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Changing lives through learning

Open Awards Level 2 Functional Skills in English

Reading Component

Sample Assessment 1 (Flow Stores)

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About this Sample Assessment

This sample assessment is designed to help learners and providers become familiar with the format, question types and level of demand of Open Awards Functional Skills assessments.

Using the sample assessment

- The on-screen and paper-based versions contain the same questions. They are alternative formats of the same sample assessment, not separate assessments.
- Learners taking their live assessment on-screen should use the on-screen sample to familiarise themselves with the assessment platform and its functionality.
- Sample assessments support preparation but may not reflect the full range of content, contexts and question types that could appear in a live assessment. Performance in a sample assessment should not be used on its own to determine readiness for live assessment.

Indicative pass mark

Open Awards Level 2 Functional Skills English Reading assessments are designed to enable a minimally competent learner to achieve a pass mark of around **18 out of 30 marks**.

This is an indicative pass mark only.

Actual pass marks are determined through standardisation and awarding activities and may vary between assessment versions.

Achieving the indicative pass mark in a sample assessment does not guarantee a pass in the live assessment.

Online Sample Assessment 1 (Flow Stores)

Access the Level 2 Functional Skills English Reading sample assessment on the XAMS platform by selecting the link below.

Access Online Sample Assessment 1 (Flow Stores).

When prompted, enter your name to begin the assessment. Once completed, you can download a copy of your answers, which can be marked using the mark scheme provided in this booklet.

Paper-based Sample Assessment 1 (Flow Stores)

LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING

READING RESOURCES

This source booklet contains three texts for the Level 2 Functional Skills Qualification in English Reading exam.

The exam questions are based on this material.

You must hand in this source booklet at the end of the exam, along with your question and answer paper.

The Level 2 Functional Skills Qualification in English: Reading exam will assess your ability to:

- identify the different situations when the main points are sufficient and when it is important to have specific details
- compare information, ideas and opinions in different texts, including how they are conveyed
- identify implicit and inferred meaning in texts
- understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
- use a range of reference materials and appropriate resources for different purposes, including to find the meanings of words in straightforward and complex sources
- understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
- analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
- follow an argument, identifying different points of view and distinguishing fact from opinion
- identify different styles of writing and writer's voice.

Text 1

QUICK BUY

Welcome to our new FLOW STORES



Quick Buy
is delighted to announce the arrival of our first ever
Flow Store[1].



As soon as you register[2] and enter a Flow Store, a bright new world opens up. A world where shopping is no longer a chore, where buying food is a relaxing, restful experience – avoiding queues, checkouts and hassle. Just put your shopping straight into your bag!



Our new Flow Stores will open 24 hours a day and, although there will be no staff on the premises, you will be able to contact our support team[3] using our onsite video phone. The team will be able to view everything that happens in the shop, so you can relax in the knowledge that you are not alone.

Quick Buy is opening 100 Flow Stores nationwide this year and another 900 over the next three years. We look forward to seeing you, even if you won't see us!

1 Unmanned stores with no checkout tills. Payment will be automatically taken off your credit or debit card as you leave.

2 Customers can register at the start of their first visit. Just call our support team using the video phone outside your local store and give them your name, address & credit or debit card details. That's all it takes to start your shopping experience.

3 Our customer service department, like our stores, will be open 24 hours a day.

Text 2

FEATURES

The perfect future...

...or the perfect nightmare?



Article written by Jay Hawkes

I've just been shown the future of shopping. Posh boutiques are history. Online is old hat. Old-fashioned high street shops are back!

Old-fashioned high street shop … with one big difference. No trolley. No checkout. No staff. Walk in. Grab what you need. Leave. Your account is charged automatically. 'Walk In, Walk Out'. I had to try this! So off I went.

At the shop my details were taken and a machine gave me a store card. Essential – you can't get into the shop without waving it. And it so worked. The door whooshed open and in I went.

Testing the system, I kept my store card in my pocket and filled my shopping bag. No basket. No trolley. No scanning. The technology 'sees' what you take and adds it to your bill. Cunningly hidden cameras observe what you take and charge your account. If you put something back again, it gets that too – you won't be charged.

