

# Functional Skills Qualification in English at Entry Level SAMPLE ASSESSMENT MATERIALS

OCR Functional Skills Qualification in English at Entry Level

Entry Level 1   Entry Level 2   Entry Level 3

These materials should **not** be used for live assessment. OCR live assessment materials should be downloaded from OCR Interchange.

**The scheme code for these qualifications is:**

OCR Functional Skills Qualification in English at Entry Level 1	09495
OCR Functional Skills Qualification in English at Entry Level 1	09496
OCR Functional Skills Qualification in English at Entry Level 1	09497

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# 2 Guidance For Centres

## 1 General

- 1.1 OCR's Functional Skills Entry Level assessments are available to download free of charge from our secure website *Interchange*. You will need to be approved to offer OCR Entry Level Functional Skills English in order to gain access to the assessment materials
- 1.2 These assessments have been designed to meet the full requirements of OCR's Functional Skills Entry Level English qualification. Learners will need to take part in a planned learning programme that covers the underpinning knowledge and skills of the qualification.
- 1.3 For the purpose of the assessment, tutors are expected to act as supervisors.

## 2 Before carrying out the assessment

- 2.1 Learners should take part in a planned learning programme that covers the underpinning knowledge and skills of the qualification. As part of this learning programme, learners should be given the opportunity to practice similar activities before completing the assessment activities.
- 2.2 An *Assessment Record Form* has been provided for tutors to record the learner's achievements. The *Assessment Record Form* should be photocopied for each learner.

## 3 When completing the assessment

- 3.1 All assessment evidence must be produced under controlled assessment conditions. Further guidance on **controlled assessment conditions** is provided within the OCR Functional Skills Entry Level English Centre Handbook/Specification.
- 3.2 Assessment tasks should be carried out within the time indicated in the tutor guidance at each level
- 3.3 Each learner must produce individual and authentic evidence for each assessment activity within the assessment. Tutors should use the *Assessment Record Form* provided to ensure that the learner has submitted evidence for all assessment activities.
- 3.4 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for tutors to provide model answers or to work through answers in detail.
- 3.5 Learners may use information from any relevant source to help them with producing evidence for the assessment activities.
- 3.6 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.

## 4 After completing the assessment

- 4.1 When marking learners' work, centres **must** check that all the skills standards have been achieved as detailed in the *Assessment Record Form*. For further information about assessment please refer to the section on Internal Assessment in the Functional Skills Entry Level English Centre Handbook.

- 4.2 Assessors' decisions should be quality assured across the centre through internal moderation. For further information about internal moderation please refer to the section on Assessment and Moderation in the Functional Skills Entry Level English Centre Handbook.

## **5 Presentation of work**

- 5.1 The *Assessment Record Form* can also be used as a contents page by inserting references/page numbers.
- 5.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.
- 5.3 An Assessment Front Sheet is available to download from the OCR website and should be used when any final assessment is submitted to the OCR External Moderator.

## **6 Acceptable evidence**

- 6.1 For guidance on generation and collection of evidence please refer to the section on Assessment and Moderation in the Functional Skills Entry Level English Centre Handbook/Specification.

## **7 Reworking the assessment**

- 7.1 Learners can attempt each assessment task more than once within the time specified and under Controlled Assessment conditions. If they do not meet the minimum PASS requirements for one or more of the tasks in the assessment, further work will be required.
- 7.2 Tutors should give feedback to learners to support and guide them in producing evidence to the required standard.

# 3 Notes For Tutors

## 3.1 The difference between Skills for Life and Functional qualifications

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Skills for Life qualifications assess the basic skills of speaking, listening, reading, writing, ICT and mathematics. They include, for example, the letters of the alphabet, spelling, grammar, counting, adding, subtracting, and multiplying. They were designed for adults who, for some reason, did not acquire these skills to a level sufficient for adult life when they were at school. Functional skills are not about the basics of reading, writing, arithmetic and the use of ICT (but the acquisition of these basic skills is an essential stepping stone towards the higher goal of functional skills). Being functional means:

- being able to apply knowledge and skills and respond appropriately to all sorts of real-life contexts
- having the mental agility to take on challenges in a range of new and often unforeseen settings
- being able to independently work out what to do
- recognising and expecting that tasks may require persistence, thoughtfulness, struggle and reflection.

Functional skills underpin problem solving, instil confidence and heighten an individual's ability to learn.

## 3.2 Introduction to the Tasks

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The tasks have been designed so that all of the skills standards are addressed.

The assessment tasks have been designed to allow learners to demonstrate their skills during normal class time under controlled assessment conditions. However, the assessment can be completed over a number of sessions under controlled assessment conditions, but must not take longer than the time specified in the tutor guidance.

For the purpose of the assessment, tutors are expected to act as supervisors. Tutors can assess the same learner at different times.

### Controls for Task Marking

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When marking the assessment tasks, tutors should use the *mark scheme* criteria in the *Assessment Record Form*.

Tutors must be confident that the work they mark is the learner's own. Tutors must employ sufficient checks whilst tasks are being completed to ensure learners are producing their own evidence, as outlined in the section *Controlled Assessment* in the Functional Skills Entry Level English Centre Handbook/Specification.

## Scope of Assessment Modification

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The assessment tasks form a coherent whole addressing all the skills standards.

No changes to the skills standards are permitted.

OCR has ensured that, in the language used and tasks provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners

Tasks are presented in different contexts, to allow tutors to choose the contexts most appropriate to the learner. No changes to the content of each task is permitted.

# 4 Entry Level 1 (Unit 1)

Learners are required to complete three assessment components:

- **Speaking, listening and communication** – Two tasks – maximum 20 minutes
- **Reading** – Two tasks – maximum 50 minutes
- **Writing** – Two tasks – maximum 50 minutes

Total assessment time for all three components must not exceed 2 hours.

**For each learner, you should submit:**

- An Assessment Front sheet
- An Assessment Record Form with appropriate feedback
- Speaking, Listening and Communication Assessors Observation Record for two tasks
- Marked Learner responses to two reading tasks
- Marked Learner responses for two writing tasks
- A 'Centre Authentication Form (available from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk))

**Assessment summary for this component.**

There is a total allocated time of **2 hours** in which learners must complete all assessment for this component. All assessment must take place under controlled assessment conditions (see the OCR Functional Skills Entry Level English centre handbook for details on controlled assessment)

**Speaking, Listening and Communication tasks:**

Task	Title	Requirements	Allocated time
A	Appointments (One to One discussion)	<b>Both</b> tasks need to be passed to achieve this component	<b>20 minutes</b> under controlled assessment conditions (for both tasks)
B	Food for a party (Group discussion/exchange)		

**Reading tasks:**

Task	Title	Requirements	Allocated time
A	Eating out	<b>Two</b> out of 5 tasks need to be passed to achieve this component.	<b>50 minutes</b> under controlled assessment conditions (for both tasks)
B	Holidays		
C	Pets		
D	Getting fit		
E	London trip		

**Writing tasks:**

Task	Title	Requirements	Allocated time
A	Favourite music	<b>Both</b> tasks need to be passed to achieve this component	<b>50 minutes</b> under controlled assessment conditions (for both tasks)
B	Applying for a job		



## 4.1 Entry Level 1 – Speaking, Listening and Communication

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### Speaking, Listening and Communication Task A: Appointments

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**The scenario may be used; however the context can be changed to suit the learner.** For example, the learner may engage in a discussion about holidays, sporting activities, shopping etc.

Learners are required to take part in a discussion. A guidance sheet is provided for the learner. This can be read to the learner. The tutor can read the scenario to the learner.

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You have a really bad cold and you decide to go the doctor to get a health check. You ring the surgery to make an appointment.

#### **Learner guidance sheet: Making an appointment**

- 1 Make a suitable greeting to the person you are making the appointment with.
- 2 Ask if you can make an appointment.
- 3 Give some personal details.
- 4 Arrange a time and date for the appointment.
- 5 Ask who you will be seeing.
- 6 Don't forget to say goodbye.

## Tutor guidance sheet for Entry 1, Task A

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This is the criteria the candidate is expected to meet:

- Understand the main points of short explanations
- Understand and follow instructions
- Respond appropriately to comments and requests
- Make contributions to be understood
- Ask simple questions to obtain specific information

The learner may need prompting at this level.

- 1 Respond to the learner's greeting.
- 2 Ask the learner for relevant details and information. For example, Name, Address DOB etc
- 3 Ask the learner what day and time they would like to book an appointment.
- 4 Agree time and date for the appointment.
- 5 Tell them who the appointment is with.

## Speaking, Listening and Communication Task B: Food for a party

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**The scenario may be used; however the context can be changed to suit the learner.** For example, the learner may engage in a group discussion about holidays, sporting activities, shopping etc.

Learners are required to take part in an informal small group discussion. The learner is expected to be able to discuss what food/drinks they would like for a party. A guidance sheet is provided for the learner. This can be read to the learner. The tutor can read the scenario to the learner.

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You and your friend are organising a party. You have arranged a short meeting to make plans.



### **Learner guidance sheet: Food for a party**

**You may want to talk about:**

- 1. your favourite food and drinks**
- 2. your friend's favourite food and drinks**
- 3. anything else that is important**

## Tutor guidance sheet for Entry 1, Task B

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This is the criteria the candidate is expected to meet:

- Understand the main points of short explanations
- Respond appropriately to comments and requests
- Make contributions to be understood
- Ask simple questions to obtain specific information
- The learner may need prompting at this level.

