



**NCFE Level 2 Functional Skills Qualification in  
English  
(603/5054/4)**

**Paper Title: Level 2 Functional Skills Qualification in  
English: Writing**

Paper number: P000XXX Sample Assessment Materials

Mark Scheme

v2.1

SAMPLE

## 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 so whilst meeting all of the subject content.

SAMPLE

**Activity 1 – Formal Report**

**(Total: 22 marks)**

<b>Marking Guidance</b> <i>The learner's response</i>	<b>Marks</b>	<b>Subject Content Ref</b>
<b>Content and Detail: (0 marks should be given for no awardable content).</b>		
<ul style="list-style-type: none"> <li>• is an appropriate length/is within the word count range (when specified). <b>(1 mark)</b></li> </ul> <p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• has very limited detail and some lack of coherence but which has some link to the purpose of the task <b>(1 mark)</b></li> <li>• is at times clear and effective, has limited detail and occasional lack of coherence, but which is linked to the purpose of the task <b>(2 marks)</b></li> <li>• is mostly clear and effective with sufficient detail which is clearly linked to the purpose of the task <b>(3 marks)</b></li> <li>• is very detailed and communicates information, ideas and opinions clearly, coherently and effectively throughout. The text fully meets the needs of purpose and audience. <b>(4 marks)</b></li> </ul>	5	SC23 (3) SC24 (2)
<b>Format and Structure: (0 marks should be given for no awardable content).</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• some attempt at structure but a lack of formatting would not allow for communication <b>(1 mark)</b></li> <li>• appropriately structured with some attempt at formatting which does not limit communication <b>(2 mark)</b></li> <li>• clear and effective structure with appropriate format which allows for clear communication. <b>(3 marks)</b></li> </ul>	3	SC25 (3)

<b>Language and Register: (0 marks should be given for no awardable content).</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>uses language and register which is mostly suited to audience and purpose <b>(1 mark)</b></li> <li>uses language and register which is fully suited to audience and purpose. <b>(2 marks)</b></li> </ul>	2	SC27 (2)
<b>Organisation: (0 marks should be given for no awardable content).</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>some attempt at paragraphing, but with few complex sentences and no attempt at using any other organisational markers <b>(1 mark)</b></li> <li>paragraphs used appropriately with some attempt at constructing complex sentences. There is some attempt at using other organisational markers to convey clear meaning <b>(2 marks)</b></li> <li>paragraphs used appropriately and constructs complex sentences consistently and accurately. Organisational markers used effectively to add clarity and establish cohesion. <b>(3 marks)</b></li> </ul>	3	SC28 (2) SC26 (1)
<b>Marks available:</b>	13	

<b>Spelling, Punctuation and Grammar (SPaG)</b>		
<b>Spelling</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>Spelling of simple, everyday words, including some plurals will be correct but there may be frequent errors in more complex words. Errors may affect meaning <b>(1 mark)</b></li> <li>Spelling mostly correct (including some specialist words, some ambitious words and those with unstressed syllables, multi-syllabic vowels and consonants). Errors do not undermine meaning <b>(2 marks)</b></li> <li>Spelling is accurate, (including specialist words, some uncommon words, words with complex sound/symbol relationships and words with unstressed syllables. Competence should be shown in the spelling of possessive pronouns, prefixes, suffixes and homophones). Errors are 'one offs' which do not affect meaning. <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content).</b></p>	3	SC22 (3)
<b>Punctuation</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>The punctuation at the beginning and end of sentences is correct with some attempt at punctuating complex sentences. Some inconsistent use of other punctuation marks. Errors may affect meaning <b>(1 mark)</b></li> <li>A range of punctuation is mostly correct (including the punctuation of sentences and use of commas where appropriate). Apostrophes are accurate most of the time. Errors do not undermine meaning <b>(2 marks)</b></li> <li>A wide range of punctuation has been used accurately (this may include colons, commas, inverted commas, apostrophes and quotation marks) in a variety of sentence structures, and used for effect. <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content).</b></p>	3	SC20 (3)
<b>Grammar</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>Basic grammatical constructions are used accurately most of the time (including definite and indefinite articles). There may be some inaccuracies that may affect meaning. <b>(1 mark)</b></li> <li>A range of grammatical constructions is mostly accurate and ensures the clarity of the document. There may be some weakness in the use of modality devices. Errors do not undermine meaning. <b>(2 marks)</b></li> <li>A full range of grammatical constructions is used accurately throughout which adds to the effectiveness of the document (including subject-verb agreement, consistent use of tense, definite and indefinite articles, as well as modality devices). <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content).</b></p>	3	SC21 (3)
<b>Marks available:</b>		9
<b>Total (Activity 1) marks available:</b>		22

