

## LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: WRITING

### SAMPLE QUESTION AND ANSWER PAPER

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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.

Internet access is **NOT** permitted.

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**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.
8. This question paper consists of **8** pages.

Learner name:	
Learner number:	
Centre number:	
Signature:	
Today's date:	

**Task 1**

**(30 marks)**

You work for a company called Tasty Fusion. They are going to open a new restaurant in your 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.

Write the advertisement. The advertisement should be between 150 and 250 words.

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.

Write an email to your manager, Michael Western, ([michael@westernltd.coz](mailto: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 back 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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Specimen



## **LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: WRITING**

### **SAMPLE MARK SCHEME TOTAL MARKS 60**

#### **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 34, 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 1–3 or 1–4 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.

<b>Writing Composition (total marks available 18, 60%)</b>						
<b>Marks available</b>	<b>SOS22 – clarity</b>  <b>Communicate information, ideas and opinions clearly, coherently and accurately</b>	<b>SOS23 – detail</b>  <b>Write text of an appropriate level of detail and of appropriate length to meet the needs of purpose and audience</b>	<b>SOS24a – format</b>  <b>Use format and structure appropriate for audience and purpose</b>	<b>SOS24b – language</b>  <b>Use language appropriate for audience and purpose</b>	<b>SOS25a – sentences</b>  <b>Write consistently and accurately in complex sentences</b>	<b>SOS25b – paragraphs</b>  <b>Use paragraphs where appropriate</b>
<b>3</b>	The response is clear throughout with no ambiguity present.	<p>There is sufficient detail to fully meet the needs of purpose and audience.</p> <p>The response considers all aspects of the question and addresses any bullet point guidance given.</p> <p>Where a word count is given in the task, the length of the response is within this word count.</p>	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.	<p>The response has used paragraphs appropriately throughout.</p> <p>These have been clearly indicated through the use of line spaces or indentation.</p>
<b>2</b>	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.	<p>There is sufficient detail to meet the needs of purpose and audience, although some non-essential detail may have been omitted.</p> <p>Where a word count is given in the task, the length of the</p>	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.	<p>There is an attempt at dividing content into appropriate paragraphs.</p> <p>These have been indicated most of the time through the use of line spaces or indentation.</p>

		response is within 20 words of this word count.				
<b>1</b>	The response has occasional clarity but overall lacks sufficient clarity to be functional.	<p>There is an attempt to include relevant detail but there is insufficient detail to meet the needs of purpose and/or audience.</p> <p>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.</p>	See Appendix 1.	<p>The response includes some appropriate language, but also some which is not appropriate for the audience specified or the purpose.</p> <p>The language used should not offend the audience.</p>	There is an attempt at writing at least one complex sentence.	<p>There is an attempt to put related text together in paragraphs / sections.</p> <p>These might not be clearly shown through the use of line spaces or indentation but can be identified by starting a new line.</p>
<b>0</b>	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.

<b>Spelling, punctuation &amp; grammar (total marks available 12 (40%))</b>			
<b>Mark</b>	<b>SOS21 Spell words used most often in work, study and daily life including specialist words</b>	<b>SOS19 Use a range of punctuation correctly</b>	<b>SOS20 Use correct grammar</b>
<b>4</b>	<p>Spelling of most frequently used words is accurate throughout, including specialist words.</p> <p>The response uses a wide range of words used in work, study and daily life, including a range of specialist words.</p> <p>Any errors stand out as untypical one-off slips.</p>	<p>Punctuation is accurate throughout.</p> <p>The response uses a range of punctuation (e.g. full stops, question marks, commas, possessive apostrophes).</p> <p>Any errors stand out as untypical one-off slips.</p>	<p>Grammar is accurate throughout.</p> <p>The response uses correct grammar throughout (e.g. subject-verb agreement, consistent use of different tenses, definite and indefinite articles).</p> <p>Any errors stand out as untypical one-off slips.</p>
<b>3</b>	<p>Spelling of straightforward words is mostly accurate, although there may be some errors in complex and irregularly spelled words.</p> <p>The response uses a reasonable range of words to suit the task.</p> <p>There may be occasional repeated errors.</p>	<p>Punctuation is mostly accurate.</p> <p>The response makes some attempt to use more complex punctuation (eg commas, possessive apostrophes), although there, although there may be errors.</p> <p>There are few or no errors in sentence separation or the use of upper case for the personal pronoun.</p>	<p>Grammar is mostly accurate.</p> <p>The response makes some attempt to ensure subject-verb agreement is mostly accurate and usually uses definite and indefinite articles where needed.</p>
<b>2</b>	<p>Spelling of most simple, straightforward words is accurate throughout, although there may be some repeated errors.</p>	<p>Punctuation at the beginning and end of sentences is mostly accurate.</p> <p>There is little or no attempt to use more complex punctuation or any used is frequently wrong.</p> <p>Any errors in the use of upper case for the personal pronoun or names stand out as one off slips.</p>	<p>Basic grammar is mostly correct, e.g. the formation of the present tense and subject-verb agreement of straightforward simple nouns.</p> <p>There is an attempt to use articles correctly but there might be errors, inconsistencies and occasional omissions.</p>
<b>1</b>	<p>Some simple everyday words are correctly spelled.</p>	<p>The punctuation of some simple sentences is correct.</p>	<p>Some grammar is correct but there are frequent errors or omissions.</p>
<b>0</b>	<p>Spelling of even simple straightforward words is mostly inaccurate and affects the meaning of the text significantly.</p>	<p>Even basic punctuation is mostly inaccurate and affects the meaning of the text significantly.</p>	<p>Even basic grammar is mostly inaccurate and affects the meaning of the text significantly.</p>