<b>Centre name</b>		<b>Centre no.</b>	
<b>Candidate name</b>		<b>Candidate no.</b>	

**ASSESSMENT DECISION**

AC	(Centre assessor to record: assessor questions, candidate activity, observations and responses in the <b>Assessor Observation Evidence</b> section of this record, to support the assessment decision.)	AC achieved
	<b>The candidate can:</b>	
<b>E1.S.1</b>	<i>Understand the main points of short explanations.</i> Assessor guidance: Candidate is able to identify the main points of short explanations.	
<b>E1.S.2</b>	<i>Understand and follow instructions.</i> Assessor guidance: Candidate is able to follow instructions. For example, in demonstrating appropriate actions.	
<b>E1.S.3</b>	<i>Respond appropriately to comments and requests.</i> Assessor guidance: Candidate is able to give appropriate responses to comments and requests. For example: <ul style="list-style-type: none"> <li>• Responding to comments about two films by saying, 'I have seen that film' and 'That is a good film'.</li> <li>• Responding to requests to provide their name and address by saying, 'My name is Ali Smith' and 'I live on Green Street'.</li> </ul>	
<b>E1.S.4</b>	<i>Make contributions to be understood.</i> Assessor guidance: Candidate is able to speak loudly and clearly, so that the listener understands what is being said.	
<b>E1.S.5</b>	<i>Ask simple questions to obtain specific information.</i> Assessor guidance: Candidate can ask the listener simple questions in order to obtain specific information. For example, 'What do you like to eat?' and 'What do you like to drink?'	

Continued....

**ASSESSOR OBSERVATION EVIDENCE**

<b>AC</b>	<b>Centre assessor to record:</b> assessor questions, candidate activity, observations and responses in this section, to support the assessment decision
<b>E1.S.1</b>	
<b>E1.S.2</b>	
<b>E1.S.3</b>	
<b>E1.S.4</b>	
<b>E1.S.5</b>	

Centre assessor name (print)		Centre assessor signature	Date
<b>Candidate:</b> I confirm that the evidence provided is the result of my own work.		Candidate signature	Date
Internal moderator name (print) (if sampled)		Internal moderator signature	Date
<b>Pass</b>	<b>Fail</b>	Examiner moderator signature (if sampled)	Date

Assessor's Observation Record: Entry 1 – Group Discussion (Between 3 and 5 people)

Centre name		Centre no.	
Candidate name		Candidate no.	

**ASSESSMENT DECISION**

	(Centre assessor to record: assessor questions, candidate activity, observations and responses in the <b>Assessor Observation Evidence</b> section of this record, to support the assessment decision.)	AC achieved
<b>AC</b>	<b>The candidate can:</b>	
<b>E1.S.1</b>	<i>Understand the main points of short explanations.</i> Assessor guidance: Candidate is able to identify the main points of short explanations.	
<b>E1.S.2</b>	<i>Understand and follow instructions.</i> Assessor guidance: Candidate is able to follow instructions. For example, in demonstrating appropriate actions.	
<b>E1.S.3</b>	<i>Respond appropriately to comments and requests.</i> Assessor guidance: Candidate is able to give appropriate responses to comments and requests. For example: <ul style="list-style-type: none"> <li>• Responding to comments about food by saying, 'It tastes good' and 'That's not good for you'.</li> <li>• Responding to requests to provide information about their favourite food and drink by saying, 'I love cheese' and 'I like orange juice'.</li> </ul>	
<b>E1.S.4</b>	<i>Make contributions to be understood.</i> Assessor guidance: Candidate is able to speak loudly and clearly, so that the listener understands what is being said.	
<b>E1.S.5</b>	<i>Ask simple questions to obtain specific information.</i> Assessor guidance: Candidate can ask the listener simple questions in order to obtain specific information. For example, 'What is your favourite music?' and 'What will you do on Sunday?'	

Continued....

**ASSESSOR OBSERVATION EVIDENCE**

<b>AC</b>	<b>Centre assessor to record:</b> assessor questions, candidate activity, observations and responses in this section, to support the assessment decision
<b>E1.S.1</b>	
<b>E1.S.2</b>	
<b>E1.S.3</b>	
<b>E1.S.4</b>	
<b>E1.S.5</b>	

Centre assessor name (print)		Centre assessor signature	Date
<b>Candidate:</b> I confirm that the evidence provided is the result of my own work.		Candidate signature	Date
Internal moderator name (print) (If sampled)		Internal moderator signature	Date
<b>Pass</b>	<b>Fail</b>	Examiner moderator signature (if sampled)	Date



## 4.2 Entry Level 1 – Reading

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**Learners must complete two out of the five tasks to meet the criteria required.**

The learner is required to read the scenario and the texts for each task and answer questions which relate to the texts. Tutors must not read the scenario/ texts to the learner. Tutors may read the questions to the learner. Tutors may scribe the learner's answers. Answers do not need to be written in sentences.

Sam would like to go for a meal with friends. They all enjoy eating a curry in Leeds.

## **The Curry Pot**

**Best for Curry!**

**£6.00 each person  
Free chips**



**Tel: Leeds 2346711**

## **The Food Hut**

**Best Pizza in Leeds!**



**£4 each person  
Free drink and ice-cream**

**Tel: Leeds 2467891  
Closed Sunday**

## Questions

1. Put a tick ✓ in the correct box

Where do Sam and his friends like to eat curry?

A Leeds

B Derby

C York  1 mark

2. (a) Where should they go to eat?

.....

1 mark

(b) Why do you think they should do this?

.....

1 mark

3. a) Where can you get a free drink?

.....

1 mark

b) What other thing do they offer that is free?

.....

1 mark

**4. Put a tick ✓ in the correct box**

Which day is The Food Hut closed?

**A** Friday

**B** Monday

**C** Sunday  **1 mark**

**5. a) Which place would YOU choose?**

.....

**1 mark**

**b) Why?**

.....

**1 mark**

## Entry Level 1 Reading Task A – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>E1R1</b> Read and understand simple regular words and sentences  <b>E1R2</b> Understand short texts on familiar topics and experiences	1	A - Leeds	1	
	2a	The Curry Pot	1	
	2b	It is in Leeds/They serve curry	1	
	3a	The Food Hut	1	
	3b	Ice-cream	1	
	4	C - Sunday	1	
	5a	The Curry Pot/The Food Hut/a place of their choice	1	
	5b	Any appropriate justification linked to 5a. Eg Likes pizza/likes curry/free drink	1	
	Pass mark 4/8			

Sue goes on holiday. She sends Ali a postcard.

Marcus is on holiday. He sends Ali an instant text message.

<p>Hi,</p> <p>I do not like it in Blackpool. It is cold and windy. The sea is cold.</p> <p>I come home on Monday.</p> <p>Sue</p>	<p>Mr Ali Barr</p> <p>2 Green Street</p> <p>Bristol</p> <p>BR2 3HL</p>
--	--

Hi, I love Devon! It is hot.  
The sea is warm. I have met  
some friends.  
Marcus



## Questions

1. Put a tick ✓ in the correct box

Which city does Ali live in?

- A London
- B Manchester
- C Bristol  1 mark

2. a) Where has Sue gone on holiday?

..... 1 mark

b) Why is Sue not happy on holiday?

..... 1 mark

3. a) Where has Marcus gone on holiday?

..... 1 mark

b) Why does he like it?

..... 1 mark

4. Put a tick ✓ in the correct box

Which day is Sue coming home?

A Friday

B Monday

C Wednesday  1 mark

5. a) Which would be the best place to swim in the sea?

.....

1 mark

b) Why?

.....

1 mark



## Entry Level 1 Reading Task B – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>E1R1</b> Read and understand simple regular words and sentences  <b>E1R2</b> Understand short texts on familiar topics and experiences	1	C - Bristol	1	
	2a	Blackpool	1	
	2b	It is cold/It is windy/the sea is cold	Max 1	
	3a	Devon	1	
	3b	It is hot/sea is blue/met friends	Max 1	
	4	B - Monday	1	
	5a	Devon	1	
	5b	Devon is warm/hot Blackpool is cold/windy	Max 1	
	Pass mark 4/8			

Harry has a dog called Sammy.  
Sammy is a Poodle who likes long walks.  
Harry wants another dog.  
He looks at two adverts.

### **Poppy - from York**



I am good with people and dogs.  
I like long walks. I do not bite.

**Price - £200**

### **Fido - from London**

I will look after my owner.  
I do not like other dogs.  
I do not like long walks.



**Price - FREE**

## Questions

1. Put a tick ✓ in the correct box

What kind of dog is Sammy?

- A Bulldog
- B Boxer
- C Poodle  **1 mark**

2. Put a tick ✓ in the correct box

Who looks after Sammy?

- A Harry
- B Peter
- C Raj  **1 mark**

3. a) Where does Poppy live?

..... **1 mark**

b) Why would Poppy be a good dog?

..... **1 mark**

4. a) Would Sammy like Fido?

.....

1 mark

b) Why do you think this?

.....

1 mark

5. a) Which dog would you tell Harry to get?

.....

1 mark

b) Why do you think this?

.....

1 mark

## Entry Level 1 Reading Task C – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>E1R1</b> Read and understand simple regular words and sentences  <b>E1R2</b> Understand short texts on familiar topics and experiences	1	C - Poodle	1	
	2	A - Harry	1	
	3a	York	1	
	3b	Friendly/likes walks/does not bite	Max 1	
	4a	No	1	
	4b	Angry/fights with dogs	Max 1	
	5a	Poppy/Fido	Max 1	
	5b	Any appropriate justification linked to answer to 5a. Eg Free/look after you/friendly	Max 1	
Pass mark 4/8				

Sally and Mo want to go to a gym.  
They find two adverts.  
Sally and Mo live in Hull.

### Smiths Gym in York



We have a small gym and a  
coffee shop

Price £2.50

Open:  
Monday  
Friday  
Saturday

### Instep in Hull



We have:

- Large gym
- Swimming pool
- Coffee shop

PRICE: £5.00  
Open every day

## Questions

1. Put a tick ✓ in the correct box

Where do Sally and Mo live?

- A Hull
- B London
- C Leeds  1 mark

2. Name one day when Smiths gym is open.

.....

1 mark

3. Put a tick ✓ in the correct box

Which city is Smiths gym in?

- A York
- B London
- C Leeds  1 mark

4. Name one thing they have at Instep.

.....

1 mark

5. Put a tick ✓ in the correct box

What is the cost at Instep?

A £6.00

B £7.00

C £5.00

1 mark

6. When is Instep open?

.....

