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# Entry Level Certificate

# **STEP UP TO ENGLISH**

Gold Step Component 1 – Literacy Topics  
Mark scheme

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5973/1  
Specimen Assessment Materials

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Version/Stage: 0.1

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## Introduction

This document consists of both 'penny point' mark schemes, with specific answers and levels of response mark schemes. **All appropriate responses should be given credit.**

Where literary or linguistic terms appear in the mark scheme, they do so generally for the sake of brevity. Knowledge of such terms, other than those given in the specification, is **not** required.

## Level of response marking instructions

Level of response mark schemes are broken down into three bands, each of which has a set of descriptors. The descriptors for the level show the average performance for the band.

Before you apply the mark scheme to a student's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme. Use the key provided to judge how well your student meets each skill descriptor, where you feel they fall within each band, and to award marks. You should refer to the standardising material throughout your marking.

### Step 1 Determine a band

Start at the lowest band of the mark scheme and use it as a ladder to see whether the answer meets the descriptors for that band. The descriptors for the band indicate the different qualities that might be seen in the student's answer for that band. If it meets the lowest band then go to the next one and decide if it meets this band, and so on, until you have a match between the band descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower bands of the mark scheme.

When assigning a band you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a best fit approach for defining the band and then use the variability of the response to help decide the mark within the band, i.e. if the response is predominantly band 2 with a small amount of band 3 material, it would be placed in band 2 but be awarded a mark near the top of the band because of the band 3 content.

### Step 2 Determine a mark

Once you have assigned a band you need to decide on the mark. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each band of the mark scheme. This answer will have been awarded a mark by the Lead Moderator. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Moderator's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Spoken Language

See Page 2 for instructions on how to use this levels of response mark scheme. Add your comments to justify the mark awarded in the space provided in the assessment booklet.

Use the key:

N – No evidence of skill; W – Working towards; D – Demonstrated

	Skills descriptors	Key	AO
<b>Band 3</b> <b>9 - 12 marks</b>	<ul style="list-style-type: none"> <li>Talk with confidence in a presentation eg in a formal context about personal experiences or a hobby.</li> <li>Adapt talk to purpose, developing ideas thoughtfully, describing events and conveying opinions clearly eg adapt complexity of language depending on who they are speaking to.</li> <li>Use exaggeration, intonation, humour, pace and appropriate body language when presenting.</li> <li>Listen carefully in a range of different contexts eg in familiar and unfamiliar settings, in a range of group sizes and to a range of familiar and unfamiliar speakers.</li> <li>Make contributions and ask questions that are responsive to others' views and ideas eg ask questions about peoples' views and give reasons for their own viewpoint.</li> <li>Show respect for other peoples' views eg by acknowledging that although someone may have a different opinion or idea it is still valid.</li> <li>Use appropriately some of the features of Standard English vocabulary and grammar eg passive structures and embedded clauses.</li> </ul>		AO7
			Demonstrate presentation skills
			AO8
			Listen and respond appropriately to spoken language, including to questions and feedback on presentations
			AO9
<b>Band 2</b> <b>5 - 8 marks</b>	<ul style="list-style-type: none"> <li>Talk with confidence in different contexts eg school based only.</li> <li>Make sustained contributions, developing ideas and feelings eg converse on a wider range of subjects, thinking about use of adjectives and questions to maintain interest.</li> <li>Match language and non-verbal features to purpose and audience eg by adjusting tone, pace, volume and intonation.</li> <li>Listen carefully in different group situations eg familiar settings with familiar adults and peers.</li> <li>Respond to others, developing ideas and making helpful comments and suggestions eg make an appropriate comment about what they have heard.</li> <li>Take on different roles/responsibilities in working with others.</li> <li>Begin to show an awareness of Standard English eg use of pronouns to indicate someone or something that has already been mentioned and conjunctions to link words to the rest of the sentence.</li> </ul>		Use spoken English effectively in speeches and presentations
<b>Band 1</b> <b>1 - 4 marks</b>	<ul style="list-style-type: none"> <li>Talk to familiar and sometimes unfamiliar people, especially on topics of personal interest.</li> <li>Communicate experiences, thoughts and feelings, linking ideas eg can communicate outside of their own immediate interests.</li> <li>Use simple devices such as variations in tone, pace, expression, vocabulary to hold the attention of the listener.</li> <li>Listen carefully in group settings to familiar and sometimes unfamiliar people, especially on topics of personal interest.</li> <li>Engage with others, making simple comments and suggestions eg agree or disagree with an idea and sometimes suggest an alternative.</li> <li>Take turns, making helpful, more extended contributions.</li> <li>Choose appropriate vocabulary including adjectives and adverbs according to audience and purpose eg speak to an unfamiliar adult differently than to a friend.</li> </ul>		
<b>0 marks</b>	Nothing relevant to reward		

