



# 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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## 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



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**LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH:  
READING**

**PRACTICE ASSESSMENT 1 (FSR108P)**

**MARK SCHEME**

**BOXING**

Q	Response	Marks	SoS
T1 1	<p>What is the purpose of Text 1?</p> <p>Candidate has identified the meaning / purpose of the text eg</p> <ul style="list-style-type: none"> <li>• to explain how boxing apprenticeships work</li> <li>• to encourage the reader to find out more</li> <li>• to inform readers about boxing apprenticeships.</li> </ul> <p>NB Accept any other valid meaning identified.</p>	<p>1 1 1 <b>(max 1)</b></p>	11a
2	<p>Identify <b>three</b> skills needed in the building industry, according to Ted Hill.</p> <p>Candidate has identified and understood skills needed in the building industry eg</p> <ul style="list-style-type: none"> <li>• respect for others</li> <li>• fitness</li> <li>• confidence</li> <li>• safety awareness.</li> </ul>	<p>1 1 1 1 <b>(max 3)</b></p>	9
3	<p>Identify <b>one</b> fact and <b>one</b> opinion from Text 1.</p> <p>Candidate has identified a fact eg</p> <ul style="list-style-type: none"> <li>• Edwin Hill Construction has signed up to the scheme</li> <li>• an apprentice will go to college once a week.</li> </ul> <p>Candidate has identified an opinion eg</p> <ul style="list-style-type: none"> <li>• it's no joke being a boxing apprentice</li> <li>• boxing could be the way into employment.</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 <b>(max 1)</b></p> <p>1 1 <b>(max 1)</b></p>	11b
4	<p>Identify <b>one</b> layout feature that makes the text easier for the reader to understand. Use this layout feature to find <b>two</b> pieces of information about what boxing apprentices do in addition to gaining qualifications.</p> <p>Candidate has identified a valid feature eg</p> <ul style="list-style-type: none"> <li>• bullet points</li> <li>• bold type</li> <li>• sub-heading</li> <li>• image.</li> </ul> <p>Candidate has used the feature they identified to find information about boxing apprenticeships eg</p> <ul style="list-style-type: none"> <li>• what an apprentice will do (sub-heading / bold)</li> <li>• how to find out more (sub-heading / bold)</li> </ul>	<p>1 1 1 1 <b>(max 1)</b></p> <p>1 1 1</p>	14

	<ul style="list-style-type: none"> <li>• they box (image / sub-heading)</li> <li>• they will use boxing gloves (image)</li> <li>• the NABC can be contacted on 01998 432 432 / by emailing <a href="mailto:nabc@apprenticeships.co.uk">nabc@apprenticeships.co.uk</a> (sub-heading / bold)</li> <li>• go to college once a week (bullet points)</li> <li>• work four mornings a week on a building site (bullet points)</li> <li>• apprentices enter competitions (bullet points).</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1 1 1</p> <p><b>(max 2)</b></p>	
T2 5	<p>Explain the meaning of the following words, as used in Text 2:</p> <ul style="list-style-type: none"> <li>• 'bout' in section 2</li> <li>• 'purse' in section 2</li> <li>• 'spar' in section 3.</li> </ul> <p>Candidate has understood a range of specialist words in context ie that</p> <ul style="list-style-type: none"> <li>• 'bout' means a (boxing) match or fight</li> <li>• 'purse' means (prize) money</li> <li>• 'spar' means to practise (boxing).</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1</p> <p><b>(max 3)</b></p>	17
6	<p>Identify <b>two</b> training activities offered by the boxing club, according to the images in Text 2.</p> <p>Candidate has inferred meaning from images correctly by identifying what training activities are offered ie</p> <ul style="list-style-type: none"> <li>• weightlifting</li> <li>• using a punch bag/punching a boxing bag</li> <li>• exercise bike/cycling</li> <li>• skipping</li> <li>• using rowing machine/rowing.</li> </ul> <p>NB Accept any other valid meanings.</p>	<p>1 1 1 1 1</p> <p><b>(max 2)</b></p>	15
7	<p>What words or phrases could be used to replace 'conducted' in section 1 and 'amateur' in section 2 of Text 2?</p> <p>Candidate has used an appropriate strategy to find words or phrases to replace the ones used in the text eg</p> <ul style="list-style-type: none"> <li>• conducted – managed / supervised / led / taught / run</li> <li>• amateur – unpaid / nonprofessional.</li> </ul> <p>NB Accept any other valid words or phrases.</p>	<p>1 1</p> <p><b>(max 2)</b></p>	13

