

Functional Skills Mark Scheme

English – Reading

Entry Level 2

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 straightforward texts that explain, inform or recount information.	a) Understand the main events in chronological texts	1, 2
	b) Read and understand simple instructions and directions	1, 3
	c) Read and understand high frequency words and words with common spelling patterns	1, 2, 3
	d) Use knowledge of alphabetical order to locate information	3

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 and questions 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 must 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 – 6 Marks

Question Number	Question	Accepted Responses	Mark Allocated
1	What should you do if you find a fire?	Accept any valid response in line with the following: <ul style="list-style-type: none"> • Sound the alarm/press the alarm • try to put the fire out (using the correct tools) • Leave building if it seems unsafe Accept similar wording/phrasing	1
2	Name one tool you could use to fight the fire from the text.	Accept any valid response in line with the following: <ul style="list-style-type: none"> • (Fire) hose • (Fire) blanket Accept valid equivalents based on the text.	1
3	What is the Assembly Point?	Accept any valid response in line with the following: <ul style="list-style-type: none"> • The agreed (fire safety) location outside the building • Where you should meet after leaving the building • The safe place to meet (in case of fire) Accept valid equivalents based on the text.	1
4	What should you not use when you hear the fire alarm?	Award the mark for the following: <ul style="list-style-type: none"> • the lift/s 	1
5	Give two things you should do when you hear the fire alarm:	Accept the following (1 mark for each): <ul style="list-style-type: none"> • Leave the building (by the safest route) • Follow the signs • Follow directions from staff • Use the stairs • Go to the assembly point Accept valid equivalents based on the text.	2

Task 2 – 3 Marks

Question Number	Question	Accepted Responses	Mark Allocated
6	Why is the shop closed?	<p>Accept any valid response in line with the following:</p> <p>Because/due to a water leak</p> <p>Accept similar wording/phrasing.</p>	1
7	Who does the note say is going to fix the leak?	<p>Accept any valid response in line with the following:</p> <p>Because/due to a water leak</p> <p>Accept similar wording/phrasing.</p>	1
8	Write down one of the things the note says will happen after the problem is fixed.	<p>Accept any valid response in line with either of the following:</p> <ul style="list-style-type: none"> • Check for problems • Re-open/open the shop again (from midday tomorrow) <p>Accept similar wording/phrasing.</p>	1

Task 3 – 8 Marks

Question Number	Question	Accepted Responses	Mark Allocated
9	List two ways to check your helmet fits correctly.	<p>Accept any valid responses in line with the following (to a max. of 2):</p> <ul style="list-style-type: none"> • It's comfortable • Doesn't move around • Covers the forehead, back and sides of head (accept any two under 'covers') <p>Accept valid equivalents based on the text.</p>	2
10	Give two ways you can make sure you are seen easily.	<p>Accept any valid responses in line with the following (to a max. of 2):</p> <ul style="list-style-type: none"> • Dress to be seen easily • Wear bright clothes • Have lights on your bike <p>Accept valid equivalents based on the text.</p>	2
11	What does the text say you could do to check your brakes are working properly?	<p>Accept any valid responses in line with the following: You can cycle a short distance (to test it)</p>	1
12	<p>Put these into an alphabetical checklist to help you remember them when getting ready to cycle:</p> <p>Put these in alphabetical order:</p> <p>Helmet; Bright clothes; Brakes; Tyres; Lock.</p>	<p>Accept the following order: Brakes Bright clothes Helmet Lock Tyres</p> <p>Award 3 marks for all correct Award 2 marks for 4 in correct order Award 1 mark for 3 in correct order</p>	3

Total Marks Available	17	Pass Mark	11
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