



## **NCFE Level 1 Functional Skills Qualification in English (603/5058/1): Writing**

Paper number: Sample Assessment Materials

Mark Scheme v1.0

The sample assessment paper pass mark is intended for guidance purposes only. A sample assessment will give learners an indication of their current level of performance rather than an official assessment result.

**Sample Assessment Materials Level 1 Writing pass mark: 24**

## **Markers' briefing note**

Marks in the English Writing component are awarded for 'independent understanding of written language in specific contexts'. Whilst the learner may use the content of the scenarios to inform their writing, the writing activities do not assess reading skills or interpretation of any stimuli.

Learners are expected to produce an open response. Depending on the context of the activity, a learner may support either side of an argument, or adopt any well-reasoned stance, using the scenarios and / or their own ideas and experiences. What should be assessed is their ability to do this whilst meeting all the subject content statements.

### **Subject content statements (SCS)**

L1.3.19 Use a range of punctuation correctly (for example, full stops, question marks, exclamation marks, commas, possessive apostrophes)

L1.3.20 Use correct grammar (for example, subject-verb agreement, consistent use of a range of tenses, definite and indefinite articles)

L1.3.21 Spell words used most often in work, study and daily life, including specialist words

L1.3.22 Communicate information, ideas and opinions clearly, coherently and accurately

L1.3.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience

L1.3.24 Use format, structure and language appropriate for audience and purpose

L1.3.25 Write consistently and accurately in complex sentences, using paragraphs where appropriate

The following relates to both activities unless otherwise indicated.

Marking guidance			Marks	Subject content ref.
Notes				
<ul style="list-style-type: none"> <li>Judgements should be made for quality of responses expected at level 1.</li> <li>A response does <b>not</b> have to be error-free to be awarded full marks.</li> <li>A response does <b>not</b> have to demonstrate all bullets in the mark band to be awarded the mark. A 'best-fit' approach should be taken to the awarding of the Spelling, Punctuation and Grammar (SPaG) marks.</li> </ul>				
Spelling, Punctuation and Grammar (SPaG)				
<ul style="list-style-type: none"> <li>For responses under 100 words, examiners should apply professional judgement when awarding SPaG marks. Typically, shorter responses will not contain sufficient evidence to access the full nine marks for SPaG. However, where a shorter response demonstrates <b>clear accuracy, control, and range</b> in language use, it may still achieve <b>full marks</b> for SPaG.</li> </ul>				
Punctuation: zero marks should be given for no awardable content				
One of the following:				
<p><b>[1 mark]</b> A limited range of punctuation has been used, but not always correctly. Errors <b>may</b> affect meaning and / or readability.</p> <ul style="list-style-type: none"> <li><b>Some</b> correct use of punctuation. For example, commas in lists are <b>sometimes</b> used correctly.</li> <li>Beginning and end of sentence is correct (accept minor errors).</li> <li><b>Some</b> inconsistent use of other punctuation marks. For example, use of lower case 'i' for the personal pronoun.</li> </ul>	<p><b>[2 marks]</b> A range of punctuation has been used, <b>mostly</b> correctly. Errors do <b>not</b> affect meaning, although reading may be more difficult.</p> <ul style="list-style-type: none"> <li><b>Generally</b> correct punctuation. For example, end of sentence punctuation, such as use of question marks and exclamation marks, is <b>generally</b> correct.</li> <li>Apostrophes for omission are <b>generally</b> correct.</li> </ul>	<p><b>[3 marks]</b> A range of punctuation has been used correctly. Minor errors do <b>not</b> affect meaning or readability.</p> <ul style="list-style-type: none"> <li><b>Consistently</b> correct punctuation. For example, where used, question marks, exclamation marks, commas and possessive apostrophes are <b>consistently</b> accurate.</li> </ul> <p><b>Note:</b> full marks should be given for responses demonstrating control and consistently correct punctuation, including responses that do not include a range of punctuation.</p>	3	SCS 19

