



# 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](http://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  
PENR2 Set 5

## **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://qualifications.pearson.com). 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)

## 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>• rail / train (1)</li> <li>• coach / bus (1)</li> </ul> <p><b>Accept</b> any other appropriate wording.</p>	<b>(2)</b>

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

Question number	Content standard	Answer	Mark
3	17	<p>A – ‘other options include’</p> <p>E – ‘food at reasonable prices’</p>	<b>(2)</b>

Question number	Content standard	Answer	Mark												
4	16	<p>Paragraph number to match subheading:</p> <table border="1" data-bbox="591 1150 1196 1434"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>Time for a feast</td> <td><b>4</b></td> </tr> <tr> <td>Keep up to date</td> <td><b>5</b></td> </tr> <tr> <td>What’s on</td> <td><b>2</b></td> </tr> <tr> <td>Festival location</td> <td><b>1</b></td> </tr> <tr> <td>Accommodation options</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	Time for a feast	<b>4</b>	Keep up to date	<b>5</b>	What’s on	<b>2</b>	Festival location	<b>1</b>	Accommodation options	<b>3</b>	<b>(2)</b>
Subheading	Paragraph number														
Time for a feast	<b>4</b>														
Keep up to date	<b>5</b>														
What’s on	<b>2</b>														
Festival location	<b>1</b>														
Accommodation options	<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>'splash out'</td> <td> <ul style="list-style-type: none"> <li>• spend a lot</li> <li>• buy treats</li> <li>• be extravagant</li> <li>• spending spree</li> <li>• spend all your money</li> </ul> </td> </tr> <tr> <td>'uncover new trends'</td> <td> <ul style="list-style-type: none"> <li>• discover new fashions</li> <li>• find out about new things</li> <li>• come across new clothes</li> <li>• see what is up to date</li> <li>• find out what is fashionable</li> <li>• learn about current crazes</li> </ul> <p>Reward responses that explain 'uncover' and 'trends' but reuse 'new'.</p> </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	'splash out'	<ul style="list-style-type: none"> <li>• spend a lot</li> <li>• buy treats</li> <li>• be extravagant</li> <li>• spending spree</li> <li>• spend all your money</li> </ul>	'uncover new trends'	<ul style="list-style-type: none"> <li>• discover new fashions</li> <li>• find out about new things</li> <li>• come across new clothes</li> <li>• see what is up to date</li> <li>• find out what is fashionable</li> <li>• learn about current crazes</li> </ul> <p>Reward responses that explain 'uncover' and 'trends' but reuse 'new'.</p>	<b>(2)</b>
Quotation	Explanation								
'splash out'	<ul style="list-style-type: none"> <li>• spend a lot</li> <li>• buy treats</li> <li>• be extravagant</li> <li>• spending spree</li> <li>• spend all your money</li> </ul>								
'uncover new trends'	<ul style="list-style-type: none"> <li>• discover new fashions</li> <li>• find out about new things</li> <li>• come across new clothes</li> <li>• see what is up to date</li> <li>• find out what is fashionable</li> <li>• learn about current crazes</li> </ul> <p>Reward responses that explain 'uncover' and 'trends' but reuse 'new'.</p>								

Question number	Content standard	Answer	Mark
6	18	D - Festival sales will continue to increase in the future.	<b>(1)</b>

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

7 (b)	16	footnote	<b>(1)</b>
-------	----	----------	------------

Question number	Content standard	Answer	Mark
8(a)	18	<p>Award <b>1</b> mark for each thing people like about the products on sale at festivals:</p> <ul style="list-style-type: none"> <li>• make memories / take away something extra (1)</li> <li>• unique products / products that can't be found elsewhere (1)</li> <li>• uncover new trends (1)</li> <li>• feel more connected (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 reason why companies like to test new products at festivals:</p> <ul style="list-style-type: none"> <li>• can roll out later online / in store (1)</li> <li>• festival goers are open-minded (1)</li> <li>• can get direct feedback (1)</li> <li>• rising sales (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 that it is easy to spend too much at festivals, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"><li>• 'spend a small fortune (on luxury accommodation)' (1)</li><li>• 'give your bank account a hammering' (1)</li><li>• 'The food may be pricy' (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>• direct address (1) e.g. 'you don't sleep much' (1)</li> <li>• positive / negative / emotive language (1) e.g. 'delicious', 'glamorous', 'chilly' (1)</li> <li>• rule of three (1) e.g. 'clothes, accessories and craft items' (1)</li> <li>• alliteration (1) e.g. 'katsu curry to kimchee' (1)</li> <li>• hyperbole / exaggeration (1) e.g. 'incredible', 'amazing', 'massive' (1)</li> <li>• colloquial / informal language (1) e.g. 'mooch', 'buzzing', 'hassles' (1)</li> <li>• first person / personal experience (1) e.g. 'my next step', 'I'm still peckish' (1)</li> <li>• metaphor (1) e.g. 'give your bank account a hammering' (1)</li> <li>• onomatopoeia (1) e.g. 'buzzing' (1)</li> <li>• simile (1) e.g. 'The festival site is vast – like a small city' (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	A – 'no feeling like being part of a massive crowd'	<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 'crave' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• want</li> <li>• desire</li> <li>• long for</li> <li>• wish for</li> <li>• love to have</li> </ul> <p><b>Accept</b> any other appropriate word or phrase that fits into the target quotation.</p>	<b>(1)</b>

12(b)	15	<p>Award <b>1</b> mark for any reasonable word or phrase to replace 'animated' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• excited</li> <li>• lively</li> <li>• spirited</li> <li>• enthusiastic</li> </ul> <p><b>Accept</b> any other appropriate word or phrase that fits into the target quotation.</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 about the acts you can see at festivals, up to a maximum of <b>2</b> marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> <li>• lots of acts (1)</li> <li>• big names / superstar acts (1)</li> <li>• new bands (1)</li> <li>• play music you love (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	B – Both use informal language to relate to the reader.	<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>• '(a dizzying) variety of food' (1)</li> <li>• 'Whatever your diet, we've got you covered' (1)</li> </ul> <p><b>Text B</b></p> <ul style="list-style-type: none"> <li>• 'the days of chips and burgers are long gone' (1)</li> <li>• 'tucking into thali, fish curry and kimchee' (1)</li> </ul> <p><b>Text C</b></p> <ul style="list-style-type: none"> <li>• '(an amazing) choice of food stalls' (1)</li> <li>• 'I've tried several foods at festivals that I've never had anywhere else' (1)</li> <li>• 'from katsu curry to kimchee' (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



*Rewarding Learning*

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	<a href="#">Enrol on Course</a>	<a href="#">Book Online Exam</a>	<a href="#">Book London Exam</a>
Functional Skills English Level 1 & 2	<a href="#">Enrol on Course</a>	<a href="#">Book Online Exam</a>	<a href="#">Book London Exam</a>

## 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**