

**Functional Skills English**  
**Sample Entry Level 2 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 2 for Reading.

At this level the learner can:

- Read and understand straightforward texts that explain, inform or recount information.

The learner will:

- Understand the main events in chronological texts.
- Read and understand simple instructions and directions.
- Read and understand high frequency words and words with common spelling patterns.
- Use knowledge of alphabetical order to locate information.

### **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 and the instructional text for Task 1 can be adapted so that the learner follows instructions on a more familiar topic to the learner.

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**. There is no requirement for the learner to write anything down, but if they do, spelling, punctuation and grammar must not be penalised. The tutor may record the learners' answers.

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



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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.**

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 checked 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 are going to have a party and you decide to bake some muffins rather than buying them. 'Here is a recipe. Read it through and I will ask you some questions about it.'

Complete the Assessment Mark Sheet to show how well the learner completed the task. The tutor can read the instructions on the paper only. The tutor may read the questions. Spelling, punctuation and grammar must not be penalised. The tutor may write down the learners' responses to the questions.

Provide the learner with a dictionary and ask them to look up the word 'whisk'.

### **Task Two**

Provide the learner with a phone book. The learner must find the information independently but the tutor may record the information on the learners' paper. The tutor should provide the learner with the name of a local supermarket.

### **Task Three**

Tell the learner that they must read the information and then answer the questions. The tutor can read the instruction and the questions on the paper only. Spelling, punctuation and grammar must not be penalised. The tutor may write down the learners' responses.



**Assessment Guidance**

Functional Skills Standards	Coverage and Range	Met by Task
Read and understand straightforward texts that explain, inform or recount information	<ul style="list-style-type: none"> <li>• Understand the main events of chronological texts.</li> <li>• Read and understand simple instructions and directions.</li> <li>• Read and understand high frequency words and words with common spelling patterns.</li> <li>• Use knowledge of alphabetical order to locate information.</li> </ul>	Task 1  Task 1 and 3  Task 1 and 3  Task 1, 2 and 3



## 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 (words in brackets are optional- mark can still be awarded without them)	Mark for Question	Learner Mark
1. Name three pieces of equipment you need so that you can bake the muffins	Accept any three of: Mixing bowl Wooden spoon/electric mixer (only one of these) 12 hole tartlet tin/12 hole bun tin (only one of these) (cooling) rack Paper cases Oven	Max 3	
2. When do you add the egg to the mixture?	After the butter and sugar When you have mixed the butter and sugar together When the butter and sugar mixture is pale and fluffy Accept any of these answers	1	
3. You are not sure what the word 'whisk' means. Look it up in the dictionary.	Uses dictionary to find the word independently	1	
4. Tell me two ways you will know that the muffins are cooked properly?	Accept any <b>two</b> of: They will have cooked for 12 minutes They will be golden on top They will have risen	Max 2 marks	
<b>Total marks for task</b>		<b>7</b>	
<b>Pass mark is 5 correct answers out of 7</b>			



**Task 2**

Has the learner identified?	Mark available	Learner mark
Uses phone book to find number INDEPENDENTLY	1	
<b>NB Tutor may give learner the name of a local supermarket</b>		
2 marks - the learner finds local store 1 mark – the learner found a supermarket but not local	<b>Maximum 2 marks</b>	
<b>Total marks for task</b>	<b>3</b>	
<b>Pass mark is 2 correct answers out of 3</b>		

**Task 3**

Question	Accepted Responses (words in brackets are optional- mark can still be awarded without them)	Mark for Question	Learner Mark
It is 5pm on Friday evening – is the takeaway open?	It is closed. OR It opens at 6pm	1	
You spend £20 and will collect the order from the shop. What special offers will you get?	Large fries	1	
	PLUS Large soft drink, side salad (both required for mark)	1	
Find the word delivery in the dictionary.	Word found independently	1	
If you live 5 miles from the takeaway, can you have free delivery? Why?	No	1	
	must live less than 3 miles away to have free delivery	1	
<b>Total marks for task</b>		<b>6</b>	
<b>Pass mark for task is 4 correct answers out of 6</b>			

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

Assessor Name \_\_\_\_\_

Assessor Signature \_\_\_\_\_

Internal Verifier Name (if sampled) \_\_\_\_\_

IV Signature \_\_\_\_\_

External Verifier Name (if sampled) \_\_\_\_\_

EV Signature \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

