

## The Reading Test

### Level 2 Content Standards

The 9 Content Standards on which the candidates will be tested are:

#### Content Statements

11. Identify the different situations when the main points are sufficient and when it is important to have specific details.

12. Compare information, ideas and opinions in different texts, including how they are conveyed.

13. Identify implicit and inferred meaning in texts.

14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.

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 & complex sources.

16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.

17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.

18. Follow an argument, identifying different points of view and distinguishing fact from opinion.

19. Identify different styles of writing and writer's voice.

## Text purposes and their definitions:

The test will include one straightforward text (Text A) and two complex texts (Texts B and C) on linked topics and of varying lengths that instruct, describe, explain or persuade.

- **Instruct** - to tell the reader how to do something, for example acquire a new skill
- **Describe** - to give details to the reader about an event (often in chronological order), person, place or object
- **Explain** - to make something clear to the reader by giving relevant information in logical detail
- **Persuade** - to attempt to change the reader's opinion or behaviour

### Definition of straightforward texts:

Subjects and materials that learners often meet in their work, studies or other activities. Content within texts is put across in a direct way with the main points easily identifiable; usually the sentence structures of such texts consist of more than one subject or more than one independent clause (i.e. compound sentences), and learners will be familiar with the vocabulary. The vocabulary of straightforward texts will typically consist of a range of familiar and common words, together with some specialist words.

### Definition of complex texts:

Content within text sometimes include abstract ideas/concepts, it could also be a less familiar topic. Sentence structure may be complex, contain specialist words and some unfamiliar vocabulary, less familiar formats, e.g. text book extracts. The intended readership could be an audience which most learners have not been part of.

## The Reading Test

The Reformed Reading Test differs in many ways from the previous version.

The Test will take **75** minutes.

The Test will be marked out of **35**.

There will be 3 texts and 15 questions.

All the questions will be based on the 9 DfE Content Standards.

Questions 1 to 4 will be based on Text A – 7 marks

Questions 5 to 8 will be based on Text B – 9 marks

Questions 9 to 11 will be based on Text C – 7 marks

Question 12 to 15 will be based on more than one text – 12 marks

All texts in the test will be linked by a common topic / theme.

### The texts will cover topics such as:

- Accommodation
- Apprenticeships
- Consumer issues
- Health and safety
- Healthy living
- Improvements to college/workplace
- Interests
- Issues/opinions
- Job search
- Leisure activities
- Personal finance
- Technology
- Transport and travel

**Possible formats of the texts:**

- Adverts
- Articles
- Blogs
- Emails
- Internet discussions
- Leaflets
- Letters
- Reports
- Reviews
- Webpages
- Web forums

**Text Length:**

Text A will contain between 250 – 300 words.

Text B will contain between 300 – 350 words.

Text C will contain between 350 – 400 words.

**The Test**

The pages that follow illustrate the Sample Assessment Materials with texts, questions, marked examples and annotations.

Each question provides the relevant Content Standard, the SAMs question, the mark scheme answers and (in italics) any relevant notes. These are then followed by three candidates' papers complete with annotations.

The Test is based on these three texts.

## Pearson Edexcel Functional Skills – Level 2

**Sample Assessment Material for  
first teaching September 2019**

Time: 75 minutes

Paper Reference **SAMR2/01**

### English

**Component 2: Reading  
Text Booklet**

**Do not return this Text Booklet with the question paper.**

### Instructions

- You should write your answers in the Question and Answer Booklet.
- You must **not** write any responses to questions in this Text Booklet.

### Information

- This Text Booklet contains the three texts required for the Level 2 Component 2: Reading exam.
- This Text Booklet must be securely destroyed by the centre immediately after the exam has been completed.

### Advice

- Read each text before you answer the questions.

