



# FUNCTIONAL SKILLS MATHS & ENGLISH

## LEVEL 1 & 2 EXAMS

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## 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.

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- Functional Skills Maths & English Exam Tutoring

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**Sample Mark Scheme: P000301**

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 a letter.	Marks	Skill standard assessed
<p><b>Content:</b></p> <p>Award 1 mark <b>for each</b> of the following, up to a maximum of 5 marks:</p> <p>The letter should:</p> <ul style="list-style-type: none"> <li>explain clearly why they are writing: what they are applying for and on whose behalf (<b>1 mark</b>)</li> <li>give clear and detailed reasons/explanations: <ul style="list-style-type: none"> <li><b>1 mark</b> for a simple explanation of why they would be suitable for the show to which they are applying</li> <li><b>2 marks</b> for a full explanation with at least two reasons why they would be suitable</li> <li><b>3 marks</b> for a detailed and well justified explanation of why they would be particularly suitable</li> </ul> </li> <li>include any further plausible/reasonable information which focuses on the prescribed purpose of the letter.</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 and style:</b></p> <p>Award 1 mark <b>for each</b> of the following, up to a maximum of 4 marks:</p> <p>The letter should:</p> <ul style="list-style-type: none"> <li>employ language, tone and features suitable for the formal audience and purpose</li> <li>include the sender's address, the recipient's address and the date. The learner's own name should not appear above the sender's address</li> <li>have a formal salutation (should address the recipient generically i.e. Dear Sir/Madam) and a formal closing (i.e. Yours faithfully)</li> <li>be persuasive.</li> </ul>	4 (max)	2.3.3 Use a range of writing styles for different purposes
<p><b>Structure:</b></p> <p>Award 1 mark <b>for each</b> of the following, up to a maximum of 2 marks:</p> <p>The letter should:</p> <ul style="list-style-type: none"> <li>have a clear structure with writing organised into appropriate paragraphs</li> <li>use complete and complex sentences to convey thoughts and ideas.</li> </ul>	2 (max)	2.3.4 Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
<p><b>Punctuation: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</b></p> <p>Use a 'best fit' policy to award the corresponding mark for <b>one</b> of the bulleted statements.</p>	3 (max)	



<ul style="list-style-type: none"> <li>irregular / commonly misspelled words: <i>acceptable, occasionally, definite</i></li> <li>words ending in the <i>-ible</i>, or <i>-able</i> suffixes: <i>available, desirable, horrible, incredible, responsible, visible, acceptable</i></li> <li>irregular plurals: <i>bases, analyses, radius, oasis</i></li> </ul> <p>Candidates should also be able to spell Level 1 words correctly. At Level 1, a candidate is expected to correctly spell regular, common words used most often in work, studies and daily life such as:</p> <ul style="list-style-type: none"> <li>words using the <i>-ly, -er, -age</i> suffixes: <i>completely, quieter, village, damage, average, heritage</i></li> <li>homophones: <i>four/for, were/we're, their/they're/there, sights/sites</i></li> <li>single vowels + consonant: <i>family, surprise, most</i></li> <li>two different vowels in the middle of a word: <i>failure, break, true</i></li> <li>unstressed vowels: <i>different, general, offering</i></li> <li><i>ie</i> or <i>ei</i> confusions: <i>receive, height, either, leisure, believe, field, pier</i></li> <li>pluralising words ending in <i>y, f, fe</i> or <i>o</i>: <i>families, photos, lorries, valley, journey, life</i></li> </ul> <p><b>Zero marks</b> can be awarded <i>if there is no progression</i> from Level 1.</p>		
<p><b>Grammar: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</b></p> <p>Use a 'best fit' policy to award the corresponding mark for <b>one</b> of the bulleted statements.</p> <p><b>Maximum of 3 marks available:</b></p> <ul style="list-style-type: none"> <li>the grammar is almost totally accurate (i.e. subject-verb agreement, consistent use of tenses and pronouns - any errors stand out as untypical or "one-off" mistakes) <b>3 marks</b></li> <li>the grammar is accurate at least 75% of the time (i.e. subject-verb agreement and consistent use of tenses and pronouns, although there may be some errors) <b>2 marks</b></li> <li>the grammar is at least 50% accurate (i.e. there may be some basic grammatical errors in e.g. subject-verb agreement or consistency of tenses) <b>1 mark</b></li> </ul> <p><b>Zero marks</b> can be awarded <i>if there is no progression</i> from Level 1.</p>	<p>3 (max)</p> <p>3</p> <p>2</p> <p>1</p>	<p>2.3.6ii</p> <p>Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types</p>
<b>Total marks:</b>		<b>20</b>

Activity 2: Write an article.	Marks	Skill standard assessed
<p><b>Content:</b></p> <p>Award 1 mark <b>for each</b> of the following, up to a maximum of 5 marks</p> <p>The article should:</p> <ul style="list-style-type: none"> <li>clearly express their opinion</li> <li>give clear and detailed reasons for their opinion: <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 at least two well justified reasons</li> <li><b>3 marks</b> for a full explanation with either at least two very well justified reasons or at least three well justified reasons</li> </ul> </li> <li>include any further plausible/reasonable information or details which focuses on the purpose of the article (this might include personal anecdote).</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 6 marks</p> <p>The article should:</p> <ul style="list-style-type: none"> <li>have clear structure with writing organised into paragraphs</li> <li>include an appropriate headline</li> <li>be persuasive</li> <li>use complete and complex sentences to convey thoughts and ideas</li> <li>have an appropriate conclusion</li> <li>include language and features suitable for the audience and purpose.</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 paragraphs to organise written communication effectively</p>
<p><b>Punctuation: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</b></p> <p>Use a 'best fit' policy to award the corresponding mark for <b>one</b> of the bulleted statements.</p> <p><b>Maximum of 3 marks available:</b></p> <ul style="list-style-type: none"> <li>punctuation is almost totally accurate (i.e. a range of punctuation including full stops, capital letters, commas, question marks and speech marks is generally used accurately) <b>3 marks</b></li> <li>a range of punctuation including full stops, capital letters, commas, question marks and speech marks is used accurately most of the time (i.e. with at least 75% accuracy) <b>2 marks</b></li> <li>punctuation is accurate at least 50% of the time (i.e. full stops and capital letters are sometimes</li> </ul>	3 (max)	<p>2.3.5 Punctuate written text using commas, apostrophes and inverted commas accurately</p>