## Reading Task 1

<b>Question 1</b>	How many students thought the hotel was very good? Tick the right answer.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
17	<b>Up to 1 mark</b>	AO1  Locate key points in texts  Interpret at a literal level	
Nothing relevant to award.	<b>0 marks</b>		

<b>Question 2</b>	Do you like or dislike the way the results have been presented? Look at the survey and give two reasons.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li><i>Award 1 mark for the candidate's preference on condition that they tick the box that is supported by their reasons.</i></li> <li><i>Award 1 mark for each valid reason given which supports the preference up to 2 marks.</i></li> </ul> <p>Like – student comments, different aspects useful.</p> <p>Dislike – too many numbers, not clearly arranged.</p> <p>Or any other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source.</p>	<b>Up to 3 marks</b>	AO4  Express personal preferences with a limited awareness of the writers' viewpoint or impact	
Nothing relevant to award.	<b>0 marks</b>		

<b>Question 3</b>	For this year's prom, say what you would keep the same and what you would change. Give reasons based on the survey.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li><i>Award 1 mark for the thing they would change and 1 mark for the thing they would keep the same.</i></li> <li><i>Award 1 mark for each valid reason that supports each choice.</i></li> </ul> <p>Keep the food – big portions, tasty.</p> <p>Change the photographer – too pricey.</p> <p>Or any other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source.</p>	<b>Up to 4 marks</b>	AO4  Express personal preferences with a limited awareness of the writers' viewpoint or impact	
Nothing relevant to award.	<b>0 marks</b>		

**Reading Task 2**

<b>Question 1</b>	Look carefully at the guide. It has been marked with numbers. Write a description for each number. One has been done for you.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li>Award one mark for each correct response.</li> </ul> 2 – Name of the hotel 3 – A heading saying what the hotel does 4 – What the hotel offers 5 – Customer review	<b>Up to 4 marks</b>	AO1  Locate key points in texts  Interpret at a literal level	
Nothing relevant to award.	<b>0 marks</b>		

<b>Question 2</b>	Give two types of events that the hotel is able to offer.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li>Award one mark for each correct response up to 2 marks.</li> </ul> Weddings Conferences Proms	<b>Up to 2 marks</b>	AO1  Locate key points in texts  Interpret at a literal level	
Nothing relevant to award.	<b>0 marks</b>		

<b>Question 3</b>	Give three ways that the information on the page is organised to make it clear and attractive.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li>Award one mark for each correct response up to 3 marks.</li> </ul> Picture Laid out in sections Use of bullet points Different fonts Use of colour  Or any other valid responses that satisfy the criteria for awarding marks and which you are able to verify by checking the source.	<b>Up to 3 marks</b>	AO2  Begin to show awareness of structure	
Nothing relevant to award.	<b>0 marks</b>		

**Reading Task 3**

<b>Question 1</b>	Look at the statements and then tick true or false.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li><i>Award one mark for each correct response</i></li> </ul> <p>Jane Smith is the headteacher - False</p> <p>Fabulous photography has been chosen to take pictures at the prom - True</p> <p>Jed Fawkes has sent important documents with his letter - True</p> <p>Jed Fawkes now has all the information he needs for the job - False</p> <p>Jed Fawkes will come to the school to put up a display - False</p>	<b>Up to 5 marks</b>	AO1  Locate key points in texts  Make inferences based on a single piece of textual detail  Interpret at a literal level	
Nothing relevant to award.	<b>0 marks</b>		