Then it was time to leave. I … I just walked out! That was the oddest bit of all. I felt like a shoplifter.

But I also felt like the shop had suddenly become my kitchen cupboard. In a weird way it was 'my' shop.

A minute later, I got a message on my phone with my bill. I checked for mistakes, but it was spot on.

Consider the advantages. No more moving purchases from shelves to trolley. No more race to the cash tills, searching for the shortest queue. No more glaring at the time-waster in front. No more unloading purchases onto a conveyor belt which moves forward, or not, to suit itself. No more competition, trying to fill your bag more quickly than the cashier can scan – like two competitors racing to see who can move groceries around fastest.

Will this change the world? Maybe. Improve our lives? Maybe. In any case, we may soon not have a choice. A shop without staff is easier and cheaper to manage. Service, however impersonal, is guaranteed. I will certainly get used to it. But will I miss the personal touch? I'm not so sure.

Text 3

People's Campaign for Shopping Justice

March to Defend Jobs

NO to Flow Shops

- **NO** to a world where you enter your local shop through a controlled-access door.
- **NO** to a world where your shopping is supervised by computer-controlled cameras.
- **NO** to a world of complete silence.
- **NO** to seeing nobody.
- **NO** to shopping without as much as a 'hello' or 'goodbye'.

NO to the hellish vision of the future which supermarket chains want to put on every high street.

Why? So they can get rid of our jobs. That's why!

Flow shops will destroy the livelihoods of tens of thousands of families – many barely above the breadline **now** – all across Britain. Is that what you want, just so you can save an extra penny off a pint of milk?

People matter. We don't want a Britain run and controlled by machines.

If we don't all stand up and say **NO** now, who will be next?

Help us fight for our jobs before they come for yours!

March with us now. Show that enough is enough.

2.00pm on Saturday 17th in the Market Square

We're not anti-technology – we're pro-people!

LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING

SAMPLE ASSESSMENT 1 – FLOW STORES

QUESTION AND ANSWER PAPER

Total marks available: **30**
Time limit: **1 HOUR**

You need:

- this question and answer paper
- the source booklet containing three texts
- a pen with black or blue ink

You can use a dictionary.

Do not open this paper until you are told to do so by the invigilator.
There are THREE texts in this assessment.

Instructions

1. Please sign and date below to confirm that your details are correct and that you have understood the instructions
2. Read each text and question carefully
3. The number of marks available for each question is shown in brackets. Use these marks to guide you on how long to spend on each question
4. Answer **all** questions using the space provided on this question paper
5. If you have time, check your work at the end
6. If you use extra paper, write on it your name, learner number and the question number you are answering, and securely attach it to this answer booklet
7. At the end of the test, hand this question paper and all notes to the invigilator

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Learner name:	Joe Bloggs
Learner number:	10000000
Centre number:	10000
Signature:	
Today's date:	

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These questions relate to Text 1 (6 marks)

Question 1 (3 marks)

Give a definition of Flow Stores as stated in Text 1, and explain two ways in which you can register to become a customer?

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Question 2 (3 marks)

What is the purpose of Text 1? Explain how you know this.

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These questions relate to Text 2 (4 marks)

Question 3 (2 marks)

Jay Hawkes, in Text 2, describes his experience of Flow Stores.
Give one fact and one opinion he uses to support his point of view.

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Question 4 (2 marks)

Text 2 repeatedly uses short sentences. Explain why you think the author does this.

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These questions relate to Text 3 (6 marks)

Question 5 (2 marks)

Identify the main reason why the author of Text 3 is against Flow Stores.
Explain why you think this.

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Question 6 (4 marks)

Identify two organisational features used by the author of Text 3.
Give two examples of information which this feature helps you to find.

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These questions relate to more than one of the three texts (14 marks)

Question 7 (4 marks)

Compare the views of the authors of Texts 1 and 3 on the subject of Flow Stores, and how these views are conveyed.

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Question 8

(2 marks)

Text 2 contains more detail about Flow Stores than the other two texts.
Why do you think this is the case?

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Question 9

(4 marks)

Identify the styles of writing used in Texts 1 and 2.
Give one example from each text which suggests that style of writing.

