

Functional Skills Mark Scheme

English – Reading

Entry Level 3

Set 4



General Marking Guidance

- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place at the beginning, middle and end of the marking window to ensure this takes place.
- Marks should be applied on the learners' assessment paper along with all associated feedback. It is recommended that marking is carried out using a different coloured pen to that of the learner.
- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to learner performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials.
- Learners should not be penalised for spelling, punctuation and grammar errors providing the answer is comprehensible.
- Where the marker is unsure of how to apply the mark scheme, guidance from the team leader must be sought.
- Some answers allow follow through marks where the learner has found an incorrect answer in a previous part of the task. If this is the case, the marker must check that the learner's answers are correct and should apply the format of the mark scheme to the learner's response.
- Assessment papers and mark schemes must be kept secure at all times.
- Should any issues or irregular practice arise that may put at risk the security of assessment papers of mark schemes – these will be reported to Open Awards immediately.

This assessment covers the whole of the Functional Skills standards for Reading and the coverage and range.

Skill Standards	Coverage and Range	Task
Reading Read and understand the purpose and content of straightforward texts that explain, inform and recount information.	a) Understand the main points of texts	1
	b) Obtain specific information through detailed reading	1, 2
	c) Use organisational features to locate information	1, 2
	d) Read and understand texts in different formats using strategies/techniques appropriate to the task	1, 2

Conducting the Assessment and Support for Learner

- Learners can take the assessment when they, and the tutor, feel they are ready.
- At this level the tutor will read the instructions for the task only.
- The assessment should take place under supervised conditions and may be conducted on a one to one basis or within a group.
- The assessment may be split up into shorter tasks to meet the needs of the learners, but the total time taken should not exceed 45 minutes.
- Dictionaries should be available, but help to find words cannot be given.

Marking of the Assessment

Centres must mark in accordance with the Open Awards mark scheme below.

Contextualisation

Centres may contextualise the assessment so that the learners are not disadvantaged because of their lack of knowledge about the topic, but centres must take care that if they change the assessment, it still covers the whole of the standards and the same coverage and range statements as the exemplar document.

When a centre decides that it wants to devise a totally new assessment, this should be submitted to Open Awards no less than *20 working days* before the first planned date of assessment so that the assessment can be standardised in line with all other Functional Skills assessments.

Task 1 – 10 Marks

Question Number	Question	Accepted Responses	Mark Allocated
1	What does the text say is one of our body's best defences against germs and disease?	Award a mark for the following: <ul style="list-style-type: none"> • The skin 	1
2	State briefly what is meant by 'hygiene'.	Accept any valid, simple definition in line with the following: <ul style="list-style-type: none"> • Any acts/actions or conditions which help maintain our health and prevent disease. Accept similar wording/phrasing.	1
3	List two examples from the text of things you can prevent by washing your hands?	Award a mark for each of the following: <ul style="list-style-type: none"> • The (common) cold • Stomach bugs/upsets Accept valid equivalents based on the text.	2
4	Explain briefly how the text tries to help us stay healthy. Include at least one example.	Accept any valid response in line with the following: <ul style="list-style-type: none"> • By presenting simple ways to reduce health risks, such as washing hands, bathing, and cleaning teeth • By providing guidance on (personal) hygiene e.g. cleaning hands • By showing how hygiene/keeping ourselves clean keeps us healthy, like brushing teeth twice daily. Award one mark for the general statement and one mark for any examples. Accept valid equivalents based on the text which give a general view of guidance/tips/ways to stay healthy relating to cleanliness/hygiene-based activities, supported by at least one example.	2

Task 1 – 10 Marks

Question Number	Question	Accepted Responses	Mark Allocated
5	Which of the steps presented should you do most often and why?	Award one mark for the choice and one mark for the supporting reason: <ul style="list-style-type: none">• Brushing your teeth (at least twice at day) because the moist/wet conditions allow germs/diseases to develop OR <ul style="list-style-type: none">• Washing your hands (often) because you pick up dirt/germs all day and can put them into your mouth/cuts• Washing your hands (regularly) to stop the germs you pick up before eating, after using the toilet, so that you don't put them on your mouth, nose, cuts etc.	2
6	Name two points that germs can enter the body mentioned in the text.	Accept any valid response in line with the following (up to max of two): <ul style="list-style-type: none">• Nose• Mouth• Eyes• Any break of skin Accept similar wording/phrasing.	2

Task 2 – 10 Marks

Question Number	Question	Accepted Responses	Mark Allocated
7	What do you need to do to listen effectively?	<p>Accept any valid response in line with the following:</p> <ul style="list-style-type: none"> • Concentrate (on what they are saying) • Hear what the other person is saying • Talk less • Be calm • Pay attention • Be patient • Empathise • Don't judge too quickly • Listen and watch • Listen for ideas and emotions <p>Accept valid equivalents based on the text.</p>	1
8	<p>Based on the text, choose whether 'Listening' or 'Hearing' is the more accurate way to describe each situation:</p> <p>a) My friend was talking to me while she was checking her phone for messages</p> <p>b) I found a quiet place for us to sit. I asked a few questions about Robert's day and thought carefully about how he answered.</p> <p>c) I told her excitedly about everything that had happened to me that day, which I think she enjoyed although she only said a few words back. That took up most of our time together.</p>	<p>Award the mark for each of the following (1 mark each):</p> <p>a) Listening</p> <p>b) Hearing</p> <p>c) Listening</p>	3

Task 2 – 10 Marks

Question Number	Question	Accepted Responses	Mark Allocated
9	Describe one thing about the friend from the example in the text.	<p>Accept any valid responses in line with either of the following:</p> <ul style="list-style-type: none"> • They were quiet • Didn't look directly at you • Didn't speak in their normal way <p>Accept similar wording/phrasing.</p>	1
10	<p>What does the text mean by the word 'empathise'?</p> <p>You can use a dictionary to help you.</p>	<p>Accept any valid, simple definitions in line with the following:</p> <p>Understand/share the feelings of another (person) Understand someone else's perspective/point of view</p> <p>Accept similar wording/phrasing.</p>	1
11	The text says you must 'listen and watch'. Give an example of what you should watch for.	<p>Accept any valid responses in line with the following:</p> <ul style="list-style-type: none"> • Unusual body language • Eye contact • Changes in volume/tone • Odd words/phrases • Revealing gestures/behaviour (e.g. slumped; quiet; withdrawn; unsmiling; lowered head) <p>Accept valid equivalents.</p>	1
12	Give an example from the text of how you might appear calm in a conversation.	<p>Accept any valid responses in line with the following:</p> <ul style="list-style-type: none"> • Smile • Speak gently • Make yourself and/or appear comfortable (e.g. remain still) <p>Accept similar wording/phrasing.</p>	1

Task 2 – 10 Marks

Question Number	Question	Accepted Responses	Mark Allocated
13	<p>Which do you think is the best tip on how to be a good listener from the text? Give a reason to support your answer.</p>	<p>One tip selected from the text (1) from:</p> <ul style="list-style-type: none"> • Talk less • Be calm • Pay attention • Be patient • Empathise • Don't judge too quickly • Listen and watch • Listen for ideas and emotions <p>Accept valid equivalents based on the table in the text.</p> <p>Valid answer to support tip. For example, talk less because you need to give the other person a chance to speak; or be calm as people find it hard to talk to you if you are angry.</p>	2

Total Marks Available	20	Pass Mark	13
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