Turn over ►

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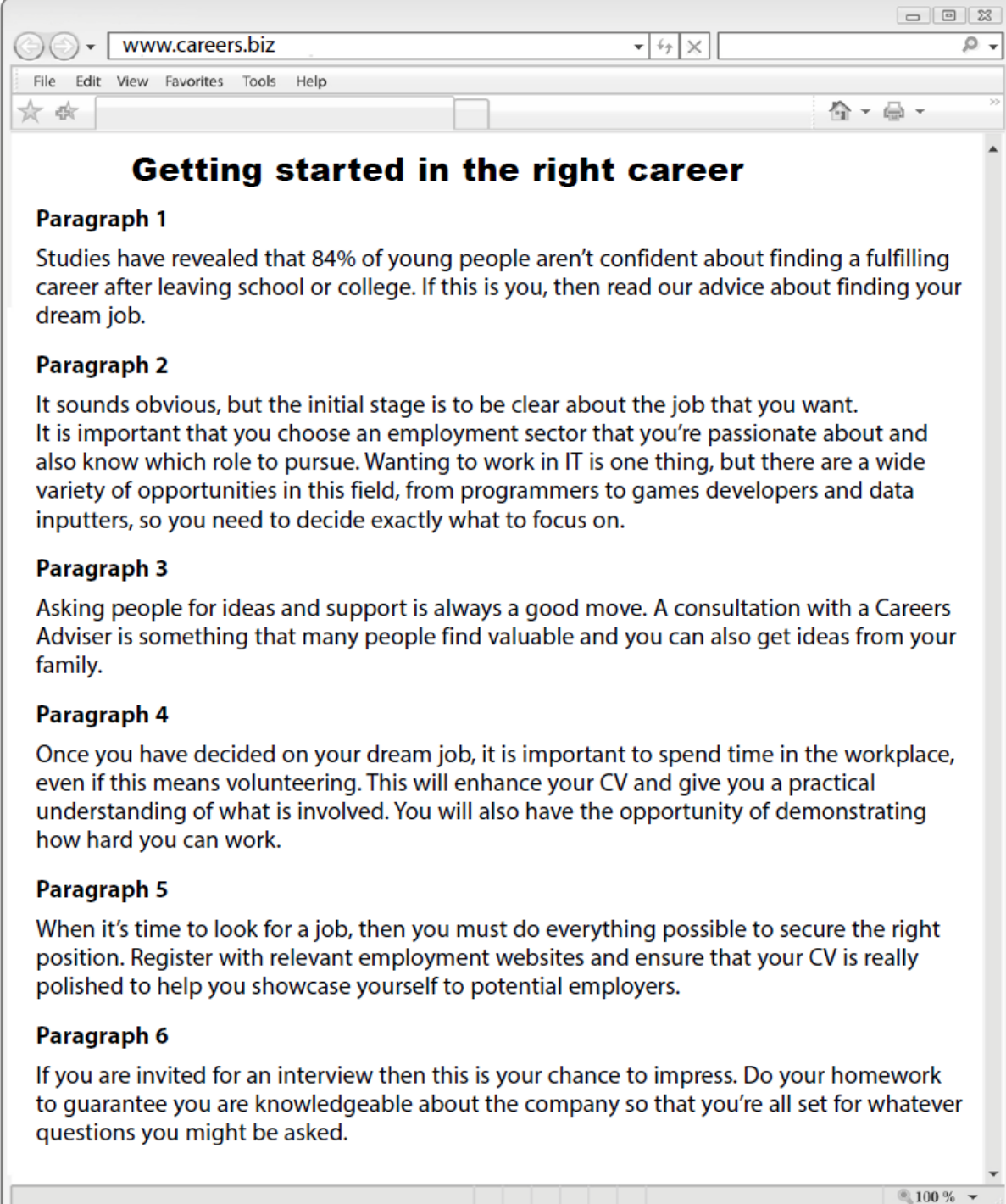
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Pearson

**Text A**

A webpage about getting started in a career



The screenshot shows a web browser window with the address bar containing 'www.careers.biz'. The browser's menu bar includes 'File', 'Edit', 'View', 'Favorites', 'Tools', and 'Help'. The webpage content is as follows:

## Getting started in the right career

**Paragraph 1**  
 Studies have revealed that 84% of young people aren't confident about finding a fulfilling career after leaving school or college. If this is you, then read our advice about finding your dream job.