8	<p>Identify <b>two</b> phrases used in Text 2 to instruct the reader.</p> <p>Candidate has identified phrases used to instruct the reader eg</p> <ul style="list-style-type: none"> <li>• don't forget to book training in advance</li> <li>• tell your friends</li> <li>• ask Jen at the front desk</li> <li>• sparring must be supervised.</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1 1 <b>(max 2)</b></p>	16
9	<p>What punctuation has been used to emphasise points being made in Text 2?</p> <p>Candidate has shown knowledge of what punctuation is used to aid understanding by identifying punctuation used for emphasis eg</p> <ul style="list-style-type: none"> <li>• exclamation marks</li> <li>• capital letters / upper case.</li> </ul> <p>NB Accept any other valid response based on the text.</p>	<p>1 1 <b>(max 1)</b></p>	18
T3 10	<p>Compare what Gene and Nisha think about boxing.</p> <p>Candidate has briefly described what Gene and Nisha think of boxing but has not compared them.</p> <p>Candidate has described and compared what Gene and Nisha think about boxing.</p> <p><u>Indicative Content</u> Candidate might include consideration of Gene thinks boxing should be banned because it encourages people to deliberately injure other people. He thinks boxing is barbaric and not really a sport. Nisha also hates boxing. She sees boxing as the only sport where people deliberately try to knock each other out whereas in other dangerous sports injuries are accidental. Therefore they are both in agreement and both think boxing is wrong.</p>	<p>1  2 <b>(max 2)</b></p>	10
11	<p>Identify <b>three</b> ways Gene uses language to show his views on boxing.</p> <p>Candidate has identified ways Gene uses language to suit purpose of expressing his views on boxing eg</p> <ul style="list-style-type: none"> <li>• instructions to the reader (“boxing should be banned”)</li> <li>• exaggeration (“deliberately try and injure someone else”)</li> <li>• emotive language (“barbaric ‘sport’ ”)</li> <li>• negative comments (“disgraceful”).</li> </ul>	<p>1 1 1 1 <b>(max 3)</b></p>	12

	NB Accept description of language used or examples of it. Accept any other valid ways identified.		
12	<p>Give <b>three</b> benefits of training, according to Text 3.</p> <p>Candidate has identified benefits of training eg</p> <ul style="list-style-type: none"> <li>• improved fitness</li> <li>• feeling safer</li> <li>• more self-respect or pride</li> <li>• increased confidence.</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1 1 <b>(max 3)</b></p>	9
13	<p>According to Megan and Jayden, do boxers always get injured? Give <b>two</b> reasons you know this.</p> <p>Candidate has understood that, according to Megan and Jayden boxers do not always get hurt.</p> <p>Candidate has given reasons they know this eg</p> <ul style="list-style-type: none"> <li>• Megan emphasises importance of warming up and cooling down</li> <li>• Megan says the club doctor is on hand / bad injuries unlikely</li> <li>• Jayden says he hasn't been injured in training</li> <li>• Jayden implies that if you listen to the coach's advice you don't get injured</li> <li>• Jayden gives ways of avoiding injury (eg keeping your guard up, rolling with the punches)</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 <b>(max 1)</b></p> <p>1 1 1 1 <b>(max 2)</b></p>	11a

**(AO CONSORTIUM) LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SETTING MATRIX (BOXING)**

Learning aims and outcomes	Ref	Scope of Study	Question numbers – marks available	Assessment weighting
Read a range of different text types confidently and fluently.	9	Identify and understand the main points, ideas and details in texts.	Q2 (3); Q12 (3)	6 marks
	10	Compare information, ideas and opinions in different texts.	Q10 (2)	2 marks
	11a	Identify meanings in texts.	Q1 (1); Q13 (3)	4 marks
	11b	Distinguish between fact and opinion.	Q3 (2)	2 marks
	12	Recognise how language and other textual features have been varied to suit audience and purpose.	Q11 (3)	3 marks
	13	(Use reference materials and) appropriate strategies for a range of purposes, including to find the meaning of words.	Q7 (2)	2 marks
	14	Understand organisational and structural features and use them to locate relevant information (in a range of straightforward texts).	Q4 (3)	3 marks
	15	Infer meanings from images (not explicit in accompanying text).	Q6 (2)	2 marks
	16	Recognise vocabulary typically associated with specific types and purposes of texts.	Q8 (2)	2 marks
	17	Read and understand a range of specialist words in context.	Q5 (3)	3 marks
	18	Use knowledge of punctuation to aid understanding of straightforward texts.	Q9 (1)	1 mark
		<b>TOTAL MARKS</b>		30



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