1 mark

7. a) Which gym would be better for Sally and Mo?

.....

1 mark

b) Why do you think so?

.....

1 mark



## Entry Level 1 Reading Task D – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>E1R1</b> Read and understand simple regular words and sentences  <b>E1R2</b> Understand short texts on familiar topics and experiences	1	A - Hull	1	
	2	Monday/Friday/Saturday	Max 1	
	3	A - York	1	
	4	Gym kit/swimming pool/coffee shop	Max 1	
	5	C - £5.00	1	
	6	Every day	1	
	7a	Smiths/Instep	Max 1	
	7b	Any appropriate justification linked to 7a. Eg In Hull/swimming pool/cheap/only £2.50/open every day	Max 1	
Pass mark 4/8				

Asra wants to visit her brother in London.

She wants to go on Friday.

She has to choose how to get there.

She reads the bus poster and a text from her brother.

### Bus trips to London



- Every Saturday
- takes 3 hours

Price £10.00  
Free London map

Hi, there are lots of trains each day. The train costs £15.00. It takes 2 hours. You can get food and drink on the train. The coffee is free.



## Questions

1. Put a tick ✓ in the correct box

Where does her brother live?

A Hull

B London

C Leeds  1 mark

2. Put a tick ✓ in the correct box

How much does it cost to go by bus?

A £10.00

B £5.00

C £20.00  1 mark

3. a) How long does it take to get to London by bus?

..... 1 mark

b) How long does it take to get to London by train?

..... 1 mark

4. a) What is free if you go by bus?

.....

**1 mark**

b) What is free if you go by train?

.....

**1 mark**

5. a) Would you go by bus or train?

.....

**1 mark**

b) Why do you think this?

.....

**1 mark**

## Entry Level 1 Reading Task E – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>E1R1</b> Read and understand simple regular words and sentences  <b>E1R2</b> Understand short texts on familiar topics and experiences	1	B - London	1	
	2	A - £10.00	1	
	3a	3 hours	1	
	3b	2 hours	1	
	4a	London map/map	1	
	4b	Coffee	1	
	5a	Bus/Train	Max 1	
	5b	Any appropriate justification linked to answer to 5a. Eg Fast/cheap/get food/get drink	Max 1	
Pass mark 4/8				

## 4.3 Entry Level 1 – Writing

### Entry Level 1 Writing Task A – Favourite music

The learner is required to write two short simple sentences, presenting some information about a familiar topic. The form can be read by the tutor. The learner must write their own responses. The document can be handwritten or word processed but spell/grammar check facilities are allowed. Dictionaries are allowed. Spelling, punctuation and grammar **will be** assessed.

The tutor can read the following scenario to the learner.



A magazine is running a competition to win an MP3 player. To enter the competition, you have to tell them about your favourite music.

 **Win an MP3 Player!**  
Fill in this form to enter the prize draw



**In two sentences tell us about your favourite music.**


8 marks

## Entry Level 1 Writing Task B – Applying for a job

---

The learner is required to write two short simple sentences, presenting some information about a familiar topic. The form can be read by the tutor. The learner must write their own responses. The document can be handwritten or word processed but spell/grammar check facilities are allowed. Dictionaries are allowed. Spelling, punctuation and grammar **will be** assessed.

The tutor can read the following scenario to the learner.



You have seen a job that you are interested in. It says in the advert that you must send a personal profile in to the manager.

### Personal Profile

In one sentence tell us what you are good at.

.....

.....

.....

### Hobbies and Interests

In one sentence tell us what you do in your spare time.

.....

.....

.....

8 marks





<b>Writing</b>  <b>E1W1</b> Use written words and phrases to present information  <b>E1W2</b> Construct simple sentences using full stops  <b>E1W3</b> Spell correctly some personal or very familiar words	<b>Task B</b> In one sentence tells us what you are good at.  In one sentence tell us what you do in your spare time.	First sentence - written words and phrases present information	1 mark	<b>PASS MARK 4/8</b>
		Second sentence - written words and phrases present information	1 mark	
		First simple sentence about what you are good at.	1 mark	
		Using full stop	1 mark	
		Second simple sentence about what you do in your spare time.	1 mark	
		Using full stop	1 mark	
		First sentence with some personal or very familiar words spelt correctly	1 mark	
		Second sentence with some personal or very familiar words spelt correctly	1 mark	

**Assessor feedback** (Provide feedback on how each assessment activity was achieved by the learner.)

<b>Learner signature</b>			
<b>Assessor signature</b>		<b>Date</b>	

# 5 Entry Level 2 (Unit 2)

Learners are required to complete three assessment components:

- **Speaking, listening and communication** – Two tasks – maximum 20 minutes
- **Reading** – Two tasks – maximum 50 minutes
- **Writing** – Two tasks – maximum 50 minutes

Total assessment time for all three components must not exceed 2 hours.

**For each learner, you should submit:**

- An Assessment Front sheet
- An Assessment Record Form with appropriate feedback
- Speaking, Listening and Communication Assessors Observation Record for two tasks
- Marked Learner responses to two reading tasks
- Marked Learner responses for two writing tasks
- A 'Centre Authentication Form' (available from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk))

**Assessment summary for this component.**

There is a total allocated time of **2 hours** in which learners must complete all assessment for this component. All assessment must take place under controlled assessment conditions (see the OCR Functional Skills Entry Level English centre handbook for details on controlled assessment)

**Speaking, Listening and Communication tasks:**

Task	Title	Requirements	Allocated time
A	Personal request (One to one discussion)	<b>Both</b> tasks need to be passed to achieve this component	<b>20 minutes</b> under controlled assessment conditions (for both tasks)
B	Charity event (Group discussion/exchange)		

**Reading tasks:**

Task	Title	Requirements	Allocated time
A	Eating out	<b>Two</b> out of 5 tasks need to be passed to achieve this component.	<b>50 minutes</b> under controlled assessment conditions (for both tasks)
B	Recycling		
C	Finding a job		
D	Cooking for a friend		
E	Planting flowers		

**Writing tasks:**

Task	Title	Requirements	Allocated time
A	We've got talent	<b>Both</b> tasks need to be passed to achieve this component	<b>50 minutes</b> under controlled assessment conditions (for both tasks)
B	Complaint letter		

## 5.1 Entry Level 2 – Speaking, Listening and Communication

---

### Speaking, Listening and Communication Task A: Personal request

---

**The context can be changed to suit the learner.** For example, a 1:1 discussion could take place about progression to a new course for next year.

Learners are required to take part in a 1:1 conversation. The tutor will assume the role of the other person. A guidance sheet is provided for the learner. This can be read to the learner. A guidance sheet is provided for the tutor. The tutor can read the scenario to the learner.

---



You have arranged a meeting with your tutor/supervisor to ask for time off to attend a special event.

#### Learner guidance sheet: *Getting time off*

You may need to:

- tell your tutor/supervisor about the event
- discuss how much time off is needed
- say why it is important
- tell him/her how you will make up the time

## Tutor guidance sheet for Entry Level 2 Task A

---

This is the criteria the candidate is expected to meet:

- Identify the main points of short explanations and instructions
- Make appropriate contributions that are clearly understood
- Express simply feelings or opinions and understand those expressed by others
- Communicate information so that the meaning is clear
- Ask and respond to straightforward questions
- Follow the gist of discussions

You might discuss with the learner:

- what the event is and when
- how much time off is needed
- why it is so important
- how he/she will make up missed time

## Speaking, Listening and Communication Task B: Charity Event

**The context may be changed to suit the learner.** For example, a group discussion could take place about favourite activities.

Learners are required to take part in an informal group discussion about planning an event. A guidance sheet is provided for the learner. This can be read to the learner. A guidance sheet is provided for the tutor. The tutor can read the scenario to the learner.



Your school/college/workplace/club wants to hold an event to raise money for charity. Someone has suggested a talent contest. You are meeting to discuss your views about this and any other ideas.

### Learner guidance sheet

## We've Got Talent!



You may talk about:

- what you think about talent contests
- other ways of raising money
- the group's final decision



Centre name

Candidate name

Centre no.

Candidate no.

**ASSESSMENT DECISION**

	(Centre assessor to record: assessor questions, candidate activity, observations and responses in the <b>Assessor Observation Evidence</b> section of this record, to support the assessment decision.)	AC achieved
<b>AC</b>	<b>The candidate can:</b>	
<b>E2.S.1</b>	<i>Identify the main points of short explanations and instructions.</i> Assessor guidance: Candidate is able to identify the main points of short explanations and instructions.	
<b>E2.S.2</b>	<i>Make appropriate contributions that are clearly understood.</i> Assessor guidance: Candidate is able to speak clearly to make appropriate contributions, so that the listener understands what is being said.	
<b>E2.S.3</b>	<i>Express simply feelings or opinions and understand those expressed by others.</i> Assessor guidance: Candidate is able to express simple feelings or opinions e.g. by saying, 'I was happy' or 'I like that film' and understand those expressed by others.	
<b>E2.S.4</b>	<i>Communicate information so that the meaning is clear.</i> Assessor guidance: Candidate is able to communicate information so that meaning is clear, e.g. by saying, 'I am going on Monday'.	
<b>E2.S.5</b>	<i>Ask and respond to straightforward questions.</i> Assessor guidance: Candidate is able ask straightforward questions (e.g. 'What film did you last see?' and 'What is your favourite film?') and respond to questions asked by others (e.g. 'Yes, that is my favourite film' and 'No, I have not seen that film').	
<b>E2.S.6</b>	<i>Follow the gist of discussions.</i> Assessor guidance: Candidate is able to follow the gist of discussions, e.g. by saying, 'The discussion was about films'.	

Continued....

