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# **TQUK Functional Skills Qualification in English at Level 2**

## **Writing Mark Scheme (Past Paper 7)**

### **Mark scheme information**

This mark scheme is intended to support the valid and consistent marking of the examination paper identified above. This mark scheme includes:

- the total mark available for each activity
- the individual subject content coverage of each activity as well as coverage totals
- the marking process and considerations which must be followed.

### **Information for the marker**

- All marking must be completed consistently and the mark scheme must be applied fairly.
- Markers should award full marks if the candidate deserves full marks.
- Markers should be prepared to award zero marks if the candidate's response is not worthy of credit according to the guidance for that activity.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
- If the candidate only completes the planning box and no other response is included, examiners should reward marks using 'best-fit'.

**PASS MARK: 33**

### Marking Matrix

Skill Standard			Activity 1	Activity 2	Total marks	% of marks
3. Write a range of texts, including extended written documents, communicating information, ideas and opinions effectively and persuasively.	a)	Present information/ideas concisely, logically and persuasively.	16	16	32	59% (composition)
	b)	Present information on complex subjects clearly and concisely.				
	c)	Use a range of writing styles for different purposes.				
	d)	Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively.	11	11	22	41% (SPaG)
	e)	Punctuate written text using commas, apostrophes and inverted commas accurately.				
	f)	Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types.				
<b>Totals</b>			<b>27</b>	<b>27</b>	<b>54</b>	

Skill coverage		Activity 1	Activity 2
20	Punctuate writing correctly using a wide range of punctuation markers (e.g. colons, commas, inverted commas, apostrophes and quotation marks).	4	4
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).	4	4
22	Spell words used in work, study and daily life, including a range of specialist words.	3	3
23	Communicate information, ideas and opinions clearly, coherently and effectively.	3	3
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.	3	3
25	Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).	3	3
26	Convey clear meaning and establish cohesion using organisational markers effectively	3	3
27	Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.	2	2
28	Construct complex sentences consistently and accurately, using paragraphs where appropriate.	2	2

### Marking guidance

Your answer		Examiner use only
To:	<b>SEND</b>	SC20:
Subject:		SC21:
		SC22:
		SC23:
		SC24:

Skills Coverage is broken down into bands, each with its own set of descriptors.

Markers should read the response closely and should then determine a judgement about which descriptor, in consideration of all the evidence available to the Marker, best defines the response provided.

The exam paper itself will allow you to record proposed marks and initial thoughts in the margin of the page as you read through the responses.

You must consider **Composition** and **SPaG** for both pieces before combining the two to confirm the final mark.

This marking guidance covers both Activity 1 and Activity 2.

Consistently/frequently	Meets the demands of the subject content entirely or almost entirely.
Most of the time	Meets the demands of the subject content more often than not.
Some of the time	Meets the demands of the subject content at times but with a number of issues.
Rarely	Almost never meets the demands of the subject content and has many issues.

## Indicative content (Composition)

<b>Activity 1</b>	<p>Expected format: Set of Instructions (formal)</p> <p><i>Your workplace wants to be more environmentally-friendly. They have created new workplace guidance to help. The new guidance includes recycling and refuse (rubbish) management, paperless communication and saving energy. These are the areas where the workplace feels they can make the largest impact. They feel that these main areas will be easy for employees to get involved in. Write a set of instructions for the employees. The instructions should describe the reasons for the guidance and explain how employees can help support the main areas.</i></p> <p><b>Indicative content</b> Candidates could write about:</p> <ul style="list-style-type: none"> <li>• why the guidance is being introduced and what impact it will have on employees, which may include:             <ul style="list-style-type: none"> <li>○ desire to reduce waste</li> <li>○ desire to reduce energy use</li> <li>○ to help with wider environmental issues</li> <li>○ limited impact on employees – easy steps to follow.</li> </ul> </li> <li>• how to recycle and manage rubbish, which may include:             <ul style="list-style-type: none"> <li>○ what types of items can be recycled</li> <li>○ where recyclable items should be placed</li> <li>○ what types of items cannot be recycled</li> <li>○ what should be done with items that cannot be recycled.</li> </ul> </li> <li>• how to have paperless communication, which may include:             <ul style="list-style-type: none"> <li>○ how to decide whether communication needs to be printed</li> <li>○ how to use other methods of communication – email, intranet, message boards, social media.</li> </ul> </li> <li>• how to conserve energy, which may include:             <ul style="list-style-type: none"> <li>○ turning off lights when not needed</li> <li>○ turning off equipment when not needed</li> <li>○ investing in energy-efficient equipment.</li> </ul> </li> </ul> <p>The candidate should be credited for other valid approaches and responses.</p> <p>The candidate should <b>not</b> be deducted marks for failing to reference the name of the workplace.</p>
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## Indicative content (Composition)

