

General Marking Guidance

This paper assesses the skills and knowledge required to meet the Functional Skills Qualification standards at Entry Level 2 for Reading.

At this level the learner can:

- Read and understand short straightforward texts that instruct, inform, describe and narrate.

The learner will:

- Read correctly words designated for Entry Level 2
- Understand the main points in texts
- Understand organisational markers in short, straightforward texts
- Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)
- Read and understand sentences with more than one clause

Adaptations by a Centre

NOCN will set all assessments for the Reading Component.

NOCN will permit a Centre to adapt questions or tasks in assessments for the Reading Component at Entry Level for the purpose of making those assessments more accessible to learners.

When NOCN permits a Centre to adapt questions or tasks, such adaptations must relate only to the context presented by that question or task. NOCN will not permit a Centre to amend the following:

- (a) the knowledge, skills or understanding that a learner is required to demonstrate in the question or task,
- (b) the level of demand of the question or task, or
- (c) any specified conditions under which the assessment must be completed, including in particular the time within which the assessment must be completed (unless any such amendment is part of a Reasonable Adjustment or for the purposes of Special Considerations).

Centres may adapt the NOCN Reading Component based on the standards, but the assessment must be submitted to NOCN for approval at least **15 working days before** the planned use with learners. All adapted assessments **must** use the NOCN produced mark scheme.

If adapting the assessment, care should be taken to ensure that the assessment follows the original paper. A copy of the assessment should be available at the External Quality Assurance visit.

Delivering and marking the assessments

At all Entry Levels for Reading, tutors/assessors are allowed to read the **instructions for the task and the questions ONLY**. The learners should attempt to answer the questions but tutors/assessors may record the learners' answers on the paper. If the learner completes the written questions independently, the tutor/assessor should not penalise spelling, punctuation or grammar errors.

Tutors/assessors must complete the Assessment Mark Sheet for each learner.

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

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Entry Level 2 Coffee Cups – Reform Sample Paper 1
Assessment Information and Guidance**



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The Reading assessment at Entry 2 must be completed in no more than 45 minutes.

Each of the English component assessments of Reading, Writing and Speaking, Listening and Communicating 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 achieve an overall pass.

If the learner does not pass the assessment, a different assessment may be taken 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 Skills tutor/assessor, a sample of **10-25%** of the completed assessment records must be moderated by the Internal Quality Assurer.

The Functional Skills tutor/assessor **must** complete, sign and date the Assessment Mark Sheet.

Assessment Guidance

Functional Skills English Criteria for Entry Level 2 Reading

Functional Skills Standards	Scope of Study	Met by Task
Read and understand: short straightforward texts that instruct, inform, describe and narrate.	7. Read correctly words designated for Entry Level 2 (see Appendix)	1, 2, 3
	8. Understand the main points in texts	1, 2, 3
	9. Understand organisational markers in short, straightforward texts	2
	10. Use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell- checker)	1, 3
	11. Read and understand sentences with more than one clause	1, 2, 3
	12. Use illustrations, images and captions to locate information	1, 2

Assessment Mark Sheet

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

Question	Accepted Responses	Mark for Question	Assessor Mark	IQA Mark	Scope of study
Task 1					
1. What item is Document One about?	C – Single use coffee cups	1 mark			SOS7 SOS8
2. Find the word 'disposable' in a dictionary and write down its meaning.	'An item intended to be thrown away after use.' Accept similar wording	1 mark			SOS7 SOS10
3. What materials does Document One say disposable coffee cups are made from?	<ul style="list-style-type: none"> • Paper • Plastic 	1 mark each (2 marks max)			SOS7 SOS11
4. How many coffee cups do people throw away every minute in the UK?	5000	1 mark			SOS7 SOS12
Task 2					
5. What have single use coffee companies looked at?	Ways they can help the environment	1 mark			SOS7 SOS8
6. What two layout features make Document Two easier for the reader to understand?	Accept any two of the following answers: <ul style="list-style-type: none"> • Title • Sub-titles • Bullet points • Image • Bold text • Text box 	1 mark each (2 marks max)			SOS7 SOS9
7. Name one of the coffee companies that offers a discount for using a reusable cup.	Accept any one of the following answers: <ul style="list-style-type: none"> • Pret a Manger • Starbucks • Costa • Greggs • Café Nero 	1 mark			SOS7 SOS12
8. List two other issues drinks companies need to look at.	Accept any two of the following answers: <ul style="list-style-type: none"> • Single use cups 	1 mark each (2 marks max)			SOS7 SOS11

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	also have plastic lids. <ul style="list-style-type: none"> • Cold drinks come with plastic straws. • Some coffee companies use plastic coffee pods. 				
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Question	Accepted Responses	Mark for Question	Assessor Mark	IQA Mark	Scope of study
Task 3					
9. What two types of coffee cups have been designed as a solution to non-recyclable coffee cups?	<ul style="list-style-type: none"> • A recyclable coffee cup • a waffle cup. 	1 mark each (2 marks max)			SOS7 SOS8
10. Find the word 'consumer' in a dictionary and write down its meaning.	'A person who purchases goods and services for personal use.' Accept similar wording	1 mark			SOS7 SOS10
11. State two reasons why the waffle cup has been designed.	<ul style="list-style-type: none"> • Hold hot drinks for 40 minutes • Once you have drunk your coffee you can eat it 	1 mark each (2 marks max)			SOS7 SOS11
Total Marks		16 Marks			

Overall Result	Marks	IQA Mark
Task 1		
Task 2		
Task 3		
Overall Result for Paper (Pass/Fail – pass mark 10/16)		

Assessor Name _____

Assessor Signature _____

Date _____

Internal Quality Assurer Name (if sampled) _____

IQA Signature _____

Date _____

External Quality Assurer Name (if sampled) _____

EQA Signature _____

Date _____