

# Functional Skills Mark Scheme



## English – Writing

### Entry Level 3

### Sample Assessment

#### 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.
- Marks should be applied on the learners' assessment paper along with all associated feedback. It is recommended that marking is carried out using a different coloured pen to that of the learner.
- 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.
- 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 or mark schemes – these will be reported to Open Awards immediately.

#### Pass Mark: 24

## E3 Writing Mark scheme – Sample Assessment

<b>Entry 3 – Writing Task 1 (total marks available 10)</b>				
<b>Question Number</b>	<b>Question</b>	<b>Accepted Responses</b>	<b>Mark Allocated</b>	<b>Scope of Study Reference</b>
1	Write the word with the correct spelling to fit in each sentence.	Excellent	1	SoS17
2	Write the word with the correct spelling to fit in each sentence.	Describe	1	SoS17
3	Write the word with the correct spelling to fit in each sentence.	Although	1	SoS17
4	Write the word with the correct spelling to fit in each sentence.	Increase	1	SoS17
5	Write the word with the correct spelling to fit in each sentence.	Curiosity	1	SoS17
6	Write the word with the correct spelling to fit in each sentence.	Committee	1	SoS17
7	Write the word with the correct spelling to fit in each sentence.	Thorough	1	SoS17
8	Write the word with the correct spelling to fit in each sentence.	Discussion	1	SoS17
9	Write the word with the correct spelling to fit in each sentence.	Cautious	1	SoS17
10	Write the word with the correct spelling to fit in each sentence.	Frequently	1	SoS17

## E3 Writing Mark scheme – Sample Assessment

Entry 3 – Writing Task 2 (total marks available 1)				
Question Number	Question	Accepted Responses	Mark Allocated	Scope of Study Reference
Task 2	Re-order the list of words below in alphabetical order.	decent deep leave level rent rest trail trump	1 mark	SoS16

Entry 3 – Writing Task 3 (total marks available 2)				
Question Number	Question	Accepted Responses	Mark Allocated	Scope of Study Reference
Task 3	Write down the plural for each word given below.	knives feet	1 mark 1 mark	SoS14

## E3 Writing Mark scheme – Sample Assessment

Entry 3 - Writing Tasks 4 (total marks available: 23)								
SoS	OC1. Spell words correctly.	13. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)	15. Use correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)	18. Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task)	19. Write text of an appropriate level of detail and of appropriate length (including where this is specified)	20. Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points	21. Write in compound sentences and paragraphs where appropriate	22. Use language appropriate for purpose and audience
<b>Marks available</b>								
<b>4 marks</b>	NA	NA	NA	Communicated <b>all</b> information, ideas and opinions clearly and in a logical sequence throughout text.	NA	NA	NA	NA
<b>3 marks</b>	All words spelt correctly (with one error only where five or more sentences or one or two paragraphs are	NA	NA	Communicated information, ideas and opinions clearly and in a logical sequence <b>most</b> of the time, ie	Written text contained <b>all</b> relevant information and appropriate detail to meet task	Appropriate format and structure <b>throughout</b> text, using e.g. headings, bullet points, etc as	Used several compound sentences, all of them correctly; used paragraphs as appropriate	Makes <b>consistent</b> use of language appropriate for purpose and audience <b>throughout</b> .



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	seen.)			no more than two errors in total for logical sequencing and clear communication.	requirements; length of response within the given word count.	required by the purpose of text.	for the task.	
<b>2 marks</b>	Most words spelt correctly (with two errors only where five or more sentences or one or two paragraphs are seen.)	Accurately punctuated <b>throughout</b> with capital letters, full stops, question and exclamation marks, and commas.	<b>Mostly</b> correct grammar including subject-verb agreement, use of tense, definite and indefinite articles; occasional errors and/or inconsistencies do not adversely affect meaning/understanding.	Communicated information, ideas and opinions clearly and in a logical sequence <b>more</b> of the time than not, ie maybe some errors in logical sequencing or clear communication.	Written text contained <b>some</b> relevant information and appropriate detail to meet task requirements; length of response within the given word count.	Appropriate format and structure <b>mostly throughout</b> text, using e.g. headings, bullet points, etc as required by the purpose of text, with no more than one error in format or structure.	Used several compound sentences, <b>mostly</b> correct with no more than one error; used paragraphs as appropriate for the task.	Makes <b>consistent</b> use of language appropriate for purpose and audience <b>through</b> the majority of the text, with no more than two minor errors in use of language to suit purpose / audience.
<b>1 mark</b>	Three errors for every five sentences or two paragraphs seen.	Accurately punctuated <b>more</b> of the time than not, including capital letters, full stops, question and exclamation	<b>Some</b> examples of correct grammar including subject-verb agreement, use of tense, definite and indefinite	Some but limited communication of information, ideas and opinions clearly and in a logical sequence.	Written text contained <b>limited</b> relevant information and appropriate detail; may have contained irrelevancies; length of	Recognisably appropriate format and structure but with some errors and/or omissions.	At least one correct compound sentence used; some evidence of paragraphing as appropriate for task.	Makes <b>some</b> use of language appropriate for purpose and audience.

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		marks, and commas, ie maybe some errors	articles; errors and/or inconsistencies do not adversely affect meaning/understanding.		response does not quite meet the word count.			
<b>0 marks</b>	More than three errors (for every five or more sentences or two paragraphs seen.	Limited or no accurate punctuation with capital letters, full stops, question and exclamation marks, and commas; very frequent errors and/or inconsistencies.	Significant errors and/or inconsistencies in the use of grammar including subject-verb agreement, use of tense, definite and indefinite articles that adversely affect meaning/understanding	Overall did <b>not</b> communicate information, ideas and opinions clearly and in a logical sequence.	Written text did not contain sufficient relevant information and appropriate detail to meet task requirements; brief inappropriate response below the minimum word count.	No recognisably appropriate format or structure; significant errors and/or omissions.	No evidence of compound sentences or paragraphing.	Language used is not appropriate for purpose and audience.