



**Pearson**

**Edexcel Functional Skills Qualification in  
English Reading at Level 2**

**Mark Scheme**

**Practice Test OENR2 SET 1**

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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	Content standard	Answer	Mark
1	11	<p>Award <b>1</b> mark for each way that criminals can use your personal details illegally, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• open bank accounts</li> <li>• take out credit cards</li> <li>• apply for benefits</li> <li>• use your bank card / buy items</li> </ul> <p><b>Accept</b> any other appropriate wording.</p>	(2)

Question number	Content standard	Answer	Mark
2	19	A – serious	(1)

Question number	Content standard	Answer	Mark
3	17	<p>A – 'be on the lookout'</p> <p>C – 'wise up to scammers'</p>	(2)

Question number	Content standard	Answer	Mark												
4	16	<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> <table><tr><th>Subheading</th><th>Paragraph number</th></tr><tr><td>Important documents</td><td><b>3</b></td></tr><tr><td>What is identity theft?</td><td><b>1</b></td></tr><tr><td>Preventive measures</td><td><b>5</b></td></tr><tr><td>Personal details</td><td><b>2</b></td></tr><tr><td>Unexpected items</td><td><b>4</b></td></tr></table>	Subheading	Paragraph number	Important documents	<b>3</b>	What is identity theft?	<b>1</b>	Preventive measures	<b>5</b>	Personal details	<b>2</b>	Unexpected items	<b>4</b>	(2)
Subheading	Paragraph number														
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What is identity theft?	<b>1</b>														
Preventive measures	<b>5</b>														
Personal details	<b>2</b>														
Unexpected items	<b>4</b>														

## Section B

Question number	Content standard	Answer	Mark						
5	13	<p>Award <b>1</b> mark for each explanation, up to a maximum of <b>2</b> marks.</p> <table><tr><th>Quotation</th><th>Explanation</th></tr><tr><td>'spiralling out of control'</td><td><ul style="list-style-type: none"><li>• can't be stopped</li><li>• getting much worse</li><li>• get out of hand</li><li>• no-one can do anything about it</li></ul></td></tr><tr><td>'copycat website'</td><td><ul style="list-style-type: none"><li>• websites that look real</li><li>• false websites</li><li>• fake websites</li></ul></td></tr></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	'spiralling out of control'	<ul style="list-style-type: none"><li>• can't be stopped</li><li>• getting much worse</li><li>• get out of hand</li><li>• no-one can do anything about it</li></ul>	'copycat website'	<ul style="list-style-type: none"><li>• websites that look real</li><li>• false websites</li><li>• fake websites</li></ul>	(2)
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Question number	Content standard	Answer	Mark
6	18	B – Most people do not report being conned.	(1)

Question number	Content standard	Answer	Mark
7(a)	16	30%	(1)

Question number	Content standard	Answer	Mark
7(b)	16	table	(1)

Question number	Content standard	Answer	Mark
8(a)	18	<p>Award <b>1</b> mark for each example of email fraud, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• 'phishing' / someone tricks you into revealing your bank details / directs you to a copycat website (1)</li> <li>• message from a 'friend' telling you they have been robbed / asking for money (1)</li> <li>• email saying you owe tax / must pay or you will be prosecuted (1)</li> </ul> <p><b>Accept</b> other appropriate wording.</p>	<b>(2)</b>

Question number	Content standard	Answer	Mark
8(b)	18	<p>Award <b>1</b> mark for each way of avoiding email fraud, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• delete messages without opening them (1)</li> <li>• ignore email attachments (1)</li> <li>• avoid clicking on links / don't unsubscribe (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 people can be really surprised to find someone has tried to cheat them, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• 'I was flabbergasted' (1)</li> <li>• 'couldn't believe it had happened to her' (1)</li> <li>• 'I was gobsmacked!' (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>• use of first person / 'I' (1), e.g. 'I received', 'to tell my partner' (1)</li> <li>• hyperbole / exaggeration (1), e.g. 'couldn't wait' 'absolutely brilliant' (1)</li> <li>• abbreviation (1) e.g. 'ID', 'info' (1)</li> <li>• interjection (1) 'wow' (1)</li> <li>• informal / colloquial / idiomatic language (1) 'gobsmacked', 'a big fat con', 'The penny dropped' (1)</li> <li>• technical language (1) e.g. 'account', 'authorised payment', 'online banking' (1)</li> <li>• emotive / negative / positive language (1) e.g. 'I was annoyed', 'luxury holiday', 'extremely upset' (1)</li> <li>• simile (1) e.g. 'like greased lightning' (1)</li> <li>• metaphor (1) e.g. 'The penny dropped', (1)</li> <li>• modal verbs (1) e.g. 'I should have' (1)</li> </ul> <p><b>Accept</b> other valid language 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	A - 'the helpline person who was reassuring'	<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 'adept' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• skilled / skilful (1)</li> <li>• expert (1)</li> <li>• proficient (1)</li> <li>• practised (1)</li> </ul> <p><b>Accept</b> any other appropriate word or phrase that fits into the target quotation.</p>	<b>(1)</b>

Question number	Content standard	Answer	Mark
12(b)	15	<p>Award <b>1</b> mark for any reasonable word or phrase to replace 'gullible' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• naive / innocent (1)</li> <li>• trusting / accepting (1)</li> <li>• easy to fool (1)</li> <li>• readily tricked (1)</li> </ul> <p><b>Accept</b> any other appropriate word or phrase that fits into the target quotation.</p>	<b>(1)</b>

Question number	Content standard	Answer	Mark
13	12	<p>(a) 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>• check your bank account regularly</li> <li>• shred documents with personal details</li> <li>• ring your bank using the number on your card</li> <li>• be careful what you post on social media</li> </ul> <p>(b) 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 direct address to give advice.	<b>(1)</b>



Question number	Content standard	Answer	Mark
15	11	<p>Award 1 mark for one piece of evidence from each of the three texts that fraud is a serious problem, up to a maximum of 3 marks:</p> <p>Text A</p> <ul style="list-style-type: none"> <li>• 'Cases of identity theft are on the rise' (1)</li> </ul> <p>Text B</p> <ul style="list-style-type: none"> <li>• 'escalating numbers of people in the UK are being scammed' (1)</li> <li>• 'the soaring number of scams' (1)</li> <li>• 'the country's grip on fraud is 'spiralling out of control' (1)</li> </ul> <p>Text C</p> <ul style="list-style-type: none"> <li>• 'more people are falling for scams every day' (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>



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