

Mark Scheme

Functional Skills English

Reading Level 2 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	<p>Award 1 mark for each correct answer, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • Cromer to Felbrigg • Lakeside Way • Nan Bield Pass <p>Accept minor copying errors.</p>	(2)

Question number	Answer	Mark
2	C – enthusiastic	(1)

Question number	Answer	Mark
3	<p>D – ‘a super-tough challenge’</p> <p>E – ‘views with the wow factor’</p>	(2)

Question number	Answer	Mark												
4	<p>Award 1 mark if one is correct.</p> <p>Award 2 marks if two or three are correct.</p> <table border="1" data-bbox="493 1264 1036 1520"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>Town rides</td> <td>5</td> </tr> <tr> <td>Easy start</td> <td>2</td> </tr> <tr> <td>Give it a try</td> <td>1</td> </tr> <tr> <td>Hardest test</td> <td>4</td> </tr> <tr> <td>More demanding</td> <td>3</td> </tr> </tbody> </table>	Subheading	Paragraph number	Town rides	5	Easy start	2	Give it a try	1	Hardest test	4	More demanding	3	(2)
Subheading	Paragraph number													
Town rides	5													
Easy start	2													
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Hardest test	4													
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Section B

Question number	Answer	Mark						
5	<p>Award 1 mark for each explanation, up to a maximum of 2 marks.</p> <table border="1"> <thead> <tr> <th>Quotation</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>'a heads-up'</td> <td> <ul style="list-style-type: none"> • advance notice • early information • prior warning • an alert / reminder / notification • lets you know first </td> </tr> <tr> <td>'fully-fledged leader'</td> <td> <ul style="list-style-type: none"> • experienced leader • qualified person • recognised leader • established guide • developed individual • trained cyclist <p>Reward responses that explain 'fully-fledged' but reuse 'leader'.</p> </td> </tr> </tbody> </table> <p>Accept other explanations that show understanding of the target phrases. Do not accept quotations or the same explanation for both phrases.</p>	Quotation	Explanation	'a heads-up'	<ul style="list-style-type: none"> • advance notice • early information • prior warning • an alert / reminder / notification • lets you know first 	'fully-fledged leader'	<ul style="list-style-type: none"> • experienced leader • qualified person • recognised leader • established guide • developed individual • trained cyclist <p>Reward responses that explain 'fully-fledged' but reuse 'leader'.</p>	(2)
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Question number	Answer	Mark
6	B – Mountain biking is less frightening than people think.	(1)

Question number	Answer	Mark
7(a)	Cycling UK	(1)

Question number	Answer	Mark
7 (b)	(text) box	(1)

Question number	Answer	Mark
8(a)	<p>Award 1 mark for each piece of evidence that suggests mountain biking is exciting, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • adrenaline rush • real adventure • thrill of riding <p>Accept other appropriate wording.</p>	(2)

Question number	Answer	Mark
8(b)	<p>Award 1 mark for each source of help, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • bike shop • courses • mountain bike leaders • Cycling UK / Chris Alston <p>Accept other appropriate wording.</p>	(2)

Section C

Question number	Answer	Mark
9	<p>Award 1 mark for each quotation which suggests that mountain biking can be an expensive sport, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • 'overpriced bike' • 'requirement to splash out' / 'splash out on equipment' • 'costly, top of the range mountain bike' <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)

Question number	Answer	Mark
10	<p>Award 1 mark for each valid language feature identified, up to a maximum of 2 marks.</p> <p>Award 1 mark for each valid and linked example, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • first person / personal experience (1), e.g. 'I appreciate', 'we all need' (1) • colloquial / informal language (1), e.g. 'with my mates' (1) • direct address (1), e.g. 'you are' • command e.g. 'get out in the fresh air' (1) • hyperbole (1), 'wonderful rural landscapes' (1) • repetition (1), 'so, so' (1) • question (1) 'what's it all about?' (1) • rule of three (1), e.g. 'cold, damp and misty' (1) • alliteration (1), 'the terrible traffic' (1) • positive / negative / emotive language (1), 'brilliant', 'hazardous' (1) • metaphor (1) e.g. 'splash out', 'social circle' (1) <p>Accept other valid language features.</p> <p>Do not accept layout features, e.g. heading, bullet points, paragraphs.</p>	(4)

Question number	Answer	Mark
11	D – 'some wonderful rural landscapes'	(1)

Section D

Question number	Answer	Mark
12(a)	<p>Award 1 mark for any reasonable word or phrase to replace 'sufficient' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • enough • appropriate • suitable • required • necessary • adequate 	(1)
12(b)	<p>Award 1 mark for any reasonable word or phrase to replace 'exasperating' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • frustrating • infuriating • irritating • annoying • vexing 	(1)

Question number	Answer	Mark
13	<p>Award 1 mark for each relevant similarity from Text A and Text C, about the benefits of mountain biking, up to a maximum of 2 marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> • enjoyable • see countryside • improve fitness • meet people • escape traffic / get fresh air • visit different places <p>Award 1 mark for a relevant linked quotation from each text supporting each similarity identified, up to a maximum of 4 marks.</p>	(6)

Question number	Answer	Mark
14	B – Both use direct address to involve the reader.	(1)

Question number	Answer	Mark
15	<p>Award 1 mark for one piece of evidence from each of the three texts, up to a maximum of 3 marks:</p> <p>Text A</p> <ul style="list-style-type: none"> • 'growing number of people' <p>Text B</p> <ul style="list-style-type: none"> • 'the sport is booming' • 'Rising numbers of people love it' <p>Text C</p> <ul style="list-style-type: none"> • 'attracting more and more enthusiasts' <p>Accept appropriate quotation and/or paraphrase.</p>	(3)

Mapping to Functional Skills to Subject Content for English Level 2

DfE Content standard number	Question number															Marks
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
11 Identify the different situations when the main points are sufficient and when it is important to have specific details	**														***	5
12 Compare information, ideas and opinions in different texts, including how they are conveyed													*****	*		7
13 Identify implicit and inferred meaning in texts					**				**							4
14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes										****						4
15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources												**				2
16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources				**			**									4
17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias			**								*					3
18 Follow an argument, identifying different points of view and distinguishing fact from opinion						*		****								5
19 Identify different styles of writing and writer's voice		*														1
TOTAL MARKS	2	1	2	2	2	1	2	4	2	4	1	2	6	1	3	35

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