



## **NCFE Level 1 Functional Skills Qualification in English (603/5058/1)**

### **NCFE Level 1 Functional Skills Qualification in English: Writing**

Paper Number: P002117

Mark Scheme v1.0

Pass Mark: 23

## **Markers' Briefing Note**

Marks in the English Writing component are awarded for 'independent understanding of written language in specific contexts'. Whilst the learner may use the content of the scenarios to inform their writing, the writing activities do not assess reading skills or interpretation of any stimuli.

Learners are expected to produce an open response. Depending on the context of the activity, a learner may support either side of an argument, or adopt any well-reasoned stance, using the scenarios and/or their own ideas and experiences. What should be assessed is their ability to do so whilst meeting all of the subject content.

## Activity 1 – Advertisement feature

(Total: 20 marks)

<b>Marking Guidance</b> <i>The learner's response</i>	<b>Marks</b>	<b>Subject Content Ref</b>
<b>Content and Detail: (0 marks should be given for no awardable content)</b>		
<ul style="list-style-type: none"> <li>• is an appropriate length/is within the word count range (when specified). <b>(1 mark)</b></li> </ul> <p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• has very limited detail although this partially reflects the purpose of the task <b>(1 mark)</b></li> <li>• is mostly clear with limited detail that is linked to the purpose of the task <b>(2 marks)</b></li> <li>• is clear and accurate with detail that is clearly linked to the purpose of the task <b>(3 marks)</b></li> <li>• is very detailed, accurate, fully coherent and meets the needs of purpose and audience. <b>(4 marks)</b></li> </ul>	5	SC22 (3) SC23 (2)
<b>Format, Structure and Language: (0 marks should be given for no awardable content)</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• contains a limited attempt made at structure. Language shows a limited awareness of purpose and audience. Use of formatting would not allow for communication <b>(1 mark)</b></li> <li>• contains evidence of linked ideas that demonstrate some attempt at structure. There is some attempt to match language to purpose and audience. Use of formatting is basic and may restrict communication <b>(2 marks)</b></li> <li>• contains linked ideas that demonstrate a sustained attempt at structure. There is a sustained attempt to match language, purpose and audience. Use of formatting is mostly accurate and does not limit communication <b>(3 marks)</b></li> <li>• contains meaning that is clearly conveyed via accurate structure and linked ideas. Language is fully appropriate to purpose and audience. Use of formatting facilitates clear and effective communication. <b>(4 marks)</b></li> </ul>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>Structure:</b> <ul style="list-style-type: none"> <li>○ beginning</li> <li>○ middle</li> <li>○ end.</li> </ul> </li> <li>• <b>Format:</b> <ul style="list-style-type: none"> <li>○ <b>heading</b></li> <li>○ sub-heading</li> <li>○ strapline</li> <li>○ bullet points</li> <li>○ attribution</li> <li>○ columns.</li> </ul> </li> <li>• <b>Language:</b> <ul style="list-style-type: none"> <li>○ semi-formal.</li> </ul> </li> </ul>	4  SC24 (4)
<b>Organisation: (0 marks should be given for no awardable content)</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• contains some attempt at paragraphing, but with few complex sentences <b>(1 mark)</b></li> <li>• contains paragraphs that are used appropriately with complex sentences written consistently and accurately. <b>(2 marks)</b></li> </ul>	2	SC25 (2)
<b>Marks available:</b>	11	

<b>Spelling, Punctuation and Grammar (SPaG)</b>				
<b>Spelling</b>				
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>spelling of many straightforward words is correct (including some with irregular prefixes and suffixes, as well as homophones) Errors may affect meaning <b>(1 mark)</b></li> <li>common words and regular compound words are spelled accurately. There may be some repeated errors which do not undermine meaning <b>(2 marks)</b></li> <li>spelling is accurate, including some ambitious/irregular words. Expect correct spelling of two-syllable words with double consonants, the doubling of consonants with suffixes and verbs such as would and could. Errors stand out as one-off slips and are not repeated. <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content)</b></p>	3	SC21 (3)		
<b>Punctuation</b>				
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>punctuation at the start of sentences is correct. Commas usually used accurately in lists with occasional errors in clauses. Some inconsistent use of other punctuation marks. Errors may affect meaning <b>(1 mark)</b></li> <li>punctuation is mostly accurate and meaning is clear. Apostrophes for omission will be accurate but there may be errors in possessive apostrophes. Commas usually used accurately. Errors do not undermine meaning <b>(2 marks)</b></li> <li>punctuation is used accurately, (which includes capital letters, full-stops, question marks, exclamation marks, commas and apostrophes). Meaning is clear. <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content)</b></p>	3	SC19 (3)		
<b>Grammar</b>				
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>inconsistent use of tense and subject/verb agreement. Sentence structure/syntax may be weak. Errors may affect meaning <b>(1 mark)</b></li> <li>definite and indefinite articles are accurate. Subject-verb agreement and tense are accurate. There may be minor errors in syntax and sentence structure. Errors do not undermine meaning <b>(2 marks)</b></li> <li>competent use of subject-verb agreement and tense. Syntax and sentence structure are accurate and effective. Definite and indefinite articles are accurate. Grammar used to good effect. <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content)</b></p>	3	SC20 (3)		
		<b>Marks available:</b>	9	
		<b>Total (Activity 1) marks available:</b>	20	