<b>Question 2</b>	Give two tasks that Jane will have to do after she has read the letter.		
<b>Mark scheme</b>	<b>Marks</b>	<b>AO</b>	
<ul style="list-style-type: none"> <li><i>Award one mark for each correct response up to 2 marks.</i></li> </ul> <p>Ask a senior member of staff to sign and return the terms and conditions.</p> <p>Send more details about the event such as timings.</p> <p>Let Jed know when she has permission to display publicity materials in school.</p>	<b>Up to 2 marks</b>	AO1  Demonstrate an understanding of the main points in a variety of texts  Make inferences based on a single piece of textual detail  Interpret at a literal level	
Nothing relevant to award.	<b>0 marks</b>		

## Writing Tasks

See Page 2 for instructions on how to use this levels of response mark scheme Add your annotations to your student's work to justify the mark awarded. The marks for AO5 and AO6 should be added together to give the total for the task.

Use the key: N – No evidence of skill; W – Working towards; D - Demonstrated

	Skills descriptors	Key	AO
<b>Band 3</b> <b>11 - 15</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Demonstrate a handwriting style which is fluent and legible eg writes at speed using own handwriting style which is usually joined.</li> <li>Organise writing appropriately for the purpose of the reader eg develops different writing genres (narrative, scripts, poem, email etc.) and shows awareness in style of different audiences (formal, informal).</li> <li>Sequences ideas often in a sustained, developed and interesting way eg grammatically complex and compound sentences to extend meaning, connectives to link ideas and paragraphs, evidence of a plan.</li> </ul>		AO5 Communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purpose and audience  Organise information and ideas using structural and grammatical features to support coherence and cohesion of texts
<b>Band 2</b> <b>6 – 10</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Write legibly eg may choose to join letters, beginning to develop own handwriting style.</li> <li>Sometimes adapt writing style to match purpose and audience eg with prompts can choose style for a familiar writing purpose (letter, email, newspaper) and begin to use formal/informal language, but not consistently.</li> <li>Sequence ideas logically eg sentences are usually grammatically correct, writing has clear beginning, middle and end.</li> </ul>		
<b>Band 1</b> <b>1 - 5</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Form letters accurately and consistently eg ascenders and descenders are clear and consistent.</li> <li>Show some awareness of narrative, non-narrative form and audience eg within a structure can follow a writing form such as a newspaper article, email or story and try to structure it clearly for the reader.</li> <li>Write mainly in simple sequenced sentences eg will make links between ideas or events.</li> </ul>		
<b>0 marks</b>	Nothing relevant to reward		

	Skills Descriptors	Key	AO
<b>Band 3</b> <b>7 - 9</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Spell words generally accurately, including polysyllabic words that conform to regular patterns eg common prefixes 'un', 'anti' and suffixes 'able', 'ed', 'less', consonant doubling, high and some medium frequency words.</li> <li>Use full stops, capital letters, commas, speech marks and question marks accurately. Punctuation within sentences is beginning to develop eg apostrophes or brackets may be used but not always accurately.</li> <li>Make adventurous and effective choice of vocabulary eg to indicate a change of pace and tone 'suddenly, string of adjectives 'dark grimy room'.</li> </ul>		AO6 Candidates must use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
<b>Band 2</b> <b>4 – 6</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Spell most words including common polysyllabic words accurately eg common polysyllabic words or common diagraphs 'wh', 'qu', 'sh', some high frequency words that do not conform to spelling patterns.</li> <li>Use capital letters, full stops and question marks usually accurately.</li> <li>Choose words for variety and interest eg adjectives, adverbs, powerful verbs.</li> </ul>		
<b>Band 1</b> <b>1 - 3</b> <b>marks</b>	<ul style="list-style-type: none"> <li>Spell phonetically plausible and most high frequency words with growing accuracy eg simple CVCC words or CCVC monosyllabic words and high frequency words. Inaccuracies are phonetically plausible.</li> <li>Demarcate most sentences with full stops and capital letters.</li> <li>Use appropriate words to create interest eg use adjectives to give more detail.</li> </ul>		
<b>0 marks</b>	Nothing relevant to reward		

How the questions meet the assessment objectives:

Assessment objective	Spoken Language task	Reading Task 1	Reading Task 2	Reading Task 3	Writing Task	Paper total (%)
AO1		✓	✓	✓		25%
AO2			✓			5%
AO3	N/A					
AO4		✓				12%
AO5					✓	26%
AO6					✓	16%
AO7/8/9	✓					16%