

A large teal-colored rectangular box with a thin black border is positioned on the right side of the page. It contains the main title of the document in a large, bold, black sans-serif font.

# **Entry Level English practice papers: guidance for centres**

**NCFE Entry Level 1 Functional Skills  
Qualification in English**

**603/5059/3**

**NCFE Entry Level 2 Functional Skills  
Qualification in English**

**603/5056/8**

**NCFE Entry Level 3 Functional Skills  
Qualification in English**

**603/5052/0**

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## **Overview**

This guide is designed to support centres preparing learners for controlled assessment in NCFE Entry Level English Functional Skills qualifications (Reading and Writing components). The questions and Mark Scheme information in this guide are taken from the November 2023 Entry Level practice papers, which can be found on the NCFE website.

Information on spelling, punctuation and grammar skills relevant to assessors for each level and component is located within the relevant sections (for example, information on simple sentences is located in the Entry Level 1 Writing section and information on conjunctions can be found in the Entry Level 2 Writing section).

Centres can choose a topic that is appropriate for their learners using the Assessment Topic document on the website.

## **Reading section**

This section is organised by subject content statements (SCS), with the exception of Entry Level 1, where all SCS are combined and tested together. Questions taken from the practice papers are accompanied by sample answers with additional assessor guidance or commentary.

## **Writing section**

The Writing assessment consists of a spelling test and a written assessment paper with two sections. The first section includes two short-answer questions (testing knowledge of alphabetical order, for example). This guidance focuses on section 2 of the assessment only, where the learner must demonstrate the ability to write extended responses for different purposes and audiences. Therefore, only those SCS tested in extended writing activities are covered in this section.

For each level, one question has been selected from the Writing practice papers. These are accompanied by sample marked learner answers with a breakdown of marks awarded and assessor commentaries.

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## Reading section

### Entry Level 1

### Reading

At Entry Level 1, the learner should be familiar with straightforward texts that inform, describe and narrate. Text types may include articles, leaflets, notices, emails, webpages and forums.

The Reading paper has two sections, each containing a different text. Both texts cover the same topic. The SCS covered in Entry Level 1 Reading are:

**EL1.2.8** Read correctly words designated for Entry Level 1.  
**EL1.2.9** Read simple sentences containing one clause.  
**EL1.2.10** Understand a short piece of text on a simple subject.

All three SCS are tested together through 10 questions, each worth one mark (five questions per section). Questions do not strictly follow the chronological order of the text. There is one objective test question per section (multiple-choice or Yes / No tick-box question). For example, question 3 in the practice paper is an objective test question:

Question 3	Explanation				
Can you buy things to eat in the park?  <b>Tick (✓) your answer.</b>  <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="padding: 2px 10px;">Yes</th> <th style="padding: 2px 10px;">No</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; color: blue;">X</td> <td></td> </tr> </tbody> </table>	Yes	No	X		The learner gets one mark even though a cross has been used instead of a tick, because 'Yes' is the correct option. This is covered by the Mark Scheme advisory statement, 'Accept mark other than tick'.
Yes	No				
X					

Most questions will require some basic problem solving. For example:

Question 2	Explanation
Which ride is for small children?  <b>Answer:</b>  'Tea Cup Swing'.	Finding the answer requires some basic interpretation. The text says, 'Little ones will enjoy the Tea Cup Swing'. The learner must interpret 'little ones' as 'small children'.  At Entry Level 1, 'swing' would be an acceptable answer because there's only one 'swing' in the text. This is covered by the advisory statement, 'Credit any similar response'; 'tea cup' would not be correct.

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## Entry Level 2 Reading

At Entry Level 2, the learner should be familiar with straightforward texts that inform, describe, narrate and instruct. Text types may include articles, leaflets, notices, letters, emails, webpages and forums.

