

General Marking Guidance

This paper assesses the skills and knowledge required to meet the Functional Skills Qualification standards at Entry Level 3 for Reading.

At this level the learner can:

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

The learner will:

- Read correctly words designated for Entry Level 3
- Identify, understand and extract the main points and ideas in and from texts
- Identify different purposes of straightforward texts
- Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)
- Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)

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.

The Reading assessment at Entry 3 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%** 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 3 Reading

Functional Skills Standards	Scope of study	Met by Task
Read and understand straightforward texts that instruct, describe, narrate and explain.	8. Read correctly words designated for Entry Level 3 (see Appendix)	1, 2
	9. Identify, understand and extract the main points and ideas in and from texts	1, 2
	10. Identify different purposes of straightforward texts	1, 2
	11. Use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)	1, 2
	12. Understand organisational features and use them to locate relevant information (e.g. contents, index, menus, tabs and links)	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 is the purpose of Document One ?	<ul style="list-style-type: none"> To explain what you need to do to start your own business Accept similar wording.	1 mark			SOS8 SOS10
2. List three things business cover should include.	Accept any three of the following answers: <ul style="list-style-type: none"> Accidents Sickness Theft Legal fees 	1 mark each (3 marks max)			SOS8 SOS9
3. Find the word 'regulatory' in a dictionary and write down its meaning.	'Serving or intended to regulate something.' Accept similar wording	1 mark			SOS8 SOS11
4. Which step would you choose for advice about your company name? Explain your choice.	Accept the following answers: <ul style="list-style-type: none"> (Step) 3 or Select a Business name (Explanation) It advises you to search the internet to see if the name you would like is available. Accept similar wording.	1 mark for step 1 mark for explanation			SOS8 SOS12
5. Name two things you need to record in a book keeping system.	Accept any two of the following answers: <ul style="list-style-type: none"> Sales Purchases Costs 	1 mark each (2 marks max)			SOS8 SOS9
6. Which word in Document One describes being officially allowed to do something?	Permission	1 mark			SOS8 SOS11

Question	Accepted Responses	Mark for Question	Assessor Mark	IQA Mark	Scope of study
Task 2					
7. Who would be interested in reading Document Two ?	<p>Accept one of the following answers:</p> <ul style="list-style-type: none"> • A student • Someone thinking about being a student • Someone thinking about starting their own business • A student thinking about starting their own business <p>Accept similar wording.</p>	1 mark			SOS8 SOS10
8. List two questions that Judy Garnet asked herself before starting her business.	<p>Accept any two of the following answers:</p> <ol style="list-style-type: none"> 1. What was I good at and enjoyed? 2. What did I already know? 3. How was I going to use this knowledge to create a business? 	1 mark each (2 marks max)			SOS8 SOS9
9. Which verb does Judy Garnet use to describe what she disliked at university?	Hated	1 mark			SOS8 SOS11
10. Identify two links that could help someone with their business.	<ul style="list-style-type: none"> • JWalker@busdoc.com • www.bizedd.co.uk <p>Accept SPaG errors</p>	1 mark each (2 marks max)			SOS8 SOS12
11. What adjective does Judy Garnet use to describe her team?	Brilliant	1 mark			SOS8 SOS11
12. What three things does Judy Garnet most enjoy about running her own business?	<p>Accept any three of the following answers:</p> <ul style="list-style-type: none"> • being in control of her own time. • having a brilliant team she I can rely on. • having holidays • enjoying more time with her family 	1 mark each (3 marks max)			SOS8 SOS9
Total Marks		20 Marks			



PART OF **nocn** GROUP

Overall Result	Marks	IQA Mark
Task 1		
Task 2		
Overall Result for Paper (Pass/Fail – Pass mark 13)		

Assessor Name _____

Assessor Signature _____

Date _____

Internal Quality Assurer Name (if sampled) _____

IQA Signature _____

Date _____

External Quality Assurer Name (if sampled) _____

EQA Signature _____

Date _____