Mark Scheme
(Pre-Standardisation)

Functional Skills English

Reading Level 1
PENR1 Set 8

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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	Award **1** mark for giving one relevant piece of information about the new cycle lanes: • wide (1) • separated from road (1) • blue (1) **Accept** any other appropriate wording.	**(1)**

1(b)	14	Award **1** mark for correctly identifying the organisational feature: • bullet points (1)	**(1)**

Question number	Content standard	Answer	Mark
2(a)	13	Award **1** mark for correctly identifying an alternative word or phrase for 'linking' that keeps the meaning of the quotation the same, e.g.: • joining (1) • connecting (1) • uniting (1) • bringing together (1) **Accept** any other appropriate word or phrase.	**(1)**

2(b)	13	Award **1** mark for correctly identifying an alternative word or phrase for 'promote' that keeps the meaning of the quotation the same, e.g.: • encourage (1) • support (1) • boost (1) • persuade you / people (1) **Accept** any other appropriate word or phrase.	**(1)**

Question number	Content standard	Answer	Mark
3	11	**D** - to inform you about the new route for cyclists	**(1)**

Section B

Question number	Content standard	Answer	Mark
4	9	Award **1** mark for each way parking a bike is straightforward, up to a maximum of **3** marks: • ten bikes in one space (1) • no hunting / looking for a space (1) • don't have to pay / free (1) • park close to destination (1) **Accept** any other appropriate wording.	**(3)**

Question number	Content standard	Answer	Mark
5	18	**C** – to show it is the name of a course	**(1)**

Question number	Content standard	Answer	Mark
6	15	**A** – It is sensible to wear a cycle helmet. **D** – Some people like to cycle with friends.	**(2)**

Question number	Content standard	Answer	Mark
7	12	**D** – questions **E** – direct address	**(2)**

Question number	Content standard	Answer	Mark
8(a)	17	Award **1** mark for a correct explanation of 'cycle route': • special way / road / path for bikes (1) • place where you can cycle (1) • track for riding your bike / for cyclists (1) Reward valid responses that explain 'route' but reuse the word 'cycle'. **Accept** any other appropriate wording.	**(1)**

Question number	Content standard	Answer	Mark
8(b)	17	Award **1** mark for a correct explanation of 'maintain a bike': • service a bicycle (1) • look after / take care of your bike (1) • keep bike working / in good shape / order (1) Reward valid responses that explain 'maintain' but reuse the word 'bike'. **Accept** other appropriate wording.	**(1)**

Question number	Content standard	Answer	Mark
9(a)	14	Award **1** mark for a correctly identified subheading: • Good for your bank balance (1)	**(1)**

Question number	Content standard	Answer	Mark
9(b)	14	Award **1** mark for a correctly identified subheading: • Good for the planet (1)	**(1)**

Section C

Question number	Content standard	Answer	Mark
10	9	Award **1** mark for: • cousin / Jasmine (1)	**(1)**

Question number	Content standard	Answer	Mark

11	9	Award **1** mark for each reason some people do **not** like cycling, up to a maximum of **3** marks:
		
		    • freezing (1)
		    • get soaked / wet (1)
		    • sweaty / hot / have to change (1)
		    • expensive (1)
		
		Accept any other appropriate wording.
			(3)

Question number	Content standard	Answer	Mark
12	11	**B** – Daniel takes the bus to college. **D** – Maryam only has one bus to college.	**(2)**

Question number	Content standard	Answer	Mark
13	16	**A** – 'can be well dear' **C** – 'flipping freezing'	**(2)**

Question number	Content standard	Answer	Mark
14	17	Award **1** mark for each quotation about the benefits to the environment of cycling, up to a maximum of **2** marks: • 'reducing carbon emissions' (1) • 'cuts down on air-polluting traffic' (1) • 'less noise pollution' (1) **Accept** minor copying errors and quotations without quotation marks.	**(2)**

Section D

Question number	Content standard	Answer	Mark
15	10	Award **1** mark for identifying a relevant similarity between Text B and Text C about cycling and health. Relevant similarities may include: • increases fitness • reduces stress • helps with weight • reduces illness • clean air • good for health Award **1** mark for a relevant linked quotation from each text supporting the similarity identified, up to a maximum of **2** marks.	**(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**

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