The Reading paper has three sections. Sections 1 and 2 each include a different text on the same topic. Section 3 has two further questions, where the learner must check the spellings of two words using a dictionary. There are 14 questions in total, each worth one mark. Sections 1 and 2 have six questions each, with one multiple-choice or True / False question per section. The SCS covered in Entry Level 2 Reading are:

**EL2.2.7** Read correctly words designated for Entry Level 2.

**EL2.2.8** Understand the main points in texts.

**EL2.2.11** Read and understand sentences with more than one clause.

**2.2.7 and 2.2.11 are assessed notionally with 2.2.8**

**EL2.2.9** Understand organisational markers in short straightforward texts.

**EL2.2.10** Use effective strategies to find the meaning of words and check their spelling (for example, a simple dictionary, spell-checker).

**EL2.2.12** Use illustrations, images and captions to locate information.

### EL2.2.8 Understand the main points in texts

The learner must use basic problem-solving skills to answer these questions, which will usually include same word 'clues' or synonyms (words with similar meanings). For example:

Question 5	Explanation
How can you turn a garden pond into a play area?	The learner must find key words in the text ('garden pond', 'play'), then read the text more closely to answer the 'how' part of the question: 'turn it into a sandpit'.

Question 7	Explanation
Who should be able to swim?	The first question is usually the easiest question in a section. The answer is easily retrieved from paragraph 3: 'everybody should be able to swim'.

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### EL2.2.9 Understand organisational markers in short straightforward texts

Organisational markers are features that guide readers around a text. These can be words ('first', 'next', 'finally') or layout features. At Entry Level 2, the learner will always be directed to use organisational markers rather than identify them. They will need to find information or solve a basic problem. The following organisational markers may be seen in Entry Level 2 texts:

Organisational marker	Explanation / example question
Attribution	for example, 'Who wrote the article?'
Bullet points	the learner must retrieve relevant information using bullet points
Numbered lists	for example, 'Which number is about...?'
Headings	for example, 'Which company is writing about a new bank card?' (the name of the company is in the heading)
Sections, paragraphs and subheadings	for example, 'Which paragraph is about X?', 'Which section is about X?'
Clear steps (words like 'first', 'next', 'finally')	for example, 'Which step...?' or 'What goes in the pot last?' to test understanding of key procedural words in a set of instructions
Features on webpages or emails, such as subject, date, links, contact details	it will be possible to interpret the feature / locate the information without ICT knowledge

Although the learner does not need to identify the above markers by name, they should be able to use them. They should know basic features such as 'paragraph' and 'number' (for numbered lists) and be able to recognise what a 'section' is. For example:

Question 1	Explanation
Which section tells you how water can be harmful?  A At home B Out and about C Stay safe D What next?	Options A to D are subheadings which separate sections within the text. The learner must find the information about how water can be harmful, 'Water can be dangerous', then identify the relevant section it comes from. The correct answer is 'Out and about'.

Question 10	Explanation
Where can you take the swimming lessons?	The name and address of the pool is located within a text box at the bottom of the page.

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### EL2.2.10 Use effective strategies to find the meaning of words and check their spelling

The learner must have access to a simple dictionary (dictionaries labelled 'elementary' or 'for schools' are preferable to those for 'advanced' learners). Online dictionaries can also be useful. Collins Online Dictionary for Schools and Cambridge Learner's Dictionary may be suitable choices for Entry Level 2.

Question 2	Explanation
The first bullet point contains the word <b>current</b> . What does <b>current</b> mean? Use your dictionary to answer the question.	Even a simple dictionary may give several definitions. The learner must pick out the correct definition to fit the text; in this case, the text is about water, so 'a moving body of water' (or similar) is correct.

### EL2.2.12 Use illustrations, images and captions to locate information

The learner must remember to read the whole text because answers to some questions will be found in a caption or next to an image.

Question 6	Explanation
There is a picture of a sign in the text. What does the sign mean?	The 'swimmers prohibited' sign is explained in the text: the phrase, 'signs like this one' is followed by, 'They tell you not to do something'. The learner has to work out that the sign means 'Do not swim'.

