

Mark Scheme (Sample Assessment Materials)

Functional Skills English

Reading Level 2
OENR2

Functional Skills Qualifications from Pearson

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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	Answer	Mark
1	<p>Award 1 mark for each correct answer, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • careers advisers (1) • family (1) <p>Accept any other appropriate wording.</p>	(2)

Question number	Answer	Mark
2	A – advisory	(1)

Question number	Answer	Mark
3	<p>C – always a good move</p> <p>E – so that you're all set</p>	(2)

Question number	Answer	Mark														
4	<p>Paragraph number to match subheading:</p> <table border="1" data-bbox="391 1153 1040 1496"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>Preparation counts</td> <td>6</td> </tr> <tr> <td>Getting started</td> <td>2</td> </tr> <tr> <td>Support available</td> <td>3</td> </tr> <tr> <td>Job hunting</td> <td>5</td> </tr> <tr> <td>Time for experience</td> <td>4</td> </tr> <tr> <td>Need some inspiration?</td> <td>1</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Award 1 mark if one is correct. • Award 2 marks if two or three are correct. 	Subheading	Paragraph number	Preparation counts	6	Getting started	2	Support available	3	Job hunting	5	Time for experience	4	Need some inspiration?	1	(2)
Subheading	Paragraph number															
Preparation counts	6															
Getting started	2															
Support available	3															
Job hunting	5															
Time for experience	4															
Need some inspiration?	1															

Section B

Question number	Answer	Mark						
5	<p>Award 1 mark for each explanation, up to a maximum of 2 marks.</p> <table border="1"> <thead> <tr> <th>Quotation</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>'a digital divide'</td> <td> <ul style="list-style-type: none"> • a difference in IT understanding • a generation gap in computer knowledge • a split caused by technology </td> </tr> <tr> <td>'future-proof their career paths'</td> <td> <ul style="list-style-type: none"> • avoid becoming out of date/obsolete at work • keeping up to date with technology • remain relevant in the workplace </td> </tr> </tbody> </table> <p>Accept other explanations that show understanding of the target phrases. Do not accept quotations or the same explanation for both phrases.</p>	Quotation	Explanation	'a digital divide'	<ul style="list-style-type: none"> • a difference in IT understanding • a generation gap in computer knowledge • a split caused by technology 	'future-proof their career paths'	<ul style="list-style-type: none"> • avoid becoming out of date/obsolete at work • keeping up to date with technology • remain relevant in the workplace 	(2)
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'a digital divide'	<ul style="list-style-type: none"> • a difference in IT understanding • a generation gap in computer knowledge • a split caused by technology 							
'future-proof their career paths'	<ul style="list-style-type: none"> • avoid becoming out of date/obsolete at work • keeping up to date with technology • remain relevant in the workplace 							

Question number	Answer	Mark
6	C – The average child in the UK knows more about technology than anything else.	(1)

Question number	Answer	Mark
7 (a)	The NSPCC / Tony Stower / The Head of Child Safety Online	(1)

Question number	Answer	Mark
7 (b)	text box	(1)

Question number	Answer	Mark
8(a)	<p>Award 1 mark for each problem parents have supporting their children with technology, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • lack confidence (1) • don't have the time (1) • may not have the skills (1) <p>Accept other appropriate wording and other appropriate answers based on the text.</p>	(2)

Question number	Answer	Mark
8(b)	<p>Award 1 mark for each suggestion to help parents support their children with technology, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • explore children's online world (1) • use online safety tools (1) <p>Accept other appropriate wording and other appropriate answers based on the text.</p>	(2)

Section C

Question number	Answer	Mark
9	<p>Award 1 mark for each quotation that suggests there is a lot to learn if you want to work in IT, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • 'Working with computers all the time made it obvious to me how much I didn't know' (1) • 'taking evening courses in programming and web design' (1) • 'I am constantly developing my knowledge' (1) • 'work very, very hard to develop your skills and knowledge' (1) <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)

Question number	Answer	Mark
10	<p>Award 1 mark for each valid language feature identified, up to a maximum of 2 marks.</p> <p>Award 1 mark for each valid and linked example, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • direct address (1), e.g. 'Thank you' (1) • positive language (1), e.g. 'love', 'enthusiastic' (1) • rule of three (1), e.g. 'interesting, challenging and rewarding' (1) • hyperbole/exaggeration (1), e.g. 'endless', 'constantly' (1) • numbers/figures/percentages/statistics (1), e.g. '1.5 million people' (1) • colloquial/informal language (1), e.g. 'taking the plunge' (1) • first person/use of 'I', 'my'/personal experience (1), e.g. 'I never really considered', 'What I find inspiring' (1) • repetition (1), e.g. 'very, very hard' (1) 	(4)

Question number	Answer	Mark
11	B – You will find the work interesting, challenging and rewarding	(1)

Section D

Question number	Answer	Mark
12(a)	<p>Award 1 mark for any reasonable word or phrase to replace 'potential' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • possible • prospective • likely • future • those who might be your 	(1)

12(b)	<p>Award 1 mark for any reasonable word or phrase to replace 'remuneration' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • pay • salary • wage • money you earn 	(1)
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Question number	Answer	Mark
13	<p>(a) Award 1 mark for each relevant similarity between Text A and Text C, up to a maximum of 2 marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> • passion/enthusiasm • experience • a good CV • hard work <hr/> <p>(b) Award 1 mark for a relevant linked quotation from each text supporting each similarity identified, up to a maximum of 4 marks.</p>	(6)

Question number	Answer	Mark
14	D – Both use statistics to support their points	(1)

Question number	Answer	Mark
15	<p>Award 1 mark for one piece of evidence from each of the three texts, up to a maximum of 3 marks:</p> <p>Text A</p> <ul style="list-style-type: none">• 'a wide variety of opportunities in this field' (1) <p>Text B</p> <ul style="list-style-type: none">• 'jobs as diverse as vloggers, animators and software developers' (1) <p>Text C</p> <ul style="list-style-type: none">• 'the IT Helpdesk' (1)• 'my current job as a web designer' (1)• 'lots of different roles' (1) <p>Accept appropriate quotation and/or paraphrase.</p>	(3)

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
TOTAL MARKS	2	1	2	2	2	1	2	4	2	4	1	2	6	1	3	35

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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