

# Mark Scheme

## Functional Skills English

### Reading Level 2 Practice Set 1

## **Functional Skills Qualifications from Pearson**

Functional Skills qualifications from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at [qualifications.pearson.com](https://www.pearson.com/qualifications). Alternatively, you can get in touch with us using the details on our contact us page.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](https://www.pearson.com/uk)

## 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 correct answer, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• 16 to 24 year olds: 114 minutes (1)</li> <li>• Over 65 year olds: 344 minutes (1)</li> </ul> <p><b>Accept</b> any other appropriate wording.</p> | <b>(2)</b> |

| Question number | Content standard | Answer        | Mark       |
|-----------------|------------------|---------------|------------|
| 2               | 19               | C - impartial | <b>(1)</b> |

| Question number | Content standard | Answer   | Mark       |
|-----------------|------------------|--|------------|
| 3               | 17               | <p>A - There is an escalating gap</p> <p>E - many people also use individual devices</p> | <b>(2)</b> |

| Question number              | Content standard | Answer   | Mark       |                  |                       |          |                           |          |                        |          |                              |          |                        |          |            |
|------------------------------|------------------|--|------------|------------------|-----------------------|----------|---------------------------|----------|------------------------|----------|------------------------------|----------|------------------------|----------|------------|
| 4                            | 16               | <p>Paragraph number to match subheading:</p> <table border="1" data-bbox="560 1128 1302 1395"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>Effect on family life</td> <td><b>5</b></td> </tr> <tr> <td>Changes to viewing habits</td> <td><b>1</b></td> </tr> <tr> <td>Impact of new services</td> <td><b>3</b></td> </tr> <tr> <td>Differences according to age</td> <td><b>2</b></td> </tr> <tr> <td>Use of digital devices</td> <td><b>4</b></td> </tr> </tbody> </table> <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> | Subheading | Paragraph number | Effect on family life | <b>5</b> | Changes to viewing habits | <b>1</b> | Impact of new services | <b>3</b> | Differences according to age | <b>2</b> | Use of digital devices | <b>4</b> | <b>(2)</b> |
| Subheading                   | Paragraph number |  |            |                  |                       |          |                           |          |                        |          |                              |          |                        |          |            |
| Effect on family life        | <b>5</b>         |  |            |                  |                       |          |                           |          |                        |          |                              |          |                        |          |            |
| Changes to viewing habits    | <b>1</b>         |  |            |                  |                       |          |                           |          |                        |          |                              |          |                        |          |            |
| Impact of new services       | <b>3</b>         |  |            |                  |                       |          |                           |          |                        |          |                              |          |                        |          |            |
| Differences according to age | <b>2</b>         |  |            |                  |                       |          |                           |          |                        |          |                              |          |                        |          |            |
| Use of digital devices       | <b>4</b>         |  |            |                  |                       |          |                           |          |                        |          |                              |          |                        |          |            |

## Section B

| Question number           | Content standard  | Answer   | Mark      |             |                    |  |                           |   |     |
|---------------------------|---|--|-----------|-------------|--------------------|--|---------------------------|---|-----|
| 5                         | 13  | <p>Award <b>1</b> mark for each valid explanation, up to a maximum of <b>2</b> marks.</p> <table border="1"> <thead> <tr> <th>Quotation</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>'limitless choice'</td> <td> <ul style="list-style-type: none"> <li>• endless / boundless / never ending range</li> <li>• lots / huge amount to choose from</li> <li>• infinite choice</li> <li>• everything to select from</li> </ul> <p>Reward responses that explain 'limitless' but not 'choice'.</p> </td> </tr> <tr> <td>'binge-watching box sets'</td> <td> <ul style="list-style-type: none"> <li>• viewing lots of episodes in one go</li> <li>• watching too much in one go</li> <li>• watching a whole series / box set at once / from start to finish</li> <li>• going through a lot of episodes back to back</li> </ul> <p>Reward responses that explain 'binge-watching' but not 'box sets'.</p> </td> </tr> </tbody> </table> <p><b>Accept</b> other explanations that show understanding of the target phrases.<br/> <b>Do not accept</b> quotations or the same explanation for both phrases.</p> | Quotation | Explanation | 'limitless choice' | <ul style="list-style-type: none"> <li>• endless / boundless / never ending range</li> <li>• lots / huge amount to choose from</li> <li>• infinite choice</li> <li>• everything to select from</li> </ul> <p>Reward responses that explain 'limitless' but not 'choice'.</p> | 'binge-watching box sets' | <ul style="list-style-type: none"> <li>• viewing lots of episodes in one go</li> <li>• watching too much in one go</li> <li>• watching a whole series / box set at once / from start to finish</li> <li>• going through a lot of episodes back to back</li> </ul> <p>Reward responses that explain 'binge-watching' but not 'box sets'.</p> | (2) |
| Quotation                 | Explanation   |  |           |             |                    |  |                           |   |     |
| 'limitless choice'        | <ul style="list-style-type: none"> <li>• endless / boundless / never ending range</li> <li>• lots / huge amount to choose from</li> <li>• infinite choice</li> <li>• everything to select from</li> </ul> <p>Reward responses that explain 'limitless' but not 'choice'.</p>  |  |           |             |                    |  |                           |   |     |
| 'binge-watching box sets' | <ul style="list-style-type: none"> <li>• viewing lots of episodes in one go</li> <li>• watching too much in one go</li> <li>• watching a whole series / box set at once / from start to finish</li> <li>• going through a lot of episodes back to back</li> </ul> <p>Reward responses that explain 'binge-watching' but not 'box sets'.</p> |  |           |             |                    |  |                           |   |     |