Question 12	Explanation
What do you do in the first lesson?	The answer is located in the caption. The learner must check all parts of a text because it is easy to miss information located in a caption.

**Please note that captions are often overlooked by learners.**

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### Entry Level 3 Reading

At Entry Level 3, the learner should be familiar with straightforward texts that inform, advise, describe, narrate and explain. Text types may include articles, leaflets, letters, emails, webpages and forums.

The Reading paper has two sections, each containing a different text. Both texts cover the same topic. Each section has seven questions including a multiple-choice question and a two-mark question. The SCS covered in Entry Level 3 Reading are:

<b>EL3.2.8</b> Read correctly words designated for Entry Level 3 – assessed notionally throughout.
<b>EL3.2.9</b> Identify, understand and extract the main points and ideas in and from texts.
<b>EL3.2.10</b> Identify different purposes of straightforward texts.
<b>EL3.2.11</b> Use effective strategies to find the meaning of words (for example, a dictionary, working out meaning from context, using knowledge of different word types).
<b>EL3.2.12</b> Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs and links).

#### **EL3.2.9 Identify, understand and extract the main points and ideas in and from texts**

The learner must use problem solving to follow a key idea or identify reasons / examples; questions may include same word 'clues' or synonyms (words with similar meanings), but not necessarily. For example:

<b>Question 7</b>	<b>Explanation</b>
State <b>one</b> thing that Bargain Hunter should try to enjoy.	'Bargain Hunter' in the question directs the learner to the relevant section. The learner must find words with a similar meaning to 'enjoy' and recognise that 'Don't miss out on' has a similar meaning to 'should try to'. The correct answer is 'life's little pleasures' or simply, 'pleasures'.
<b>Question 8</b>	<b>Explanation</b>
Name <b>two</b> things Bess has spent money on.	The learner must read and interpret all three contributions from Bess to get two correct answers.



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### EL3.2.10 Identify different purposes of straightforward texts

At Entry Level 3, the learner is expected to recognise typical features of texts that inform, advise, describe, narrate and explain. Learners may be asked about purpose, audience, or functionality more generally, for example:

Question 3	Explanation
What is the <b>main</b> purpose of this text?	This is a multiple-choice question. All options are plausible, but only A corresponds to the 'main' purpose.

Question 10	Explanation
Why has Moneysaver posted to the forum?	This question elicits purpose by asking why a contributor has used the forum. The learner does not need to contextualise their answer. If the purpose is accurate, a mark should be given. For example, 'to give advice' is correct. This is covered by the advisory statement on the Mark Scheme, 'Credit any other similar response'.

### EL3.2.11 Use effective strategies to find the meaning of words (for example, a dictionary, working out meaning from context, using knowledge of different word types)

The learner must have access to a simple dictionary (dictionaries labelled 'elementary' or 'for schools' are preferable to those for 'advanced' learners). Online dictionaries can also be useful. Collins Online Dictionary for Schools and Cambridge Learner's Dictionary may be suitable choices for Entry Level 3.

At Entry Level 3, the learner may need to differentiate between different word types (noun, adjective, verb) when using a dictionary to select an appropriate definition. The learner does not need to know the names of word types (noun, verb, adjective, and so on). For example:

Question 4	Explanation
What does the word <b>bargain</b> mean, as used in the text? You may use a dictionary.	The learner must recognise that 'bargain' is used as a noun in the text to provide an appropriate definition.

For **EL3.2.11** the learner will also be required to work out the meaning of a homograph by recognising how it is used in the context. For example:

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Question 14	Explanation
In her second sentence, Bess says she 'blew' her wages. What does the word <b>blew</b> mean in this context? You may use a dictionary.	The learner must work out that the meaning of 'blew' in this context is 'spent'. Use of a dictionary may help to eliminate answers that do not fit the context.

