



FUNCTIONAL SKILLS MATHS & ENGLISH

LEVEL 1 & 2 EXAMS

WHO WE ARE

Leading training company for 26 years

Intech Centre is an established training provider based in Islington, London, with over 26 years of experience in delivering education, employability and digital skills programmes.

Intech Centre specialises in **Functional Skills English and Maths Level 1 & 2**, helping learners successfully pass Level 1 and Level 2 Functional Skills exams required for university entry, apprenticeships, teacher training, nursing courses and many other professional pathways.

Thousands of learners have used our resources, courses and exam services to achieve nationally recognised qualifications.

[BOOK NOW](#)[LEARN MORE](#)

** The materials in this document are the intellectual property of the relevant awarding organisation and are shared for educational and revision purposes only. Intech Centre does not claim ownership of these materials and all rights remain with the respective awarding body.*

SERVICES

Courses

- Functional Skills Maths
- Functional Skills English

Tutoring

- Functional Skills Maths & English Exam Tutoring

EXAMS

- ➔ Functional Skills **Maths** Level 1 or 2 Exam **in London**
- ➔ Functional Skills **English** Level 1 or 2 Exam **in London**
- ➔ **Online** Functional Skills **Maths** Level 1 or 2 Exam
- ➔ **Online** Functional Skills **English** Level 1 or 2 Exam



www.intechcentre.com



362 Essex Road
Islington N1 3PD



020 7354 5655

BOOK YOUR FUNCTIONAL SKILLS EXAM NOW!



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

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

Question number	Content standard	Answer	Mark
2	19	D – reassuring	(1)

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

Question number	Content standard	Answer	Mark												
4	16	<p>Paragraph number to match subheading:</p> <table border="1" data-bbox="545 1227 1195 1597"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>Take your time</td> <td>2</td> </tr> <tr> <td>Preparing on the day</td> <td>4</td> </tr> <tr> <td>Getting on the road</td> <td>1</td> </tr> <tr> <td>Managing your nerves</td> <td>5</td> </tr> <tr> <td>Know what to expect</td> <td>3</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	Take your time	2	Preparing on the day	4	Getting on the road	1	Managing your nerves	5	Know what to expect	3	(2)
Subheading	Paragraph number														
Take your time	2														
Preparing on the day	4														
Getting on the road	1														
Managing your nerves	5														
Know what to expect	3														

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>'stepping stone to adulthood'</td> <td> <ul style="list-style-type: none"> part of growing up moving into adulthood stage in your life key moment in becoming an adult transition to adulthood <p>Accept responses that explain 'stepping stone' but repeat 'adulthood'</p> </td> </tr> <tr> <td>'a status symbol'</td> <td> <ul style="list-style-type: none"> something you're proud of a thing people want to have something that makes you important / better than other people an expensive possession an item showing you're rich </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	'stepping stone to adulthood'	<ul style="list-style-type: none"> part of growing up moving into adulthood stage in your life key moment in becoming an adult transition to adulthood <p>Accept responses that explain 'stepping stone' but repeat 'adulthood'</p>	'a status symbol'	<ul style="list-style-type: none"> something you're proud of a thing people want to have something that makes you important / better than other people an expensive possession an item showing you're rich 	(2)
Quotation	Explanation								
'stepping stone to adulthood'	<ul style="list-style-type: none"> part of growing up moving into adulthood stage in your life key moment in becoming an adult transition to adulthood <p>Accept responses that explain 'stepping stone' but repeat 'adulthood'</p>								
'a status symbol'	<ul style="list-style-type: none"> something you're proud of a thing people want to have something that makes you important / better than other people an expensive possession an item showing you're rich 								

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

Question number	Content standard	Answer	Mark
7 (a)	16	29%	(1)

7 (b)	16	bullet points	(1)
-------	----	---------------	------------

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

Section C

Question number	Content standard	Answer	Mark
9	13	<p>Award 1 mark for each quotation that suggests people can still pass despite making mistakes during their driving test, up to a maximum of 2 marks.</p> <ul style="list-style-type: none">• 'I passed first time despite struggling to start the car' (1)• 'don't obsess about minor mistakes as these won't prevent you passing' (1)• 'managed to get through despite making some careless errors' (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. 'How did everyone else manage?' (1) • direct address (1) e.g. 'won't prevent you passing' (1) • positive / negative / emotive language (1) e.g. 'relieved', 'disheartening', 'delighted' (1) • rule of three (1) e.g. 'be confident, believe in yourself and don't obsess' (1) • alliteration (1) e.g. 'weird way' (1) • hyperbole / exaggeration (1) e.g. 'nothing can prepare you' (1) • colloquial / informal language (1) e.g. 'get in the zone', 'fingers crossed' (1) • first person (1) e.g. 'I passed my driving test' (1) • jargon / specialist language (1) e.g. 'emergency stop' (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	D - 'I think he was looking for a reason to fail me'	(1)

Section D

Question number	Content standard	Answer	Mark
12(a)	15	<p>Award 1 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"> • scary • frightening • intimidating • unnerving • disconcerting <p>Accept any other appropriate word or phrase.</p>	(1)

12(b)	15	<p>Award 1 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"> • clearly • distinctly • strongly • sharply • in detail <p>Accept any other appropriate word or phrase.</p>	(1)
-------	----	--	------------

Question number	Content standard	Answer	Mark
13	12	<p>Award 1 mark for each relevant similarity between Text A and Text C, up to a maximum of 2 marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> • having a lesson before a test (1) • doing a mock test (1) • staying calm (1) • being positive (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 to support their points.	(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"> • 'introduction to adult life / greater independence / freedom' (1) • 'the opportunities you'll have after passing' (1) <p>Text B</p> <ul style="list-style-type: none"> • 'for work and leisure' (1) • 'stepping stone to adulthood' (1) <p>Text C</p> <ul style="list-style-type: none"> • 'I can get to college much more quickly' (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



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.



Book Your Functional Skills Exam Now!

Intech Centre is a leading training, careers and examination centre based in Islington, London, delivering Functional Skills Maths and English courses and exams for over 26 years.



Book Now!



Book Your Exams & Courses

Qualification	Private Course	Online Exam	Exam in London
Functional Skills Maths Level 1 & 2	Enrol on Course	Book Online Exam	Book London Exam
Functional Skills English Level 1 & 2	Enrol on Course	Book Online Exam	Book London Exam

Why Intech Centre?

- Over **26 years' experience** as a UK training and exam centre in London.
- **City & Guilds Functional Skills Maths** and **English exams**, Ofqual regulated and nationally recognised.
- Flexible **online learning** with 24/7 access plus online or centre-based exam options.
- Ideal if you still need GCSE Maths or English equivalent for university entry, teacher training, apprenticeships or employment.

CALL US FOR MORE INFORMATION:



020 7354 5655



www.intechcentre.com



info@intechcentre.com