



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

Paper Title: Entry Level 1 Functional Skills Qualification in English: Writing

Paper number: SAM

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 1 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 1
- Do not penalise any error made in spelling, punctuation and grammar skills above 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, 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)

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)

EL1.3.16

Communicate information in words, phrases and simple sentences

Q no	Marking Guidance	Marks	Subject Content Ref
Spelling Test			
	1 mark for each correctly spelled word: <ul style="list-style-type: none">• act• wrote• live• white• too• child• over• floor• after• person	10	EL1.3.15 Words taken from Table 2 of Appendix for spelling

	Question is testing spelling only – answer can be written in lower, upper or mixed case.																				
Section 1																					
1 (a)	<p>A maximum of 1 mark for each correctly completed table:</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td>D</td> <td>E</td> <td></td> </tr> <tr> <td></td> <td>H</td> <td>I</td> <td>J</td> <td></td> <td></td> </tr> <tr> <td></td> <td colspan="5"></td> </tr> </table>				D	E			H	I	J									1	<p>E1.3.14</p> <p>Answers must be in order and in the correct case to gain the mark</p>
			D	E																	
	H	I	J																		
1 (b)	<p>A maximum of 1 mark for each correctly completed table:</p> <table border="1"> <tr> <td></td> <td></td> <td>p</td> <td>q</td> <td></td> <td></td> </tr> <tr> <td>t</td> <td></td> <td></td> <td>w</td> <td>x</td> <td></td> </tr> <tr> <td></td> <td colspan="5"></td> </tr> </table>			p	q			t			w	x								1	<p>E1.3.14</p> <p>Answers must be in order and in the correct case to gain the mark</p>
		p	q																		
t			w	x																	
Section 2																					
2 (a)	<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 good use of words, phrases and simple sentences 2 (marks) 	4	E1.3.16																		

	<p>And</p> <p>Award one of the following:</p> <ul style="list-style-type: none"> • Most words and phrases make sense and aid understanding 1 (mark) • All words and phrases make sense and aid understanding 2 (marks) 		
Spelling, Punctuation and Grammar			
<p>2 (a)</p>	<p>Sentence construction using capital letters and full stops.</p> <p>Award for the following:</p> <ul style="list-style-type: none"> • The use of punctuation is correct. At least one sentence demonstrates the correct use of a capital letter at the start and full stop at the end. 1 (mark) <p>And</p> <ul style="list-style-type: none"> • Use of a capital letter for the personal pronoun 'I' and the first letter of proper nouns is correct. Allow one error. 1 (mark) <p>And</p> <ul style="list-style-type: none"> • Use of a lower case letters when there is no reason to use capital letters is correct. Allow one error. 1 (mark) <p>And</p> <ul style="list-style-type: none"> • Spelling is accurate. Allow two errors 	<p>4</p>	<p>EL1.3.11 EL1.3.12 EL1.3.13 EL1.3.15</p>

	1 (mark)		
2 (b)	<p>Award one for the following:</p> <ul style="list-style-type: none"> The purpose of the task is made clear 1 (mark) <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 good use of words, phrases and simple sentences 2 (marks) full with accurate use of words, phrases and simple sentences appropriate for Entry Level 1 3 (marks) <p>And</p> <p>Award one of the following:</p> <ul style="list-style-type: none"> Most words and phrases make sense and aid understanding 1 (mark) All words and phrases make sense and aid understanding 2 (marks) 	6	E1.3.16
Spelling, Punctuation and Grammar			
2 (b)	<p>Sentence construction using capital letters and full stops.</p> <p>Award for the following:</p>	4	EL1.3.11 EL1.3.12 EL1.3.13 EL1.3.15

	<ul style="list-style-type: none"> • At least one sentence demonstrates the correct use of a capital letter at the start and full stop at the end. 1 (mark) <p>And</p> <ul style="list-style-type: none"> • Use of a capital letter for the personal pronoun 'I' and the first letter of proper nouns is correct. Allow one error. 1 (mark) <p>And</p> <ul style="list-style-type: none"> • Use of a lower case letters when there is no reason to use capital letters is correct. Allow one error. 1 (mark) <p>And</p> <ul style="list-style-type: none"> • Spelling is accurate. Allow two errors 1 (mark) 		
Total marks available:		30	