### **EL3.2.12 Understand organisational features and use them to locate relevant information (for example, contents, index, menus, tabs and links)**

Organisational features are layout features that separate different pieces of information and help guide readers around and within a text. The learner will need to interpret organisational features or use them to locate information.

The learner should be able to identify the following organisational features:

- titles, headings and subheadings
- bullet points and numbered points
- sections / paragraphs.

Other organisational features that may be seen in Entry Level 3 texts:

Organisational feature	Explanation
• features on webpages, such as links and contact details	It will be possible to use the feature / locate information without ICT knowledge.
• captions, text boxes, tables, footnotes	The learner will not be required to name these features.

Here is an example of an **EL3.2.12** question where the learner must identify the correct section:

Question 6	Explanation
Which section gives you tips about saving?	The learner must know what a section is to answer the question correctly. If the correct part of the text is identified, a mark should be given. For example, 'Spender' and 'the first section' are in the Mark Scheme.

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Most questions that test **EL3.2.12** require learners to use the feature. For example:

<b>Question 12</b>	<b>Explanation</b>
When can you hear Moneybags?	The learner must find the word 'Moneybags', then use the asterisk (*) to locate the correct answer in the corresponding footnote.

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## Writing section

### General information

#### Assessor annotation of learner responses

Assessors must demonstrate how marking decisions have been made using annotation and a breakdown of marks awarded. This information is essential for quality purposes. Where possible, assessors should use different coloured ink to the learner.

Each of the sample marked answers in this guide is accompanied by an exemplar breakdown of assessor marks. Sample answers have also been annotated to indicate errors in spelling, punctuation and grammar. Annotation for these marks is helpful because in some cases, the learner is only allowed a certain number of errors. There is no need to annotate errors that are above the level tested because these errors are not penalised (for example, an Entry Level 2 word spelled incorrectly on an Entry Level 1 paper). Further information on spelling, punctuation and grammar marks for each level is provided within the relevant sections.

Each of the sample marked answers is also accompanied by a summative comment. These summative comments are for guidance purposes only, to provide a rationale for marks awarded in the sample answers. Assessors are not required to provide this level of written feedback in practice.

The following table shows the annotation for spelling, punctuation and grammar used in sample marked answers:

<b>Sp</b>	<b>Spelling error</b>
<b>P</b>	<b>Punctuation error</b>
<b>G</b>	<b>Grammar error</b>

For all levels, the learner should address the prompts provided (bullet points) to access all of the marks.

Please note that the learner should not be penalised for spelling errors that are above the level being assessed. For further guidance on level-specific vocabulary, please refer to the appendix in the [Functional Skills English conditions and requirements](#).

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## Entry Level 1 Writing

At Entry Level 1, the learner must write messages and notes using simple sentences and basic punctuation. The learner might attempt to use more advanced sentence types, punctuation and vocabulary, but they should not be penalised for errors above the level tested.

### Entry Level 1 Writing practice paper Question 3: Write a postcard

You are on holiday.



Write a postcard to your friend.  
 On your postcard, you must tell your friend:

- where you are staying
- how you got there
- what things you are doing.

Write in full sentences.

**[8 marks]**

### Entry Level 1 sample learner responses

#### Learner A

**P P P P**  
*Hi rob, i am edibur at a hotel. i got a train here.*  
**P Sp**  
*we are to go shopping aswell.*  
**P Sp Sp P**  
*miss you laods. Bye for now form alex*

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### Assessor comments on Learner A

Composition	Marks
Information is relevant	1
At least three attempts at simple sentences	1
The information makes sense in places	1
Spelling, punctuation and grammar	
No sentences show correct use of a capital letter at the start and full stop at the end	0
No upper-case 'I' for personal pronoun or proper noun	0
Correct use of lower-case	1
No more than two spelling errors for every three (attempts at) sentences	1

Learner A achieves **5 out of 8 marks** for Question 3:

Sentences are not always grammatically correct or clearly demarcated, but there are three clear attempts to construct simple sentences. Grammatical errors mean that the message is not always clear, but it does make sense in places, and is relevant and functional at this level.

