

Mark Scheme
Final

Functional Skills English

Reading Level 2
PENR2 Set 7

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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"> • homework (1) • coursework (1) <p>Accept any other appropriate wording.</p>	(2)

Question number	Content standard	Answer	Mark
2	19	B - serious	(1)

Question number	Content standard	Answer	Mark
3	17	<p>A - 'The bottom line'</p> <p>D - 'to keep up to speed'</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>Possible negative impact</td> <td>2</td> </tr> <tr> <td>Effect on well-being</td> <td>4</td> </tr> <tr> <td>Reclaiming the time</td> <td>3</td> </tr> <tr> <td>A way of connecting</td> <td>1</td> </tr> <tr> <td>Responsibility for social media</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	Possible negative impact	2	Effect on well-being	4	Reclaiming the time	3	A way of connecting	1	Responsibility for social media	5	(2)
Subheading	Paragraph number														
Possible negative impact	2														
Effect on well-being	4														
Reclaiming the time	3														
A way of connecting	1														
Responsibility for social media	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>'constantly side-tracked'</td> <td> <ul style="list-style-type: none"> • always distracted • keeps grabbing your attention • diverts you all the time • constantly losing focus • you can never concentrate <p>Accept answers that explain 'side-tracked' but repeat 'constantly'</p> </td> </tr> <tr> <td>'idealised view'</td> <td> <ul style="list-style-type: none"> • perfect idea • great view • unrealistic picture • fake appearance • looks better than it is <p>Accept answers that explain 'idealised' but repeat 'view'</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	'constantly side-tracked'	<ul style="list-style-type: none"> • always distracted • keeps grabbing your attention • diverts you all the time • constantly losing focus • you can never concentrate <p>Accept answers that explain 'side-tracked' but repeat 'constantly'</p>	'idealised view'	<ul style="list-style-type: none"> • perfect idea • great view • unrealistic picture • fake appearance • looks better than it is <p>Accept answers that explain 'idealised' but repeat 'view'</p>	(2)
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'idealised view'	<ul style="list-style-type: none"> • perfect idea • great view • unrealistic picture • fake appearance • looks better than it is <p>Accept answers that explain 'idealised' but repeat 'view'</p>								

Question number	Content standard	Answer	Mark
6	18	B – Using social media is mostly a waste of time	(1)

Question number	Content standard	Answer	Mark
7 (a)	16	<ul style="list-style-type: none"> • name (1) • phone number (1) 	(1)

7 (b)	16	(text) box	(1)
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Question number	Content standard	Answer	Mark
8(a)	18	<p>Award 1 mark for each problem with the way Antony uses his phone, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • spends too much time on it (1) • on social media all the time / always checking for updates (1) • bad for his health (1) • limits other activities (1) <p>Accept other appropriate wording.</p>	(2)

8(b)	18	<p>Award 1 mark for each solution Alisha gives for Antony's problems, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • select one site / delete others (1) • turn off notifications (1) • leave phone in another room (in the evenings) (1) • find a purpose (1) <p>Accept other appropriate wording</p>	(2)
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Section C

Question number	Content standard	Answer	Mark
9	13	<p>Award 1 mark for each quotation that suggests people's use of phones can be annoying, up to a maximum of 2 marks.</p> <ul style="list-style-type: none">• '(infuriated with) people endlessly boasting' (1)• 'make stupid comments / she thought were funny but weren't' (1)• '(irritating when) people are preoccupied with their phones / other people's posts when they're with you.' (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. 'What does everyone think?' (1) • direct address (1) e.g. 'You look at other people' (1) • positive / negative / emotive language (1) e.g. 'which are hilarious' (1) • rule of three (1) e.g. 'footballers, celebrities and campaigners' (1) • hyperbole / exaggeration (1) e.g. 'keep it up relentlessly' (1) • colloquial / informal language (1) e.g. 'doing stuff', 'a bit rubbish' (1) • first person (1) e.g. 'I don't regret it at all' (1) • technical language / jargon (1) e.g. 'platforms' (1) • company names / app names (1) e.g. 'Facebook' 'Instagram' (1) • alliteration (1) e.g. 'people are preoccupied' (1) • numbers / figures (1) e.g. 'hundreds of followers' (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	A – 'it's a straightforward way to keep updated'	(1)

Section D

Question number	Content standard	Answer	Mark
12(a)	15	<p>Award 1 mark for any reasonable word or phrase to replace 'spiteful' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • mean (1) • nasty (1) • unkind (1) • hurtful (1) • cruel (1) • vindictive (1) <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 'preoccupied' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • busy (1) • engrossed (1) • involved (1) • obsessed (1) • absorbed (1) • immersed (1) <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, about the negative effects of social media, up to a maximum of 2 marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> • compare themselves to others (1) • unpleasant comments (1) • damages health (1) • taking up too much time (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	A – Both use statistics for authenticity.	(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"> • 'social media links them with their friends and family' (1) <p>Text B</p> <ul style="list-style-type: none"> • 'keeps us connected to other people' (1) • 'enjoy interacting with like-minded people' (1) <p>Text C</p> <ul style="list-style-type: none"> • 'fantastic way to share my life with others' (1) • 'keep in contact with my friends' (1) • 'I'm on Facebook because my grandma uses it' / 'it's an excellent way to keep in touch with her' (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



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