# NCFE Entry Level 2 Functional Skills Qualification in English (603/5056/8)

## NCFE Entry Level 2 Functional Skills Qualification in English: Writing

Paper number: 23

## Mark Scheme

### General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking process and applied consistently.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no relevant material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the last page of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Internal Quality Assurer (IQA)
- Do not penalise any error made in spelling, punctuation and grammar skills above Entry Level 2.

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**The checking of spellings against the Entry Level 2 Mandatory Words – Guidance for Assessors**

- You are not required to check that all correct spellings are included in the list of mandatory words applicable at Entry Level 2.

**Applying the mark scheme – Level of response**

**Guidelines for using extended response marking grids**

- Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The mark scheme is broken down into mark bands, with each band having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.
- When determining a performance level, use a bottom-up approach. If the response meets all the descriptors in the lowest mark band, you should move to the next one, and so on, until the response matches the level descriptor. Assessors will be reminded to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, they must use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

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| Subject Content Statements (SCS) | | | |
|---|---|---|---|
| **EL2.3.13 -** Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks)<br>**EL2.3.14 -** Form regular plurals<br>**EL2.3.15 -** Use the first and second letters to sequence words in alphabetical order<br>**EL2.3.16 -** Spell correctly words designated for Entry Level 2 (see Appendix FS English conditions and requirements)<br>**EL2.3.17 -** Communicate information using words and phrases appropriate to audience and purpose<br>**EL2.3.18 -** Complete a form asking for personal information (eg first name, surname, address, postcode, age, date of birth)<br>**EL2.3.19 -** Write in compound sentences, using common conjunctions (eg or, and, but) to connect clauses<br>**EL2.3.20 -** Use adjectives and simple linking words in the appropriate way | | | |
| **Q no** | **Marking Guidance** | **Marks** | **SCS** |
| **Spelling Test** | | | |
| | Award **one** mark for **each** correctly spelled word:<br>• address<br>• our<br>• great<br>• cause<br>• second<br>• material<br>• imagine<br>• pretty<br>• caught<br>• women<br><br>Question is testing spelling only – answer can be written in lower, upper or mixed case.<br><br>NB: All words come from mandatory word list for Entry 2 FS English conditions and requirements | **10** | **EL2.3.16** |

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| Section 1 | | | |
|---|---|---|---|
| **1 (a)** | Award **one** mark for the correct spelling of regular plural:<br>• bottles | **1** | **EL2.3.14** |
| **1 (b)** | Award **one** mark for the correct spelling of regular plural:<br>• wishes | **1** | **EL2.3.14** |
| **2 (a)** | Award **one** mark for the correct order:<br>• cricket<br>• fishing<br>• football<br>• rugby | **1** | **EL2.3.15** |
| **2 (b)** | Award **one** mark for the correct order:<br>• blue<br>• brown<br>• pink<br>• yellow | **1** | **EL2.3.15** |
| | **Total marks Section 1:** | **4** | |
| **Section 2** | | | |
| **Question 3 Writing composition: complete a form** | | **Marks** | **SCS** |
| **3** marks available for **accuracy** in **Personal Details** section (top part of the form only)<br>Real or invented personal details may be used to complete the form. | | | |
| | Award **one** of the following:<br>• the information is unclear / is not useable **(0 marks)**<br>• up to three errors / some information is accurately recorded / can be understood | **3** | **EL2.3.18** |

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| | | | |
|---|---|---|---|
| | **(1 mark)**<br>• two or less errors (eg lack of capital letter for proper noun, misspelling) **(2 marks)**<br>• all sections completed correctly / no errors **(3 marks)** | | |
| **Question 3 Writing composition: complete a form in more detail (bottom part of the form)** | | **Marks** | **SCS** |
| **5** marks available for composition | | | |
| | This SCS is assessing the ability to communicate clearly for purpose and audience.<br><br>Award **one** of the following:<br>The response:<br><br>• is unclear / makes no sense / cannot be understood / nothing to reward **(0 marks)**<br>• contains limited relevant information / simple meaning **(1 mark)**<br>• contains some relevant information / some clear communication **(2 marks)**<br>• the information is clear at Entry 2 / information can be clearly understood **(3 marks)**<br><br>**Award** marks if the information makes sense / can be understood. Do **not** penalise errors which do **not** affect clarity and meaning. | **3** | **EL2.3.17** |
| | Award **one** mark for appropriate use of:<br><br>• at least one adjective **(1 mark)** | **1** | **EL2.3.20** |
| | Award **one** mark for the accurate use of:<br><br>• at least one accurate compound sentence (using a linking word / conjunction, eg and, but, so) **(1 mark)** | **1** | **EL2.3.19** |
| | **Total Composition marks Question 3:** | **8** | |
| **Question 3 Spelling, Punctuation and Grammar** | | | |
| | • mostly accurate use of full stops, exclamation marks and question marks, with no more than two **Entry 2** errors **(1 mark)** | **1** | **EL2.3.13** |

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| | | | |
|---|---|---|---|
| | **Do not** penalise errors which are higher than Entry 2 | | |
| | • Spelling is mostly accurate with few errors – allow up to two errors. **(1 mark)**<br><br>**Do not** penalise errors which are higher than Entry 2 | **1** | **EL2.3.16** |
| | **Total Spelling, Punctuation and Grammar marks Question 3:** | **2** | |
| | **Total marks Question 3:** | **10** | |
| **Question 4 Writing composition: write an email** | | **Marks** | **SCS** |
| **7** marks available for composition | | | |
| | • The purpose of the task is made clear **(1 mark)** | **1** | **EL2.3.17** |
| | • Words and phrases make sense **and** are fit for purpose and audience **(1 mark)** | **1** | **EL2.3.17** |
| | Information can be clearly understood. The response:<br>• is unclear / makes no sense / cannot be understood / nothing to reward **(0 marks)**<br>• contains limited relevant information / simple meaning **(1 mark)**<br>• contains some relevant information / some clear communication **(2 marks)**<br>• the information is clear at Entry 2 / information can be clearly understood **(3 marks)**<br><br>**Award** marks if the information makes sense / can be understood. Do **not** penalise errors which do **not** affect clarity and meaning. | **3** | **EL2.3.17** |
| | Award **one** mark for appropriate use of:<br>• at least one adjective **(1 mark)** | **1** | **EL2.3.20** |
| | Award **one** mark for the accurate use of:<br>• at least one compound sentence and a linking word **(1 mark)** | **1** | **EL2.3.19** |
| | **Total composition marks Question 4:** | **7** | |

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| Question 4 Spelling, Punctuation and Grammar | | | |
|---|---|---|---|
| | • some accurate punctuation; no more than two errors at Entry 2 (use of full stops, exclamation marks and question marks) **(1 mark)**<br>• punctuation is mostly accurate (use of full stops, exclamation marks and question marks). No more than one error at Entry 2 **(2 marks)** | **2** | **EL2.3.13** |
| | • Spelling is not accurate / three or more errors **(0 marks)**<br>• Spelling has few errors – no more than two errors **(1 mark)**<br>• Spelling is accurate – no more than one error **(2 mark)**<br><br>**Do not** penalise errors which are higher than Entry 2<br>Learners must write **at least three** sentences to achieve 2 marks | **2** | **EL2.3.16** |
| | **Total Spelling, Punctuation and Grammar marks Question 4:** | **4** | |
| | **Total marks Question 4:** | **11** | |
| | **Total marks available** | **35** | |

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