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### Learner B

Hi Aleks, we are over here for holiday. We are going beach Sopot today.

**P**  
 tomorrow we will swim maybe.. Im very excited to be here.

The hotel give us free food and drink! I know you will be so jeless.

**Sp**  
 Well by for now. See you soon my freind x Agata

### Assessor comments on Learner B

Composition	Marks
Information is relevant	1
At least three attempts at simple sentences	1
The information makes sense	2
Spelling, punctuation and grammar	
At least one sentence has a capital letter at the start and full stop at the end	1
Correct use of upper-case	1
Correct use of lower-case	1
Accurate spelling	1

Learner B receives **full marks**:

The information is relevant with a few successful attempts at constructing simple sentences. The information is clear throughout, despite occasional lapses ('We are going beach'). Learner B's spelling, punctuation and grammar are mainly accurate (note that commas and apostrophes are not tested at Entry Level 1 and these errors are therefore not penalised).

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## Entry Level 2 Writing

At Entry Level 2, the learner must use adjectives and compound sentences to write texts such as a letter, email, or a simple narrative. The learner should write at least four sentences to make sure all relevant information is included.

### Question 4: Write an email

Write an email to a friend describing a place you visited recently.

You should say:

- where you went
- what you did there
- why your friend should or should not go.

Write in full sentences. Use joining words (**and**, **because** and **or**) and describing words.

[11 marks]

### Entry Level 2 sample learner responses

#### Learner A

P P

*Hi Avie its Savannah i went to bermingam and met my cousin there.*

P Sp

*we went to the bullring shoping and got loads of stuff.*

Sp Sp

*You should go becuae its fun. I no how much you like shoping.*

*See you next week,*

*Savannah*

#### Assessor comments on Learner A

Composition	Marks
Purpose is clear	1
Appropriate words and phrases	1
Information is clear throughout	3
One adjective used: 'fun'	1
One accurate compound sentence with conjunction	1



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<b>Spelling, punctuation and grammar</b>	
Two accurately punctuated sentences	<b>1</b>
Three spelling errors: 'becuase', 'shoping', 'no'	<b>0</b>

Learner A achieves **8 out of 11 marks** for Question 3:

The response includes all relevant information as required from the question prompts. There are three spelling errors ('bermingam' does not count; 'shoping' only counts once).

### Learner B

*Hi Asma*

**P**

**G P**

*Jess and me went to Leeds it was fab a special treat for the we went to weekend. We bought tickets for a show and had loads to eat.*

*Next time why don't you come? We can go to the pictures and then eat a meal.*

*from Gina*

### Assessor comments on Learner B

<b>Composition</b>	<b>Marks</b>
Purpose is clear	<b>1</b>
Appropriate words and phrases	<b>1</b>
Information lacks coherence in first part	<b>2</b>
One adjective used: 'fab'	<b>1</b>
At least one accurate compound sentence with conjunction	<b>1</b>
<b>Spelling, punctuation and grammar</b>	
Three accurately punctuated sentences	<b>2</b>
No spelling errors	<b>2</b>

Learner B achieves **10 out of 11 marks** for Question 3:

The response includes all relevant information as required from the question prompts. One sentence is difficult to understand and is poorly punctuated. The second part of the response is clear.

