

Mark Scheme

Set 3 2014-2015

Functional Skills  
qualifications in English at  
Entry Level 1 - Reading

## **General guidance on the use of the mark scheme:**

- Information in brackets is optional. It is not required for the award of marks.
- Where the answer is a number, accept figures or words in any understandable spelling.
- Mark crossed out work if it is legible and has not been replaced.
- If the answer is clearly given accept it even if it is not in the answer space.

## E1 Reading – Task A mark scheme

### Text A1

| Question Number | Answer         | Mark     |
|-----------------|----------------|----------|
| <b>1</b>        | Kindon (Taxis) | <b>1</b> |

| Question Number | Answer   | Mark     |
|-----------------|----------|----------|
| <b>2</b>        | A – safe | <b>1</b> |

| Question Number | Answer           | Mark     |
|-----------------|------------------|----------|
| <b>3</b>        | B – five minutes | <b>1</b> |

| Question Number | Answer  | Mark     |
|-----------------|---|----------|
| <b>4</b>        | Call (us on 0161 611 161)<br>Accept any suitable synonym, e.g. 'ring', 'phone'. | <b>1</b> |

### Text A2

| Question Number | Answer           | Mark     |
|-----------------|------------------|----------|
| <b>5</b>        | (Taxi) driver(s) | <b>1</b> |

| Question Number | Answer           | Mark     |
|-----------------|------------------|----------|
| <b>6</b>        | C – all the time | <b>1</b> |

| Question Number | Answer              | Mark     |
|-----------------|---------------------|----------|
| <b>7</b>        | B – driving licence | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| <b>8</b>        | Joe    | <b>1</b> |

## E1 Reading – Task B mark scheme

### Text B1

| Question Number |                        | Mark     |
|-----------------|------------------------|----------|
| <b>1</b>        | Kindon (Cafe car park) | <b>1</b> |

| Question Number |        | Mark     |
|-----------------|--------|----------|
| <b>2</b>        | A - £6 | <b>1</b> |

| Question Number |            | Mark     |
|-----------------|------------|----------|
| <b>3</b>        | C - Sunday | <b>1</b> |

| Question Number |   | Mark     |
|-----------------|---|----------|
| <b>4</b>        | Call (024 753 429)<br>Accept any suitable synonym, e.g. 'ring',<br>'phone'. | <b>1</b> |

### Text B2

| Question Number |                 | Mark     |
|-----------------|-----------------|----------|
| <b>5</b>        | B – last Friday | <b>1</b> |

| Question Number |          | Mark     |
|-----------------|----------|----------|
| <b>6</b>        | B – 7 pm | <b>1</b> |

| Question Number |                                       | Mark     |
|-----------------|---------------------------------------|----------|
| <b>7</b>        | He / she / the boss is (really) nice. | <b>1</b> |

| Question Number |           | Mark     |
|-----------------|-----------|----------|
| <b>8</b>        | meet (up) | <b>1</b> |

## E1 Reading – Task C mark scheme

### Text C1

| Question Number |                           | Mark     |
|-----------------|---------------------------|----------|
| <b>1</b>        | anywhere (in the country) | <b>1</b> |

| Question Number |                       | Mark     |
|-----------------|-----------------------|----------|
| <b>2</b>        | B – important letters | <b>1</b> |

| Question Number |        | Mark     |
|-----------------|--------|----------|
| <b>3</b>        | A – £5 | <b>1</b> |

| Question Number |  | Mark     |
|-----------------|--|----------|
| <b>4</b>        | Visit the website / <a href="http://www.postservices.web">www.postservices.web</a> | <b>1</b> |

### Text C2

| Question Number |                      | Mark     |
|-----------------|----------------------|----------|
| <b>5</b>        | C – deliver a parcel | <b>1</b> |

| Question Number |                     | Mark     |
|-----------------|---------------------|----------|
| <b>6</b>        | (from their) office | <b>1</b> |

| Question Number |    | Mark     |
|-----------------|----|----------|
| <b>7</b>        | ID | <b>1</b> |

| Question Number |           | Mark     |
|-----------------|-----------|----------|
| <b>8</b>        | C – phone | <b>1</b> |