## Level 1 Functional Skills English: Writing

### 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
<p>Write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.</p>	<p><b>Writing Composition</b></p> <p>22. Communicate information, ideas and opinions clearly, coherently and accurately.</p> <p>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.</p> <p>24. Use format, structure and language appropriate for audience and purpose.</p> <p>25. Write consistently and accurately in complex sentences, using paragraphs where appropriate.</p> <p><b>Spelling, punctuation and grammar</b></p> <p>19. Use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas, possessive apostrophes).</p> <p>20. Use correct grammar (e.g. subject-verb agreement, consistent use of tenses, definite and indefinite articles).</p> <p>22. Spell words used most often in work, study and daily life,, including specialist words.</p>	<p>All tasks</p>	<p>60%</p>	<p>All tasks</p>
			<p>40%</p>	

## Appendix 1 – Format

Format Required	Letter	Formal Report	Newspaper Article	Email
3 marks	<ul style="list-style-type: none"> <li>• Sender's address (with or without name above)</li> <li>• Recipient address</li> <li>• Date</li> <li>• Salutation and acceptable close followed by name of sender.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate title</li> <li>• Appropriate sub-heading</li> </ul> <p>and any two of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Additional sub-headings</li> <li>• Numbered sections</li> <li>• Bullet points</li> <li>• Progressive indentation</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate title</li> <li>• Strapline or sub-heading</li> <li>• Attribution</li> </ul>	<ul style="list-style-type: none"> <li>• To (name or email address)</li> <li>• Subject</li> <li>• Salutation and close</li> <li>• Name of sender at end</li> </ul>
2 marks	<ul style="list-style-type: none"> <li>• Sender's address (with or without name above) and</li> </ul> <p>any one of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Recipient address</li> <li>• Date</li> <li>• Salutation and acceptable close followed by name of sender</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> </ul> <p>and any one of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Sub-heading</li> <li>• Numbered sections</li> <li>• Bullet points</li> <li>• Progressive indentation</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> </ul> <p>and any one of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Strapline</li> <li>• Attribution</li> <li>• Sub-heading(s)</li> </ul>	<ul style="list-style-type: none"> <li>• To (name or email address)</li> </ul> <p>and any one of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Salutation and close</li> <li>• Name of sender at end</li> </ul>
1 mark	<ul style="list-style-type: none"> <li>• Sender's address (with or without name) only</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> </ul>	<ul style="list-style-type: none"> <li>• To (email address or name)</li> </ul>
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.

<b>Format Required</b>	<b>Leaflet</b>	<b>Advertisement</b>
3 marks	<ul style="list-style-type: none"> <li>• Appropriate title</li> <li>• Sub-heading</li> </ul> <p>and any two of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Additional sub-headings</li> <li>• Sections / paragraphs</li> <li>• Contact details</li> <li>• Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate title</li> <li>• Sub-heading</li> </ul> <p>and any two of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Additional sub-headings</li> <li>• Sections / paragraphs</li> <li>• Bullet points</li> <li>• Contact details</li> </ul>
2 marks	<ul style="list-style-type: none"> <li>• Title</li> </ul> <p>and any one of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Sub-heading</li> <li>• Additional sub-headings</li> <li>• Sections / paragraphs</li> <li>• Contact details</li> <li>• Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> </ul> <p>and any one of the following formatting features:</p> <ul style="list-style-type: none"> <li>• Sub-heading</li> <li>• Additional sub-headings</li> <li>• Sections/paragraphs</li> <li>• Bullet points</li> <li>• Contact details</li> </ul>
1 mark	<ul style="list-style-type: none"> <li>• Title</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> </ul>
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.