**Functional Skills English Writing Level 2**

1. **Exam paper**

A Level 2 writing paper will always:

* consist of 2 questions
* require candidates to write approximately 250-300 words per response
* require candidates to write different types of document
* require candidates to write for different audiences and for different purposes
* assess 100% of the subject content
1. **Number of words**

An indication of expected length of response will be given; this may be in the form of a word count, ie 250 – 300 words, or indicated by a phrase such as 6 – 8 paragraphs. Responses significantly shorter than this may be penalised.

1. **Inclusion of relevant detail**
* Candidates should carefully read the assessment task and any associated stimulus material, which will allow them to determine what should realistically be included.
* Candidates should strike the right balance between including sufficient detail and maintaining a concise writing style (and completing the task within the time frame).
1. **Marking**

Marking of a candidate’s responses is broadly split into two categories:

* composition (55% of available marks)
* spelling, punctuation and grammar (45% of available marks)

Planning and drafting of responses will not be marked. However planning is an **investment** of time, to ensure the candidate covers all relevant detail.

1. **Composition (language, logical sequence, clarity and coherence)**
* Candidates are judged on their use of language and their abilities to write clearly.
* Candidates lose marks due to clumsy, inaccurate or long-winded expressions and failing to maintain a logical sequence.
* Candidates should ensure there is **coherence** within, and between, the points being made. Successive points should be linked with connective devices and language to show logical progression, e.g. firstly, therefore, however.
1. **Spelling**

In order to achieve full marks for spelling, candidates will have to spell accurately consistently throughout the response. The response will also include ambitious and/or irregular words. 100% accuracy is not required, but only a few errors are permissible.

1. **Punctuation**

Punctuation required: upper and lower case letters, apostrophes for omission and possession, exclamation marks, question marks, colons, commas, inverted commas/speech marks. These do not **all** have to be used for a candidate to achieve full marks; however, where they are used, they should be used accurately.

1. **Grammar**

Correct grammar required: subject–verb agreement; correct and consistent use of a range of tenses; definite/indefinite articles; modality devices; word order. 100% accuracy is not required to achieve full marks.

1. **Types of writing**

In each Level 2 Functional Skills English Writing paper, candidates will be asked to write two of the following: a letter; an email; a narrative; a blog; a report; an explanation; an article.

1. **Format and structure requirements**

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| **Document type** | **Format and structure requirements** |
| **Formal letter**A letter written using formal language, often sent to a business or public body, and usually to someone who is not personally known by the writer. | • sender’s address • recipient’s address • date salutation • appropriately matched valediction (sign off)• name/signature • paragraphs where appropriate |
| **Email**A formal or informal piece of written communication between two people, sent electronically using the internet and email servers.  | • recipient’s email address • subject line • salutation • a valediction (sign off)• name • paragraphs where appropriate |
| **Narrative**This is essentially a story of a day or an event, most likely to be most effectively written in a chronological order.  | • title • a sensible sequence to the text, often chronological • an obvious ending or conclusion • paragraphing |
| **Report**A formal written account of something that has been carried out, seen or investigated. A report will usually contain several sections: Introduction – explains the topic and purpose of the report; The body – often sub-divided into brief sections using additional sub-headings or numbers; Conclusion – summing up the main points and offering personal conclusions regarding the topic and may also suggest further recommendations or actions.  | • title • logical sequencing of information • subheadings • bullet points, if appropriate • paragraphs |
| **Article**A piece of writing on a particular subject to be included in a newspaper or magazine. | • title • logical sequencing of information • conclusion/logical ending • paragraphs |
| **Explanation**A text that explains something in order to make it clear to the reader. You may be asked to explain something you witnessed, a process or procedure that you or a friend have to carry out or explaining the benefits of an item or a course of action. At times, this will form a part of another document type, such as an article. | • title • logical sequencing of information • section demarcation, eg numbers, bullet points, sub-headings • paragraphs, if appropriate |
| **Blog**A blog is a web page that aims to inform the reader about a particular topic, often written in an informal or conversational style. It has much of the same format and structure requirements as an article, and it could contain additional elements such as subheadings or bullet points. | • title • logical sequencing of information • conclusion/logical ending • paragraphs |

*Taken from City and Guilds Guidance*