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<b>Grammar: zero marks should be given for no awardable content</b>				
<b>One of the following:</b>				
<p><b>[1 mark]</b> Grammatical errors make reading difficult.</p> <ul style="list-style-type: none"> <li>• <b>Some</b> correct subject-verb agreement and use of tense.</li> <li>• <b>Some</b> correct sentence structure / syntax.</li> <li>• Errors may affect meaning.</li> </ul> <p><b>Note:</b> award mark if <b>one</b> grammatically correct sentence has been written.</p>	<p><b>[2 marks]</b> Basic grammar is correct. Where more ambitious grammar is attempted, errors do <b>not</b> affect meaning, although reading may be more difficult.</p> <ul style="list-style-type: none"> <li>• <b>Generally</b> correct subject-verb agreement and verb tense.</li> <li>• <b>Generally</b> correct sentence structure.</li> </ul>	<p><b>[3 marks]</b> Grammatical errors are minor and have little impact on meaning and readability. Sentence structures are more ambitious.</p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> correct subject-verb agreement and use of tense.</li> <li>• <b>Consistently</b> correct sentence structure.</li> </ul>	3	SCS 20
<b>Spelling: zero marks should be given for no awardable content</b>				
<b>One of the following:</b>				
<p><b>[1 mark]</b> Incorrect spelling affects meaning and / or readability in places.</p> <ul style="list-style-type: none"> <li>• <b>Some</b> correct spelling of straightforward words.</li> <li>• Errors may affect meaning.</li> </ul>	<p><b>[2 marks]</b> Correct spelling of straightforward words. Errors in some ambitious words are minor and do <b>not</b> affect meaning.</p> <ul style="list-style-type: none"> <li>• <b>Generally</b> correct spelling of straightforward words.</li> </ul>	<p><b>[3 marks]</b> Correct spelling of straightforward words, and <b>some</b> ambitious and / or specialist words.</p> <ul style="list-style-type: none"> <li>• <b>Consistently</b> correct spelling, including <b>some</b> ambitious and / or specialist words.</li> </ul> <p><b>Note:</b> expect correct spelling of two-syllable words with double consonants, the doubling of final consonants before suffixes.</p>	3	SCS 21
<b>Marks available</b>			<b>9</b>	

<b>Writing composition</b>				
<b>Content, clarity and coherence: zero marks should be given for no awardable content</b>				
<b>One of the following:</b>				
<p><b>[1 mark]</b> The response:</p> <ul style="list-style-type: none"> <li>has <b>some</b> clarity and coherence</li> <li>is <b>sometimes</b> accurate in communicating information, ideas and opinions.</li> </ul>	<p><b>[2 marks]</b> The response:</p> <ul style="list-style-type: none"> <li>is <b>generally</b> clear and coherent throughout</li> <li>is <b>generally</b> accurate in communicating information, ideas and opinions.</li> </ul> <p><b>Note:</b> coverage of topic may be list like, scant or tangential.</p>	<p><b>[3 marks]</b> The response:</p> <ul style="list-style-type: none"> <li>is <b>consistently</b> clear and coherent throughout</li> <li>is <b>consistently</b> accurate in communicating information, ideas and opinions.</li> </ul> <p><b>Note:</b> occasional lapses do <b>not</b> impact coherence overall.</p>	3	SCS 22
<b>Detail: zero marks should be given for no awardable content</b>				
<b>One of the following:</b>				
<ul style="list-style-type: none"> <li>The response has appropriate detail for the purpose and audience. <b>[1 mark]</b></li> </ul>			1	SCS 23
<ul style="list-style-type: none"> <li>The response is of an appropriate length for the purpose and audience, including where specified. <b>[1 mark]</b></li> </ul>			1	SCS 23
<p><b>Note for SCS 23:</b></p> <p>A response must meet the requirements of the word count (where given) to be awarded this mark. If no word count is stated then responses should be over <b>100</b> words to be awarded this mark. However, the length mark should be awarded to responses that demonstrate concision, even if they are shorter than 100 words.</p> <p><b>Notes for SCS 22 and 23:</b></p> <p><b>Activity 1 / 2</b></p> <ul style="list-style-type: none"> <li>Prompts do <b>not</b> need to be strictly adhered to in order to access all available marks. Full marks are awardable so long as the response is relevant to the question, clear, and otherwise successfully meets criteria for SCS 22 and 23.</li> </ul>				

