

# Mark Scheme

Set 2 2012-2013

Edexcel Functional Skills  
qualifications in English at  
Entry Level 3 - Reading

## E3 Reading – Task A mark scheme

### Text A1

Question Number	Answer	Mark
<b>1</b>	2010	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	C – Get in touch	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	D – In the hotel lobby	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<ul style="list-style-type: none"><li>• Swim/use the pool (1)</li><li>• Have spa treatments (1)</li></ul> <p>One mark for each correct answer, up to a maximum of <b>two</b> marks.</p>	<b>2</b>

### Text A2

Question Number	Answer	Mark
<b>5</b>	To know if they are doing a good job	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	C – The staff	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	A – The music	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	B – Information on special offers	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	A free stay (in the hotel)	<b>1</b>

## E3 Reading – Task B mark scheme

### Text B1

Question Number	Answer	Mark
<b>1</b>	Accept any valid definition	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	B - £20	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	A – Our team	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	B – Visit the spa website	<b>1</b>

Question Number	Answer	Mark
<b>5</b>	One treatment/a treatment	<b>1</b>

### Text B2

Question Number	Answer	Mark
<b>6</b>	They have (so) many customers	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	C – 17 <sup>th</sup> March	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	B – A uniform	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	<ul style="list-style-type: none"> <li>• NVQ Level 3 (1)</li> <li>• (Some) experience (of working in a spa) (1)</li> </ul> <p>One mark for each correct answer, up to a maximum of <b>two</b> marks.</p>	<b>2</b>

## E3 Reading – Task C mark scheme

### Text C1

Question Number	Answer	Mark
<b>1</b>	B – They give you full support	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	D – Lots of energy	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<ul style="list-style-type: none"> <li>• Sports coaching (1)</li> <li>• Looking after children (1)</li> </ul> <p>One mark for each correct answer, up to a maximum of <b>two</b> marks.</p>	<b>2</b>

Question Number	Answer	Mark
<b>4</b>	Register	<b>1</b>

### Text C2

Question Number	Answer	Mark
<b>5</b>	9th April (2013)  Accept any reasonable version of this date	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	A – Food	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	B – Ask questions	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	C – Read the Information Pack	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	Accept any valid definition	<b>1</b>

## E3 Reading – Task D mark scheme

### Text D1

Question Number	Answer	Mark
<b>1</b>	C – Do some research	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	(Your) contact details	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<p>Accept any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Money (1)</li> <li>• Passport (1)</li> <li>• Insurance details (1)</li> </ul> <p>One mark for each correct answer, up to a maximum of <b>two</b> marks.</p>	<b>2</b>

Question Number	Answer	Mark
<b>4</b>	C – While you are there	<b>1</b>

### Text D2

Question Number	Answer	Mark
<b>5</b>	A – There are different ways to study	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	B – Saturday classes	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	A taster lesson	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	C – Phone the language school	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	Sign up before 10th March	<b>1</b>

## E3 Reading – Task E mark scheme

### Text E1

Question Number	Answer	Mark
<b>1</b>	1988	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	A – You can save money	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	D – Find out about special events	<b>1</b>

Question Number	Answer	Mark
<b>4</b>	<p>Accept any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Burgers (1)</li> <li>• Soup (1)</li> <li>• Pizza (1)</li> </ul> <p>One mark for each correct answer, up to a maximum of <b>two</b> marks.</p>	<b>2</b>

### Text E2

Question Number	Answer	Mark
<b>5</b>	A – Your details	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	C – Every month	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	Must be made locally	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	D – Your own insurance	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	Report it to the (market) manager	<b>1</b>

## E3 Reading – Task F mark scheme

### Text F1

Question Number	Answer	Mark
<b>1</b>	To stay healthy	<b>1</b>

Question Number	Answer	Mark
<b>2</b>	C – They're very busy all the time	<b>1</b>

Question Number	Answer	Mark
<b>3</b>	<ul style="list-style-type: none"> <li>• fruit (1)</li> <li>• low fat yoghurt (1)</li> </ul> <p>One mark for each correct answer, up to a maximum of <b>two</b> marks.</p>	<b>2</b>

Question Number	Answer	Mark
<b>4</b>	B - Salad	<b>1</b>

### Text F2

Question Number	Answer	Mark
<b>5</b>	B – Cook the onions	<b>1</b>

Question Number	Answer	Mark
<b>6</b>	C – Forty five minutes	<b>1</b>

Question Number	Answer	Mark
<b>7</b>	<ul style="list-style-type: none"> <li>• fresh (1)</li> <li>• chopped (1)</li> </ul> <p><b>One</b> mark for the correct answer.</p>	<b>1</b>

Question Number	Answer	Mark
<b>8</b>	D – Fresh herbs	<b>1</b>

Question Number	Answer	Mark
<b>9</b>	Accept any valid definition	<b>1</b>

## Assessment coverage mapping

Learners must complete two tasks to meet the coverage and range of the skills standard at entry level 3.

