



# 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.

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- Functional Skills English

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- Functional Skills Maths & English Exam Tutoring

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- ➔ 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 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH:  
READING**

**PRACTICE ASSESSMENT SET 3 (FSR202P)**

**MARK SCHEME**

Q	Response	Marks	SoS
T1 1	<p>Raheem and Jemma, in Text 1, explain what they think about mobile phones. Give one fact and one opinion either of them uses to support their point of view.</p> <p>Candidate gives a fact from Text 1 used to support a point of view eg</p> <ul style="list-style-type: none"> <li>• you can use your mobile phone to go on the internet</li> <li>• mobile phones don't weigh much</li> <li>• everyone was staring (silently) at their phones</li> <li>• no-one was talking to a person near them</li> </ul> <p>Accept any other fact identified from the text.</p> <p>Candidate gives an opinion from Text 1 used to support a point of view eg</p> <ul style="list-style-type: none"> <li>• here are many great ways you can use your mobile phone</li> <li>• mobile phones make communication really easy</li> <li>• mobile phones are ruining real interaction</li> <li>• it is so infuriating</li> </ul> <p>Accept any other opinion identified from the text.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p>	18b
2	<p>What does Raheem imply when he uses the words 'You can also check up on them to see where they are'?</p> <p>Candidate has identified implicit meaning eg</p> <ul style="list-style-type: none"> <li>• you might be worried about someone</li> <li>• you might wonder what someone is doing</li> <li>• you might be suspicious that someone is doing something they shouldn't (accept example)</li> </ul> <p>Accept any other valid response.</p>	<p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p>	13
3	<p>Identify the main reason why Jemma is against mobile phones. Explain why you think this.</p> <p>Candidate has identified the main reason Jemma is against mobile phones is because she feels they are eg</p> <ul style="list-style-type: none"> <li>• ruining genuine interaction</li> <li>• preventing communication between actual people</li> <li>• very annoying</li> </ul> <p>Candidate has explained how they know this eg</p> <ul style="list-style-type: none"> <li>• stated in first line of her contribution</li> <li>• she gives several examples of this (eg on train, conversation interrupted)</li> <li>• ramps up problems (eg from banking information being stolen to accidents being caused)</li> </ul> <p>Accept any other valid explanation based on information from text.</p>	<p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p>	18a

<p>T2 4</p>	<p>Identify two organisational features used by the author of Text 2. Give two examples of information which the features you have identified help you to find.</p> <p>Candidate identifies organisational features eg</p> <ul style="list-style-type: none"> <li>• heading</li> <li>• sub-headings</li> <li>• bold / capitals</li> </ul> <p>Accept any other organisational feature identified from the text.</p> <p>Candidate gives examples of information these features help them to find eg</p> <ul style="list-style-type: none"> <li>• (headings / capitals / bold help you to find) <ul style="list-style-type: none"> <li>○ summary of what the text is about</li> <li>○ that there is such a thing as being addicted to technology</li> </ul> </li> <li>• (sub-headings / bold help you to find) <ul style="list-style-type: none"> <li>○ information on different aspects of technology addiction</li> <li>○ what the key problems are (eg sleep, isolation, health)</li> </ul> </li> </ul> <p>Accept any other examples of information which can be located using features identified.</p>	<p>1 1 1 <b>(max 2)</b></p> <p>1 1 1 1 <b>(max 2)</b></p>	<p>16</p>
<p>5</p>	<p>Give a definition of technology as stated in Text 2 and explain two ways in which people can become isolated.</p> <p>Candidate defines technology using relevant information from footnotes eg</p> <ul style="list-style-type: none"> <li>•computer</li> <li>•tablet</li> <li>•phone</li> </ul> <p>Candidate explains ways in which people can become isolated using relevant information from footnotes eg</p> <ul style="list-style-type: none"> <li>• spending time in their own world</li> <li>• using music streaming devices</li> <li>• playing games</li> <li>• reading about others</li> </ul>	<p>1 1 1 <b>(max 1)</b></p> <p>1 1 1 1 <b>(max 2)</b></p>	<p>15</p>
<p>T3 6</p>	<p>Identify one example of a rhetorical question in Text 3 and explain its impact on the reader.</p> <p>Candidate has given example of a rhetorical question eg =</p> <ul style="list-style-type: none"> <li>• Did you know that 80% of all 16 – 75 year olds own a mobile phone?</li> <li>• Are you prepared to take up my challenge?</li> </ul> <p>Candidate has provided appropriate explanation of its impact on the reader eg</p> <ul style="list-style-type: none"> <li>• the question gets the attention of the reader</li> <li>• makes them think about their own mobile phone use</li> </ul>	<p>1 1 <b>(max 1)</b></p> <p>1 1</p>	<p>14</p>

