 to suit purpose and audience</li> <li>Organises writing for different purposes using appropriate format and structure with limited success</li> <li>Limited clarity of meaning and cohesion</li> <li>Limited use of different language and register suited to audience and purpose</li> <li>Constructs complex sentences with limited consistency and accuracy</li> </ul>	SCS23 SCS24 SCS25 SCS26 SCS27 SCS28	0 - 3	0 - 3

## Indicative content for composition marks

### Question 1: Work placement

**Expected format and structure:** Blog

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

- Their experiences of work placements
- Encouraging people to seek work placements in an area that is of interest to them
- How work placements will benefit their career development.

### Question 2: Celebrities in the media

**Expected format and structure:** Article

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

- Is it right how the media treats celebrities?
- How do celebrities benefit from the media?
- How does the media benefit from celebrities?
- Should anything be off-limits or can the media cover everything about celebrities and their private lives?

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

<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 errors for more complex or irregular words.	<b>2</b>	<b>2</b>
<b>1</b> Limited accuracy. Some accurate spelling of simple / regular words but there are still frequent errors.	<b>1</b>	<b>1</b>
<b>0</b> Spelling significantly impairs meaning	<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 (eg 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.	<b>3</b>	<b>3</b>
<b>2</b> Some accuracy /range in punctuation: Most sentences are correctly demarcated with some use of other punctuation e.g. commas in lists	<b>2</b>	<b>2</b>
<b>1</b> Limited accuracy /range in punctuation: full stops, capital letters, exclamation marks and question marks are used mostly correctly, however, there are frequent errors with other types of punctuation.	<b>1</b>	<b>1</b>
<b>0</b> punctuation significantly impairs meaning	<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: 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.	<b>4</b>	<b>4</b>
<b>3</b> Grammar is mostly accurate: A range of verb forms is used mostly correctly and a range of appropriate tense choices is mostly maintained. Additional words and phrases contribute to meaning, e.g. adverbs (additionally).	<b>3</b>	<b>3</b>
<b>2</b> Some accuracy in grammar: Sentences are usually grammatically sound with occasional errors; there is some variation in verb forms and tense choice is generally appropriate.	<b>2</b>	<b>2</b>
<b>1</b> Limited accuracy in grammar: simple connectives (e.g. and, but, then) are used to link clauses; simple verb forms and tenses are mostly correct, though there are frequent mistakes when attempting more complex ones.	<b>1</b>	<b>1</b>
<b>0</b> grammar significantly impairs meaning	<b>0</b>	<b>0</b>
	<b>Total marks per question</b>	<b>12 12</b>
	<b>Total marks available for SPaG</b>	<b>24</b>