<p>used accurately) <b>1 mark</b></p> <p><b>Zero marks</b> can be awarded <i>if there is no progression</i> from Level 1 and if answer is written all in capitals.</p>		
<p><b>Spelling: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</b></p> <p>Use a ‘best fit’ policy to award the corresponding mark for <b>one</b> of the bulleted statements. Base the judgement on the notes contained below which identify the particular words/skills desired at Level 2.</p> <p><b>Maximum of 3 marks available:</b></p> <ul style="list-style-type: none"> <li>the spelling of L2 words is almost totally accurate and meaning is clear (there may be one or two lapses) <b>3 marks</b></li> <li>the spelling of L2 words is usually accurate (with at least 75% accuracy) <b>2 marks</b></li> <li>the spelling of L2 words is accurate at least 50% of the time, but there are several lapses <b>1 mark</b></li> </ul> <p><b>Notes</b> - At Level 2, a candidate is expected to correctly spell words used most often in work, studies and daily life, including irregular words and familiar technical words such as:</p> <ul style="list-style-type: none"> <li>words using the <i>-ing, -ed, -ful or -less</i> suffixes: wonderful, exciting, interesting, characterless, populated, inhabited</li> <li>words containing a silent <i>k</i> or <i>w</i>, <i>know, knowledge, write, wrong, wreck</i></li> <li>confusing pairs: <i>are/our, of/off, quite/quiet</i></li> <li><i>oi</i> or <i>oy</i> confusions: <i>noisy, toilets, spoilt, enjoy, annoying, joy</i></li> <li>plurals ending in <i>s, sh, ch</i> and <i>x</i>: <i>addresses, watches, complexes, approaches, reaches, branches, benches</i></li> <li>common irregular plurals: <i>children, crises, people</i></li> <li>irregular / commonly misspelled words: <i>acceptable, occasionally, definite</i></li> <li>words ending in the <i>-ible</i>, or <i>-able</i> suffixes: <i>available, desirable, horrible, incredible, responsible, visible, acceptable</i></li> <li>irregular plurals: <i>bases, analyses, radius, oasis</i></li> </ul> <p>Candidates should also be able to spell Level 1 words correctly. At Level 1, a candidate is expected to correctly spell regular, common words used most often in work, studies and daily life such as:</p>	<p>3 (max)</p> <p>3 2 1</p>	<p>2.3.6i Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types</p>

<ul style="list-style-type: none"> <li>• words using the <i>-ly, -er, -age</i> suffixes: <i>completely, quieter, village, damage, average, heritage</i></li> <li>• homophones: <i>four/for, were/we're, their/they're/there, sights/sites</i></li> <li>• single vowels + consonant: <i>family, surprise, most</i></li> <li>• two different vowels in the middle of a word: <i>failure, break, true</i></li> <li>• unstressed vowels: <i>different, general, offering</i></li> <li>• <i>ie</i> or <i>ei</i> confusions: <i>receive, height, either, leisure, believe, field, pier</i></li> <li>• pluralising words ending in <i>y, f, fe</i> or <i>o</i>: <i>families, photos, lorries, valley, journey, life</i></li> </ul> <p><b>Zero marks</b> can be awarded <i>if there is no progression</i> from Level 1.</p>		
<p><b>Grammar: NB Learner must write a minimum of 150 words to be considered for full marks, otherwise they <i>will not</i> be considered for the full 3 marks.</b></p> <p>Use a 'best fit' policy to award the corresponding mark for <b>one</b> of the bulleted statements.</p> <p><b>Maximum of 3 marks available:</b></p> <ul style="list-style-type: none"> <li>• the grammar is almost totally accurate (i.e. subject-verb agreement, consistent use of tenses and pronouns - any errors stand out as untypical or "one-off" mistakes) <b>3 marks</b></li> <li>• the grammar is accurate at least 75% of the time (i.e. subject-verb agreement and consistent use of tenses and pronouns, although there may be some errors) <b>2 marks</b></li> <li>• the grammar is at least 50% accurate (i.e. there may be some basic grammatical errors in e.g. subject-verb agreement or consistency of tenses) <b>1 mark</b></li> </ul> <p><b>Zero marks</b> can be awarded <i>if there is no progression</i> from Level 1.</p>	<p>3 (max)</p> <p>3</p> <p>2</p> <p>1</p>	<p>2.3.6ii</p> <p>Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types</p>
<b>Total marks:</b>	<b>20</b>	

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

<b>Activity 1: Write an article.</b>				
<b>Activity type: Free response extended writing</b>				
<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		
	2.3.4 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	4		
	2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately. 2.3.6 - Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning.	9		
<b>Activity 2: Write a letter.</b>				
<b>Activity type: Free response extended writing</b>				
<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	4		
	2.3.4 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively	2		
	2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately 2.3.6 - 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>	<b>Weighting spec</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%	55-60%

2.3.5 - Punctuate written text using commas, apostrophes and inverted commas accurately 2.3.6 - 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%	40-45%
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SAMPLE



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