<b>Format, structure and language: zero marks should be given for no awardable content</b>		
<p><b>Formatting</b></p> <p>Award <b>one</b> mark for any of the following, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Main formatting feature is used (see appendix). <b>[1 mark]</b></li> <li>• There is one additional relevant formatting feature (see appendix). <b>[1 mark]</b></li> </ul> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• The main formatting <b>must</b> be attempted to award a mark for an additional feature.</li> <li>• Email tasks must have correct email address <b>and</b> an appropriate subject line to achieve main formatting feature mark (see appendix).</li> </ul>	4	SCS 24
<p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• There is a recognisable structure (beginning, middle and end). <b>[1 mark]</b></li> </ul>		
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Language (for example, tone, level of formality) is generally suited to audience and purpose. <b>[1 mark]</b></li> </ul>		
<p><b>Notes for emails and formal letters:</b> see appendix.</p>		

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<b>Paragraphs and complex sentences: zero marks should be given for no awardable content</b>		
<p>Award <b>one</b> mark for any of the following, up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>at least <b>two</b> paragraphs used appropriately [<b>1 mark</b>]</li> <li>at least <b>two</b> accurately demarcated complex sentences. [<b>1 mark</b>]</li> </ul> <p><b>Note:</b> Grammar is assessed separately. Do <b>not</b> penalise minor lapses in grammar (for example, subject-verb agreement).</p>	2	SCS 25
<b>Marks available</b>	<b>11</b>	
<b>Total marks available per task</b>	<b>20</b>	
<b>Overall total (Activity 1 and Activity 2) marks available</b>	<b>40</b>	

**Appendix: level 1 SCS 24 format indicative content**

- Essential formatting features are emboldened below.
- Other appropriate formatting features should be rewarded.
- Any additional formatting feature should only be awarded if the mark for essential formatting feature has been attempted.

<b>Formal letter</b>	<p><b>Sender's postal address</b></p> <ul style="list-style-type: none"> <li>• Recipient's address</li> <li>• Date</li> <li>• Salutation and matching close</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• <b>Only</b> accept the salutation 'Dear [name]' with the matching close 'Yours sincerely' <b>or</b> the salutation 'Dear Sir / Madam' with the matching close 'Yours faithfully'</li> <li>• mark to be awarded if name of sender is included above sender's address.</li> </ul>	<b>Email</b>	<p><b>Recipient's email address and appropriate subject line</b></p> <ul style="list-style-type: none"> <li>• Salutation and matching close</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Correct spelling of recipient email address is required for email.</li> <li>• If the learner does <b>not</b> use the email address provided, <b>no</b> marks for formatting are awarded.</li> </ul>
<b>Review</b>	<p><b>Heading</b></p> <ul style="list-style-type: none"> <li>• Subheadings</li> <li>• Bullet points</li> <li>• Author's name</li> </ul>	<b>Leaflet</b>	<p><b>Heading</b></p> <ul style="list-style-type: none"> <li>• Subheadings</li> <li>• Bullet points</li> <li>• Numbering</li> </ul>
<b>Article</b>	<p><b>Heading</b></p> <ul style="list-style-type: none"> <li>• Subheadings</li> <li>• Bullet points</li> <li>• Author's name</li> </ul>	<b>Formal report</b>	<p><b>Heading</b></p> <ul style="list-style-type: none"> <li>• Subheadings</li> <li>• Bullet points</li> <li>• Numbering</li> <li>• Author's name</li> </ul>