**ASSESSOR OBSERVATION EVIDENCE**

<b>AC</b>	<b>Centre assessor to record:</b> assessor questions, candidate activity, observations and responses in this section, to support the assessment decision
<b>E2.S.1</b>	
<b>E2.S.2</b>	
<b>E2.S.3</b>	
<b>E2.S.4</b>	
<b>E2.S.5</b>	
<b>E2.S.6</b>	

Centre assessor name (print)		Centre assessor signature	Date
<b>Candidate:</b> I confirm that the evidence provided is the result of my own work.		Candidate signature	Date
Internal moderator name (print) (If sampled)		Internal moderator signature	Date
<b>Pass</b>	<b>Fail</b>	Examiner moderator signature (if sampled)	Date

Assessor's Observation Record: Entry 2 – Group Discussion (Between 3 and 5 people)

Centre name

Candidate name

Centre no.

Candidate no.

**ASSESSMENT DECISION**

	(Centre assessor to record: assessor questions, candidate activity, observations and responses in the <b>Assessor Observation Evidence</b> section of this record, to support the assessment decision.)	AC achieved
<b>AC</b>	<b>The candidate can:</b>	
<b>E2.S.1</b>	<i>Identify the main points of short explanations and instructions.</i> Assessor guidance: Candidate is able to identify the main points of short explanations and instructions.	
<b>E2.S.2</b>	<i>Make appropriate contributions that are clearly understood.</i> Assessor guidance: Candidate is able to speak clearly to make appropriate contributions, so that the listener understands what is being said.	
<b>E2.S.3</b>	<i>Express simply feelings or opinions and understand those expressed by others.</i> Assessor guidance: Candidate is able to express simple feelings or opinions, e.g. by saying, 'I was excited' or 'I like football' and understand those expressed by others.	
<b>E2.S.4</b>	<i>Communicate information so that the meaning is clear.</i> Assessor guidance: Candidate is able to communicate information so that meaning is clear, e.g. by saying, 'I will go walking tomorrow'.	
<b>E2.S.5</b>	<i>Ask and respond to straightforward questions.</i> Assessor guidance: Candidate is able ask straightforward questions (e.g. 'Which team do you support?' and 'Do you like running?') and respond to questions asked by others (e.g. 'Yes, I enjoy cycling' and 'No, I do not like swimming').	
<b>E2.S.6</b>	<i>Follow the gist of discussions.</i> Assessor guidance: Candidate is able to follow the gist of discussions, e.g. by saying, 'The discussion was about sport'.	

Continued....



**ASSESSOR OBSERVATION EVIDENCE**

<b>AC</b>	<b>Centre assessor to record:</b> assessor questions, candidate activity, observations and responses in this section, to support the assessment decision
<b>E2.S.1</b>	
<b>E2.S.2</b>	
<b>E2.S.3</b>	
<b>E2.S.4</b>	
<b>E2.S.5</b>	
<b>E2.S.6</b>	

Centre assessor name (print)		Centre assessor signature	Date
<b>Candidate:</b> I confirm that the evidence provided is the result of my own work.		Candidate signature	Date
Internal moderator name (print) (If sampled)		Internal moderator signature	Date
<b>Pass</b>	<b>Fail</b>	Examiner moderator signature (if sampled)	Date

## 5.2 Entry Level 2 – Reading

---

### **Learners must complete two out of the five tasks to meet the criteria required**

The learner is required to read the scenario and the texts for each task and answer questions which relate to the texts. Tutors must not read the scenario/ texts to the learner. Tutors may read the questions to the learner. Tutors may scribe the learner's answers. Answers do not need to be written in sentences.

Erika would like to go for a meal with friends on her birthday. She would like to go to an American diner. She has sent an email to invite her friends with directions to help them find it.

**Erika**

---

**From:** Erika  
**To:** All  
**Subject:** Birthday Meal

Hi,

On Thursday it is my birthday. I would like to go to Al's American Diner in Brooklands. It is fun, has good food and live music. Would you like to come?

There is a set menu which is only £10.00 for three courses.

If you can come, meet me outside at 7pm.

I have also sent you directions.

Erika

### **Directions from the bus station**

Turn right into Dale Road.

Carry on past the library.

Cross the road at the traffic lights onto Smith Street.

Take the first left in to Button Road.

The diner is on your right.

## Questions

1. Put a tick ✓ in the correct box

When does Erika want to go for a meal?

A Thursday

B Friday

C Saturday  1 mark

2. a) Where does she want to go to eat?

.....

1 mark

b) Give two reasons why she thinks it is a good place to go.

.....

.....

2 marks

3. What time does she want to meet?

.....

1 mark

4. How many courses are there on the set menu?

.....

1 mark

5. Put a tick ✓ in the correct box

What do you do when you have passed the library?

A Take the first left

B Turn right

C Cross the road at the traffic lights  1 mark

6. Look up the word 'direction' in the dictionary and write down what it means.

.....

.....

1 mark

7. Give two reasons why YOU might or might not like to go.

.....

.....

2 marks

## Entry Level 2 Reading Task A – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>(E2R1) Understand the main events in chronological texts</b>	1	A - Thursday	1	
	2a	Al's American Diner	1	
<b>(E2R2) Read and understand simple instructions and directions</b>	2b	It is fun/has good food/live music/only £10/cheap	Max 2	
	3	7pm (accept 7)	1	
<b>(E2R3) Read and understand high frequency words and words with common spelling patterns</b>	4	3	1	
	5	C - Cross the road	1	
	6	Accept any valid dictionary definition	1	
<b>(E2R4) Use knowledge of alphabetical order to locate information</b>	7	Any appropriate personal justification. Eg Do not/do like live music <b>or fun</b> <b>or good food/little choice</b> <b>or expensive/cheap</b>	Max 2	
	Pass mark 5/10			

Alex wants to find out more about recycling. She picks up two leaflets to find out what to do.



### **Recycle paper**

Save old paper. We will collect it every, Monday, Tuesday and Thursday.

Leave it by your front door, front gate, or in your front garden.

### **How to recycle glass**

- Always wear gloves
- Divide glass into colours:
  - green
  - brown
  - clear
- Take glass to your local shop. This has a recycle bank.

## Questions

1. Look up the word 'recycle' and write down what it means.

.....  
.....  
.....

**1 mark**

2. Name one thing in the leaflets that you can recycle.

.....

**1 mark**

3. Name two days when the council collect paper.

.....  
.....

**2 marks**

4. a) Name two places you can leave your paper to be collected.

.....  
.....

**2 marks**



b) Name one place you can take your glass.

.....

**1 mark**

5. Put a tick ✓ in the correct box

What should you wear to recycle glass?

A Hat

B Glasses

C Gloves  **1 mark**

6. Name one colour you should sort glass into?

.....

**1 mark**

7. a) Do you think it is easier to recycle glass or paper?

.....

**1 mark**

b) Why do you think so?

.....

**1 mark**

## Entry Level 2 Reading Task B – Mark Scheme / Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>(E2R1) Understand the main events in chronological texts</b>	1	Accept any valid dictionary definition	1	
	2	Paper/glass	Max 1	
<b>(E2R2) Read and understand simple instructions and directions</b>	3	Monday/Tuesday/Thursday	Max 2	
	4a	Front door/front gate/front garden	Max 1	
<b>(E2R3) Read and understand high frequency words and words with common spelling patterns</b>	4b	Local shop	1	
	5	C - Gloves	1	
	6	Brown/clear/green	Max 1	
	7a	Glass/paper	Max 1	
	7b	Any appropriate justification linked to 7a. eg	1	
<b>(E2R4) Use knowledge of alphabetical order to locate information</b>	Pass mark 5/10			

Ella is helping her sister, Lucy to find a job. She looks at an advert. She leaves the advert for Lucy and writes her a note.

## **Greens**



**Sales staff wanted**  
**Morning, day or night shifts.**  
**Training and uniform provided. We pay £6.00 per hour.**

**For more details call in or write to:**

**The Manager**  
**Greens**  
**25 Good Street**  
**Bath**  
**B11 3RG**

I think you would like this job. You are good at helping people and selling things. I think you should call in for more details.

This is how to find them:

- Turn left when you leave the house.
- At the end of the road turn right.
- Pass the coffee shop on your left.
- Then cross the road at the crossing.
- 'Greens' is straight ahead.

Ella

## Questions

1. Look up the word 'experience' and write down what it means.

.....

.....

.....

**1 mark**

2. Name two shifts Lucy could work.

.....

.....

**2 marks**

3. What is the hourly rate?

.....

**1 mark**

4. What two things will be provided by Greens?

.....

.....

**2 marks**

5. Name one way you could find out further details.

.....

1 mark

6. Name one thing Lucy is good at.

.....

1 mark

7. Put a tick ✓ in the correct box

What should Lucy do after she passes the coffee shop?

A Cross the road at the crossing

B Turn left when you leave the house

C At the end of the road turn right

1 mark

8. Put a tick ✓ in the correct box

On which road can Greens be found?

A Broad Street

B Good Street

C Baker Street

1 mark

## Entry Level 2 Reading Task C – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>(E2R1) Understand the main events in chronological texts</b>	1	Accept any valid dictionary definition	1	
	2	Morning/day/night	Max 2	
<b>(E2R2) Read and understand simple instructions and directions</b>	3	£6.00 (accept 6)	1	
	4	Training/uniform	2	
<b>(E2R3) Read and understand high frequency words and words with common spelling patterns</b>	5	<b>Call in/write</b> (to the manager)	Max 1	
	6	Helping people/selling things	Max 1	
<b>(E2R4) Use knowledge of alphabetical order to locate information</b>	7	A - Cross the road at the crossing	1	
	8	B - Good Street	1	
Pass mark 5/10				

Charlie would like to make lunch on Friday for his friend. He finds a recipe in a book and sends his friend a message.

Hi,

I would like to prepare some tasty pizza for you to try. Can you come for lunch on Friday at 12 o'clock?

We could go for a walk in the park after lunch. If it snows you will need to bring your coat, gloves, hat and boots.

Are you free?

Charlie

## Pizza

### You will need:

- 1 pizza base
- sliced tomatoes
- chopped ham
- chopped cheese
- sliced onion

### What you do:

1. Heat the oven to gas mark 7.
2. Put the tomatoes on the pizza base.
3. Add the chopped cheese.
4. Add the chopped ham.
5. Then add the sliced onion.
6. Put in the oven and cook for 15 minutes.
7. Serve with garlic bread, salad or chips.