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Question 10 (4 marks)

Which text do you consider to be the least biased?
Using all three texts, explain your selection.

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[End of Assessment]

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LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING

SAMPLE ASSESSMENT 1 – FLOW STORES

MARK SCHEME

Question	Response	Marks	Scope of Study Reference
Text 1 1	Give a definition of Flow Stores as stated in Text 1, and explain two ways in which you can register to become a customer? Candidate defines Flow Stores using relevant information from footnotes e.g. • unmanned stores • no checkout tills • payment taken off card as you leave. Candidate explains ways to register to become a customer using relevant information from footnotes e.g. • register on first visit • call the support team using the video phone • give customer service your name, address & credit or debit card details.	 1 1 1 **(max 1)** 1 1 1 **(max 2)**	15
2	What is the purpose of Text 1? Explain how you know this. Candidate identifies that the purpose is to • tell people about the arrival of flow stores • advertise flow stores • encourage people to use flow stores. Do not accept 'to explain what a flow store is'. Candidate offers an explanation for their conclusion which might include: the first sentence announces the arrival of the stores almost like the arrival of a baby, the entire text promotes and is positive about the stores, and the last line says how they look forward to seeing new customers. • Brief explanation with only one reason considered. • Thorough explanation of one reason, or brief explanation of more than one reason.	 1 1 1 **(max 1)** 1 2	13

		(max 2)	
Text 2 3	Jay Hawkes, in Text 2, describes his experience of Flow Stores. Give one fact and one opinion he uses to support his point of view. Candidate gives one fact from Text 2 used to support his point of view e.g. • your account is charged automatically • no more moving purchases from shelves to trolley • I checked for mistakes, but it was spot on. Accept any other fact identified from the text used to support his point of view. Candidate gives one opinion from Text 2 used to support his point of view e.g. • posh boutiques are history • the shop had become my kitchen cupboard • in a weird way it was “my” shop. Accept any other opinion identified from the text used to support his point of view.	1 1 1 **(max 1)** 1 1 1 **(max 1)**	18b
4	Text 2 repeatedly uses short sentences. Explain why you think the author does this. Candidate identifies the reason why Text 2 repeatedly uses short sentences e.g. • creates a feeling of speed • easy to follow / clear meaning • creates a feeling of excitement • useful way of presenting lots of detailed facts. Accept any other valid reason.	1 1 1 1 **(max 2)**	14
Text 3 5	Identify the main reason why the author of Text 3 is against Flow Stores. Explain why you think this. • Candidate has identified the main reason he is against Flow Stores is because they will result in redundancies and job losses. • Candidate has explained how they know this (e.g. title, boxed phrase, second half of document, linking other issues to job losses etc.).	1 1 **(max 2)**	18a

6	Identify two organisational features used by the author of Text 3. Give two examples of information which this feature helps you to find. Candidate identifies organisational features e.g. • bullet points • headings • boxes • bold capitals. Accept any other organisational feature identified from the text. Candidate gives examples of information this feature helps them to find e.g. (bullet points help you to find) • things about flow stores you should reject • that flow stores have controlled access • there is supervision by cameras • there is silence • you would see nobody • there would be no hellos or goodbyes (headings help you to find) • summary of what the text is about • need to protest against flow stores / • there will be a march • who has sent the text / that it's written by the People's Campaign for Shopping Justice (boxes help you to find) • the key argument against flow stores • a reason for objecting to flow stores • that flow stores will get rid of jobs (bold capitals help you to find) • that you should object to flow stores things which are most important in the text • where the march will take place • when the march will take place Accept any other explanation of selected features.	1 1 1 1 **(max 2)** 1 1 1 1 **(max 2)**	16

