



# FUNCTIONAL SKILLS MATHS & ENGLISH

## LEVEL 1 & 2 EXAMS

### WHO WE ARE

## Leading training company for 26 years

Intech Centre is an established training provider based in Islington, London, with over 26 years of experience in delivering education, employability and digital skills programmes.

Intech Centre specialises in **Functional Skills English and Maths Level 1 & 2**, helping learners successfully pass Level 1 and Level 2 Functional Skills exams required for university entry, apprenticeships, teacher training, nursing courses and many other professional pathways.

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- Functional Skills English

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- Functional Skills Maths & English Exam Tutoring

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- ➔ **Online** Functional Skills **English** Level 1 or 2 Exam



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## Sample Mark Scheme: P000297

NCFE Functional Skills Qualification in English at Level 2 - Writing (600/0140/9)

### Markers' Briefing Note

Marks in the English Writing component are awarded for 'independent construction of written text to communicate in a purposeful context'. Whilst the learner may use the content of any Source Documents to inform their writing, the Writing Activities do not assess Reading skills.

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 Source Documents and/or their own ideas and experiences. What should be assessed is their ability to do so whilst meeting all the coverage and range criteria of the Writing Skill Standard.

### SPAG Mark Scheme

Each writing paper consists of two activities. There are 9 marks awarded for Spelling, Grammar and Punctuation (SPaG) for **each** activity. These are evenly distributed with 3 marks awarded for each skill. The tiered scheme for awarding marks is detailed in this document.

Activity 1: Write an article.	Marks	Coverage and Range
<p><b>Content:</b></p> <p>The article should:</p> <ul style="list-style-type: none"> <li>explain why the learner is writing <b>1 mark</b></li> <li>give a clear description and explanation of the vandalism incident, including what happened, a call for action and a plan for preventing it happening again: <ul style="list-style-type: none"> <li><b>1 mark</b> for a simple explanation with generic reasons</li> <li><b>2 marks</b> for a full explanation with justified reasons</li> <li><b>3 marks</b> for a fully comprehensive response.</li> </ul> </li> <li>Award an additional mark for a very persuasive/convincing article. <b>1 mark</b></li> </ul>	<p>5 (max)</p>	<p>2.3.1 Present information/ideas concisely, logically, and persuasively</p> <p>2.3.2 Present information on complex subjects clearly and concisely</p>
<p><b>Format, Style and Structure:</b></p> <p>Award 1 mark <b>for each</b> of the following, up to a maximum of <b>6 marks</b></p> <p>The article should:</p> <ul style="list-style-type: none"> <li>include an appropriate headline</li> <li>have a clear structure with writing organised into <b>meaningful</b> paragraphs</li> <li>use complete and complex sentences to convey thoughts and ideas</li> <li>give a clear sense of purpose</li> <li>employ language, tone and register suitable for the audience</li> <li>use a persuasive style of language that actively engages readers.</li> </ul>	<p>6 (max)</p>	<p>2.3.3 Use a range of writing styles for different purposes</p> <p>2.3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively</p>
<p><b>Notes concerning Spelling, Punctuation and Grammar (SPaG)</b></p> <ul style="list-style-type: none"> <li>Learners must write a minimum of 150 words at Level 2, otherwise they will not be considered for the <b>full 9 SPaG</b> marks. Examiners should use their judgement, though. For example, a poor SPaG response under 150 words should not be granted more than 3 overall, whereas an answer which is marginally under 150 words but is good on SPaG may be awarded 6 as a maximum.</li> <li>Examiners are discouraged from focusing on the negatives in relation to SPaG, such as the number of errors. Although important, examiners are encouraged to give priority to the positive elements.</li> </ul>		

## Spelling

What's expected at Level 2?

A learner is expected to correctly spell words used most often in work, studies and daily life, including irregular words and familiar technical words, such as:

- possessive pronouns: *their, theirs, your, yours, my, mine*
- tricky prefixes: *auto-, bi-, trans-, tele-, circum-*
- words using the *-ing, -ed, -ful or -less* suffixes: *wonderful, exciting, interesting, characterless, populated, inhabited*
- words containing a silent *k* or *w*: *know, knowledge, write, wrong, wreck*
- confusing pairs: *are/our, of/off, quite/quiet*
- *oi* or *oy* confusions: *noisy, toilets, spoilt, enjoy, annoying, joy*
- plurals ending in *s, sh, ch* and *x*: *addresses, watches, complexes, approaches, reaches, branches, benches*
- common irregular plurals: *children, crises, people*
- irregular/commonly misspelled words: *acceptable, occasionally, definite*
- words ending in the *-ible*, or *-able* suffixes: *available, desirable, horrible, incredible, responsible, visible, acceptable*
- irregular plurals: *bases, analyses, radius, oasis*.