## Questions

1. Look up the word 'prepare' and write down what it means.

.....

.....

.....

**1 mark**

2. What day does Charlie ask his friend to come for lunch?

.....

**1 mark**

3. Where does Charlie want to go for a walk?

.....

**1 mark**

4. Name two things his friend may need to bring if it snows.

.....

.....

**2 marks**



5. Name two things you need to make Pizza.

.....  
.....

2 marks

6. Put a tick ✓ in the correct box

What should you do before you add the chopped ham?

A Add the sliced onion

B Add the chopped cheese

C Put the tomatoes on the pizza base

1 mark

7. For how long should you cook the pizza in the oven?

.....

1 mark

8. Name one thing you could serve with pizza.

.....

1 mark

## Entry Level 2 Reading Task D – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>(E2R1) Understand the main events in chronological texts</b>	1	Accept any valid dictionary definition	1	
	2	Friday	1	
<b>(E2R2) Read and understand simple instructions and directions</b>	3	The park	1	
	4	Coat/hat/gloves/boots	Max 2	
<b>(E2R3) Read and understand high frequency words and words with common spelling patterns</b>	5	<b>pizza base/sliced tomatoes/chopped ham/chopped cheese/sliced onion/oven</b>	Max 2	
	6	B - Add the chopped cheese	1	
<b>(E2R4) Use knowledge of alphabetical order to locate information</b>	7	15 minutes (accept 15)	1	
	8	Garlic bread (accept bread)/salad/chips	Max 1	
Pass mark 5/10				

Nat wants to make his garden more colourful. He finds out how to grow a sunflower using the internet. He sends his friend a text message to ask for help.



**You will need:**

A pot  
Soil  
Two sunflower seeds  
Watering can

**How to plant a sunflower:**

- 1) First, fill the pot to the top with some soil.
- 2) Use the watering can to wet the soil with water.
- 3) Now place the sunflower seeds onto the soil.
- 4) Next, cover the seeds with some more soil.
- 5) Finally, pour a little more water onto the soil.

Water your sunflowers once a day to help it grow!

Hi,  
Can you come to my house on Thursday to help me in the garden? I will make sure I buy in your favourite foods to make you happy. I can get some bread, ham, cheese, grapes and strawberries. I would really like your help!  
Nat



## Questions

1. Look up the word 'favourite' and write down what it means.

.....

.....

.....

**1 mark**

2. Name two things needed to grow a sunflower.

.....

.....

**2 marks**

3. Put a tick ✓ in the correct box

What should you do after you 'fill the pot to the top with some soil'?

**A** Use the watering can to wet the soil  
with water

**B** Place the sunflower seeds onto the soil

**C** Cover the seeds with some more soil

**1 mark**

4. How many times each day should you water the sunflowers?

.....

**1 mark**

5. Put a tick ✓ in the correct box

What day does Nat want his friend to help?

A Monday

B Thursday

C Sunday

**1 mark**

6. Name three foods that Nat says he will buy.

.....

.....

.....

**3 marks**

7. Why does Nat want to grow sunflowers in his garden?

.....

**1 mark**

## Entry Level 2 Reading Task E – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>(E2R1) Understand the main events in chronological texts</b>	1	Accept any valid dictionary definition	1	
	2	A pot/soil/sunflower seeds/watering can	Max 2	
	3	A - Use the watering can to dampen the soil with water	1	
<b>(E2R2) Read and understand simple instructions and directions</b>	4	Once	1	
	5	B - Thursday	1	
	6	Bread/ham/cheese/grapes/strawberries.	Max 3	
	7	To make it more <b>colourful</b>	1	
<b>(E2R3) Read and understand high frequency words and words with common spelling patterns</b>	Pass mark 5/10			
<b>(E2R4) Use knowledge of alphabetical order to locate information</b>				

## 5.3 Entry Level 2 – Writing

---

### Entry Level 2 Writing Task A – We've Got Talent

---

The learner must write their own responses and write at least **three** sentences and use at least **two** conjunctions. The form can be read by the tutor. The learner must write their own responses. The document can be handwritten or word processed but spell/grammar check facilities are allowed. Dictionaries are allowed. Spelling, punctuation and grammar **will be** assessed.

The tutor can read the following scenario to the learner.

---



You have decided to enter a talent contest. You need to complete the entry form and send it to the organisers for the chance to audition.

# We've Got Talent! Entry Form



Your Name.....

Tell us about yourself! For example, how old you are.

Explain what your act is and why you have chosen it.

Tell us why you think you could win this year's We've Got Talent!

.....

.....

.....

.....

.....

.....

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.....

.....

.....

12 marks



Centre name

Candidate name

Centre no.

Candidate no.

**ASSESSMENT DECISION**

	(Centre assessor to record: assessor questions, candidate activity, observations and responses in the <b>Assessor Observation Evidence</b> section of this record, to support the assessment decision.)	AC achieved
<b>AC</b>	<b>The candidate can:</b>	
<b>E3.S.1</b>	<i>Follow the main points of discussion.</i> Assessor guidance: Candidate follows the main points of exchange, e.g. during a discussion between two people about raising money for charity, the candidate suggests, 'We could arrange a sponsored run'.	
<b>E3.S.2</b>	<i>Use techniques to clarify and confirm understanding.</i> Assessor guidance: Candidate uses techniques to clarify and confirm understanding, e.g. by nodding, smiling and repeating key words with inflection of agreement.	
<b>E3.S.3</b>	<i>Give own point of view and respond appropriately to other's point of view.</i> Assessor guidance: Candidate gives own point of view (e.g. by saying, 'I think that a concert would be too difficult to manage') and responds appropriately to other's point of view (e.g. by saying, 'I do understand what you are saying, but...').	
<b>E3.S.4</b>	<i>Use appropriate language in formal exchanges.</i> Assessor guidance: Candidate uses appropriate language in formal exchanges, e.g. by saying, 'We will need to be quite organised'.	
<b>E3.S.5</b>	<i>Make relevant contributions, allowing for and responding to other's input.</i> Assessor guidance: Candidate makes a relevant contribution on more than one occasion and allows for and responds to other's input.	

Continued....

**ASSESSOR OBSERVATION EVIDENCE**

<b>AC</b>	<b>Centre assessor to record:</b> assessor questions, candidate activity, observations and responses in this section, to support the assessment decision
<b>E3.S.1</b>	
<b>E3.S.2</b>	
<b>E3.S.3</b>	
<b>E3.S.4</b>	
<b>E3.S.5</b>	

Centre assessor name (print)		Centre assessor signature	Date
<b>Candidate:</b> I confirm that the evidence provided is the result of my own work.		Candidate signature	Date
Internal moderator name (print) (If sampled)		Internal moderator signature	Date
<b>Pass</b>	<b>Fail</b>	Examiner moderator signature (if sampled)	Date

Assessor's Observation Record: Entry 3 – Group Discussion (Between 3 and 5 people)

Centre name

Candidate name

Centre no.

Candidate no.

**ASSESSMENT DECISION**

	(Centre assessor to record: assessor questions, candidate activity, observations and responses in the <b>Assessor Observation Evidence</b> section of this record, to support the assessment decision.)	AC achieved
<b>AC</b>	<b>The candidate can:</b>	
<b>E3.S.1</b>	<i>Follow the main points of discussions.</i> Assessor guidance: Candidate follows the main points of discussions, e.g. during a discussion about different types of job the candidate states, 'I would like to work as a joiner'.	
<b>E3.S.2</b>	<i>Use techniques to clarify and confirm understanding.</i> Assessor guidance: Candidate uses techniques to clarify and confirm understanding, e.g. by nodding and one-word exclamations.	
<b>E3.S.3</b>	<i>Give own point of view and respond appropriately to others' point of view.</i> Assessor guidance: Candidate gives own point of view (e.g. by saying, 'Working night-shifts would not suit me') and responds appropriately to others' points of view (e.g. by saying, 'That is an interesting way of looking at it').	
<b>E3.S.4</b>	<i>Use appropriate language in informal discussions.</i> Assessor guidance: Candidate uses appropriate language in formal discussions, e.g. by saying, 'The job would be ideal for me because my communication skills are good'.	
<b>E3.S.5</b>	<i>Make relevant contributions, allowing for and responding to others' input.</i> Assessor guidance: Candidate makes a relevant contribution on more than one occasion and allows for and responds to other peoples' input.	

Continued...

**ASSESSOR OBSERVATION EVIDENCE**

<b>AC</b>	<b>Centre assessor to record:</b> assessor questions, candidate activity, observations and responses in this section, to support the assessment decision
<b>E3.S.1</b>	
<b>E3.S.2</b>	
<b>E3.S.3</b>	
<b>E3.S.4</b>	
<b>E3.S.5</b>	

Centre assessor name (print)		Centre assessor signature	Date
<b>Candidate:</b> I confirm that the evidence provided is the result of my own work.		Candidate signature	Date
Internal moderator name (print) (If sampled)		Internal moderator signature	Date
<b>Pass</b>	<b>Fail</b>	Examiner moderator signature (if sampled)	Date

## Entry Level 2 Writing Task B – Complaint letter

---

The context can be changed to suit the learner. For example, a letter can be written to the course leader asking for information about a programme of study.

The learner must write their own responses and write at least **three** sentences and use at least **two** conjunctions. The document can be handwritten or word processed but spell/grammar check facilities are allowed. Dictionaries are allowed. Spelling, punctuation and grammar **will be** assessed.

The tutor can read the following scenario to the learner.

---



You go to a restaurant with your family. It takes a long time to be taken to a table and it an hour for your food to arrive! When it does, it is all cold.

The waiter is grumpy and will not warm the food because he is too busy. When you get home you write a letter of complaint and ask for a refund.

Dear Sir or Madam,

Re: My family meal in your restaurant

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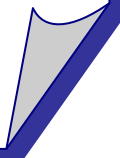
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.....