## E1 Reading – Task D mark scheme

### Text D1

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| <b>1</b>        | green  | <b>1</b> |

| Question Number | Answer              | Mark     |
|-----------------|---------------------|----------|
| <b>2</b>        | B – every two weeks | <b>1</b> |

| Question Number | Answer   | Mark     |
|-----------------|----------|----------|
| <b>3</b>        | C - tins | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| <b>4</b>        | money  | <b>1</b> |

### Text D2

| Question Number | Answer         | Mark     |
|-----------------|----------------|----------|
| <b>5</b>        | holiday (week) | <b>1</b> |

| Question Number | Answer   | Mark     |
|-----------------|----------|----------|
| <b>6</b>        | B – 7 am | <b>1</b> |

| Question Number | Answer       | Mark     |
|-----------------|--------------|----------|
| <b>7</b>        | C - Thursday | <b>1</b> |

| Question Number | Answer                 | Mark     |
|-----------------|------------------------|----------|
| <b>8</b>        | (in the) table / below | <b>1</b> |

## E1 Reading – Task E mark scheme

### Text E1

| Question Number | Answer           | Mark     |
|-----------------|------------------|----------|
| <b>1</b>        | A – 16 year olds | <b>1</b> |

| Question Number | Answer               | Mark     |
|-----------------|----------------------|----------|
| <b>2</b>        | Families and friends | <b>1</b> |

| Question Number | Answer  | Mark     |
|-----------------|---------|----------|
| <b>3</b>        | B – £30 | <b>1</b> |

| Question Number | Answer   | Mark     |
|-----------------|--|----------|
| <b>4</b>        | Accept either of the following: <ul style="list-style-type: none"><li>• go to <a href="http://www.railcards.web">www.railcards.web</a></li><li>• go to (your nearest train) station.</li></ul> | <b>1</b> |

### Text E2

| Question Number | Answer     | Mark     |
|-----------------|------------|----------|
| <b>5</b>        | C – London | <b>1</b> |

| Question Number | Answer     | Mark     |
|-----------------|------------|----------|
| <b>6</b>        | A – 15 May | <b>1</b> |

| Question Number | Answer        | Mark     |
|-----------------|---------------|----------|
| <b>7</b>        | (£20) voucher | <b>1</b> |

| Question Number | Answer  | Mark     |
|-----------------|---|----------|
| <b>8</b>        | Accept either of the following: <ul style="list-style-type: none"><li>• Customer Services</li><li>• Kindon Rail</li></ul> | <b>1</b> |

## E1 Reading – Task F mark scheme

### Text F1

| Question Number | Answer             | Mark     |
|-----------------|--------------------|----------|
| <b>1</b>        | Kindon Phone Store | <b>1</b> |

| Question Number | Answer           | Mark     |
|-----------------|------------------|----------|
| <b>2</b>        | B – 22 September | <b>1</b> |

| Question Number | Answer          | Mark     |
|-----------------|-----------------|----------|
| <b>3</b>        | A – the receipt | <b>1</b> |

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| <b>4</b>        | True   | <b>1</b> |

### Text F2

| Question Number | Answer | Mark     |
|-----------------|--------|----------|
| <b>5</b>        | phone  | <b>1</b> |

| Question Number | Answer   | Mark     |
|-----------------|--|----------|
| <b>6</b>        | Accept any one of the following: <ul style="list-style-type: none"><li>• view (your) bills</li><li>• pay (your) bills</li><li>• top up (your phone)</li><li>• see special offers</li></ul> | <b>1</b> |

| Question Number | Answer               | Mark     |
|-----------------|----------------------|----------|
| <b>7</b>        | on (my/the) contract | <b>1</b> |

| Question Number | Answer                | Mark     |
|-----------------|-----------------------|----------|
| <b>8</b>        | A – go on the website | <b>1</b> |

## Assessment coverage mapping

Learners must complete two tasks to meet the coverage and range of the skills standard at Entry Level 1.

