



Mark Scheme

Functional Skills English

Reading Level 2  
Practice Set 3

## **Functional Skills Qualifications from Pearson**

Functional Skills qualifications from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at [qualifications.pearson.com](https://www.pearson.com/qualifications). Alternatively, you can get in touch with us using the details on our contact us page.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](https://www.pearson.com/uk)

All information in this specification is correct at time of publication.  
ISBN PENR2\_01\_2109\_ER

All the material in this publication is copyright  
© Pearson Education Ltd 2021

## 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 <b>1</b> mark for each correct answer, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• Lessons: 45 hours (1)</li> <li>• Practice: 22 hours (1)</li> </ul> <p><b>Accept</b> any other appropriate wording.</p>	<b>(2)</b>

Question number	Content standard	Answer	Mark
2	19	D – reassuring	<b>(1)</b>

Question number	Content standard	Answer	Mark
3	17	<p>B – ‘simulates the test experience’</p> <p>C – ‘On the date of your test’</p>	<b>(2)</b>

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>Take your time</td> <td><b>2</b></td> </tr> <tr> <td>Preparing on the day</td> <td><b>4</b></td> </tr> <tr> <td>Getting on the road</td> <td><b>1</b></td> </tr> <tr> <td>Managing your nerves</td> <td><b>5</b></td> </tr> <tr> <td>Know what to expect</td> <td><b>3</b></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Award <b>1</b> mark if one is correct.</li> <li>• Award <b>2</b> marks if two or three are correct.</li> </ul>	Subheading	Paragraph number	Take your time	<b>2</b>	Preparing on the day	<b>4</b>	Getting on the road	<b>1</b>	Managing your nerves	<b>5</b>	Know what to expect	<b>3</b>	<b>(2)</b>
Subheading	Paragraph number														
Take your time	<b>2</b>														
Preparing on the day	<b>4</b>														
Getting on the road	<b>1</b>														
Managing your nerves	<b>5</b>														
Know what to expect	<b>3</b>														

## Section B

Question number	Content standard	Answer	Mark						
5	13	<p>Award <b>1</b> mark for each valid explanation, up to a maximum of <b>2</b> marks.</p> <table border="1"> <thead> <tr> <th>Quotation</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>'stepping stone to adulthood'</td> <td> <ul style="list-style-type: none"> <li>part of growing up</li> <li>moving into adulthood</li> <li>stage in your life</li> <li>key moment in becoming an adult</li> <li>transition to adulthood</li> </ul> <p><b>Accept</b> responses that explain 'stepping stone' but repeat 'adulthood'</p> </td> </tr> <tr> <td>'a status symbol'</td> <td> <ul style="list-style-type: none"> <li>something you're proud of</li> <li>a thing people want to have</li> <li>something that makes you important / better than other people</li> <li>an expensive possession</li> <li>an item showing you're rich</li> </ul> </td> </tr> </tbody> </table> <p><b>Accept</b> other explanations that show understanding of the target phrases.  <b>Do not accept</b> quotations or the same explanation for both phrases.</p>	Quotation	Explanation	'stepping stone to adulthood'	<ul style="list-style-type: none"> <li>part of growing up</li> <li>moving into adulthood</li> <li>stage in your life</li> <li>key moment in becoming an adult</li> <li>transition to adulthood</li> </ul> <p><b>Accept</b> responses that explain 'stepping stone' but repeat 'adulthood'</p>	'a status symbol'	<ul style="list-style-type: none"> <li>something you're proud of</li> <li>a thing people want to have</li> <li>something that makes you important / better than other people</li> <li>an expensive possession</li> <li>an item showing you're rich</li> </ul>	<b>(2)</b>
Quotation	Explanation								
'stepping stone to adulthood'	<ul style="list-style-type: none"> <li>part of growing up</li> <li>moving into adulthood</li> <li>stage in your life</li> <li>key moment in becoming an adult</li> <li>transition to adulthood</li> </ul> <p><b>Accept</b> responses that explain 'stepping stone' but repeat 'adulthood'</p>								
'a status symbol'	<ul style="list-style-type: none"> <li>something you're proud of</li> <li>a thing people want to have</li> <li>something that makes you important / better than other people</li> <li>an expensive possession</li> <li>an item showing you're rich</li> </ul>								

Question number	Content standard	Answer	Mark
6	18	A – Young people are making fewer car journeys.	<b>(1)</b>