Yours faithfully,



## Functional Skills English Entry Level 2 Writing Mark Scheme/Assessment Record

Use this Assessment Record/Mark Scheme to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence. **The assessor should ensure that the learner has achieved a mark for every correct response across both tasks.**

<b>Centre name</b>		<b>Centre number</b>	
<b>Learner name</b>			
<b>Assessor name(s)</b>			

Coverage and Range	Coverage within assessment	Correct response	Mark available	Mark awarded
<b>Writing</b>	<b>Task A</b>			
<b>E2W1</b> Use written words and phrases to record and present information	Tell us about yourself	First sentence – written words and phrases record and present information	1 mark	
	Explain what your act is and why you have chosen it.	Second sentence – written words and phrases record and present information	1 mark	
	Tell us why you think you could win this years We've Got Talent!	Third sentence – written words and phrases record and present information	1 mark	
<b>E2W2</b> Construct compound sentences using common conjunctions		First compound sentence about him/her elf /with common conjunction	1 mark	
		Uses upper/lower case, full stop or question mark	1 mark	
<b>E2W3</b> Punctuate correctly using upper and lower case, full stops and question marks		Spells correctly high frequency words / words with common spelling patterns	1 mark	
		Second compound sentence about their act/with common conjunction	1 mark	
		Uses upper/lower case, full stop or question mark	1 mark	
<b>E2W4</b> Spell correctly all high frequency words and words with common spelling patterns		Spells correctly high frequency words / words with common spelling patterns	1 mark	
		Third compound sentence about how they could win with common conjunction	1 mark	
		Uses upper/lower case, full stop or question mark	1mark	
		Spells correctly high frequency words / words with common spelling patterns	1 mark	
			<b>Pass mark 6/12</b>	

	<p><b>Task B</b></p> <p>Three sentences to complain about the meal/restaurant</p>	<p>First sentence – written words and phrases present information</p> <p>Second sentence – written words and phrases present information</p> <p>Third sentence – written words and phrases present information</p> <p>One compound sentence</p> <p>Uses upper/lower case, full stop or question mark</p> <p>Spells correctly high frequency words / words with common spelling patterns</p> <p>One other compound sentence with common conjunction</p> <p>Uses upper/lower case, full stop or question mark</p> <p>Spells correctly high frequency words / words with common spelling patterns</p> <p>One other compound sentence with common conjunction</p> <p>Uses upper/lower case, full stop or question mark</p> <p>Spells correctly high frequency words/ words with common spelling patterns</p>	<p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p>1 mark</p> <p><b>Pass mark</b> <b>6/12</b></p>	
--	---	--	---	--

**Assessor feedback** (Provide feedback on how each assessment activity was achieved by the learner.)

--

Learner signature			
Assessor signature		Date	



# 6 Entry Level 3 (Unit 3)

Learners are required to complete three assessment components:

- **Speaking, listening and communication** – Two tasks – maximum 20 minutes
- **Reading** – Two tasks – maximum 50 minutes
- **Writing** – Two tasks – maximum 50 minutes

Total assessment time for all three components must not exceed 2 hours.

**For each learner, you should submit:**

- An Assessment Front sheet
- An Assessment Record Form with appropriate feedback
- Speaking, Listening and Communication Assessors Observation Record for two tasks
- Marked Learner responses to two reading tasks
- Marked Learner responses for two writing tasks
- A 'Centre Authentication Form' (available from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk))

**Assessment summary for this component.**

There is a total allocated time of **2 hours** in which learners must complete all assessment for this component. All assessment must take place under controlled assessment conditions (see the OCR Functional Skills Entry Level English centre handbook for details on controlled assessment)

**Speaking, Listening and Communication tasks:**

Task	Title	Requirements	Allocated time
A	Planning an event	<b>Both</b> tasks need to be passed to achieve this component	<b>20 minutes</b> under controlled assessment conditions (for both tasks)
B	Getting help		

**Reading tasks:**

Task	Title	Requirements	Allocated time
A	Safety	<b>Two</b> out of 5 tasks need to be passed to achieve this component.	<b>50 minutes</b> under controlled assessment conditions (for both tasks)
B	Entertainment		
C	Attractions		
D	Refreshments		
E	Looking after a new puppy		

**Writing tasks:**

Task	Title	Requirements	Allocated time
A	Applying for a job	<b>Both</b> tasks need to be passed to achieve this component	<b>50 minutes</b> under controlled assessment conditions (for both tasks)
B	We've got talent		

## 6.1 Entry Level 3 – Speaking, Listening and Communication

---

### Speaking, Listening and Communication Entry Level 3 Task A: Planning an event

---

**The context can be changed to suit the learner.** For example, a discussion may take place about future learning opportunities.

Learners are required to take part in an informal group discussion about planning an event. A learner guidance sheet is provided for the following scenario. A tutor guidance sheet is provided.

---



You and a small group of others have decided to plan a social event to raise money for charity. A meeting has been arranged to discuss the details.

#### Learner guidance sheet: Planning a social event

##### You may want to talk about:

- **what the event will be, for example:**
  - **a get-together to watch a film**
  - **a party**
  - **a trip to a special place**
  - **a sporting event**
- **how many will be invited**
- **what the timings will be**
- **what will be needed**
- **who will be responsible for what**

## Speaking, Listening and Communication Entry Level 3 Task B: Getting help

---

**The context can be changed to suit the learner.** For example, a formal discussion may take place with a careers advisor.

Learners are required to take part in a more formal 1:1 discussion about support for an event. A learner guidance sheet is provided for the following scenario. A tutor guidance sheet is provided.



You have arranged a meeting with your tutor/supervisor to explain your event and to ask for support.

### Tutor guidance sheet

You could ask the learner:

- what kind of event they have planned
- how the event will be organised
- what support they need
- anything else that may be important

## 6.2 Entry Level 3 – Reading

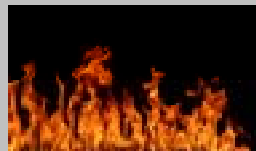
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**Learners must complete two out of the five tasks to meet the criteria required.**

The learner is required to read the scenario and the texts for each task and answer questions which relate to the texts. Tutors must not read the scenario/ texts to the learner. Tutors may read the questions to the learner. Tutors may scribe the learner's answers. Answers do not need to be written in sentences.

Nat wants to feel safe in his home so he finds information about what to do if there is a fire. His friend Ali sends Nat a smoke alarm and an email about smoke alarms to help.

### What to do if there is a fire



#### Do:

- Leave the building as quickly as you can.
- Call 999 emergency services as quickly as you can.
- Crawl on the floor if there is smoke. The air is cleaner near the floor. Smoke can kill you.
- Only open the doors you need to and close any open doors. This will slow the spread of the fire.
- Before you open doors, feel them with the back of your hand. If they're warm, don't open them - the fire is on the other side
- If you're escaping with others, stay together if you can.

#### Do not:

- Panic
- Investigate the fire.
- Delay your escape to save valuables
- Pour water on an electrical fire.
- Go back into the building once you have left.

**Ali**

---

**From:** Ali  
**To:** Nat  
**Subject:** Smoke Alarm

Hi,

I have sent you a smoke alarm which you need to look after!

A few minutes of your time during the year to maintain the smoke alarm could help to save your life.

**You need to:**

- Once a week test the alarm. To do this you press the test button until the alarm sounds.
- Once a year change the battery.
- Once a year open the case and gently clean the inside using a soft brush to remove dust from the sensors.
- After 10 years it's best to get a whole new alarm.

Hope this helps!

Ali 😊

## Questions

1. Name four things you should not do if there is a fire.

.....

.....

.....

.....

**4 marks**

2. Name two things you should do as quickly as you can if there is a fire.

.....

.....

**2 marks**

3. What should you do before you open doors?

.....

**1 mark**

4. Maintaining a smoke alarm could save what?

.....

**1 mark**

5. What should you do once a week with a smoke alarm?

.....

**1 mark**

6. Name one thing you should do each year to look after a smoke alarm.

.....

**1 mark**



## Entry Level 3 Reading Task A – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>E3R1</b> Understand the main points of texts  <b>E3R2</b> Obtain specific information through detailed reading  <b>E3R3</b> Use organisational features to locate information  <b>E3R4</b> Read and understand texts in different formats using strategies/techniques appropriate to the task	1	Panic/Investigate the fire/Delay your escape to save valuables/Pour water on an electrical fire/Go back into the building	Max 4	
	2	Leave the building/call 999/call emergency services	Max 2	
	3	Feel them (with the back of your hand)	Max 1	
	4	Your life	Max 1	
	5	Test the alarm/press the test button (until the alarm sounds)	Max 1	
	6	Change the battery/Clean it/remove dust	Max 1	
	Pass mark 5/10			

Peter and his friend need to decide whether they should stay in and watch TV or go out to the cinema. They have a TV guide and a cinema advert to help make the decision.

**TV Guide Saturday 7.00 - 9.30pm**

- 1** **7.00: Britain's Got Talent!** – don't miss tonight's final in this famous talent contest! See favourites for more information  
**9.00 News and Weather** – Catch up on today's news with Mark Allen.
- 2** **7.00 Review 2010** – Jane Norman talks about the best films.  
**8.00 Film: The Devil Wears Prada** – Meryl Streep stars as Vogue editor Anna Wintour in this film about life in the fashion business.
- 3** **7.00 Merlin** – Cruel Vincent tries to reclaim the Crystal of Peace with help from Mordred.  
**8.00 Twin Towns** – This week Colin Parry looks at the cities of London and Paris. Are they fun to visit or is it best to avoid them
- 4** **7.00 Film Four: School of Rock** – This is a lively movie with loud guitars and a great performance from star Jack Black. Also starring Mike White and Sarah Silverman

**Valley Cinema is simply the best!**  
**Evening showings for this week only**

The Twilight Saga	(12A)	7.00pm, 9.30pm
District 9	(15)	8.30pm, 10.00pm
Monsters Inc.	(U)	7.00pm, 7.30pm, 9.00pm

U = Universal – this film is suitable for everyone  
PG = Parental guidance - adults should accompany younger children  
12A = No-one younger than 12 can see this film without an adult  
15 = Suitable only for people aged 15 and over

**Special offers! Free large popcorn and a free small drink with every ticket!**

## Questions

1. What time is 'Britain's Got Talent!' on TV?

.....

