NCFE Entry Level 2 Functional Skills Qualification in English (603/5056/8)
Paper Title: Entry Level 2 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 2 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 2
- Do not penalise any error made in spelling, punctuation and grammar skills above 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, 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.

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Subject Content Statements (SCS)

EL2.3.13
Use basic punctuation correctly (eg full stops, capital letters, question and exclamation marks)
EL2.3.14
Form regular plurals
EL2.3.15
Use the first and second letters to sequence words in alphabetical order
EL2.3.16
Spell correctly words designated for Entry Level 2 (see Appendix)
EL2.3.17
Communicate information using words and phrases appropriate to audience and purpose
EL2.3.18
Complete a form asking for personal information (eg first name, surname, address, postcode, age, date of birth)
EL2.3.19
Write in compound sentences, using common conjunctions (eg or, and, but) to connect clauses
EL2.3.20
Use adjectives and simple linking words in the appropriate way

Q no	Marking Guidance	Marks	Subject Content Ref
Spelling Test			
	Award **one** mark for **each** correctly spelled word: • address • fruit • animal • imagine • build • complete	**10**	**EL2.3.16** Words taken from Table 3 of Appendix for spelling

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	- strange - extreme - quiet - music		
Section 1			
1 (a)	families	1	**E1.3.14**
1 (b)	films	1	**E1.3.14**
1 (c)	Award **one** mark for the correct order: - Ovington - Satley - Stanley - Tow Law	1	**E2.3.15**
1 (d)	Award **one** mark for the correct order: - Ghost - Jaws - Jumanji - Speed	1	**E2.3.15**
Section 2			
2 (a)	(Complete the form – **the personal details section of the form only**) Award **one** of the following: - Some errors in accuracy but personal information is still useable **1 (mark)** - Information correct but with some minor errors that don't affect meaning (eg lack of capital letter for proper noun)	7	**E2.3.18** **E2.3.17** **E2.3.20**

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2 (marks)

- All personal sections of the information is completed accurately with either real or invented details
  3 (marks)

And

(Complete the form – **excluding the personal details section**) Communicating information.

Award **one** of the following:

The response is:

- basic with limited details
  1 (mark)
- mostly clear and accurate with good use of words and phrases
  2 (marks)
- coherent with accurate use of words and phrases for Entry Level 2
  3 (marks)

And

(Complete the form – **excluding the personal details section**)

Award **one** mark for the following:

- Adjectives/linking words are used in the appropriate way
  1 (mark)

2 (a)	Award **one** of the following: • Accurate use of at least 1 compound sentence and a common conjunction. **1 (mark)**	1	E2.3.19
Spelling, Punctuation and Grammar			
2 (a)	Sentence construction using capital letters with full stops/exclamation marks and question marks. Award for the following: • The use of punctuation is correct. Allow for a maximum of **two** errors. **1 (mark)** **And** Spelling of words in free writing. • Spelling is accurate. Allow up to **two** errors. **1 (mark)**	2	E2.3.13 E2.3.16

2 (b)	(Email to a restaurant) Award **one** mark for the following: • The purpose of the task is made clear **1 (mark)**	6	E2.3.17 E2.3.20

	And		
	Award **one** of the following.		
	The response is:		
	• basic: use of words and phrases has limited details **1 (mark)** • mostly clear and accurate use of words and phrases **2 (marks)** • coherent with accurate use of words and phrases for Entry Level 2 **3 (marks)**		
	And		
	• Words and phrases make sense and aid understanding **1 (mark)**		
	And		
	Award **one** mark for the following:		
	• Adjectives/linking words are used in the appropriate way **1 (mark)**		
2 (b)	Award **one** of the following:		
	• Accurate use of at least 1 compound sentence and a common conjunction **1 (mark)**	**1**	**E2.3.19**
Spelling, Punctuation and Grammar			

2 (b)	Sentence construction using capital letters with full stops/exclamation marks and question marks. A range of punctuation is accurately used (capital letters, full stops, exclamation marks and question marks)
	
	Award **one** of the following:
	
	• There may be no more than **two** punctuation errors
	  1 (mark)
	• There may be no more than **one** punctuation error
	  2 (marks)
	
	And
	
	Accurate spelling of words in free writing.
	
	Award **one** of the following:
	
	• There may be no more than **two** spelling errors.
	  1 (mark)
	• All words are correct.
	  2 (marks)
		4	E2.3.13
			E2.3.16

	Total marks available:	**35**	