

Mark Scheme

Functional Skills English

Reading Level 1
PENR1/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(a)	14	<p>Award 1 mark for giving one relevant piece of information:</p> <ul style="list-style-type: none"> • finance team (1) • hospital (1) <p>Accept any other appropriate wording.</p>	(1)

1(b)	14	<p>Award 1 mark for correctly identifying the organisational feature:</p> <ul style="list-style-type: none"> • bold (1) <p>Accept any other appropriate wording.</p>	(1)
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Question number	Content standard	Answer	Mark
2(a)	13	<p>Award 1 mark for correctly identifying an alternative word or phrase for 'salary' that keeps the meaning of the quotation the same, e.g.:</p> <ul style="list-style-type: none"> • wages / pay (1) • money (1) • payment (1) • earnings / income / remuneration (1) • what you earn (1) <p>Accept any other appropriate word or phrase.</p>	(1)

2(b)	13	<p>Award 1 mark for correctly identifying an alternative word or phrase for 'especially' that keeps the meaning of the quotation the same, e.g.:</p> <ul style="list-style-type: none"> • mainly / mostly (1) • particularly / principally (1) • specifically (1) • importantly (1) • in particular (1) • above all (1) <p>Accept any other appropriate word or phrase.</p>	(1)
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Question number	Content standard	Answer	Mark
3	11	D – to request advice about starting a new job	(1)

Section B

Question number	Content standard	Answer	Mark
4	9	<p>Award 1 mark for each thing you should take on your first day in a new job, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • documents / proof of address (1) • bag (1) • folder (1) • something to note things (1) • mug (1) <p>Accept any other appropriate wording.</p>	(3)

Question number	Content standard	Answer	Mark
5	18	B – to show that letters have been missed out	(1)

Question number	Content standard	Answer	Mark
6	15	<p>C – You may learn from someone experienced. D – You will probably meet lots of new people.</p>	(2)

Question number	Content standard	Answer	Mark
7	12	<p>A – commands D – direct address</p>	(2)

Question number	Content standard	Answer	Mark
8(a)	17	<p>Award 1 mark for a correct explanation of 'dress code'</p> <ul style="list-style-type: none"> • the rules for clothes (1) • suitable / appropriate clothing (1) • what to wear (1) • policy on dress (1) • uniform (1) <p>Accept answers that explain 'code' but reuse 'dress'.</p> <p>Accept any other appropriate wording.</p>	(1)

8(b)	17	<p>Award 1 mark for a correct explanation of 'line manager'</p> <ul style="list-style-type: none"> • boss / supervisor (1) • person in charge (1) • someone who tells you what to do / gives orders / organises you (1) • someone who checks your work (1) • person above you / you report to (1) <p>Accept other appropriate wording.</p>	(1)
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Question number	Content standard	Answer	Mark
9(a)	14	<p>Award 1 mark for a correctly identified subheading:</p> <p>Get off to the right start</p>	(1)

9(b)	14	<p>Award 1 mark for a correctly identified subheading:</p> <p>Know your workplace</p>	(1)
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Section C

Question number	Content standard	Answer	Mark
10	9	Award 1 mark for identifying who gave Chas useful advice when she started her first job: <ul style="list-style-type: none"> • grandad (1) 	(1)

Question number	Content standard	Answer	Mark
11	9	Award 1 mark for each thing you should do during your first day in a new job, up to a maximum of 3 marks: <ul style="list-style-type: none"> • smile (1) • bond with / get to know a fellow worker (1) • write everything down (1) • keep your phone off (1) • ask about promotion (1) <p>Accept any other appropriate wording.</p>	(3)

Question number	Content standard	Answer	Mark
12	11	B – There is never enough to do on the first day. C – Everyone feels sick when they start a new job.	(2)

Question number	Content standard	Answer	Mark
13	16	A – ‘It’s tough for sure’ D – ‘totally freaked out’	(2)

Question number	Content standard	Answer	Mark
14	17	Award 1 mark for each quotation about having time off from work, up to a maximum of 2 marks: <ul style="list-style-type: none"> • ‘holiday’ (1) • ‘sick leave’ (1) • ‘time off to study’ (1) <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)

Section D

Question number	Content standard	Answer	Mark
15	10	<p>Award 1 mark for identifying a relevant similarity between Text B and Text C about what to do before you start a new job.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none">• travel (1)• documents (1)• clothes (1) <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

Ofqual



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