

Mark Scheme (Final)

Functional Skills English

Reading Level 1
PENR1 Set 7

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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 the relevant piece of information:</p> <ul style="list-style-type: none"> £7.50 / 7 pounds fifty / 7.50 (1) <p>Accept any other appropriate wording.</p>	(1)

1(b)	14	<p>Award 1 mark for correctly identifying the organisational feature:</p> <ul style="list-style-type: none"> bubble / call out / box (1) <p>Accept any other appropriate wording.</p>	(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 'basics' that keeps the meaning of the quotation the same, e.g.:</p> <ul style="list-style-type: none"> essentials / fundamentals (1) principles (1) first steps / starting points (1) core knowledge (1) main / key / easy (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 'develop' that keeps the meaning of the quotation the same, e.g.:</p> <ul style="list-style-type: none"> improve / get better (1) increase / expand / enrich (1) progress / advance (1) build (1) add (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 persuade you to sign up for a cookery course	(1)

Section B

Question number	Content standard	Answer	Mark
4	9	<p>Award 1 mark for each thing your friend should take to the cookery course, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • ingredients (1) • container (1) • apron (1) • recipes (1) <p>Accept any other appropriate wording.</p>	(3)

Question number	Content standard	Answer	Mark
5	18	D – to separate different items in a list	(1)

Question number	Content standard	Answer	Mark
6	15	<p>A – People enjoy cooking dishes together in groups.</p> <p>C – The recipes include plenty of fruit and vegetables.</p>	(2)

Question number	Content standard	Answer	Mark
7	12	<p>D – commands</p> <p>E – direct address</p>	(2)

Question number	Content standard	Answer	Mark
8(a)	17	<p>Award 1 mark for a correct explanation of 'state-of-the-art kitchen'</p> <ul style="list-style-type: none"> • modern kitchen (1) • up-to-date cooking equipment (1) • the kitchen is high tech (1) • the latest cooking things (1) <p>Reward responses that explain 'state-of-the-art' but repeat 'kitchen'.</p> <p>Accept any other appropriate wording.</p>	(1)

8(b)	17	<p>Award 1 mark for a correct explanation of 'food allergies'</p> <ul style="list-style-type: none"> • things you can't eat (1) • food that makes you ill / gives you a bad reaction (1) • food intolerance (1) <p>Reward responses that explain 'allergies' but repeat 'food'.</p> <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>Dress code</p>	(1)

9(b)	14	<p>Award 1 mark for a correctly identified subheading:</p> <p>Plan for the evening</p>	(1)
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Section C

Question number	Content standard	Answer	Mark
10	9	<p>Award 1 mark for:</p> <ul style="list-style-type: none"> • nervous / worried (1) • inadequate / lacking confidence / impressed by other people (1) <p>Accept any other appropriate wording.</p>	(1)

Question number	Content standard	Answer	Mark
11	9	<p>Award 1 mark for each thing Sam cooked on the course, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • pancakes (1) • curry (1) • pasta / lasagne (1) • cake (1) 	(3)

Question number	Content standard	Answer	Mark
12	11	A – The course took up one evening a week. C – Sam did the course to please his father.	(2)

Question number	Content standard	Answer	Mark
13	16	C – ‘were a good laugh’ D – ‘got my head round’	(2)

Question number	Content standard	Answer	Mark
14	17	<p>Award 1 mark for each quotation that refers to cooking equipment, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • ‘electric oven’ (1) • ‘food processor’ (1) • ‘microwave’ (1) <p>Accept minor copying errors and quotations without quotation marks.</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 the advantages of cooking your own food.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none">• enjoyable• cheaper• tastes good / everyone's dishes• healthy• recipes <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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