**1 mark**

2. Name the two films on TV that night.

.....

**1 mark**

3. Name one cinema film that starts at 7.00pm.

.....

**1 mark**

4. Name of two of the stars in the film 'School of Rock'.

.....

.....

**2 marks**

5. How old must you be to see 'District 9' at the cinema?

.....

**1 mark**

6. There are two free offers at the cinema this weekend. What are they?

.....

..... **2 marks**

a) Looking at the texts, what you would prefer to watch?

..... **1 mark**

b) Why?

..... **1 mark**

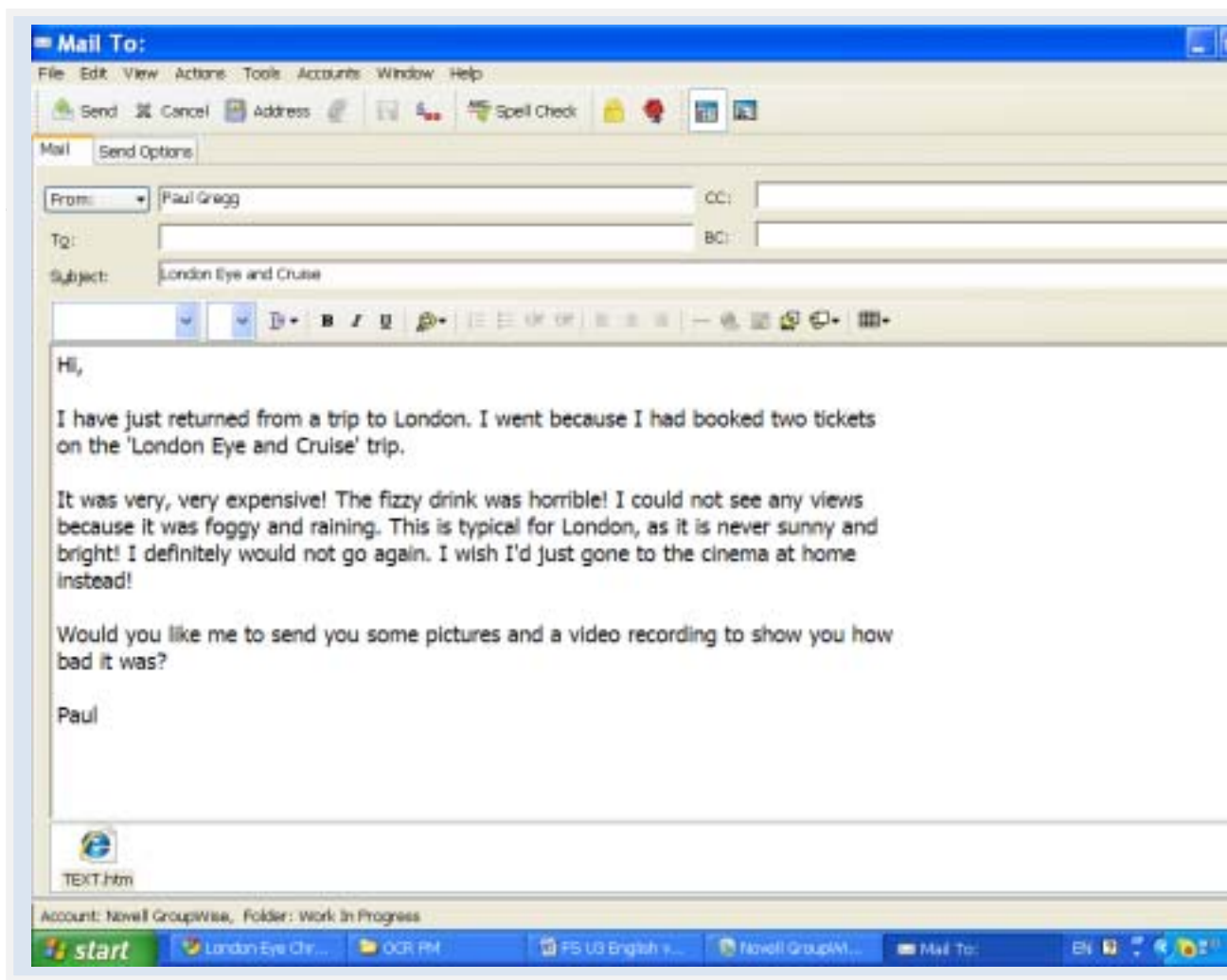
## Entry Level 3 Reading Task B – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>E3R1</b> Understand the main points of texts	1	7.00pm (accept 7)	1	
	2	Devil Wears Prada/School of Rock	2	
<b>E3R2</b> Obtain specific information through detailed reading	3	The Twilight Saga/Monsters Inc.	Max 1	
	4	Jack Black/Mike White/Sarah Silverman	Max 2	
<b>E3R3</b> Use organisational features to locate information	5	15 (years old)	1	
	6	Free (large) popcorn/Free (small) drink	Max 2	
<b>E3R4</b> Read and understand texts in different formats using strategies/techniques appropriate to the task	7a	Accept any TV programme or film/Accept any cinema film <b>that link to the texts</b>	1	
	7b	Any appropriate justification linked to 7a. Eg Favourite programme/looks interesting etc	1	
Pass mark 5/10				

## Entry Level 3 Reading Task C – Attractions

Ruksana picks up an advert about a special attraction that her friend, Paul, has just been to see. He sends her an email telling her what it was like. Ruksana has a child in a wheelchair and has to decide whether to go.



A promotional poster for a London Eye and River Thames cruise. The background features a view of the London Eye Ferris wheel on the left and the River Thames with a boat in the foreground. The sky is blue with some clouds. The title 'London Eye & Cruise' is written in large, green, 3D-style letters with a white outline at the top. Below the title, there is a semi-transparent grey box containing text about the cruise.

# London Eye & Cruise

**Go on the London Eye, with the best views of London and then take a seat on our extra special cruise!**

You can book your tickets online and enjoy an extra 40 minute sightseeing cruise on the River Thames. There are **interesting live comments** which will bring the city to life. This is presented by our **very special guides**.

Your ticket includes a **gorgeous** glass of Gingerbread Fizz (non-alcoholic) for every one, a sweet start to the cruise!

The cruise starts and ends at the London Eye. **Fantastic highlights include views** of Big Ben and the Houses of Parliament, St. Paul's Cathedral, Tower Bridge and the Tower of London.

It departs from the London Eye Millennium pier at the London Eye: 11.45am, 12.45pm, 1.45pm, 2.45pm, 3.45pm and 4.45pm. The cruise is **not available** on 25th and 26th December.

The boat has covered and sun deck seating and is **fully wheelchair accessible** for disabled ticket holders. Toilets are available onboard.

Save money on your London Eye tickets with a 10% discount for booking online.

**\*\*All paying disabled guests may bring an accompanying personal assistant with them for free!**

1. Name three good things the advert says about the attraction.

.....

.....

.....

**3 marks**

2. Name one date when the attraction is not available.

.....

**1 mark**

3. a) Is it suitable if you are disabled?

.....

**1 mark**

b) Give one reason why.

.....

**1 mark**

4. Name one special offer if you book online.

.....

**1 mark**



5. Paul was not impressed! Name two main reasons he gives for not recommending the attraction.

.....

.....

**2 marks**

6. Looking at the texts, give one reason why you would or would not book a ticket on this attraction.

.....

**1 mark**

## Entry Level 3 Reading Task C – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>		
<b>Learner name</b>				
<b>Assessor name (s)</b>				
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>
<b>E3R1</b> Understand the main points of texts <b>E3R2</b> Obtain specific information through detailed reading <b>E3R3</b> Use organisational features to locate information <b>E3R4</b> Read and understand texts in different formats using strategies/techniques appropriate to the task	1	<b>Special</b> cruise/Interesting live comments Ticket includes <b>drink/gingerbread fizzy</b> Best <b>views</b> /Special <b>guides</b> Disabled guests can take someone for free Covered/sun deck seating	Max 3	
	2	25 <sup>th</sup> December/26 <sup>th</sup> December	Max 1	
	3a	Yes/No	Max 1	
	3b	Wheelchair accessible/Disabled guests can bring an assistant with them <b>for free</b>	Max 1	
	4	Extra <b>cruise/10%</b> off or discount	Max 1	
	5	<b>Expensive</b> Drink was horrible <b>Could not see the views</b> because it was foggy and raining	Max 2	
	6	Any appropriate justification linked to texts. Eg Expensive/free drink/best views/can't see views	Max 1	
Pass mark 5/10				

You arrive at the 'City Diner' to meet five friends. You receive an email on your phone, from Luigi, explaining that they are going to be late and he asks you to order for them. He gives you some tips to help you choose.

**Hi,**

**We're sorry but we are all still on the bus because it was late! Can you order for us and tell the waiter we will be there in 20 minutes?**

**Sue wants you to order something with fish in it.**

**Tony is vegetarian remember! He says any vegetarian dish will do!**

**Sangat would like a chicken meal but don't forget it must be made with Halal chicken.**

**Louisa does not want to spend more than £2.50.**

**I fancy steak if that is on the menu or something with bacon in it.**

**Thanks**

**Luigi 😊**

## City Diner - Lunch Menu

### **Tuna Salad**

Served with salad leaves, cucumber and tomatoes. £4.00

### **Tomato Soup (vegetarian)**

Home-made tomato soup with crusty bread £2.00

### **Cheese and Tomato Salad (vegetarian)**

Served with iceberg lettuce, cucumber and dressing. £4.00

### **Home-made Fish Finger Sandwich**

Served with tomato sauce in a toasted bun. £3.50

### **BLT Sandwich**

Crispy smoked bacon, lettuce, tomato and mayonnaise, served in toasted bread. £4.00

### **Bean Burger (vegetarian)**

Served with tomatoes, iceberg lettuce and mayonnaise, in a toasted bun. £3.00

### **Chicken Fillet Burger**

Chicken breast, with tomatoes, iceberg lettuce and mayonnaise in a toasted bread bun. £4.50

### **4OZ Rump Steak Sandwich**

21-day-aged rump steak, served with fried onion, lettuce, tomatoes in a toasted bun. £6.50

### **Fishcakes**

Oven-roasted salmon, haddock, mashed potato onion fishcakes, served with coleslaw and salad leaves. £5.00

### **Chicken Korma**

Halal Chicken breast in a mild, creamy curry sauce £4.50

We accept Cash, Cheque, Credit Card or Debit Card.

