



NCFE Entry Level 3 Functional Skills Qualification in English (603/5052/0)

Paper Title: Entry Level 3 Functional Skills Qualification in English: Writing

Paper number: 2W

Mark Scheme

v0.5

Marking guidelines

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 period and applied consistently. Do not change your approach to marking once you have been standardised.
- 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 front 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).

The Checking of Spellings against the Entry Level 3 Mandatory Words – Guidance for Assessors

- You are not required to check that all correct spellings present in a learner's response in the written composition are included in the list of mandatory words applicable at Entry Level 3.
- Do not penalise any error made in spelling, punctuation and grammar skills above Entry Level 3.

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, Assessors will be required to 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.

Subject Content Statements (SCS)

EL3.3.13

Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks)

EL3.3.14

Form irregular plurals

EL3.3.15

Use mostly correct grammar (eg subject-verb agreement, consistent use of tense, definite and indefinite articles)

EL3.3.16

Use the first, second and third place letters to sequence words in alphabetical order

EL3.3.17

Spell correctly words designated for Entry Level 3 (see Appendix) Writing Component

EL3.3.18

Communicate information, ideas and opinions clearly and in a logical sequence (eg chronologically, by task)

EL3.3.19

Write text of an appropriate level of detail and of appropriate length (including where this is specified)

EL3.3.20

Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

EL3.3.21

Write in compound sentences and paragraphs where appropriate

EL3.3.22

Use language appropriate for purpose and audience

Q no	Marking Guidance	Marks	Subject Content Ref
Spelling Test			
	Award one mark for each correctly spelled word: <ul style="list-style-type: none"> • apply • knife • certain 	10	E3.3.17 Words taken from Table 3 of

	<ul style="list-style-type: none"> • doubt • exercise • various • borough • medicine • education • criticise <p>Question is testing spelling only – answer can be written in lower, upper or mixed case.</p>		Appendix for spelling
Section 1			
1 (a)	<ul style="list-style-type: none"> • Quizzes 	1	EL3.3.14
1 (b)	<ul style="list-style-type: none"> • Geese 	1	EL3.3.14
1 (c)	<p>Award one mark for the correct order:</p> <ul style="list-style-type: none"> • Action Aid • Anchor Trust • Anthony Nolan Trust • Assist • Asthma UK • Autism Concern 	1	EL3.3.16
1 (d)	<p>Award one mark for the correct order:</p> <ul style="list-style-type: none"> • Lemon • Mango • Melon • Nectarine • Plantain • Plum 	1	EL3.3.16

Section 2			
2 (a)	<p>The response clearly reflects the purpose of the task and is of an appropriate length to cover the details required. 1 (mark)</p> <p>And</p> <p>Award one of the following.</p> <p>The response is:</p> <ul style="list-style-type: none"> • basic with limited details 1 (mark) • mostly clear and accurate with sufficient detail 2 (marks) • coherent with accurate and entirely appropriate detail 3 (marks) <p>And</p> <p>Learner has used an appropriate email format, to include:</p> <ul style="list-style-type: none"> • appropriate subject heading 1 (mark) <p>And</p> <ul style="list-style-type: none"> • either appropriate salutation and close or name at end 1 (mark) <p>And</p> <p>Award one of the following:</p>	8	E3.3.18 E3.3.19 E3.3.20 E3.3.22

	<ul style="list-style-type: none"> Language and vocabulary is partly appropriate for the audience, and there may be the occasional error in tone or register. 1 (mark) Language and vocabulary is entirely appropriate for the audience. 2 (marks) 		
Section 2 Writing Composition Marking Guidance			
2 (a)	<p>Award one of the following:</p> <ul style="list-style-type: none"> Use of at least one correct compound sentence and some evidence of paragraphing. 1 (mark) Several compound sentences used accurately; minimum of two accurate paragraphs. 2 (marks) 	2	E3.3.21
Spelling, Punctuation and Grammar			
2 (a)	<p>Award the following for:</p> <ul style="list-style-type: none"> A range of punctuation is correct (capital letter, full stops, commas and question marks). There may be a maximum of two errors. 1 (mark) <p>And</p> <p>Award the following for:</p> <ul style="list-style-type: none"> A range of grammar is correct (subject-verb agreement, consistent tense, definite and indefinite articles). There may be a maximum of two errors. 1 (mark) <p>And</p>	3	E3.3.13 E3.3.15 E3.3.17

	<p>Spelling of words in free writing.</p> <p>Award the following for:</p> <ul style="list-style-type: none"> • Spelling of words is correct. There may be a maximum of two errors 1 (mark) 		
<p>2 (b)</p>	<p>The response clearly reflects the purpose of the task and is of an appropriate length to cover the details required. 1 (mark)</p> <p>And</p> <p>Award one of the following. The response is:</p> <ul style="list-style-type: none"> • basic with limited details 1 (mark) • mostly clear and accurate with sufficient detail 2 (marks) • coherent with accurate and entirely appropriate detail 3 (marks) <p>And</p> <p>Learner has used an appropriate article format:</p> <ul style="list-style-type: none"> • a heading 1 (mark) <p>Award a maximum of one mark for any other suitable formatting feature:</p> <ul style="list-style-type: none"> • strapline • sub-headings • bullet points • attribution 	<p>8</p>	<p>E3.3.18 E3.3.19 E3.3.20 E3.3.22</p>

	<p>Credit any other suitable response.</p> <p>And</p> <p>Award one of the following:</p> <ul style="list-style-type: none"> • Language and vocabulary is partly appropriate for the audience, and there may be the occasional error in tone or register. 1 (mark) • Language and vocabulary is entirely appropriate for the audience. 2 (marks) 		
Section 2 Writing Composition Marking Guidance			
2 (b)	<p>Award one of the following:</p> <ul style="list-style-type: none"> • Use of at least one correct compound sentence and some evidence of paragraphing. 1 (mark) • Several compound sentences used accurately; minimum of two accurate paragraphs. 2 (marks) 	2	E3.3.21
Spelling, Punctuation and Grammar			
2 (b)	<p>Award the following for:</p> <ul style="list-style-type: none"> • A range of punctuation is correct (capital letter, full stops, commas and question marks). There may be a maximum of two errors. 1 (mark) <p>And</p> <p>Award the following for:</p> <ul style="list-style-type: none"> • A range of grammar is correct (subject-verb agreement, consistent tense, definite and indefinite articles). There may be a maximum of two errors. 	3	E3.3.13 E3.3.15 E3.3.17

	<p>1 (mark)</p> <p>And</p> <p>Spelling of words in free writing.</p> <p>Award the following for:</p> <ul style="list-style-type: none"> • Spelling of words is correct. There may be a maximum of two errors. <p>1 (mark)</p>		
Total marks available:		40	

Past paper