



# 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!**



**NCFE Level 2 Functional Skills Qualification in  
English  
(603/5054/4)**

**Paper Title: Level 2 Functional Skills Qualification  
in English: Reading**

Paper number: P000XXX Sample Assessment Materials

Mark Scheme  
V4.2

SAMPLE

Q no	Marking Guidance	Marks	Subject Content Ref
<b>Section 1</b>			
1	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• To show these services belong to the people/you/taxpayers (1)</li> <li>• To give a sense of unity/‘all in it together’ (1)</li> <li>• These people should be working to help us and not themselves (1).</li> <li>• To stress that the money belongs to us/taxpayers (1).</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Do Not Accept:</b></p> <ul style="list-style-type: none"> <li>• Responses that simply state there is repetition</li> <li>• Responses which simply say the word is used to address the audience / relate directly to the reader but offer no explanation of the context in which it is used.</li> </ul>	2	02.14
2	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Title/Greedy Public Service Bosses (1)</li> <li>• Lining their own pockets (1)</li> <li>• Cheating the taxpayer (1).</li> </ul> <p><b>Accept</b> any other valid phrases that demonstrate the ‘selfishness’ of public sector managers.</p>	2	02.13
3a	<p><b>Sub-heading:</b></p> <p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• To split the text into different sections (regarding ‘what we have uncovered’ and ‘action’ (to take)) (1)</li> <li>• To indicate the topic of text that follows is about ‘what we have uncovered’/‘action’ (to take) (1).</li> </ul> <p><b>Accept</b> any other valid reason that is linked to the text.</p> <p><b>Do Not Accept:</b> Answers which are not specific to the text.</p>	1	02.16

3b	<p><b>Bullet points:</b>  <b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• To present various examples (ie about pay) succinctly (1)</li> <li>• To break up the text (ie text into information about different occupational areas) / make it easier to read (ie to differentiate between pay for different jobs) (1).</li> </ul> <p><b>Accept</b> similar wording.  <b>Accept</b> any other valid reason that is linked to the text.</p> <p><b>Bracketed information</b> are examples of specific responses.</p> <p><b>Do Not Accept:</b> Answers which are not specific to the text.</p>	1	02.16
4	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• To help the reader understand the points being made in the text about pay comparisons (1)</li> <li>• To make the reader believe/persuade the reader that the information about public sector pay is factual/objective (1)</li> <li>• To help the reader recognise that the points being made about public sector pay are based on research (1).</li> </ul> <p><b>Accept</b> any other valid reason that relates to the text.</p> <p><b>Do Not Accept:</b> Answers which are not specific to the text.</p>	2	02.11
5	<p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• They want/need to know more about public sector pay (1)</li> <li>• They are worried about inequalities in public sector pay (1).</li> </ul> <p><b>Accept</b> any other valid reason that is linked to the text.</p>	1	02.11
<b>Section 2</b>			
6	<p><b>Answer:</b>  A. Serious (1).</p>	1	02.19
7	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Factual (1)</li> <li>• Official (1)</li> <li>• Formal (1)</li> <li>• Informative (1).</li> </ul> <p><b>Accept</b> any other valid style identified.</p>	2	02.19
8	<p><b>Answer:</b>  ('Where to work') - International Economist magazine (Jan 2018) (1).</p> <p><b>Only the words outside of the brackets are required for the mark to be awarded.</b></p>	1	02.15
9	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Comparison (eg of pay of public sector managers with that of private sector / UK pay with that of other countries) (1)</li> <li>• Positive language (eg fair and equitable) (1)</li> </ul>	2	02.14

