

Functional Skills English
Sample Entry Level 1 Shopping
Reading
Notes to the assessor
Assessor Information and Guidance



This task assesses the skills and knowledge required to meet the Functional Skills standards at Entry 1 for Reading.

At this level the learner can:

- Read and understand short, simple texts that explain or recount information

The learner will:

- Read and understand simple regular words and sentences
- Understand short texts on familiar topics and experiences

Centre Contextualisation of Tasks

It is envisaged that teaching and learning approaches will underpin the knowledge needed for the assessments. So that learners are not disadvantaged by their lack of knowledge about shopping for specific items, the centre may alter the context of the reading assessment, but care should be taken to ensure that all the standards are covered. For example, the context of the assessment could be changed to shopping for food or clothing or music. The centre may give the learners the questions in written format, but if this method is used, spelling, punctuation and grammar should not be penalised.

If contextualising the assessment, care should be taken to ensure that the assessment follows the exemplar paper. A copy of the assessment should be available at the External Verification visit.

Centres may devise their own assessments based on the standards, but in this case the assessment must be submitted to NOCN for standardisation at least 15 working days before planned use with learners. All new assessments, whether contextualised or centre devised assessment must use the NOCN produced mark scheme.

Questions should aim to cover:

- Who?
- What?
- When?
- Why?
- Where?
- How?

At least three texts should be used in the assessment. Sentences should be short and language should be straightforward. Questions used should check ability to read and understand at word, text and sentence level.

Conducting and marking the assessments

All assessments must be delivered by the Functional Skills English tutor. At all Entry levels for Reading, tutors are allowed to read the **instructions for the task and the questions ONLY**. The learners should attempt to answer the questions but tutors may record the learners' answers on the paper. If the learner completes the written questions independently, the tutor should not penalise for spelling, punctuation and grammar.

Tutors must complete a record sheet for each learner to give evidence of how the criteria have been met.

Assessments can take place in the classroom, although learners should not be disadvantaged by the environment.

The reading assessment must be completed in no more than 45 minutes.



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Each of the English component assessments of Reading, Speaking, Listening and Communication and Writing may take place on separate days and the component assessments themselves may be split into individual tasks if this will support learner achievement. However, the total duration of each component assessment must not exceed the total permitted duration of the assessment.

To successfully pass the Reading assessment, the learner must pass all three tasks. Parts of answers which are in brackets are optional and marks may be allocated if these words are not used.

If the learner does not pass part of the assessment, a different assessment may be retaken after two weeks, but some teaching and learning must take place in this period of time to ensure that the learner has the opportunity to improve their skills.

Centres must retain records of failed assessments as well as those which are passes.

When the assessments have been marked by the Functional English tutor, a sample of 10-25% of the completed assessment records must be moderated by the internal verifier or Approved Lead Assessor. (Please see the Qualification Guide for further information about the process of gaining Approved Lead Assessor status).

The Functional English tutor must complete, sign and date the Assessment Mark Sheet.



Instructions for Assessment

Task One

Start the assessment by saying for example: ‘You go shopping for some new clothes for a party tomorrow night. When you get to your favourite shop you see it is closed. You see this on the door. Read the notice then you will answer some questions about it. Take your time.’

When the learner is ready, they should attempt to answer the questions – the tutor may write down the learners’ answers for them. The tutor may read all/any of the questions, but must not read the text.

Where the mark scheme has words in brackets, the bracketed words are optional and the learner may be awarded the marks if they are not there.

Task Two

The tutor should introduce the email – they may explain what an email is. The tutor may write down the learners’ answers for them. The tutor may read all/any of the questions, but must not read the text.

Where the mark scheme has words in brackets, the bracketed words are optional and the learner may be awarded the marks if they are not there.

Task Three

The learner should read the texts and then answer the questions. The tutor may encourage the learner to reread the information in the email. The tutor may write down the learners’ answers for them. The tutor may read all/any of the questions, but must not read the text.

Where the mark scheme has words in brackets, the bracketed words are optional and the learner may be awarded the marks if they are not there.

Assessment Guidance

Functional Skills Standards	Coverage and Range	Met by Task
Read and understand short, simple texts that explain or recount information	<ul style="list-style-type: none"> • Read and understand simple regular words and sentences • Understand short texts on familiar topics and experiences 	<p>Task 1, 2 and 3</p> <p>Task 1, 2 and 3</p>



Assessment Mark Sheet

Learner Name	Start time of Assessment
Learner Registration Number	End time of Assessment
Centre Name	Date of Assessment

Task 1

Question	Accepted Responses	Mark for Question	Learner Mark
What would you do if you see the shop is closed?	Read the notice on the door. Walk away See if I could find out why it is closed Ask someone if they know why it is closed. Try again another day. Accept any other valid response..	1	
Why is the shop closed?	There has been a flood. They are repairing the shop after a flood.	1	
When will it open again?	Tomorrow The next day	1	
What damage do you think there might be?	Everything will be wet. Some things maybe spoiled. The carpets/ floors may be damaged. The clothes will be wet/dirty. Accept any other valid response based on the damage a flood may cause in a clothes shop..	1	
You really want some new clothes for the party tomorrow. What would you do?	Find out where the nearest store is. Ring the number for the nearest store Go to another shop. Come back tomorrow (when the shop is open again). Accept any other valid response.	1	
Why could it be a good idea to come back tomorrow?	A sale starts tomorrow You might get the clothes cheaper It might be a long way to the nearest shop. You only like shopping here The party isn't until tomorrow Accept any other valid answer.	1	
Total marks for task		6	
Pass mark for task is 4 correct answers out of 6			



Task 2

Question	Accepted Responses	Mark for Question	Learner Mark
1. What did James do on Tuesday?	He moved house. (must include HOUSE for mark to be awarded)	1	
2. How can you help him?	Accept any two of: (1 mark each) clean (the house) paint (the house) buy new furniture (for the bedroom)	Max 2	
3. Why does he need your help?	Acceptable answers: The house is (very) dirty. It is (very) dirty. His furniture is (very) old.	1	
4. Highlight the word which means the opposite of dirty.	'Clean' is highlighted	1	
Total marks for task		5	
Pass mark 3 out of 5			

Task 3

Question	Accepted Responses	Mark for Question	Learner Mark
1. Which bed would be best for James and why?	1 mark - Valid response given based on reason for choice of advert. 1 mark – Valid reason for choice given Suggested responses: e.g. he would like to have friends to stay so a bunk bed would be best or the King size bed would be best because he is not a child.	1 mark 1 mark	
2. If James wants to buy the bed, what should he do?	Follow through from Q1 Elicit as much information as possible eg number time and contact	1 mark	
Total marks for task		3	
Pass mark 2 out of 3			

Overall Result	Pass/Fail
Task 1	
Task 2	
Task 3	
Overall Result for Paper (all tasks must be passed to achieve a pass)	



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Assessor Name _____

Assessor Signature _____

Date _____

Internal Verifier Name (if sampled) _____

IV Signature _____

Date _____

External Verifier Name (if sampled) _____

EV Signature _____

Date _____