7	Compare the views of the authors of Texts 1 and 3 on the subject of Flow Stores, and how these views are conveyed. Views • Limited comparison of views from both texts. Comparison may be implicit e.g. through juxtaposition of related ideas or listing e.g. Text 1, from the company building new Flow Stores, is completely in favour and the other is a protest document against Flow Stores. • Clear and explicit comparison of views from both texts e.g. Text 1 considers Flow Stores could be part of a bright new world. It presents the idea of avoiding interactions with people, having cameras, and totals being automatically calculated as positive, whereas the author of Text 3 hates the idea of not seeing anybody and of being supervised by computer-controlled cameras. This document presents no positives at all which is the opposite of Text 1 which presents only positives. How views are conveyed • Some indication of how views have been conveyed in both documents but no comparison (e.g. writer of T1 uses images and welcoming language. The writer of T3 uses short sharp sentences to bully you into supporting the march. • Clear and explicit comparison of how views are conveyed in both documents (e.g. Writer of T1 uses friendly language in long sentences to explain everything and make the reader feel welcome and very positive about the concept of flow stores. In contrast, the writer of T3 gives little or no detailed explanation but instead almost shouts at the reader as to what is wrong with flow stores by the use of short sharp phrases. He threatens readers that jobs will be lost. Repetition rather than explanation is the technique used here. Accept any other valid response based on the texts.	1 2 **(max 2)** 1 2 **(max 2)**	12

8	Text 2 contains more detail about Flow Stores than the other two texts. Why do you think this is the case? Candidate explains why Text 2 contains more detail about flow stores than the other two texts e.g. • the reader of Text 2 needs specific detail so they can understand what the flow store is like • the reader of Text 2 hasn't seen a flow store before, so specific detail is useful • the reader of Text 1 does not need lots of detail because the author of the document wants them to try out the flow store and find out what they are like that way • the reader of Text 3 doesn't need specific detail – the author wants them to protest against them, not find out more about them.	1 1 1 1 **(max 2)**	11
9	Identify the styles of writing used in Texts 1 and 2. Give one example from each text which suggests that style of writing. Candidate identifies the style of writing of Texts 1 and 2 e.g. Text 1's style is • formal • persuasive Text 2's style is • informal • informative • humorous. Accept any other valid identification of styles of writing. Candidate provides an example of the style of writing they have selected e.g. T1 Formal • Quick Buy are delighted to announce the arrival of their first "Flow Store" • Customers can relax in the knowledge that they are not alone T1 Persuasive • a world where shopping is no longer a chore, • where buying food is a relaxing, restful experience	1 1 **(max 1)** 1 1 1 **(max 1)** 1 1 1 1 **(max 1)**	19

	T2 Informal • posh boutiques are history. • online is old hat. T2 Humorous • Cunningly hidden cameras observe what you take and charge your account. If you put something back again, it sees that too – you won't be charged. • Two competitors racing to see who can move groceries around fastest. Accept any other valid example of the style of writing the candidate has selected.	1 1 1 1 **(max 1)**	
10	Which text do you consider to be the least biased? Using all three texts, explain your selection. Candidate has selected Text 2. Candidate has justified their selection of Text 2 as the least biased, using information only from that text. Candidate has justified their selection of Text 2 as the least biased by reference to Text 2 and one other text. Candidate has justified their selection of Text 2 as the least biased by reference to all three texts. <u>Indicative Content</u> Reasons might include: T2 is impartial / written by a journalist who has no axe to grind / puts forward both sides of the argument. T1 is written by the supermarket opening these stores / T1 only puts forward positive points. T3 is written by a protest group / T3 is full of emotive language to persuade you to their point of view / The purpose of T3 is to get you to march against flow shops. Accept any other valid explanation.	 1 **(max 1)** 1 2 3 **(max 3)**	17

LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING

SAMPLE ASSESSMENT 1 – FLOW STORES

SETTING MATRIX

Learning aims and outcomes	Ref	Scope of Study	Question numbers – marks available	Assessment weighting
Read a range of different text types confidently and fluently.	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q8 (2)	2 marks
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q7 (4)	4 marks
	13	Identify implicit and inferred meaning in texts.	Q2 (3)	3 marks
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q4 (2)	2 marks
	15	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.	Q1 (3)	3 marks
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources.	Q6 (4)	4 marks
	17	Analyse texts of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.	Q10 (4)	4 marks
	18a	Follow an argument, identifying different points of view.	Q5 (2)	4 marks
	18b	Follow an argument, distinguishing fact from opinion.	Q3 (2)	
	19	Identify different styles of writing and writer's voice.	Q9 (4)	4 marks
	TOTAL MARKS		**30**	**30 marks**