Learners should also be able to spell Level 1 words correctly, such as:

- helping verbs, like *would, should, could*
- two-syllable words with double consonants: *common, kettle*
- words using suffixes: *-ly, -er, -age -al, -ary, -ship, -ness, -ible, -able, -tion, -sion: sincerely, definitely*
- homophones: *four/for, were/we're, sea/see*
- single vowels plus consonant: *adventure, tickets*
- two different vowels in the middle of a word: *social, leave, await*
- unstressed vowels: *separate, restaurant, interesting*
- *ie* or *ei* confusions: *receive, believe*
- pluralised words ending in *y, f, fe* or *o*: *babies, halves, potatoes*.

2.3.6i

Ensure written work is fit for purpose and audience, with accurate spelling that support clear meaning in a range of text types

All words provided in the assessment should be spelled accurately. The same spelling error repeated is counted as one error.	
<b>Statement</b>	<b>Score</b>
Accurate spelling throughout, including some uncommon words, words with complex sound/symbol relationships and words with unstressed syllables. Possessive pronouns are spelled accurately. Meaning is always clear. Errors stand out as one-off slips and are not repeated.	3
Spelling invariably correct, including some ambitious words. All Level 1 words should be spelled accurately. There will be some errors which may be repeated. Meaning is clear.	2
Correct spelling of simple, everyday words, including some plurals, simple homophones and simple suffixes but there will be frequent errors here, as well as in more complex words. These errors are usually repeated.	1
Some attempt to spell very simple, everyday words correctly, but there will be frequent errors and inconsistencies, usually in every sentence. More complex words are unlikely to be attempted but, if they are, they are likely to be spelled incorrectly. Errors may affect meaning	0
<b>Punctuation</b>	
<p>What's expected at Level 2?</p> <p>The correct use of the full range of punctuation is expected at this level: capital letters, full-stops, question marks, exclamation marks, commas, abbreviation and possessive apostrophes, colons, semi-colons and speech marks.</p>	<p>2.3.5</p> <p>Punctuate written text using commas, apostrophes and inverted commas accurately</p>
<b>Statement</b>	<b>Score</b>
A range of punctuation, which is consistently accurate in a variety of sentence structures, and is used to good effect. The learner will use commas accurately, to separate items in a list as well as to separate clauses in complex sentences. There will be correct use of apostrophes for omission and possession. If used, inverted commas, colons and semi-colons are accurate. There may be a few, infrequent errors.	3

<p>Control of a range of punctuation will be demonstrated. Listing commas should be used accurately but there may be the occasional error in clause separation. Abbreviation apostrophes should be used accurately but there may be some errors in the use of possessive apostrophes. Errors do not undermine meaning.</p>	<p>2</p>
<p>Some accuracy with punctuation but there will be many errors. There may be a lack of capital letters with proper nouns and random capital letters used mid-sentence for common nouns! The personal pronoun may be lower case more often than not. Also commas may be used for fresh sentences instead of full stops and apostrophes will usually be omitted. Errors may affect meaning.</p>	<p>1</p>
<p>Rare if any accuracy with Level 2 punctuation. There may even be errors with Level 1 punctuation such as frequent absence of capital letters or no capitalisation at all. Commas may be used for fresh sentences instead of full stops. The personal pronoun is usually lower case.</p>	<p>0</p>
<p><b>Grammar</b></p>	
<p>What's expected at Level 2?</p> <ul style="list-style-type: none"> <li>• Accurate use of subject/verb agreement.</li> <li>• Precise use of tenses.</li> <li>• Correct use of syntax and sentence structure.</li> </ul> <p>The obvious absence of a word in a sentence, or the inclusion of an unnecessary word, is marked as a syntax error.</p>	<p>2.3.6ii Ensure written work is fit for purpose and audience, with accurate grammar that support clear meaning in a range of text types</p>
<p><b>Statement</b></p>	<p><b>Score</b></p>
<p>A range of grammatical constructions are used accurately throughout, sometimes in complex sentences, and add to the effectiveness of the document. Tenses will be 100% correct. Subject/verb agreement will be accurate and will include use of agreements for pronouns and collective nouns. Syntax and sentence structure are accurate and effective. Meaning is clear. Any errors stand out as untypical or 'one-off' mistakes.</p>	<p>3</p>
<p>Subject-verb agreement and tense are accurate most of the time. Syntax and sentence structure is mostly accurate with only minor errors. There may be the occasional word absence. Meaning is clear. Errors do not undermine meaning.</p>	<p>2</p>