## Questions

1. Why have the five friends been delayed?

.....

**1 mark**

2. What could you order for Louisa and how much will it cost?

.....

.....

**2 marks**

3. Name two dishes you could order for Sue.

.....

.....

**2 marks**

4. Name two dishes Tony could eat.

.....

.....

**2 marks**

5. What is the only thing on the menu, made from Halal chicken, which would be suitable for Sangat?

.....

**1 mark**

6. Name one thing would you order for Luigi.

.....

**1 mark**

7. State one way you can pay for the food.

.....

**1 mark**

## Entry Level 3 Reading Task D – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>			
<b>Learner name</b>					
<b>Assessor name (s)</b>					
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>	
<b>E3R1</b> Understand the main points of texts	1	The bus was late	1		
	2	Tomato soup £2.00	2		
	<b>E3R2</b> Obtain specific information through detailed reading	3	Tuna salad/Fish finger sandwich/Fishcakes	Max 2	
		4	Tomato soup Bean burger/Cheese and Tomato salad	Max 2	
	<b>E3R3</b> Use organisational features to locate information	5	Chicken Korma	1	
		6	Rump steak sandwich/BLT/bacon sandwich	Max 1	
	<b>E3R4</b> Read and understand texts in different formats using strategies/techniques appropriate to the task	7	Cash/cheque/credit card/debit card	Max 1	
Pass mark 5/10					

Raj is picking up his new puppy on Wednesday. This will be his first pet so he looks on the internet for information about how to care for it. He also picks up a leaflet from the local vets.

## Looking after your new puppy



### **Beds and bedding**

You should create a nice warm space that he can call his own. In his bed include something with his mother's scent, a new toy and a warm blanket. It'll help him settle in the first few days.

### **Bowls**

Bowls come in different sizes and materials. Remember to wash them regularly and keep the water bowl topped up. Put the bowls in a quiet corner so it is calm while he eats.

### **Puppy crate**

You should be able to contain him sometimes, especially during your mealtimes. An indoor puppy crate can be very useful. It'll also teach him to be a little independent.

### **Toys**

Choose puppy toys that are made to last. They should be fun, colourful, non-toxic and large enough not to be swallowed.

### **Walking**

Give him a collar early even before he can go out of the house. Make sure you can slip two fingers in between the collar and his neck. Your puppy must wear an identity tag with his name, your name and your address.



# Pets & Vets

Every puppy needs some routine care in those first few months of life.

## **Food**

Your puppy will grow quickly during his first year, so he needs a quality food that will help him. Puppy food is high in protein and smaller than other dog food so that it is easier to chew.

You can also give him special puppy chew bones which have extra vitamins, minerals and protein.

## **Hygiene**

All puppies need to be kept clean.

This includes:

- Brushing
- Bathing
- Nail trimming
- Ear cleaning
- Tooth brushing

## Questions

1. Name two things the information tells you to put in the puppy's bed.

.....

.....

**2 marks**

2. Why should you put the puppy's bowl in a quiet corner?

.....

**1 mark**

3. Name two things you should think about when you buy new toys for the puppy.

.....

.....

**2 marks**

4. Name one thing that must be on the puppy's identity tag.

.....

**1 mark**

5. Puppy food is different from other dog food. Name one way it is different.

.....

**1 mark**

6. Name one thing that special puppy chew bones have in them.

.....

**1 mark**

7. Name two things that must be done to keep a puppy clean.

.....

.....

**2 marks**

## Entry Level 3 Reading Task E – Mark Scheme/Assessment Record

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence.

<b>Centre name</b>		<b>Centre number</b>			
<b>Learner name</b>					
<b>Assessor name (s)</b>					
<b>Coverage and Range</b>	<b>Question</b>	<b>Correct response</b>	<b>Mark available</b>	<b>Mark awarded</b>	
<b>E3R1</b> Understand the main points of texts	1	Something with his mother's scent/a new toy/a warm blanket	Max 2		
	<b>E3R2</b> Obtain specific information through detailed reading	2	So it is <b>calm</b> while he eats.	1	
		3	Made to last/be fun/colourful/non-toxic/large	Max 2	
	<b>E3R3</b> Use organisational features to locate information	4	His name/your name/your address.	Max 1	
		5	High in protein/smaller/easier to chew.	Max 1	
	<b>E3R4</b> Read and understand texts in different formats using strategies/techniques appropriate to the task	6	Vitamins/minerals/protein.	Max 1	
		7	Brush/Bath/Nail trimming Ear cleaning Tooth brushing	Max 2	
Pass mark 5/10					

## 6.3 Entry 3 – Writing

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### Entry Level 3 Writing Task A – Applying for a job

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The learner must write their own responses using accurate spelling, punctuation and grammar. He/she must write at least **four** sentences, clearly written and organised into paragraphs. The document can be handwritten or word processed but spell/grammar check facilities are allowed. Dictionaries are allowed. Spelling, punctuation and grammar **will be** assessed.

The scenario can be read by the tutor.

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You have found a great job you would like to apply for. The advert tells you to send a personal profile into Mrs Dewhurst, who is the manager.

## Personal Profile

Name .....

Address .....

.....

.....

Tel No .....

.....

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.....

.....

.....

.....

.....

.....

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.....

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.....

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16 marks





## Entry Level 3 Writing Task B – We've Got Talent!

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The learner must write their own responses using accurate spelling, punctuation and grammar. He/she must write at least **four** sentences, clearly written and organised into paragraphs. The document can be handwritten or word processed but spell/grammar check facilities are allowed. Dictionaries are allowed. Spelling, punctuation and grammar **will be** assessed.

The scenario can be read by the tutor.



You have been invited to audition for *We've Got Talent*! You need to write a letter to your tutor/employer to ask for time off to attend.



Dear \_\_\_\_\_

A series of ten horizontal lines for writing, spaced evenly down the page.

Yours sincerely,

16 Marks





## Functional Skills English Entry Level 3 Writing Mark Scheme/Assessment Record

### OCR Entry Level Award in Functional Skills English

Use this Assessment Record to record the learner's achievements. This record should be submitted to OCR as evidence of achievement for the learner, together with supporting evidence. **The assessor should ensure that the learner has achieved a mark for every correct response across both tasks.**

<b>Centre name</b>		<b>Centre number</b>	
<b>Learner name</b>			
<b>Assessor name(s)</b>			

Coverage and Range	Coverage within assessment	Correct response	Mark Available	Mark awarded
<b>Writing</b> <b>E3W1</b> Plan, draft and organise writing <b>E3W2</b> Sequence writing logically and clearly <b>E3W3</b> Use basic grammar including appropriate verb-tense and subject-verb agreement <b>E3W4</b> Check work for accuracy, including spelling	<b>Task A</b> You have found a great job you would like to apply for. The advert tells you to send a personal profile into Mrs Dewhurst, who is the manager.	<b>Writing organised logically in paragraphs</b>  <b>Legible writing</b>  <b>Sentence One</b> Correct spelling and punctuation  Correct basic grammar using appropriate verb-tense and subject-verb agreement  <b>Sentence Two</b> Correct spelling & punctuation  Correct basic grammar using appropriate verb-tense and subject-verb agreement  <b>Sentence three</b> Correct spelling & punctuation  Correct basic grammar using appropriate verb-tense and subject-verb agreement  <b>Sentence four</b> Correct spelling & punctuation	2 marks  2 marks  1 mark 1 mark (½ for each)  1 mark  1 mark 1 mark (½ for each)  1 mark  1 mark 1 mark (½ for each)  1 mark  1 mark 1 mark (½ for each)	

	<p><b>Task B</b></p> <p>You have been invited to audition for We've Got Talent! You need to write a letter to your tutor/employer to ask for time off to attend.</p>	<p>Correct basic grammar using appropriate verb-tense and subject-verb agreement</p> <p><b>Writing organised logically in paragraphs</b></p> <p><b>Legible writing</b></p> <p><b>Sentence One</b> Correct spelling and punctuation</p> <p>Correct basic grammar using appropriate verb-tense and subject-verb agreement</p> <p><b>Sentence Two</b> Correct spelling &amp; punctuation</p> <p>Correct basic grammar using appropriate verb-tense and subject-verb agreement</p> <p><b>Sentence three</b> Correct spelling &amp; punctuation</p> <p>Correct basic grammar using appropriate verb-tense and subject-verb agreement</p> <p><b>Sentence four</b> Correct spelling &amp; punctuation</p> <p>Correct basic grammar using appropriate verb-tense and subject-verb agreement</p>	<p>1 mark <b>PASS MARK 8/16</b></p> <p>2 marks</p> <p>2 marks</p> <p>1 mark 1 mark (½ for each)</p> <p>1 mark</p> <p>1 mark 1 mark (½ for each)</p> <p>1 mark</p> <p>1 mark 1 mark (½ for each)</p> <p>1 mark</p> <p>1 mark 1 mark (½ for each)</p> <p>1 mark</p> <p><b>PASS MARK 8/16</b></p>	
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**Assessor feedback** (Provide feedback on how each assessment activity was achieved by the learner.)

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<b>Learner signature</b>	
<b>Assessor signature</b>	

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