



# 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.

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### SERVICES

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- 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



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# Mark Scheme

Functional Skills English

Reading Level 2  
PENR2 Past Paper 6

## **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](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>• accessible spots (1)</li> <li>• near classrooms (1)</li> <li>• cafeteria / near each till (1)</li> </ul> <p><b>Accept</b> any other appropriate wording.</p>	<b>(2)</b>

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

Question number	Content standard	Answer	Mark
3	17	<p>B – ‘proud to announce’</p> <p>C – ‘extending our menu’</p>	<b>(2)</b>

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>Cafeteria updates</td> <td><b>4</b></td> </tr> <tr> <td>What you’ve told us</td> <td><b>2</b></td> </tr> <tr> <td>Why we’re doing this</td> <td><b>5</b></td> </tr> <tr> <td>A free resource</td> <td><b>3</b></td> </tr> <tr> <td>You still have time</td> <td><b>1</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	Cafeteria updates	<b>4</b>	What you’ve told us	<b>2</b>	Why we’re doing this	<b>5</b>	A free resource	<b>3</b>	You still have time	<b>1</b>	<b>(2)</b>
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A free resource	<b>3</b>														
You still have time	<b>1</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>'a losing battle'</td> <td> <ul style="list-style-type: none"> <li>• not winning</li> <li>• making no difference</li> <li>• wasting effort and time</li> <li>• a pointless exercise</li> <li>• situation not improving / getting worse</li> <li>• hard to fix</li> </ul> </td> </tr> <tr> <td>'a global push'</td> <td> <ul style="list-style-type: none"> <li>• worldwide effort</li> <li>• people from all around the world acting together</li> <li>• everyone trying to help</li> <li>• groups worldwide working together</li> <li>• everyone doing what is best for the planet</li> </ul> </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	'a losing battle'	<ul style="list-style-type: none"> <li>• not winning</li> <li>• making no difference</li> <li>• wasting effort and time</li> <li>• a pointless exercise</li> <li>• situation not improving / getting worse</li> <li>• hard to fix</li> </ul>	'a global push'	<ul style="list-style-type: none"> <li>• worldwide effort</li> <li>• people from all around the world acting together</li> <li>• everyone trying to help</li> <li>• groups worldwide working together</li> <li>• everyone doing what is best for the planet</li> </ul>	<b>(2)</b>
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Question number	Content standard	Answer	Mark
6	18	B – Pam wants more people to join the group.	<b>(1)</b>

Question number	Content standard	Answer	Mark
7 (a)	16	(Pam's) Beach Clean Team	<b>(1)</b>

7 (b)	16	caption	<b>(1)</b>
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Question number	Content standard	Answer	Mark
8(a)	18	<p>Award <b>1</b> mark for each way, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• dropping plastic (1)</li> <li>• leaving litter / not using the bins (1)</li> <li>• (spraying) graffiti (1)</li> <li>• not following the rules (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, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• remain positive / convinced (1)</li> <li>• similar groups / global push (1)</li> <li>• technology / sharing ideas / information / motivational stories (1)</li> <li>• interest shown by children (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 helping the environment can also save people money, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• 'without having to spend a penny' (1)</li> <li>• 'eliminates costly car trips' (1)</li> <li>• 'cut costs' (1)</li> <li>• 'buy only what you really need' (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>• (rhetorical) question / question and answer (1) e.g. 'Are you asking yourself what you could possibly do to help save the environment?' (1)</li> <li>• direct address (1) e.g. 'buy only what you really need' (1)</li> <li>• rule of three (1) e.g. 'co-workers, friends or neighbours' (1)</li> <li>• command / imperative (1) e.g. 'Just try it' (1)</li> <li>• colloquial / informal (language) (1) e.g. 'I haven't looked back since' (1)</li> <li>• positive / negative / emotive (language) (1) e.g. 'best', 'lazy', 'save' (1)</li> <li>• first person / personal experience (1) e.g. 'I did it' (1)</li> <li>• repetition (1) e.g. 'much, much easier' (1)</li> <li>• alliteration (1) e.g. 'fashion fix' (1)</li> <li>• statistics (1) e.g. '73%' (1)</li> <li>• new words (1) e.g. 'swishing' (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	D - 'The honest answer is simply to change your daily habits'	<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 'emerge' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• appear</li> <li>• arise</li> <li>• surface</li> <li>• materialise</li> <li>• come</li> <li>• become apparent</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 'superfluous' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• excess / excessive</li> <li>• extra</li> <li>• surplus</li> <li>• too much</li> <li>• unnecessary</li> <li>• more than enough</li> </ul> <p><b>Accept</b> any other appropriate word or phrase that fits into the target quotation</p>	<b>(1)</b>
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Question number	Content standard	Answer	Mark
13	12	<p>Award <b>1</b> mark for each relevant similarity between Text A and Text C, up to a maximum of <b>2</b> marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> <li>• reuse bottles (1)</li> <li>• use less plastic (1)</li> <li>• use less packaging (1)</li> <li>• change eating habits / eat less meat (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 first person to share their ideas.	<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>• 'potential wildlife extinction' (1)</li> </ul> <p><b>Text B</b></p> <ul style="list-style-type: none"> <li>• 'causing serious harm to seabirds' (1)</li> </ul> <p><b>Text C</b></p> <ul style="list-style-type: none"> <li>• 'endangered species' (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



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

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