<b>Activity 2</b>	<p>Expected format: Leaflet (informal)</p> <p><i>You work for the local council. The council has a large amount of money to invest in projects to benefit people in the town. The local council want to talk to the public about how they can improve local facilities. Write the text for a leaflet. Your leaflet is for the general public. The leaflet should describe how people can give their suggestions and explain how the council will make the decision.</i></p> <p><b>Indicative content</b> Candidates could write about:</p> <ul style="list-style-type: none"> <li>• what the council wants the public to do, which may include:             <ul style="list-style-type: none"> <li>○ details of the money the council has, for example if it has been given by government, amount</li> <li>○ explanation of the purpose of the money</li> <li>○ request for suggestions.</li> </ul> </li> <li>• details of some projects that the council could fund, which may include:             <ul style="list-style-type: none"> <li>○ examples of potential topics</li> <li>○ how the council feels these facilities could improve the town</li> <li>○ where the new facilities might be located</li> <li>○ who will have access to the facilities.</li> </ul> </li> <li>• how the public's suggestions could help the town, which may include:             <ul style="list-style-type: none"> <li>○ suggesting projects that most matter to them</li> <li>○ recommending where the new facilities could go</li> <li>○ helping to prioritise which projects are most beneficial.</li> </ul> </li> <li>• how the decisions will be made, which may include:             <ul style="list-style-type: none"> <li>○ details of a public vote process and why this is the best way to decide</li> <li>○ details of a cost analysis process and why this is the best way to decide</li> <li>○ details of a number of suggestions tally process and why this is the best way to decide</li> <li>○ details of a Town Committee vote process and why this is the best way to decide.</li> </ul> </li> </ul> <p>The candidate should be credited for other valid approaches and responses.</p> <p>The candidate should <b>not</b> be deducted marks for failing to reference the name of the council.</p>
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Marks available	Skills Coverage Ref.	Marking breakdown	
4	20. Punctuate writing correctly using a wide range of punctuation markers.	Punctuation expectations: <ul style="list-style-type: none"> <li>• colons</li> <li>• commas</li> <li>• inverted commas</li> <li>• apostrophes</li> <li>• quotation marks</li> </ul> A <b>range</b> would be at least four of the above. A <b>limited range</b> would be fewer than four of the above.	
		A <b>range</b> of punctuation has been used and is <b>consistently</b> accurate throughout. Candidate has used items from the above range to mark punctuation clearly and correctly, including both simple and complex sentence structures, and to provide clarity and emphasis.	4
		A <b>range</b> of punctuation has been used and is accurate <b>most of the time</b> . Candidate has successfully used punctuation from the above range correctly, has made attempts at using more complex punctuation and some attempt has been made to mark complex sentence structures.	3
		A <b>limited range</b> of punctuation has been used and is accurate and consistent <b>some of the time</b> . Infrequent attempts at using complex sentence structures have been used with some success.	2
		A <b>limited range</b> of punctuation has been used but is <b>rarely</b> accurate. Candidate has made little to no attempts at marking complex sentence structures.	1
		A <b>limited range</b> of punctuation has been used inaccurately resulting in a significant impact on meaning.	0
		0 marks should be awarded for no awardable content.	

Marks available	Skills Coverage Ref.	Marking breakdown	
4	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).	<p>Grammar is <b>consistently</b> accurate; candidate has varied sentence structure, a range of tenses have been used appropriately, subject-verb agreement is accurate, definite and indefinite articles have been used correctly and modality devices have been used to express probability and desirability.</p> <p>Errors or omissions are rare, untypical and do not hinder meaning.</p>	4
		<p>Grammar is accurate <b>most of the time</b>; candidate has mostly varied sentence structure, tenses are mostly used appropriately, subject-verb agreement is mostly accurate, definite and indefinite articles are mostly correct and some attempt has been made to use modality devices to express probability and desirability.</p> <p>Errors or omissions occur infrequently and do not hinder meaning.</p>	3
		<p>Grammar is accurate <b>some of the time</b>; candidate has sometimes varied sentence structure, tenses have sometimes been used accurately but the range is limited and there may be inconsistencies, subject-verb agreement is sometimes accurate and definite and indefinite articles are sometimes used accurately. Modality devices may not have been used or, if used, are mostly inaccurate or inconsistent.</p> <p>Errors or omissions occur on some occasions but do not/almost never hinder meaning.</p>	2
		<p>Grammar has <b>rarely</b> been used accurately; candidate has made no attempt to vary sentence structure, tense choice is inappropriate, inconsistent and basic, subject-verb agreement is often incorrect, definite and indefinite articles are often used inaccurately and there has been little to no attempt at using modality devices.</p> <p>Errors or omissions occur regularly and often hinder meaning.</p>	1
		<p>Grammar has been used inaccurately throughout, resulting in a significant impact on meaning.</p> <p>0 marks should be awarded for no awardable content.</p>	0