	<ul style="list-style-type: none"> <li>• Positive qualities (listed: skills, professionalism etc) (1)</li> <li>• Fear factor (eg negative results if advice / recommendations not acted upon) (1)</li> <li>• Reference to research (eg stats / other research quoted) (1).</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Only the words outside of the brackets are required for the mark to be awarded.</b></p>		
10	<p><b>Answer:</b> D. Summary (1).</p>	1	02.16
11	<p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• The phrase suggests that there is a concerted campaign against the high pay of senior managers (1)</li> <li>• There is a campaign against the high pay of senior managers (1)</li> <li>• That senior managers are being picked on because of their high pay (1).</li> </ul> <p><b>Accept</b> similar wording. <b>Accept</b> any other valid meanings.</p> <p><b>Do Not Accept:</b> Wording from the glossary.</p>	1	02.15
<b>Section 3</b>			
12	<p><b>Fact:</b> <b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• 33,000 nurses left the NHS last year (1)</li> <li>• Rahima is a student (1)</li> <li>• Nurses received a 1.2% pay increase (1).</li> </ul> <p><b>Opinion:</b> <b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Get rid of the parasites that are milking the system (1)</li> <li>• A miserly 1.2% pay increase (1)</li> <li>• Everyone benefits (1).</li> </ul> <p><b>Accept</b> any other valid fact/opinion from Doc 3.</p>	2	02.18
13	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• She will be able to get a well-paid job (1)</li> <li>• She might be able to work in the police/health service (1)</li> <li>• Debt is only/can be temporary (1)</li> <li>• There are benefits to paying taxes (1).</li> </ul> <p><b>Accept</b> any other valid reason.</p>	2	02.18
14	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Some people are complaining about high pay (1)</li> <li>• Some people are envious (1)</li> </ul>	2	02.13

	<ul style="list-style-type: none"> <li>Some people shouldn't complain about public sector managers' high wages (1)</li> <li>Some people are acknowledging that the managers are good (1)</li> <li>Some people are paying managers a backhanded compliment (1)</li> <li>Some people don't want managers to be paid this much (1).</li> <li>Cecil's contribution is aimed at some people who complain. He suggests they should stop complaining. (1)</li> </ul> <p><b>Accept</b> similar wording. <b>Accept</b> any other valid example.</p>		
<b>Section 4</b>			
15	<p><b>(one of the following)</b> <b>The learner's response will:</b></p> <ul style="list-style-type: none"> <li>have some mention of at least one of Ray's views AND one of the views expressed in Doc 1, but limited <b>implicit</b> comparison and no consideration of how views are conveyed <b>(1 mark)</b></li> <li>compare at least one of Ray's views and one of the views expressed in Doc 1 with some <b>explicit</b> comparison, with limited consideration of how views are conveyed in at least one document <b>(2 marks)</b></li> <li>have a <b>clear and explicit</b> comparison of Ray's views and the views expressed in Doc 1, with <b>examples</b> from both sources. There is clear comparison of how views are conveyed in both documents (eg Ray cites personal experience whereas Hannah in Doc 1 makes extensive use of rhetorical questions and stats/facts). <b>(3 marks)</b></li> </ul> <p><b>Do Not Accept:</b> Responses that are sourced from Document 2.</p> <p><b>0 marks should be given for no awardable content.</b></p>	3	02.12
16	<p><b>(one of the following)</b> <b>The learner's response will:</b></p> <ul style="list-style-type: none"> <li>make a clear choice but only consider the one document selected. Limited explanation given for choice <b>(1 mark)</b></li> <li>make a clear choice considering only the document selected and one other. Reasonable explanation given for choice, although some reasoning may be implicit <b>(2 marks)</b></li> <li>make a clear choice considering all three documents. Choice supported by a reasonable explanation. <b>(3 marks)</b></li> <li>make a clear choice considering all three documents in detail. There is a comprehensive explanation, supported by examples <b>(4 marks)</b>.</li> </ul> <p><b>0 marks should be given for no awardable content.</b></p>	4	02.17
<b>Total marks available:</b>			<b>30</b>



# 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](http://www.intechcentre.com)



[info@intechcentre.com](mailto:info@intechcentre.com)