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### Some common errors and criteria for success in Entry Level 2 Writing tasks

SCS	Common errors	Success criteria
<b>EL2.3.13</b> Use basic punctuation correctly (for example, full stops, capital letters, question and exclamation marks).	The learner does not consistently demarcate sentences correctly; there may be lower-case letters to start sentences, missing full stops.	Accurate basic punctuation throughout including correct use of capital letters at the beginning of sentences, and full stops, question marks or exclamation marks at the end.
<b>EL2.3.16</b> Spell correctly words designated for Entry Level 2.	There are frequent spelling mistakes with common and familiar words at this level.	Common and familiar words are mostly spelled correctly, with no more than two spelling errors in every three sentences.
<b>EL2.3.17</b> Communicate information using words and phrases appropriate to audience and purpose.	The response does not fulfil the requirement of the question; content is not relevant or clear.	Information is mostly relevant with occasional inconsistencies; words and phrases are mainly fit for audience and purpose.
<b>EL2.3.19</b> Write in compound sentences, using common conjunctions (for example, or, and, but) to connect clauses.	There are no compound sentences.	There is at least one accurate compound sentence in the response.
<b>EL2.3.20</b> Use adjectives and simple linking words in the appropriate way.	There are no adjectives.	There is at least one adjective in the response.

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### Entry Level 3 Writing

At Entry Level 3, the learner should write using compound sentences and paragraphs for different audiences and purposes. The learner may be required to write any of the following types of text: email, letter, report, review, blog and article.

#### Use of paragraphs

The learner should write at least two paragraphs in each task; the learner should use paragraphs to structure or separate different points. Although a paragraph should be made up of more than two sentences, there is room for tolerance if the writing is correctly structured (see Learner A below).

#### Spelling, punctuation and grammar

For grammar, the learner should make sure that the verb (doing word) in the sentence takes the correct form and agrees with its subject (the doer), and that 'the' and 'a' or 'an' are used appropriately where required, for example:

#### Subject-verb agreement

He <i>were</i> too late.	<b>X</b>
He <i>was</i> too late.	✓
There <i>is</i> a lot of things I like about Turkey.	<b>X</b>
There <i>are</i> a lot of things I like about Turkey.	✓

#### Definite and indefinite articles

Kimbal caught bus.	<b>X</b>
Kimbal caught <i>the</i> bus.	✓
There are lot of things I like about Turkey.	<b>X</b>
There are <i>a</i> lot of things I like about Turkey.	✓

#### Use of format and structure (SCS EL3.3.20)

There are two marks available for format and / or structure in each task.

While paragraphs help structure writing, these are assessed separately at Entry Level 3. The learner may achieve a mark for structure by including an introduction or a conclusion, or by including a clear beginning, middle and end. For example, a report might include a conclusion and an online diary might sequence events in some order.

For further details of formatting features used in each of the text types assessed at Entry Level 3, see the appendix.

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### Entry Level 3 Writing practice paper

#### Question 4: Write a blog post,

A food magazine wants to hear about the meal you would most enjoy. The best ones will be published on their website. You decide to enter.

In your blog post you should:

- describe your favourite meal
- explain why it is your favourite
- say who you would like to invite to eat it with you and why.

Write your blog post below. Give it a title.

Remember to write in paragraphs and include compound sentences using conjunctions (**and**, **but**, **because**).

[13 marks]

#### Sample learner responses

##### Learner A

**P**

*spag bol is the best!*

*Today I'm writing about my favourite meal. My favourite meal is spag bol. It's one of the best known meals in the world and popular with everyone.*

*The sauce is lovely with beef and tomatoes and I always add cheese when its on the plate.*

*As for why its my favourite. Its quite easy to cook and is quick too.*

*You can prepare it in about half an hour. I don't really like cooking so that's good for me.*

**P**

*Who would I invite to eat it... I would invite my nephew because he works hard and its nice to give him a special treat.*

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### Assessor comments on Learner A

<b>Composition</b>	<b>Marks</b>
Appropriate length / includes all relevant information	<b>1</b>
Communicates clearly throughout	<b>3</b>
One format feature (heading) used	<b>1</b>
Appropriate (descriptive) language throughout	<b>2</b>
At least two paragraphs	<b>1</b>
Three compound sentences	<b>1</b>
<b>Spelling, punctuation and grammar</b>	
Two punctuation errors overall	<b>1</b>
No grammatical errors	<b>1</b>
No spelling errors	<b>1</b>

Learner A achieves **12 out of 13 marks** for Question 4:

The response includes all relevant information as required from the question prompts. The learner uses descriptive language such as 'popular' and 'lovely' and explains why it is a favourite meal. The second and fourth paragraphs are short but show the learner has separated their points.