Marks available	Skills Coverage Ref.	Marking breakdown	
3	22. Spell words used in work, study and daily life, including a range of specialist words.	<p>A wide range of simple and complex words (including specialist, polysyllabic etc.) are used throughout and spelling is <b>consistently</b> accurate.</p> <p>Errors or omissions are rare, untypical and do not hinder meaning.</p>	3
		<p>A wide range of simple and complex words (including specialist, polysyllabic etc.) are used throughout and spelling is accurate <b>some of the time</b>.</p> <p>Errors or omissions occur infrequently and do not hinder meaning.</p>	2
		<p>Complex words (including specialist, polysyllabic etc.) are not used or are <b>rarely</b> accurate, and basic words are <b>rarely</b> spelled correctly.</p> <p>Errors or omissions occur regularly and often hinder meaning.</p>	1
		<p>Spelling of simple words is inaccurate throughout resulting in a significant impact on meaning. Complex words are either not used or are spelled inaccurately throughout, resulting in a significant impact on meaning.</p> <p>0 marks should be awarded for no awardable content.</p>	0

Marks available	Skills Coverage Ref.	Marking breakdown	
3	23. Communicate information, ideas and opinions clearly, coherently and effectively.	<p><b>Frequently</b> communicates information, ideas and opinions clearly, coherently and accurately.</p> <p>If errors or omissions are present, they rarely hinder meaning.</p>	3
		<p>Communicates information, ideas and opinions clearly, coherently and accurately <b>some of the time</b>.</p> <p>Errors or omissions are present, but rarely hinder meaning.</p>	2
		<p><b>Rarely</b> communicates information, ideas and opinions clearly, and with coherence and accuracy.</p> <p>Errors or omissions often hinder meaning.</p>	1
		<p>Information, ideas and opinions are never or almost never communicated clearly with coherence and accuracy.</p> <p>Errors or omissions are present and significantly hinder meaning.</p> <p>0 marks should be awarded for no awardable content.</p>	0

Marks available	Skills Coverage Ref.	Marking breakdown	
3	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.	<p>Please note, the <i>Marker terms</i> (i.e., frequently, some of the time etc) do not apply on this occasion as the response is considered one single text and a candidate cannot <b>frequently</b> write an appropriate level of detail in one instance. Therefore, the Marker should determine a mark based on the degree of information provided by the writer in response to the activity requirements and in consideration of the holistic statements below.</p> <p><b>Minimum word count length – 250 words</b></p>	
		<p>The candidate has produced text which is <b>highly detailed</b>, comprehensively meets the needs of purpose and audience, and considers all aspects of the task.</p> <p>Response meets or is above the minimum word count.</p>	3
		<p>The candidate has produced text which is <b>mostly detailed</b>, has met most of the needs of audience ad purpose and considers all or most aspects of the task.</p> <p>Response meets or is above the minimum word count.</p>	2
		<p>The candidate has produced text which is <b>limited in detail</b> and short in length, and which does not fully meet the needs of audience and purpose and considers very few of the requirements of the task.</p> <p>Response is a maximum of 20% lower than the minimum word count.</p>	1
		<p>The candidate has produced text which is <b>very limited in detail</b> and very short in length, does not meet the needs of audience and purpose and is clearly insufficient to meet the requirements of the task.</p> <p>Response is more than 20% lower than the minimum word count.</p> <p>0 marks should be awarded for no awardable content.</p>	0

