

Mark Scheme

Functional Skills English

Reading Level 1

PENR1 ***Past Paper 4***

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks in the mark scheme should be used appropriately.
- All the marks in the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Section A

Question number	Content standard	Answer	Mark
1(a)	14	<p>Award 1 mark for giving one relevant piece of information:</p> <ul style="list-style-type: none"> • 9 / Thursday (1) 	(1)

1(b)	14	<p>Award 1 mark for correctly identifying the organisational feature:</p> <ul style="list-style-type: none"> • (text) box (1) 	(1)
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Question number	Content standard	Answer	Mark
2(a)	13	<p>Award 1 mark for correctly identifying an alternative word or phrase for 'essentials' that keeps the meaning of the quotation the same, e.g.:</p> <ul style="list-style-type: none"> • basics (1) • fundamentals (1) • necessities (1) • requirements (1) • must-haves / things we need (1) <p>Accept any other appropriate word or phrase.</p>	(1)

2(b)	13	<p>Award 1 mark for correctly identifying an alternative word or phrase for 'reduced' that keeps the meaning of the quotation the same, e.g.:</p> <ul style="list-style-type: none"> • cheaper (1) • down / decreased (1) • off / cut (1) • less / lower (1) <p>Accept any other appropriate word or phrase.</p>	(1)
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Question number	Content standard	Answer	Mark
3	11	C – to advertise a clothes sale in a shop	(1)

Section B

Question number	Content standard	Answer	Mark
4	9	<p>Award 1 mark for each reason why clothes are now cheap to buy, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • made in large factories (1) • developing countries (1) • new / cheap material (1) • made quickly (1) • working conditions (1) • low wages (1) • children in factories (1) <p>Accept any other appropriate wording.</p>	(3)

Question number	Content standard	Answer	Mark
5	18	C – shows that a letter has been left out	(1)

Question number	Content standard	Answer	Mark
6	15	<p>A – People enjoy shopping for clothes.</p> <p>D – You can try on shoes before buying.</p>	(2)

Question number	Content standard	Answer	Mark
7	12	<p>B – statistics</p> <p>D – question</p>	(2)

Question number	Content standard	Answer	Mark
8(a)	17	<p>Award 1 mark for a correct explanation of 'working conditions'</p> <ul style="list-style-type: none"> • ways people are treated (1) • what it is like to work there (1) • what the factory is like (1) • the hours you work (1) • health and safety (1) <p>Accept any other appropriate wording.</p>	(1)

8(b)	17	<p>Award 1 mark for a correct explanation of 'low wages'</p> <ul style="list-style-type: none"> • not earning much (1) • poor pay (1) • not much to live on (1) • small salary (1) <p>Accept other appropriate wording.</p>	(1)
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Question number	Content standard	Answer	Mark
9(a)	14	<p>Award 1 mark for a correctly identified subheading:</p> <p>In the past</p>	(1)

9(b)	14	<p>Award 1 mark for a correctly identified subheading:</p> <p>How do we shop?</p>	(1)
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Section C

Question number	Content standard	Answer	Mark
10	9	<p>Award 1 mark for where people can find discount codes:</p> <ul style="list-style-type: none"> • magazine (1) 	(1)

Question number	Content standard	Answer	Mark
11	9	<p>Award 1 mark for each thing people might like about this jacket, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • looks like picture (1) • well-designed (1) • good quality / well made (1) • affordable (1) <p>Accept any other appropriate wording.</p>	(3)

Question number	Content standard	Answer	Mark
12	11	<p>C – RMK is a good clothes company.</p> <p>E – No-one should buy this jacket.</p>	(2)

Question number	Content standard	Answer	Mark
13	16	<p>A – 'happy to refund this item'</p> <p>D – 'recommend everyone avoids'</p>	(2)

Question number	Content standard	Answer	Mark
14	17	<p>Award 1 mark for each quotation about what the company is offering Ben, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • apology (1) • exchange (1) • refund (1) • 50% off (1) <p>Accept any other appropriate wording.</p>	(2)

Section D

Question number	Content standard	Answer	Mark
15	10	<p>Award 1 mark for identifying a relevant similarity between Text B and Text C about clothing.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none">• lots of money spent (1)• produced in big factories (1)• made overseas (1)• affordable (1)• bought regularly (1)• bought without thinking (1)• sometimes sell out (1) <p>Award 1 mark for a relevant linked quotation from each text supporting the similarity identified, up to a maximum of 2 marks.</p>	(3)

Mapping Questions to Subject Content for English Level 1

DfE Content standard number	Question number															Marks
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
9 Identify and understand the main points, ideas and details in texts				***						*	***					7
10 Compare information, ideas and opinions in different texts															***	3
11 Identify meanings in texts and distinguish between fact and opinion			*									**				3
12 Recognise that language and other textual features can be varied to suit different audiences and purposes							**									2
13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words		**														2
14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	**								**							4
15 Infer from images meanings not explicit in the accompanying text						**										2
16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)													**			2
17 Read and understand a range of specialist words in context								**						**		4
18 Use knowledge of punctuation to aid understanding of straightforward texts					*											1
TOTAL MARKS	2	2	1	3	1	2	2	2	2	1	3	2	2	2	3	30



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