

General Marking Guidance

- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place to ensure this takes place.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to candidate performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the PE must be sought.

Functional Skills English Reading
Level 1 Biking – Reform Sample Paper 1
Mark Scheme



PART OF nocn GROUP

Skill Standards	Scope of study	Task															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total
Reading Text: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	9. Identify and understand the main points, ideas and details in texts		3				1	3									7
	10. Compare information, ideas and opinions in different texts												2				2
	11. Identify meanings in texts and distinguish between fact and opinion														2		2
	12. Recognise that language and other textual features can be varied to suit different audiences and purposes			4													4
	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												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								3								3
	15. Infer from images meanings not explicit in the accompanying text					2											2
	16. Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	1										3					4
	17. Read and understand a range of specialist words in context									2					1		1
18. Use knowledge of punctuation to aid understanding of straightforward texts												2					2
Total:																32	

Assessment Mark Sheet – Reading

Reading Tasks			
Q	Acceptable Responses	Mark Available	SOS
1	<p><i>The words 'dangerous' and 'exhausting' in Document 1 are examples of:</i></p> <p>Multiple choice</p> <p>Learner has recognised that the given words are examples of emotive language.</p> <p>B – emotive language</p>	1 mark	16
2	<p><i>Using Document One, give three reasons why people should be encouraged to cycle to work.</i></p> <p>Learner has identified that people should be encouraged to cycle to work because e.g.</p> <ul style="list-style-type: none"> • it can make them happier • it can make them healthier • it can make them wealthier • the exercise helps burn off stress. <p>Accept similar wording.</p>	1 mark each to max 3	9
3	<p><i>Identify four language features that the writer of Document One uses to encourage people to cycle to work.</i></p> <p>Learner has identified language features that the writer of Document One uses to suit the purpose of encouraging people to cycle to work, e.g.</p> <ul style="list-style-type: none"> • personal/direct address ('You could even offer to ride with them yourself.') • imperatives/exclamations ('Just do it!') • short sentences ('That's easy.') • power/list of three ('happier, healthier and wealthier' 'backstreets, parks and cycle paths') • questions ('Why not ask your HR department to install them?') • informal language ('you're part way there', 'you'll end up with ... bikes'). <p>Accept similar wording.</p>	1 mark each to max 4	12
4	<p><i>a) Find the meaning of the word 'colleagues' in Document One.</i></p> <p>Learner has identified the meaning of the word, e.g.</p> <p>A person/people with whom one works in a profession or business/workmate/teammate/co-worker.</p> <p>Accept similar wording.</p>	1 mark	13

	<p><i>b) Give one word that could replace the word ‘convince’ in the first paragraph of Document One.</i></p> <p>Learner has identified an appropriate alternative that keeps the meaning of the original, e.g.</p> <ul style="list-style-type: none"> • persuade • get. 	1 mark	13
		2 marks max	
5	<p><i>What do the images in Document One suggest?</i></p> <p>Learner has inferred meaning from images correctly, e.g.</p> <ul style="list-style-type: none"> • cyclists should use lights so they can see, be seen and stay safe • cyclists should always wear helmets. <p>Accept similar wording.</p>	1 mark each to max 2	15
6	<p><i>According to the writer of Document 1, the best place to buy a bike from is:</i></p> <p>Multiple choice</p> <p>Learner has identified and understood detail in the text.</p> <p>D – a local bike shop</p>	1 mark	9
7	<p><i>Using Document Two, give three reasons why being involved in a cycling crash can be a shocking experience.</i></p> <p>Learner has identified relevant details and given reasons why being involved in a cycling crash can be a shocking experience, e.g.</p> <ul style="list-style-type: none"> • you may be injured • your bike may be mangled • your possessions may be scattered • your clothes may be torn • you may have cuts • you may feel that you have broken something. <p>Accept similar wording.</p>	1 mark each to max 3	9
8	<p><i>Identify three layout features that make the text of Document Two easier for the reader to understand.</i></p> <p>Learner has identified valid layout features, e.g.</p> <ul style="list-style-type: none"> • bold type • paragraphs • heading • sub-headings • numbered list • underlining • italics <p>Accept similar wording.</p>	1 mark each to max 3	14

9	<p><i>Explain the meaning of the following words as used in Document Two:</i></p> <ul style="list-style-type: none"> • ‘priority’ • ‘collision’. <p>Learner has understood specialist words in context, e.g.</p> <ul style="list-style-type: none"> • priority means the most important/must be done before anything else (1 mark) • collision means crash/accident/impact. (1 mark) <p>Accept similar wording.</p>	1 mark each to max 2	17
10	<p><i>Identify three phrases used in Document Two that tell people what to do if they are involved in a cycling accident.</i></p> <p>Learner has identified the following phrases:</p> <ul style="list-style-type: none"> • get to a safe spot • shout, wave or whistle (to attract attention) • call the police • make sure you get (the registration...) • try and find independent witnesses • ask someone else to collect details • take as many pictures as you can • sign, date and put a time on your account • keep it safe <p>Accept similar wording.</p>	1 mark each to max 3	16
11	<p><i>The writer of Document Two frequently uses a punctuation mark to help the reader. What punctuation have they used? Explain why.</i></p> <p>Learner has used knowledge of how punctuation is used to aid understanding by identifying that the writer uses</p> <ul style="list-style-type: none"> • question marks (1 mark) for the purpose of • pointing/directing the reader to relevant answers they might need (1 mark) <p>Accept similar wording.</p>	1 mark each to max 2	18
12	<p><i>Compare the approaches towards cycling shown in Documents One and Two.</i></p> <p>Learner has compared opinions and information, e.g.</p> <p>Learner may briefly comment that Document One is promoting cycling and that Document Two is explaining what to do in the event of an accident. Comparison may be implicit. (1 mark)</p> <p>Learner makes explicit comparison between the more opinionated Document One and the more factual Document Two. Learner may identify points of similarity (e.g. both offer advice) and points of difference (e.g. one is informal and minimises potential dangers, the other is more formal and describes what to do in the event of an accident. (2 marks)</p> <p>Accept similar wording.</p>	2 marks max	10

13	<p><i>Which one of the following words could best replace ‘accessories’ in Document 3?</i></p> <p>Multiple choice</p> <p>Learner has read and understood specialist words in context.</p> <p>A – extras</p>	1 mark	17
14	<p><i>Identify one fact and one opinion from Document Three.</i></p> <p>Learner has identified one fact, e.g. (1 mark)</p> <ul style="list-style-type: none"> • it will appear every week until sold or withdrawn • adverts cost £25 for bikes over £500 • adverts for bikes under £500 and for everything else cost £10 • only the first 75 words of your advert will appear. <p>Learner has identified one opinion, e.g. (1 mark)</p> <ul style="list-style-type: none"> • the best magazine forum for buying and selling bikes • you’ll find everything you could possibly need • placing your advert couldn’t be easier • you will be delighted with the result. <p>Accept similar wording.</p>	1 mark each to max 2	11
15	<p><i>What does the writer of Document Three mean by advising you to ‘sprint’ to the website?</i></p> <p>Multiple choice</p> <p>Learner has read and understood specialist words in context.</p> <p>C – to visit the website quickly</p>	1 mark	17
Total marks for Reading Activities – 32 Pass mark 20			