## Activity 2 – Email

(Total: 20 marks)

<b>Marking Guidance</b> <i>The learner's response</i>	<b>Marks</b>	<b>Subject Content Ref</b>
<b>Content and Detail: (0 marks should be given for no awardable content)</b>		
<ul style="list-style-type: none"> <li>• is an appropriate length/is within the word count range (when specified). <b>(1 mark)</b></li> </ul> <p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• has very limited detail although this partially reflects the purpose of the task <b>(1 mark)</b></li> <li>• is mostly clear with limited detail that is linked to the purpose of the task <b>(2 marks)</b></li> <li>• is clear and accurate with detail that is clearly linked to the purpose of the task <b>(3 marks)</b></li> <li>• is very detailed, accurate, fully coherent and meets the needs of purpose and audience. <b>(4 marks)</b></li> </ul>	5	SC22 (3) SC23 (2)
<b>Format, Structure and Language: (0 marks should be given for no awardable content)</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• contains a limited attempt made at structure. Language shows a limited awareness of purpose and audience. Use of formatting would not allow for communication <b>(1 mark)</b></li> <li>• contains evidence of linked ideas that demonstrate some attempt at structure. There is some attempt to match language to purpose and audience. Use of formatting is basic and may restrict communication <b>(2 marks)</b></li> <li>• contains linked ideas that demonstrate a sustained attempt at structure. There is a sustained attempt to match language purpose and audience. Use of formatting is mostly accurate and does not limit communication <b>(3 marks)</b></li> <li>• contains meaning that is clearly conveyed via accurate structure and linked ideas. Language is fully appropriate to purpose and audience. Use of formatting facilitates clear and effective communication. <b>(4 marks)</b></li> </ul>	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• <b>Structure:</b> <ul style="list-style-type: none"> <li>○ beginning</li> <li>○ middle</li> <li>○ end.</li> </ul> </li> <li>• <b>Format:</b> <ul style="list-style-type: none"> <li>○ <b>recipient's address</b></li> <li>○ subject title</li> <li>○ salutation</li> <li>○ close.</li> </ul> </li> <li>• <b>Language:</b> <ul style="list-style-type: none"> <li>○ formal.</li> </ul> </li> </ul>	4  SC24 (4)
<b>Organisation: (0 marks should be given for no awardable content)</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• contains some attempt at paragraphing, but with few complex sentences <b>(1 mark)</b></li> <li>• contains paragraphs that are used appropriately with complex sentences written consistently and accurately. <b>(2 marks)</b></li> </ul>	2	SC25 (2)
<b>Marks available:</b>	11	

<b>Spelling, Punctuation and Grammar (SPaG)</b>		
<b>Spelling (0 marks should be given for no awardable content)</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>spelling of many straightforward words are correct (including some with irregular prefixes and suffixes, as well as homophones). Errors may affect meaning <b>(1 mark)</b></li> <li>common words and regular compound words are spelled accurately. There may be some repeated errors which do not undermine meaning <b>(2 marks)</b></li> <li>spelling is accurate, including some ambitious/irregular words. Expect correct spelling of two-syllable words with double consonants, the doubling of consonants with suffixes and verbs such as would and could. Errors stand out as one-off slips and are not repeated. <b>(3 marks)</b></li> </ul>	3	SC21 (3)
<b>Punctuation (0 marks should be given for no awardable content)</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>punctuation at the start of sentences is correct. Commas usually used accurately in lists with occasional errors in clauses. Some inconsistent use of other punctuation marks. Errors may affect meaning <b>(1 mark)</b></li> <li>punctuation is mostly accurate and meaning is clear. Apostrophes for omission will be accurate but there may be errors in possessive apostrophes. Commas usually used accurately. Errors do not undermine meaning <b>(2 marks)</b></li> <li>punctuation is used accurately, (which includes capital letters, full-stops, question marks, exclamation marks, commas and apostrophes). Meaning is clear. <b>(3 marks)</b></li> </ul>	3	SC19 (3)
<b>Grammar (0 marks should be given for no awardable content)</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>inconsistent use of tense and subject/verb agreement. Sentence structure/syntax may be weak. Errors may affect meaning <b>(1 mark)</b></li> <li>definite and indefinite articles are accurate. Subject-verb agreement and tense are accurate. There may be minor errors in syntax and sentence structure. Errors do not undermine meaning <b>(2 marks)</b></li> <li>competent use of subject-verb agreement and tense. Syntax and sentence structure are accurate and effective. Definite and indefinite articles are accurate. Grammar used to good effect. <b>(3 marks)</b></li> </ul>	3	SC20 (3)
	<b>Marks available:</b>	9
	<b>Total (Activity 2) marks available:</b>	20
	<b>Overall Total (Activity 1 &amp; 2) marks available:</b>	40