### Task A

| <b>Reading</b>   |                        |   |                            |                 |
|--|------------------------|---|----------------------------|-----------------|
| <b><u>Skill Standard</u></b>   |                        |   |                            |                 |
| Read and understand short, simple texts that explain or recount information. |                        |   |                            |                 |
| <b><u>Criterion Ref. no.</u></b>   | <b><u>Coverage</u></b> | <b><u>Description</u></b>                                   | <b><u>No. of marks</u></b> | <b><u>%</u></b> |
| <b>E1.2.1</b>  | Q1 – Q8                | • Read and understand simple regular words and sentences    | 8                          | 100             |
| <b>E1.2.2</b>  | Q1 – Q8                | • Understand short texts on familiar topics and experiences |                            |                 |
| <b>Total for Task A</b>  |                        |   | <b>8</b>                   | <b>100</b>      |

### Task B

| <b>Reading</b>   |                        |   |                            |                 |
|--|------------------------|---|----------------------------|-----------------|
| <b><u>Skill Standard</u></b>   |                        |   |                            |                 |
| Read and understand short, simple texts that explain or recount information. |                        |   |                            |                 |
| <b><u>Criterion Ref. no.</u></b>   | <b><u>Coverage</u></b> | <b><u>Description</u></b>                                   | <b><u>No. of marks</u></b> | <b><u>%</u></b> |
| <b>E1.2.1</b>  | Q1 – Q8                | • Read and understand simple regular words and sentences    | 8                          | 100             |
| <b>E1.2.2</b>  | Q1 – Q8                | • Understand short texts on familiar topics and experiences |                            |                 |
| <b>Total for Task B</b>  |                        |   | <b>8</b>                   | <b>100</b>      |

### Task C

| <b>Reading</b>   |                        |   |                            |                 |
|--|------------------------|---|----------------------------|-----------------|
| <b><u>Skill Standard</u></b>   |                        |   |                            |                 |
| Read and understand short, simple texts that explain or recount information. |                        |   |                            |                 |
| <b><u>Criterion Ref. no.</u></b>   | <b><u>Coverage</u></b> | <b><u>Description</u></b>                                   | <b><u>No. of marks</u></b> | <b><u>%</u></b> |
| <b>E1.2.1</b>  | Q1 – Q8                | • Read and understand simple regular words and sentences    | 8                          | 100             |
| <b>E1.2.2</b>  | Q1 – Q8                | • Understand short texts on familiar topics and experiences |                            |                 |
| <b>Total for Task C</b>  |                        |   | <b>8</b>                   | <b>100</b>      |

**Task D**

| <b>Reading</b>   |                 |   |                     |            |
|--|-----------------|---|---------------------|------------|
| <b>Skill Standard</b>  |                 |   |                     |            |
| Read and understand short, simple texts that explain or recount information. |                 |   |                     |            |
| <b>Criterion Ref. no.</b>  | <b>Coverage</b> | <b>Description</b>  | <b>No. of marks</b> | <b>%</b>   |
| <b>E1.2.1</b>  | Q1 – Q8         | • Read and understand simple regular words and sentences    | 8                   | 100        |
| <b>E1.2.2</b>  | Q1 – Q8         | • Understand short texts on familiar topics and experiences |                     |            |
| <b>Total for Task D</b>  |                 |   | <b>8</b>            | <b>100</b> |

**Task E**

| <b>Reading</b>   |                 |   |                     |            |
|--|-----------------|---|---------------------|------------|
| <b>Skill Standard</b>  |                 |   |                     |            |
| Read and understand short, simple texts that explain or recount information. |                 |   |                     |            |
| <b>Criterion Ref. no.</b>  | <b>Coverage</b> | <b>Description</b>  | <b>No. of marks</b> | <b>%</b>   |
| <b>E1.2.1</b>  | Q1 – Q8         | • Read and understand simple regular words and sentences    | 8                   | 100        |
| <b>E1.2.2</b>  | Q1 – Q8         | • Understand short texts on familiar topics and experiences |                     |            |
| <b>Total for Task E</b>  |                 |   | <b>8</b>            | <b>100</b> |

**Task F**

| <b>Reading</b>   |                 |   |                     |            |
|--|-----------------|---|---------------------|------------|
| <b>Skill Standard</b>  |                 |   |                     |            |
| Read and understand short, simple texts that explain or recount information. |                 |   |                     |            |
| <b>Criterion Ref. no.</b>  | <b>Coverage</b> | <b>Description</b>  | <b>No. of marks</b> | <b>%</b>   |
| <b>E1.2.1</b>  | Q1 – Q8         | • Read and understand simple regular words and sentences    | 8                   | 100        |
| <b>E1.2.2</b>  | Q1 – Q8         | • Understand short texts on familiar topics and experiences |                     |            |
| <b>Total for Task F</b>  |                 |   | <b>8</b>            | <b>100</b> |

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