Marks available	Skills Coverage Ref.	Marking breakdown									
3	25. Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables).	See Appendix 1 for breakdown of marks <span style="float: right;">3</span>									
3	26. Convey clear meaning and establish cohesion using organisational markers effectively.	<p>A list of typical markers is outlined below. Markers deployed must be done so effectively and with purpose.</p> <ul style="list-style-type: none"> <li>• Bullet point lists</li> <li>• Numbered lists</li> <li>• Tables</li> <li>• Headings/sub-headings</li> <li>• Indices</li> <li>• Headers</li> <li>• Footers</li> </ul> <p>Not all will be required for each assessment response.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="659 980 1829 1062">Markers are <b>frequently</b> used effectively to help convey clear meaning. The lack of markers - where absent - does not impact or alter cohesion.</td> <td data-bbox="1835 980 1913 1062" style="text-align: center;"><b>3</b></td> </tr> <tr> <td data-bbox="659 1066 1829 1148">Markers are used effectively <b>some of the time</b> to support clear meaning. The lack of markers does not impact or alter cohesion.</td> <td data-bbox="1835 1066 1913 1148" style="text-align: center;"><b>2</b></td> </tr> <tr> <td data-bbox="659 1153 1829 1234">Markers are <b>rarely</b> used effectively to convey meaning, and meaning is not always clear. The lack of markers often impacts or alters cohesion.</td> <td data-bbox="1835 1153 1913 1234" style="text-align: center;"><b>1</b></td> </tr> <tr> <td data-bbox="659 1239 1829 1320">Markers are never/almost never used effectively. The rare use of markers significantly hinders or alters cohesion.</td> <td data-bbox="1835 1239 1913 1320" style="text-align: center;"><b>0</b></td> </tr> </table> <p>0 marks should be awarded for no awardable content.</p>		Markers are <b>frequently</b> used effectively to help convey clear meaning. The lack of markers - where absent - does not impact or alter cohesion.	<b>3</b>	Markers are used effectively <b>some of the time</b> to support clear meaning. The lack of markers does not impact or alter cohesion.	<b>2</b>	Markers are <b>rarely</b> used effectively to convey meaning, and meaning is not always clear. The lack of markers often impacts or alters cohesion.	<b>1</b>	Markers are never/almost never used effectively. The rare use of markers significantly hinders or alters cohesion.	<b>0</b>
Markers are <b>frequently</b> used effectively to help convey clear meaning. The lack of markers - where absent - does not impact or alter cohesion.	<b>3</b>										
Markers are used effectively <b>some of the time</b> to support clear meaning. The lack of markers does not impact or alter cohesion.	<b>2</b>										
Markers are <b>rarely</b> used effectively to convey meaning, and meaning is not always clear. The lack of markers often impacts or alters cohesion.	<b>1</b>										
Markers are never/almost never used effectively. The rare use of markers significantly hinders or alters cohesion.	<b>0</b>										

Marks available	Skills Coverage Ref.	Marking breakdown	
2	27. Use different language and register (eg persuasive techniques, supporting evidence, specialist words), suited to audience and purpose.	Language is <b>frequently</b> appropriate for audience and purpose.	2
		Language is appropriate for audience and purpose <b>some of the time</b> .	1
		Language is never/almost never appropriate for audience and purpose.  0 marks should be awarded for no awardable content.	0
2	28. Construct complex sentences consistently and accurately, using paragraphs where appropriate.	<b>Frequently</b> writes complex sentences with consistency and accuracy, using paragraphs where appropriate to do so. Errors or omissions (if present) do not hinder meaning.	2
		Writes complex sentences with consistency and accuracy <b>some of the time</b> , using paragraphs where appropriate to do so. Errors or omissions occasionally hinder meaning.	1
		Writes complex sentences with no/almost no consistency and accuracy, or only simple sentences are used. No paragraphs are used.	0

**Appendix 1: Format (SC25) - Guidance for markers on format and structure**

**Activity 1**

<b>Instructions</b>	<b>0 marks</b>  No attempt to provide a response suitable to format and intended structure.	<b>1 mark</b>  Title only	<b>2 marks</b>  Title  Plus any <b>one</b> of the following or any other relevant formatting features:	<b>3 marks</b>  Title  Plus <b>three</b> of the following or any other relevant formatting features:
			<ul style="list-style-type: none"> <li>• logical order of information</li> <li>• demarcation (numbers, bullet points, sub-headings)</li> <li>• paragraphs, where necessary</li> </ul>	

**Activity 2**

<b>Leaflet</b>	<b>0 marks</b>  No attempt to provide a response suitable to format and intended structure.	<b>1 mark</b>  Title/heading only	<b>2 marks</b>  Title/heading  Plus any <b>one</b> of the following or any other relevant formatting features:	<b>3 marks</b>  Title/heading  Plus <b>three</b> of the following or any other relevant formatting features:
			<ul style="list-style-type: none"> <li>• sub-heading(s)</li> <li>• contact information</li> <li>• introduction/closing points</li> </ul>	

**End of Mark Scheme**



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