

Mark Scheme

Functional Skills English

Reading Level 2
PENR2/S10

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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	11	<p>Award 1 mark for each correct answer, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • fly / by plane (1) • car (1) • public transport (1) <p>Accept any other appropriate wording.</p>	(2)

Question number	Content standard	Answer	Mark
2	19	C – thoughtful	(1)

Question number	Content standard	Answer	Mark
3	17	<p>A – ‘slow off the mark’</p> <p>D – ‘already on the cards’</p>	(2)

Question number	Content standard	Answer	Mark												
4	16	<p>Paragraph number to match subheading:</p> <table border="1"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>Venue issues</td> <td>3</td> </tr> <tr> <td>Defining terms</td> <td>1</td> </tr> <tr> <td>Problems with transport</td> <td>2</td> </tr> <tr> <td>Making improvements</td> <td>4</td> </tr> <tr> <td>Helping supporters</td> <td>5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Award 1 mark if one is correct. • Award 2 marks if two or three are correct. 	Subheading	Paragraph number	Venue issues	3	Defining terms	1	Problems with transport	2	Making improvements	4	Helping supporters	5	(2)
Subheading	Paragraph number														
Venue issues	3														
Defining terms	1														
Problems with transport	2														
Making improvements	4														
Helping supporters	5														

Section B

Question number	Content standard	Answer	Mark						
5	13	<p>Award 1 mark for each valid 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>'easy wins'</td> <td> <ul style="list-style-type: none"> • straightforward victories • quick gains • simple triumph • success without effort • easy to get things done <p>Reward responses that explain 'wins' but reuse 'easy'.</p> </td> </tr> <tr> <td>'a thing of the past'</td> <td> <ul style="list-style-type: none"> • old-fashioned • no longer current • outdated • from days gone by • no longer useful <p>Reward responses that explain 'of the past' but reuse 'thing'.</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	'easy wins'	<ul style="list-style-type: none"> • straightforward victories • quick gains • simple triumph • success without effort • easy to get things done <p>Reward responses that explain 'wins' but reuse 'easy'.</p>	'a thing of the past'	<ul style="list-style-type: none"> • old-fashioned • no longer current • outdated • from days gone by • no longer useful <p>Reward responses that explain 'of the past' but reuse 'thing'.</p>	(2)
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Question number	Content standard	Answer	Mark
6	18	C – Cafeterias should not wrap food in plastic.	(1)

Question number	Content standard	Answer	Mark
7 (a)	16	14.5%	(1)

7 (b)	16	(speech) bubble / call out	(1)
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Question number	Content standard	Answer	Mark
8(a)	18	<p>Award 1 mark for each problem of using cars to get to work, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • overflowing car park (1) • sleepless nights / carbon emissions (1) • lateness for work / traffic jams (1) <p>Accept other appropriate wording.</p>	(2)
8(b)	18	<p>Award 1 mark for each way the problems could be addressed, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • (help with) public transport / interest-free loans (1) • (encourage) cycling (1) • secure area to store cycles (1) • showers for cyclists (1) • work from home (1) <p>Accept other appropriate wording.</p>	(2)

Section C

Question number	Content standard	Answer	Mark
9	13	<p>Award 1 mark for each quotation that suggests Forest Green Rovers are recognised around the globe, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • 'world's first carbon-neutral football club' (1) • 'award from the United Nations' (1) • '40% of pre-season shirt sales now come from abroad' (1) • 'greenest club in the world' / 'world's greenest club' (1) <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)

Question number	Content standard	Answer	Mark
10	14	<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"> • question (1) e.g. 'greenest club in the world?' (1) • colloquial / informal language (1) e.g. 'through the roof' (1) • positive / emotive language (1) e.g. 'the best place' (1) • alliteration (1) e.g. 'business brain' (1) • jargon / technical language (1) e.g. 'carbon neutral' (1) • quotations (1) e.g. 'At Ecotricity we focus on ...' (1) • rule of three (1) 'energy, transport and food' (1) • statistics / numbers / figures / percentages (1) e.g. '80%' (1) • metaphor (1) e.g. 'through the roof' (1) • first person (1) e.g. 'I try to use public transport' (1) • hyperbole / exaggeration (1) e.g. 'skyrocketed' (1) <p>Accept any other valid features.</p> <p>Do not accept layout features, e.g. heading, paragraphs.</p>	(4)

Question number	Content standard	Answer	Mark
11	17	D – 'inspired him to completely change the way he lives'	(1)

Section D

Question number	Content standard	Answer	Mark
12(a)	15	<p>Award 1 mark for any reasonable word or phrase to replace 'benchmark' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • standard • guideline • criterion • measure • indicator • reference <p>Accept any other appropriate word or phrase that fits into the target quotation</p>	(1)

12(b)	15	<p>Award 1 mark for any reasonable word or phrase to replace 'lavish' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • extravagant • massive • through the roof • big • excessive • generous <p>Accept any other appropriate word or phrase that fits into the target quotation</p>	(1)
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Question number	Content standard	Answer	Mark
13	12	<p>Award 1 mark for each relevant similarity between Text A and Text C, up to a maximum of 2 marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> • using renewable energy (1) • providing car charging points (1) • encouragement of public transport (1) • using rainwater /recycled water (1) • providing vegan / vegetarian food (1) <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	Content standard	Answer	Mark
14	12	B – Both texts use first person to provide more detail.	(1)

Question number	Content standard	Answer	Mark
15	11	<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"> • 'saving lots of money' (1) <p>Text B</p> <ul style="list-style-type: none"> • 'cost effective' (1) <p>Text C</p> <ul style="list-style-type: none"> • 'club is financially stable' (1) • 'Crowds have quadrupled' (1) • 'sales from their fully vegan menu are "through the roof"' (1) <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

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Rewarding Learning

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