Question number	Content standard	Answer	Mark
7 (a)	16	29%	<b>(1)</b>

7 (b)	16	bullet points	<b>(1)</b>
-------	----	---------------	------------

Question number	Content standard	Answer	Mark
8(a)	18	<p>Award <b>1</b> mark for each cause of extended youth, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• more time in education (1)</li> <li>• later entering the work force (1)</li> <li>• settling down later (1)</li> </ul> <p><b>Accept</b> other appropriate wording.</p>	<b>(2)</b>
8(b)	18	<p>Award <b>1</b> mark for each financial issue, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• declining incomes (1)</li> <li>• increase in low paid jobs (1)</li> <li>• high costs / insurance costs (1)</li> </ul> <p><b>Accept</b> other appropriate wording.</p>	<b>(2)</b>

## Section C

Question number	Content standard	Answer	Mark
9	13	<p>Award <b>1</b> mark for each quotation that suggests people can still pass despite making mistakes during their driving test, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"><li>• 'I passed first time despite struggling to start the car' (1)</li><li>• 'don't obsess about minor mistakes as these won't prevent you passing' (1)</li><li>• 'managed to get through despite making some careless errors' (1)</li></ul> <p><b>Accept</b> minor copying errors and quotations without quotation marks.</p>	<b>(2)</b>

Question number	Content standard	Answer	Mark
10	14	<p>Award <b>1</b> mark for each valid language feature identified, up to a maximum of <b>2</b> marks.</p> <p>Award <b>1</b> mark for each valid and linked example, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• question (1) e.g. 'How did everyone else manage?' (1)</li> <li>• direct address (1) e.g. 'won't prevent you passing' (1)</li> <li>• positive / negative / emotive language (1) e.g. 'relieved', 'disheartening', 'delighted' (1)</li> <li>• rule of three (1) e.g. 'be confident, believe in yourself and don't obsess' (1)</li> <li>• alliteration (1) e.g. 'weird way' (1)</li> <li>• hyperbole / exaggeration (1) e.g. 'nothing can prepare you' (1)</li> <li>• colloquial / informal language (1) e.g. 'get in the zone', 'fingers crossed' (1)</li> <li>• first person (1) e.g. 'I passed my driving test' (1)</li> <li>• jargon / specialist language (1) e.g. 'emergency stop' (1)</li> </ul> <p><b>Accept</b> any other valid features.</p> <p><b>Do not accept</b> layout features, e.g. heading, paragraphs.</p>	<b>(4)</b>

Question number	Content standard	Answer	Mark
11	17	D - 'I think he was looking for a reason to fail me'	<b>(1)</b>

## Section D

Question number	Content standard	Answer	Mark
12(a)	15	<p>Award <b>1</b> mark for any reasonable word or phrase to replace 'daunting' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• scary</li> <li>• frightening</li> <li>• intimidating</li> <li>• unnerving</li> <li>• disconcerting</li> </ul> <p><b>Accept</b> any other appropriate word or phrase.</p>	<b>(1)</b>

12(b)	15	<p>Award <b>1</b> mark for any reasonable word or phrase to replace 'vividly' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• clearly</li> <li>• distinctly</li> <li>• strongly</li> <li>• sharply</li> <li>• in detail</li> </ul> <p><b>Accept</b> any other appropriate word or phrase.</p>	<b>(1)</b>
-------	----	--	------------

Question number	Content standard	Answer	Mark
13	12	<p>Award <b>1</b> mark for each relevant similarity between Text A and Text C, up to a maximum of <b>2</b> marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> <li>• having a lesson before a test (1)</li> <li>• doing a mock test (1)</li> <li>• staying calm (1)</li> <li>• being positive (1)</li> </ul> <p>Award <b>1</b> mark for a relevant linked quotation from each text supporting each similarity identified, up to a maximum of <b>4</b> marks.</p>	<b>(6)</b>

Question number	Content standard	Answer	Mark
14	12	A – Both use statistics to support their points.	<b>(1)</b>

Question number	Content standard	Answer	Mark
15	11	<p>Award <b>1</b> mark for one piece of evidence from each of the three texts, up to a maximum of <b>3</b> marks:</p> <p><b>Text A</b></p> <ul style="list-style-type: none"> <li>• 'introduction to adult life / greater independence / freedom' (1)</li> <li>• 'the opportunities you'll have after passing' (1)</li> </ul> <p><b>Text B</b></p> <ul style="list-style-type: none"> <li>• 'for work and leisure' (1)</li> <li>• 'stepping stone to adulthood' (1)</li> </ul> <p><b>Text C</b></p> <ul style="list-style-type: none"> <li>• 'I can get to college much more quickly' (1)</li> </ul> <p><b>Accept</b> appropriate quotation and/or paraphrase.</p>	<b>(3)</b>

## 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
<b>TOTAL MARKS</b>	2	1	2	2	2	1	2	4	2	4	1	2	6	1	3	<b>35</b>

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Pearson Education Limited is a registered company in England and Wales whose registered office is at 80 Strand, London, WC2R 0RL, United Kingdom, company Registration number 872828, VAT Number GB278 5371 21.