	<ul style="list-style-type: none"> <li>the question makes the reader consider whether they would want to give up their mobile phone (for charity)</li> </ul> <p>Accept any other valid explanation showing the effect of a rhetorical question on the reader.</p>	<p>1</p> <p><b>(max 1)</b></p>	
7	<p>What is the purpose of Text 3? Explain how you know this.</p> <p>Candidate has stated the purpose of Text 3 eg</p> <ul style="list-style-type: none"> <li>to persuade the reader to give up using their mobile phone for a week</li> <li>to persuade the reader to raise money for charity</li> </ul> <p>Candidate has offered an explanation for their conclusion eg</p> <ul style="list-style-type: none"> <li>the headline highlights this purpose</li> <li>leaflet includes many negative points about using technology</li> <li>you are referred to a charity's email address</li> </ul> <p>Accept any other valid explanation based on information in the text.</p>	<p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p>	13
AT 8	<p>Texts 2 and 3 contain statistics about technology use, but Text 1 does not. Why do you think this is the case?</p> <p>Candidate explains why more detail in terms of statistics is given in Texts 2 and 3 eg</p> <ul style="list-style-type: none"> <li>both these documents are talking about generalisations ie how technology has affected many people, so the stats are useful, whereas T1 is giving personal examples</li> <li>stats can be useful to persuade you to do something and both these texts are persuading the reader to give up technology</li> <li>to shock the reader into action</li> <li>the writers of Text 1 probably don't have any statistics available to back up their points but this doesn't really matter in a discussion forum</li> </ul> <p>Accept any other valid explanation based on information in the texts.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 2)</b></p>	11
9	<p>Identify the styles of writing used in Texts 2 and 3. Give one example from each text which suggests that style of writing.</p> <p>Candidate identifies the style of writing of Texts 2 and 3 eg</p> <p>Text 2's style is</p> <ul style="list-style-type: none"> <li>formal</li> <li>worthy / preaching</li> <li>threatening</li> <li>negative</li> </ul> <p>Text 3's style is</p> <ul style="list-style-type: none"> <li>persuasive</li> <li>instructive</li> <li>challenging</li> <li>personal</li> </ul>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	19

	<p>Accept any other valid identification of styles of writing.</p> <p>Candidate provides an example of the style of writing they have selected eg</p> <p>T2</p> <ul style="list-style-type: none"> <li>• More people are becoming over-dependent on technology</li> <li>• Thumb, neck and back pain can come from excessive use of technological devices</li> <li>• There are many dangers we must be more aware of because of our increased use of technology</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>• This isn't good behaviour</li> <li>• You'll have loads of benefits</li> <li>• chatting to people</li> </ul> <p>Accept any other valid examples from the text.</p>	<p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p>	
10	<p>Compare the views expressed in Text 1 and Text 3 on the subject of technology, and how these views are conveyed.</p> <p>Candidate considers the views expressed in T1 and T3 eg</p> <ul style="list-style-type: none"> <li>• Limited comparison of views from both texts. Comparison may be implicit eg through juxtaposition of related ideas or listing eg Raheem in T1 says mobile phones have made communicating easier. In T3 it says that family meals are disturbed by phone usage.</li> <li>• Clear and explicit comparison of views from both texts eg. In T1 Jemma says real interaction is ruined by using mobile phones and this is supported in T3 as it illustrates this by showing that a lot of us use our phone as soon as we wake up in the morning. However, T1 contains contrasting views itself from the 2 different contributors – one of these supports the views in T3, the other one does not.</li> </ul> <p>Candidate considers how these views are conveyed eg</p> <ul style="list-style-type: none"> <li>• Some indication of how views have been conveyed in both documents but no comparison (eg writers of T1 use personal examples. The writer of T3 uses questions.)</li> <li>• Clear and explicit comparison of how views are conveyed in both documents (eg Writers of T1 &amp; T3 both use friendly, informal language. However, whereas the writers of T1 use personal examples and experience to reinforce their points, the writer of T3 uses a lot of facts / statistics to get across the point that mobiles are used too much.)</li> </ul> <p>Accept any other valid response based on the texts.</p>	<p>1</p> <p>2</p> <p><b>(max 2)</b></p> <p>1</p> <p>2</p> <p><b>(max 2)</b></p>	12
11	<p>Which text do you consider to be the least biased? Using all three texts, explain your selection.</p> <p>Candidate has selected T1.</p>	<p>1</p> <p><b>(max 1)</b></p>	17

<p>Candidate has justified their selection of T1 as the least biased, using information only from that text.</p>	1	
<p>Candidate has justified their selection of T1 as the least biased by reference to T1 and one other text.</p>	2	
<p>Candidate has justified their selection of T1 as the least biased by reference to all three texts.</p>	3	
<p><u>Indicative content</u>  Reasons might include:  T1 puts forward both positive and negative points of view about mobile phone usage. Therefore, although each contributor is biased, the document overall is balanced and is not biased.</p> <p>T2 is very biased as it puts across only the negative aspects of technology, even though its use of statistics and the fact that this is a newspaper article might at first glance suggest it is unbiased.</p> <p>T3 is again very biased as it puts across only the negative aspects of mobile phones. It is also biased as it is written on behalf of a charity which is trying to persuade the reader to raise money for them.</p> <p>Accept any other valid explanation.</p>	<b>(max 3)</b>	

## LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SETTING MATRIX

Learning aims and outcomes	Ref	Scope of Study	Question numbers – marks available	Assessment weighting
Read a range of different text types confidently and fluently.	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q8 (2)	2 marks
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q10 (4)	4 marks
	13	Identify implicit and inferred meaning in texts.	Q2 (1) Q7 (2)	3 marks
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q6 (2)	2 marks
	15	Use a range of reference materials and appropriate resources (eg glossaries/legends/keys) for different purposes, including to find the meaning of words in straightforward and complex sources.	Q5 (3)	3 marks
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources.	Q4 (4)	4 marks
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q11 (4)	4 marks
	18a	Follow an argument, identifying different points of view.	Q3 (2)	4 marks
	18b	Follow an argument, distinguishing fact from opinion.	Q1 (2)	
	19	Identify different styles of writing and writer's voice.	Q9 (4)	4 marks
<b>TOTAL MARKS</b>			<b>30</b>	<b>30 marks</b>



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