

Mark Scheme

Functional Skills English

Reading Level 1 Set 9

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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	Answer	Mark
1 (a)	Award 1 mark for giving one relevant piece of information: <ul style="list-style-type: none">• website / www.mynewhome.web Accept any other appropriate wording.	(1)

Question number	Answer	Mark
1(b)	Award 1 mark for correctly identifying the organisational feature: <ul style="list-style-type: none">• box (1) Accept any other appropriate wording.	(1)

Question number	Answer	Mark
2(a)	Award 1 mark for correctly identifying an alternative word or phrase for 'sizeable' that keeps the meaning of the quotation the same, eg: <ul style="list-style-type: none">• large / big (1)• considerable (1)• substantial (1)• significant (1)• growing (1) Accept any other appropriate word or phrase.	(1)

Question number	Answer	Mark
2(b)	Award 1 mark for correctly identifying an alternative word or phrase for 'consider' that keeps the meaning of the quotation the same, eg: <ul style="list-style-type: none">• think / think about (1)• reflect (1)• check out (1)• keep in mind (1)• study (1)• examine (1) Accept any other appropriate word or phrase.	(1)

Question number	Answer	Mark
3	D – to inform you about young people leaving home	(1)

Section B

Question number	Answer	Mark
4	<p>Award 1 mark for each life skill, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • manage money (1) • cook (1) • clean (1) • get familiar with area (1) <p>Accept any other appropriate wording.</p>	(3)

Question number	Answer	Mark
5	D - it indicates possession or ownership	(1)

Question number	Answer	Mark
6	<p>B - It is helpful to pack your belongings in boxes.</p> <p>D - It is easier when lots of friends help you move.</p>	(2)

Question number	Answer	Mark
7	<p>D – statistics</p> <p>E – question</p>	(2)

Question number	Answer	Mark
8 (a)	<p>Award 1 mark for a correct explanation of 'removal firms':</p> <ul style="list-style-type: none"> • people who help you move (1) • firms that move you (1) • companies that transport your belongings (1) • moving firms (1) <p>Reward responses that explain 'removal' but reuse the word 'firms'.</p> <p>Accept any other appropriate wording.</p>	(1)

Question number	Answer	Mark
8 (b)	<p>Award 1 mark for a correct explanation of 'cost-effective option':</p> <ul style="list-style-type: none"> • cheap option (1) • good value choice (1) • inexpensive way to do it (1) • economical approach (1) <p>Reward responses that explain 'cost-effective' but reuse the word 'option'.</p> <p>Accept any other appropriate wording.</p>	(1)

Question number	Answer	Mark
9 (a)	<p>Award 1 mark for a correctly identified subheading:</p> <p>Searching</p>	(1)

Question number	Answer	Mark
9 (b)	<p>Award 1 mark for a correctly identified subheading:</p> <p>Planning</p>	(1)

Section C

Question number	Answer	Mark
10	<p>Award 1 mark for a correctly identified reason why Mary is worried about leaving home:</p> <ul style="list-style-type: none"> • somewhere to live (1) • money (1) • cooking (1) 	(1)

Question number	Answer	Mark
11	<p>Award 1 mark for each piece of advice about managing money:</p> <ul style="list-style-type: none"> • share with friends (1) • budget (1) • prioritise rent / bills (1) • make own meals (1) <p>Accept any other appropriate wording.</p>	(3)

Question number	Answer	Mark
12	<p>C – Living away from home is wonderful.</p> <p>E – It is really easy to make new friends.</p>	(2)

Question number	Answer	Mark
13	<p>A – 'specialise in listing accommodation'</p> <p>D – 'Any advice will be gratefully received'</p>	(2)

Question number	Answer	Mark
14	<p>Award 1 mark for each quotation telling you how you can find a new home, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • 'letting agent' (1) • 'social media' (1) • 'websites' (1) <p>Accept any other appropriate wording.</p>	(2)

Section D

Question number	Answer	Mark
15	<p>Award 1 mark for identifying a relevant similarity between Text B and Text C.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none">• friends• independence / freedom• enjoyment• skills• learn to cook <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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