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## Learner B

### *A Delicious Meal*

*I am cooking rice and chicken. It is delicious and enjoyable.*

**G**

*It is also easy to cook. I am also going to cook vegetable.*

**Sp**

**G**

**P**

*Its my favrite meal. I loved cooking from been a little girl, it has always*

**P**

*been enjoyable and my mum also loved to cook that is why I am*

**G**

*interest in cooking. So I have decided to make rice and chicken because*

**P**

*when I was in care my staff loved it so I hope you will love it too*

*Love Keira*

## Assessor comments on Learner B

Composition	Marks
Appropriate length / includes all relevant information	1
Is mainly clear	2
One format feature (heading) used	1
Appropriate (descriptive) language throughout	2
No paragraphs	0
Compound sentences are not accurate	0
Spelling, punctuation and grammar	
More than two punctuation errors per four sentences	0
More than two grammatical errors per four sentences	0
One spelling error	1

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Learner B achieves **7 out of 13 marks** for Question 4:

The response includes all relevant information as required from the question prompts. The response is mostly clear. There is a heading but the close at the end is not a suitable formatting feature for a blog. There is not enough control of the longer sentences demonstrated and a number of verb forms are incorrect.

### Learner C

#### *Meat stew and custard tarts*

**P**

*Beef stew takes a long time to cook but its worth waiting for, you have*

**G** **G**

*to spend bit of time prepare vegetable but once its in the oven is*

**G** **Sp** **P**

*OK you can do other thing. I also loke to cook egg custard tarts, I make*

**P** **G**

*this every Sunday for my family, I'm getting the recipe from my auntie*

**G**

*is Portuguese, she calls them natas. I love them because they remind me*

**G** **G**

*of holiday in Lisbon. You need make a pastry and it melts in your mouth.*

**Sp**

*I cant tell you the secrte ingredient it's a family secret!*

*I would share my meal with my husband and kids because they always*

*love my cooking. :)*

#### Assessor comments on Learner C

Composition	Marks
Appropriate length / includes all relevant information	1
Communicates clearly throughout	3
One format feature (heading) used	1
Appropriate (descriptive) language throughout	2
No paragraphs	0
Three compound sentences	1

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<b>Spelling, punctuation and grammar</b>	
More than two punctuation errors per four sentences	<b>0</b>
More than two grammatical errors per four sentences	<b>0</b>
Two spelling errors	<b>1</b>

Learner C achieves **9 out of 13 marks** for Question 4:

The response includes all relevant information as required from the question prompts. The response is clear. Despite stronger sentence construction towards the end, there is not enough control of sentences demonstrated overall; several verb forms are incorrect throughout.

