NCFE Entry Level 1 Functional Skills Qualification in English (603/5059/3)

NCFE Entry Level 1 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 1.

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The checking of spellings against the Entry Level 1 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 1.

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)			
EL1.3.11 Punctuate simple sentences with a capital letter and a full stop **EL1.3.12** Use a capital letter for the personal pronoun 'I' and the first letter of proper nouns **EL1.3.13** Use lower case letters when there is no reason to use capital letters **EL1.3.14** Write the letters of the alphabet in sequence and in both upper and lower case **EL1.3.15** Spell correctly words designated for Entry Level 1 (see Appendix FS English conditions and requirements) **EL1.3.16** Communicate information in words, phrases and simple sentences			
Q no	**Marking Guidance**	**Marks**	**SCS**
Spelling Test			
	Award **one** mark for **each** correctly spelled word: • so • back • has • after • find • around • good • together • many • warm Question is testing spelling only – answer can be written in lower, upper or mixed case. NB: **All** words come from mandatory word list for Entry 1 FS English conditions and requirements	**10**	**EL1.3.15**

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<table>
<tr><th colspan="4">Section 1</th></tr>
<tr><td>1 (a)</td><td>Award a maximum of one mark for each correctly completed table:
<table><tr><td></td><td>C</td><td></td><td>E</td><td></td><td></td></tr><tr><td>H</td><td>I</td><td></td><td></td><td>L</td><td></td></tr><tr><td></td><td colspan="5"></td></tr></table>
Answers must be in order and in the correct case to gain the mark.</td><td>1</td><td>EL1.3.14</td></tr>
<tr><td>1 (b)</td><td>Award a maximum of one mark for each correctly completed table:
<table><tr><td></td><td></td><td></td><td></td><td>r</td><td>s</td></tr><tr><td></td><td></td><td>v</td><td></td><td>x</td><td></td></tr><tr><td>z</td><td colspan="5"></td></tr></table>
Answers must be in order and in the correct case to gain the mark.</td><td>1</td><td>EL1.3.14</td></tr>
<tr><th colspan="4">Section 2</th></tr>
<tr><th colspan="4">Question 2 Writing composition: write a message</th></tr>
<tr><td>2</td><td>This SCS is assessing the ability to communicate clearly.
Award one mark for the following:
the purpose of the task is made clear (1 mark)</td><td>1</td><td>EL1.3.16</td></tr>
<tr><td></td><td>Award one of the following:
The response:
is unclear / makes no sense / cannot be understood / nothing to reward (0 marks)
is basic / has limited information / details (1 mark)
is mostly clear / fit for purpose with some accurate Entry 1 words and at least two simple sentences (2 marks)</td><td>3</td><td>EL1.3.16</td></tr>
</table>

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	• is clear / fit for purpose / accurate use of Entry 1 words and at least **three** simple sentences **(3 marks)**		
	Award **one** of the following: • Entry 1 communication makes sense some of the time **(1 mark)** • Entry 1 communication makes sense most of the time **(2 marks)**	**2**	**EL1.3.16**
	Total Content marks for Question 2:	**6**	
Question 2 Spelling, Punctuation and Grammar			
	Sentence construction using capital letters and full stops. • At least **one** sentence demonstrates the correct use of a capital letter at the start and full stop at the end **(1 mark)**	**1**	**EL1.3.11**
	• Use of a capital letter for the personal pronoun 'I' and the first letter of proper nouns is correct most of the time. Allow **one** error **(1 mark)**	**1**	**EL1.3.12**
	• Use of lower-case letters when appropriate is correct. Allow **one** error **(1 mark)**	**1**	**EL1.3.13**
	• Entry 1 spelling is accurate. Allow **two** errors **(1 mark)** **Do not** penalise errors which are higher than Entry 1	**1**	**EL1.3.15**
	Total Spelling, Punctuation and Grammar marks Question 2:	**4**	
	Total marks Question 2:	**10**	
Question 3 Writing composition: write a note			
	Award **one** of the following: The response: • is unclear / makes no sense / cannot be understood / nothing to reward **(0 marks)** • is basic / has limited information / details **(1 mark)** • is mostly clear / fit for purpose with some accurate Entry 1 words and at least **two** simple sentences **(2 marks)**	**2**	**EL1.3.16**

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	Award **one** of the following: • Entry 1 communication makes sense some of the time **(1 mark)** • Entry 1 communication makes sense most of the time **(2 marks)**	**2**	**EL1.3.16**
	Total Content marks for Question 3:	**4**	
Question 3 Spelling, Punctuation and Grammar			
	Sentence construction using capital letters and full stops. • At least **one** sentence demonstrates the correct use of a capital letter at the start and full stop at the end **(1 mark)**	**1**	**EL1.3.11**
	• Use of a capital letter for the personal pronoun 'I' and the first letter of proper nouns is correct most of the time. Allow **one** error **(1 mark)**	**1**	**EL1.3.12**
	• Use of lower-case letters when appropriate is correct. Allow **one** error **(1 mark)**	**1**	**EL1.3.13**
	• Entry 1 spelling is accurate. Allow **two** errors **(1 mark)** **Do not** penalise errors which are higher than Entry 1	**1**	**EL1.3.15**
	Total Spelling, Punctuation and Grammar marks Question 3:	**4**	
	Total marks Question 3:	**8**	
	Total marks available:	**30**	

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