SAMPLE

**Activity 2 – Article**

**(Total: 22 marks)**

<b>Marking Guidance</b> <i>The learner's response</i>	<b>Marks</b>	<b>Subject Content Ref</b>
<b>Content and Detail: (0 marks should be given for no awardable content).</b>		
<ul style="list-style-type: none"> <li>• is an appropriate length/is within the word count range (when specified). <b>(1 mark)</b></li> </ul> <p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• has very limited detail and some lack of coherence but which has some link to the purpose of the task <b>(1 mark)</b></li> <li>• is at times clear and effective, has limited detail and occasional lack of coherence, but which is linked to the purpose of the task <b>(2 marks)</b></li> <li>• is mostly clear and effective with sufficient detail which is clearly linked to the purpose of the task <b>(3 marks)</b></li> <li>• is very detailed and communicates information, ideas and opinions clearly, coherently and effectively throughout. The text fully meets the needs of purpose and audience. <b>(4 marks)</b></li> </ul>	5	SC23 (3) SC24 (2)
<b>Format and Structure: (0 marks should be given for no awardable content).</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>• some attempt at structure but a lack of formatting would not allow for communication <b>(1 mark)</b></li> <li>• appropriately structured with some attempt at formatting which does not limit communication <b>(2 mark)</b></li> <li>• clear and effective structure with appropriate format which allows for clear communication. <b>(3 marks)</b></li> </ul>	3	SC25 (3)

<b>Language and Register: (0 marks should be given for no awardable content).</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>uses language and register which is mostly suited to audience and purpose <b>(1 mark)</b></li> <li>uses language and register which is fully suited to audience and purpose. <b>(2 marks)</b></li> </ul>	2	SC27 (2)
<b>Organisation: (0 marks should be given for no awardable content).</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>some attempt at paragraphing, but with few complex sentences and no attempt at using any other organisational markers <b>(1 mark)</b></li> <li>paragraphs used appropriately with some attempt at constructing complex sentences. There is some attempt at using other organisational markers to convey clear meaning <b>(2 marks)</b></li> <li>paragraphs used appropriately and constructs complex sentences consistently and accurately. Organisational markers used effectively to add clarity and establish cohesion. <b>(3 marks)</b></li> </ul>	3	SC28 (2) SC26 (1)
<b>Marks available:</b>	13	



<b>Spelling, Punctuation and Grammar (SPaG)</b>		
<b>Spelling</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>Spelling of simple, everyday words, including some plurals will be correct but there may be frequent errors in more complex words. Errors may affect meaning <b>(1 mark)</b></li> <li>Spelling mostly correct (including some specialist words, some ambitious words and those with unstressed syllables, multi-syllabic vowels and consonants). Errors do not undermine meaning <b>(2 marks)</b></li> <li>Spelling is accurate, (including specialist words, some uncommon words, words with complex sound/symbol relationships and words with unstressed syllables. Competence should be shown in the spelling of possessive pronouns, prefixes, suffixes and homophones). Errors are 'one offs' which do not affect meaning. <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content).</b></p>	3	SC22 (3)
<b>Punctuation</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>The punctuation at the beginning and end of sentences is correct with some attempt at punctuating complex sentences. Some inconsistent use of other punctuation marks. Errors may affect meaning <b>(1 mark)</b></li> <li>A range of punctuation is mostly correct (including the punctuation of sentences and use of commas where appropriate). Apostrophes are accurate most of the time. Errors do not undermine meaning <b>(2 marks)</b></li> <li>A wide range of punctuation has been used accurately (this may include colons, commas, inverted commas, apostrophes and quotation marks) in a variety of sentence structures, and used for effect. <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content).</b></p>	3	SC20 (3)
<b>Grammar</b>		
<p><b>One of the following:</b></p> <ul style="list-style-type: none"> <li>Basic grammatical constructions are used accurately most of the time (including definite and indefinite articles). There may be some inaccuracies that may affect meaning. <b>(1 mark)</b></li> <li>A range of grammatical constructions is mostly accurate and ensures the clarity of the document. There may be some weakness in the use of modality devices. Errors do not undermine meaning. <b>(2 marks)</b></li> <li>A full range of grammatical constructions is used accurately throughout which adds to the effectiveness of the document (including subject-verb agreement, consistent use of tense, definite and indefinite articles, as well as modality devices). <b>(3 marks)</b></li> </ul> <p><b>(0 marks should be given for no awardable content).</b></p>	3	SC21 (3)
	<b>Marks available:</b>	9
	<b>Total (Activity 2) marks available:</b>	22