### Task A

<b>Reading</b>				
<b><u>Skill Standard</u></b> Read and understand the purpose and content of straightforward texts that explain, inform and 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>E3.2.1</b>	Q1 Q5 Q7	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	3	30
<b>E3.2.2</b>	Q3 Q9	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	2	20
<b>E3.2.3</b>	Q2 Q6	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	2	20
<b>E3.2.4</b>	Q4 (2) Q8	<ul style="list-style-type: none"> <li>Read and understand texts in different formats, using strategies/techniques appropriate to the tasks</li> </ul>	3	30
<b>Total for Task A</b>			<b>10</b>	<b>100</b>

### Task B

<b>Reading</b>				
<b><u>Skill Standard</u></b> Read and understand the purpose and content of straightforward texts that explain, inform and 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>E3.2.1</b>	Q4 Q6	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	2	20
<b>E3.2.2</b>	Q5 Q7 Q8	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	3	30
<b>E3.2.3</b>	Q1 Q3	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	2	20
<b>E3.2.4</b>	Q2 Q9 (2)	<ul style="list-style-type: none"> <li>Read and understand texts in different formats, using strategies/techniques appropriate to the tasks</li> </ul>	3	30
<b>Total for Task B</b>			<b>10</b>	<b>100</b>



**Task C**

<b>Reading</b>				
<b><u>Skill Standard</u></b> Read and understand the purpose and content of straightforward texts that explain, inform and 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>E3.2.1</b>	Q1 Q4 Q7	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	3	30
<b>E3.2.2</b>	Q2 Q6 Q8	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	3	30
<b>E3.2.3</b>	Q5 Q9	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	2	20
<b>E3.2.4</b>	Q3 (2)	<ul style="list-style-type: none"> <li>Read and understand texts in different formats, using strategies/techniques appropriate to the tasks</li> </ul>	2	20
<b>Total for Task C</b>			<b>10</b>	<b>100</b>

**Task D**

<b>Reading</b>				
<b><u>Skill Standard</u></b> Read and understand the purpose and content of straightforward texts that explain, inform and 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>E3.2.1</b>	Q1 Q5 Q8	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	3	30
<b>E3.2.2</b>	Q2 Q6	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	2	20
<b>E3.2.3</b>	Q4 Q7	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	2	20
<b>E3.2.4</b>	Q3 (2) Q9	<ul style="list-style-type: none"> <li>Read and understand texts in different formats, using strategies/techniques appropriate to the tasks</li> </ul>	3	30
<b>Total for Task D</b>			<b>10</b>	<b>100</b>

**Task E**

<b>Reading</b>				
<b><u>Skill Standard</u></b>				
Read and understand the purpose and content of straightforward texts that explain, inform and 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>E3.2.1</b>	Q1 Q2 Q7	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	3	30
<b>E3.2.2</b>	Q3 Q8 Q9	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	3	30
<b>E3.2.3</b>	Q5 Q6	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	2	20
<b>E3.2.4</b>	Q4 (2)	<ul style="list-style-type: none"> <li>Read and understand texts in different formats, using strategies/techniques appropriate to the tasks</li> </ul>	2	20
<b>Total for Task E</b>			<b>10</b>	<b>100</b>

**Task F**

<b>Reading</b>				
<b><u>Skill Standard</u></b>				
Read and understand the purpose and content of straightforward texts that explain, inform and 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>E3.2.1</b>	Q1 Q5 Q8	<ul style="list-style-type: none"> <li>Understand the main points of texts</li> </ul>	3	30
<b>E3.2.2</b>	Q2 Q4 Q7	<ul style="list-style-type: none"> <li>Obtain specific information through detailed reading</li> </ul>	3	30
<b>E3.2.3</b>	Q6 Q9	<ul style="list-style-type: none"> <li>Use organisational features to locate information</li> </ul>	2	20
<b>E3.2.4</b>	Q3 (2)	<ul style="list-style-type: none"> <li>Read and understand texts in different formats, using strategies/techniques appropriate to the tasks</li> </ul>	2	20
<b>Total for Task F</b>			<b>10</b>	<b>100</b>

## Functional Skills English Entry 3: Reading Assessment Record Sheet

Centre name:	Learner name:
Centre number:	Learner number:

Learners must take **two** tasks from the six provided at entry level 3. Completed tasks must be attached to this record sheet.

### First Task

Task chosen:		
Date(s) taken:		
Text 1 marks          /5	Text 2 marks          /5	Overall Task (Text 1 and Text 2 marks)          /10

### Second Task

Task chosen:		
Date(s) taken:		
Text 1 marks          /5	Text 2 marks          /5	Overall Task (Text 1 and Text 2 marks)          /10

The pass percentage is 75%  
To pass the reading component at entry level 3 the learner must score at least 15 marks out of the available 20 across the two tasks.

<b>TOTAL MARK for reading component:</b>          /20
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Please tick the box if the learner has achieved reading entry 3.	
Centre comment:	
Assessor Name:	
Assessor Signature:	Date:

Please attach another page if you wish to make additional comments.