### Some common errors and criteria for success in Entry Level 3 Writing

<b>SCS</b>	<b>Common errors</b>	<b>Success criteria</b>
<b>EL3.3.13</b> Use punctuation correctly (full stops, commas, question and exclamation marks).	The learner does not consistently demarcate sentences correctly; commas may be used instead of full stops.	Consistently accurate punctuation with no more than two errors for every four sentences / paragraph.
<b>EL3.3.15</b> Use mostly correct grammar (subject-verb agreement, consistent use of tense, definite and indefinite articles).	The learner does not consistently use correct subject-verb agreement.	Grammar is mainly accurate; there may be occasional inconsistencies (no more than two errors for every four sentences / paragraph).
<b>EL3.3.17</b> Spell correctly words designated for Entry Level 3.	There are frequent spelling mistakes with less familiar words.	Words designated for Entry Level 3 are mostly spelled correctly, with no more than two errors for every four sentences / paragraph.
<b>EL3.3.18</b> Communicate information, ideas and opinions clearly and in a logical sequence (chronologically, by task).	The response does not make sense in relation to the question and / or content is not sufficiently clear.	Information is mostly relevant with occasional inconsistencies; words and phrases are mainly fit for audience and purpose.
<b>EL3.3.19</b> Write text of an appropriate level of detail and of appropriate length (including where this is specified).	The response is too short to be able to cover all of the required content / information.	There are at least two paragraphs, and all relevant information is included.
<b>EL3.3.20</b> Use appropriate format and structure when writing	There is no attempt to make the response	The response has at least two appropriate



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straightforward texts, including the appropriate use of headings and bullet points.	functional by using layout features.	formatting or structural features.
<b>EL3.3.21</b> Write in compound sentences and paragraphs where appropriate.	There may be a lack of ambition in sentence types used.	There are at least three accurately demarcated compound sentences (start with a capital letter, have a 'joining' word (conjunction), and a final full stop).
<b>EL3.3.22</b> Use language appropriate for purpose and audience.	There may be little attempt to consider the audience or purpose.	Vocabulary is appropriate for purpose and audience.

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### Appendix: Entry Level 3 Writing – format and structure indicative content

<p><b>Letter:</b>          Learner uses an appropriate letter format, for example:</p> <ul style="list-style-type: none"> <li>• sender's address / appropriate address</li> </ul> <p>And <b>one</b> other suitable formatting feature, for example:</p> <ul style="list-style-type: none"> <li>• recipient's address</li> <li>• salutation</li> <li>• close</li> <li>• name at end.</li> </ul>	<p><b>Email:</b>          Learner uses an appropriate email format, for example:</p> <ul style="list-style-type: none"> <li>• appropriate subject heading</li> </ul> <p>And <b>one</b> other suitable formatting feature, for example:</p> <ul style="list-style-type: none"> <li>• salutation</li> <li>• close</li> <li>• name at end.</li> </ul>
<p><b>Report:</b>          Learner uses an appropriate report format, for example:</p> <ul style="list-style-type: none"> <li>• title / heading</li> </ul> <p>And <b>one</b> other suitable formatting or structural feature, for example:</p> <ul style="list-style-type: none"> <li>• bullet points</li> <li>• numbered points</li> <li>• sections</li> <li>• subheadings</li> <li>• indentation</li> <li>• introduction / conclusion.</li> </ul>	<p><b>Narrative / blog post / diary:</b>          Learner uses an appropriate narrative format, for example:</p> <ul style="list-style-type: none"> <li>• title</li> </ul> <p>And <b>one</b> other suitable formatting or structural feature, for example:</p> <ul style="list-style-type: none"> <li>• subheading</li> <li>• attribution</li> <li>• indentation</li> <li>• introduction / conclusion</li> <li>• beginning, middle, end.</li> </ul>

<p><b>Review:</b>          Learner uses an appropriate review format, for example:</p> <ul style="list-style-type: none"> <li>• title or heading</li> </ul> <p>And <b>one</b> other suitable formatting or structural feature, for example:</p> <ul style="list-style-type: none"> <li>• bullet points</li> <li>• numbered points</li> <li>• subheading</li> <li>• attribution</li> <li>• introduction / conclusion.</li> </ul>	<p><b>Article:</b>          Learner uses an appropriate article format, for example:</p> <ul style="list-style-type: none"> <li>• title</li> </ul> <p>And <b>one</b> other suitable formatting or structural feature, for example:</p> <ul style="list-style-type: none"> <li>• subheading</li> <li>• attribution</li> <li>• bullet points</li> <li>• numbered points</li> <li>• introduction / conclusion.</li> </ul>
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