Tense used correctly in some cases but there may be frequent inconsistencies. Subject-verb agreement is correct some of the time. Some weakness in sentence structure, with perhaps some word absences. Inappropriate words may be used, although syntax may be generally accurate. Errors may affect meaning.	1	
There will be inconsistent use of tense and subject/verb agreement. Sentence structure/syntax will be weak. Errors will probably affect meaning.	0	
<b>Total SPaG marks available:</b>	<b>9</b>	
<b>Total marks available for Activity 1:</b>	<b>20</b>	
<b>Activity 2: Write a letter of complaint.</b>	<b>Marks</b>	<b>Coverage and Range</b>
<p><b>Content:</b></p> <p>Award 1 mark <b>for each</b> of the following, up to a maximum of <b>5 marks</b></p> <p>The letter should:</p> <ul style="list-style-type: none"> <li>• explain why the candidate is writing, which should include sufficient detail to enable the airline to identify the flight, such as flight number, destination and the date <b>1 mark</b></li> <li>• give clear and detailed reasons for their complaint: <ul style="list-style-type: none"> <li><b>1 mark</b> for a simple explanation with generic reasons</li> <li><b>2 marks</b> for a full explanation with justified reasons</li> <li><b>3 marks</b> for a fully comprehensive response</li> </ul> </li> <li>• provides a request for compensation. <b>1 mark</b></li> </ul>	5 (max)	<p>2.3.1 Present information/ideas concisely, logically, and persuasively</p> <p>2.3.2 Present information on complex subjects clearly and concisely</p>
<p><b>Format, Style and Structure:</b></p> <p>Award 1 mark <b>for each</b> of the following, up to a maximum of <b>6 marks</b></p> <p>The letter should:</p> <ul style="list-style-type: none"> <li>• have a clear structure with writing organised into <b>meaningful</b> paragraphs <b>1 mark</b></li> <li>• contain complete and complex sentences to convey thoughts and ideas <b>1 mark</b></li> <li>• include the sender's address, the recipient's address and the date <b>1 mark</b></li> <li>• have a formal salutation and close (Dear Sir or Madam and Yours faithfully) <b>1 mark</b></li> </ul>	6 (max)	<p>2.3.3 Use a range of writing styles for different purposes</p> <p>2.3.4 Use a range of sentence structures, including complex sentences, and</p>

<ul style="list-style-type: none"> <li>present information about the incurred delay in a logical order of events <b>1 mark</b></li> <li>give a clear sense of purpose, employing persuasive language and a tone suitable to the formal audience. <b>1 mark</b></li> </ul>		paragraphs to organise written communication effectively
<b>(SPaG should be marked as for Activity 1)</b>	<b>Total SPaG marks available:</b>	<b>9</b>
	<b>Total marks available for Activity 2:</b>	<b>20</b>

<b>Overall marks:</b>	<b>40</b>
<b>Pass mark:</b>	<b>29</b>

**Activity 1: Write an article.**  
**Activity type: Free response extended writing.**

<b>Skill standard</b>	<b>Coverage and Range</b>	<b>Marks available</b>	<b>Total marks</b>
Write a range of texts, including extended writing documents, communicating information, ideas and opinions, effectively and persuasively	2.3.1 - Present information/ideas concisely, logically, and persuasively 2.3.2 - Present information on complex subjects clearly and concisely	5	20
	2.3.3 - Use a range of writing styles for different purposes 2.3.4 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	6	
	2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately 2.3.6 (i-ii) - Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	9	

**Activity 2: Write a letter of complaint.**  
**Activity type: Free response extended writing.**

<b>Skill standard</b>	<b>Coverage and Range</b>	<b>Marks available</b>	<b>Total marks</b>
Write a range of texts, including extended writing documents,	2.3.1 - Present information/ideas concisely, logically, and persuasively 2.3.2 - Present information on complex subjects clearly and concisely	5	20

communicating information, ideas and opinions, effectively and persuasively.	2.3.3 - Use a range of writing styles for different purposes 2.3.4 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	6	
	2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately 2.3.6 (i-ii) - Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning	9	
<b>Coverage and range</b>		<b>Marks available</b>	<b>Actual weighting</b>
2.3.1 - Present information/ideas concisely, logically, and persuasively 2.3.2 - Present information on complex subjects clearly and concisely 2.3.3 - Use a range of writing styles for different purposes 2.3.4 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively		22	55%
2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately 2.3.6 (i-ii) - Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types		18	45%



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