| Question number | Content standard | Answer   | Mark |
|-----------------|------------------|--|------|
| 6               | 18               | D – Social media enables people to communicate across the world. | (1)  |

| Question number | Content standard | Answer                           | Mark |
|-----------------|------------------|----------------------------------|------|
| 7 (a)           | 16               | 'A Decade of Digital Dependency' | (1)  |

|       |    |          |     |
|-------|----|----------|-----|
| 7 (b) | 16 | footnote | (1) |
|-------|----|----------|-----|

| Question number | Content standard | Answer   | Mark |
|-----------------|------------------|--|------|
| 8 (a)           | 18               | <p>Award <b>1</b> mark for each way using screens can help children and young people with their learning, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• makes education / learning accessible (1)</li> <li>• enhances creativity (1)</li> <li>• improves communication skills (1)</li> </ul> <p><b>Accept</b> other appropriate wording and other appropriate answers based on the text.</p> | (2)  |

|       |    |   |     |
|-------|----|---|-----|
| 8 (b) | 18 | <p>Award <b>1</b> mark for each way using screens can have a negative effect on children and young people's learning, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• affects behaviour (1)</li> <li>• delays language development (1)</li> <li>• reduces time for reading (1)</li> </ul> <p><b>Accept</b> other appropriate wording and other appropriate answers based on the text.</p> | (2) |
|-------|----|---|-----|

## Section C

| Question number | Content standard | Answer  | Mark       |
|-----------------|------------------|---|------------|
| 9               | 13               | <p>Award <b>1</b> mark for each quotation which suggests that reducing screen time can be difficult, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• 'they might struggle to go for 24 hours without connecting to the internet' (1)</li> <li>• 'you must be resolute / self-disciplined'</li> <li>• 'no pain, no gain' (1)</li> <li>• 'persevere with it for at least a week' (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>• (rhetorical) question (1), e.g. 'Are you completely dependent...?' (1)</li> <li>• direct address (1), e.g. 'If you think you and your family...'</li> <li>• first person (1), e.g. 'we use them', 'in our phones' (1)</li> <li>• command (1), e.g. 'Set yourself realistic targets' (1)</li> <li>• informal / colloquial language (1), e.g. 'digital downtime holiday', 'doing our own thing' (1)</li> <li>• modal verbs (1), e.g. 'they might', 'you must' (1)</li> <li>• numbers / figures / statistics (1), e.g. 'people check their smartphones up to 200 times a day' (1)</li> <li>• use of steps / stages (1), e.g. 'First of all, list all the gadgets...'</li> <li>• idiom / slogan (1), e.g. 'no pain, no gain' (1)</li> <li>• alliteration (1), e.g. 'dial down' (1)</li> <li>• repetition / rhyme (1), e.g. 'no pain, no gain' (1)</li> </ul> <p><b>Accept</b> any other valid 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               | B – It's important to keep phones on silent to avoid annoying distractions | <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 'transformed' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• changed</li> <li>• altered</li> <li>• made a difference to</li> <li>• brought a change to</li> </ul> <p><b>Accept</b> any other appropriate word or phrase that fits into the target quotation</p> | <b>(1)</b> |

|       |    |  |            |
|-------|----|--|------------|
| 12(b) | 15 | <p>Award <b>1</b> mark for any reasonable word or phrase to replace 'prohibit' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• ban / bar</li> <li>• forbid</li> <li>• rule out</li> <li>• stop people using</li> <li>• not permit / tolerate / allow</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>Award <b>1</b> mark for each relevant similarity between Text A and Text C, about the impact of laptops, tablets and mobile phones on the way people behave, up to a maximum of <b>2</b> marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> <li>• watching less scheduled TV</li> <li>• watching whole TV series / box sets at a time</li> <li>• checking / absorbed with phones all the time</li> <li>• using own devices when with family / friends</li> </ul> <p>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               | D – Both use rule of three to emphasise points. | <b>(1)</b> |



| Question number | Content standard | Answer   | Mark       |
|-----------------|------------------|--|------------|
| 15              | 11               | <p>Award <b>1</b> mark for one piece of evidence from each of the three texts, up to a maximum of <b>3</b> marks:</p> <p><b>Text A</b></p> <ul style="list-style-type: none"> <li>• 'unhappy about the impact of these changes on family life' (1)</li> </ul> <p><b>Text B</b></p> <ul style="list-style-type: none"> <li>• 'unhappy about the impact of these changes on family life' (1)</li> <li>• 'can also cause problems with friendships.' (1)</li> </ul> <p><b>Text C</b></p> <ul style="list-style-type: none"> <li>• 'too engrossed in our phones to have a conversation at meal times' (1)</li> <li>• 'immersed in doing our own thing on different devices, even when relaxing in the living room with family or friends' (1)</li> <li>• 'Put phones and tablets away when you are socialising' (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> |

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Pearson Education Limited is a registered company in England and Wales whose registered office is at 80 Strand, London, WC2R 0RL, United Kingdom, company Registration number 872828, VAT Number GB278 5371 21.