**Paragraph 2**  
 It sounds obvious, but the initial stage is to be clear about the job that you want. It is important that you choose an employment sector that you're passionate about and also know which role to pursue. Wanting to work in IT is one thing, but there are a wide variety of opportunities in this field, from programmers to games developers and data inputters, so you need to decide exactly what to focus on.

**Paragraph 3**  
 Asking people for ideas and support is always a good move. A consultation with a Careers Adviser is something that many people find valuable and you can also get ideas from your family.

**Paragraph 4**  
 Once you have decided on your dream job, it is important to spend time in the workplace, even if this means volunteering. This will enhance your CV and give you a practical understanding of what is involved. You will also have the opportunity of demonstrating how hard you can work.

**Paragraph 5**  
 When it's time to look for a job, then you must do everything possible to secure the right position. Register with relevant employment websites and ensure that your CV is really polished to help you showcase yourself to potential employers.

**Paragraph 6**  
 If you are invited for an interview then this is your chance to impress. Do your homework to guarantee you are knowledgeable about the company so that you're all set for whatever questions you might be asked.

100 %

**Text B**

An article about how career choices are changing

## How career choices are changing

British children want careers in technology, according to new research. Dubbed the ‘digital generation’ in a new study, children aged 5–16 are intent on jobs as diverse as vloggers, animators and software developers.

Kids are growing up surrounded by technology. Most are using computers, tablets, mobile phones and other gadgets every day. This means that career choices such as doctors, teachers and lawyers are being replaced with IT-based choices. The researchers suggest that the average child today knows more about technology than anything else, though others dispute this.

The study of 2,000 parents and 2,000 children aged 5–16 shows parents or carers would be happier if their children followed a more traditional career path. While parents accept the importance of IT to a future career, almost one quarter think their children spend too much time on their devices. And although three quarters of parents in the study talk to their children about their school day, most ask nothing about online activity. Many parents say they lack confidence in talking to kids about online safety. Others say they simply don’t have the time.

Many parents accept that digital skills could be vital for their children to future-proof their career paths. However, only 11 per cent of parents encourage their children to use technology as a way to develop skills. This suggests that there is a digital divide between parents and children.

“The internet can open up a world of possibilities for children. It gives them a space to play, learn and connect.

However, we believe that some parents may not have the skills to help their children use IT. Parents need to take time to explore their children’s online world with them to make the most of all the internet has to offer.

We have developed lots of useful online safety tools.

Parents can use these to support their children to make the most of the internet and avoid the risks.”

National Society for the Prevention of Cruelty to Children (NSPCC) Head of Child Safety Online, Tony Stower.

(Source adapted from: Children of Britain’s ‘digital generation’ aiming for careers in technology, study shows © The Independent January 2018)

**Text C**

A transcript of a speech about working in IT

Thank you for inviting me to your college to talk about how I started working in the IT industry. I love my job and am passionate about encouraging young people to follow in my footsteps.

When I was a teenager, I loved gadgets and spent endless hours playing on my phone. Technology was much more basic then, but the thrill of taking pictures and sending messages to my friends was enough for me. I never really considered a career in IT, because I thought that you had to be brilliant at maths to work with computers.

After school I started working in sales for a local company and, while I was no computer expert, I was the most computer-literate person in my workplace and so often ended up giving support to colleagues with technology problems. This was something I enjoyed and when a position came up with the IT Helpdesk I applied and was successful, much to my astonishment. It was my experience of helping others that got me the job.

Working with computers all the time made it obvious to me how much I didn't know and I started taking evening courses in programming and web design. The skills and qualifications I gained from these courses added to my work experience and strengthened my CV - this all helped me to get my current job as a web designer. What I find inspiring about my work is that no two days are the same and I am constantly developing my knowledge, getting to work on many different projects and with a huge range of people.

If you are thinking about taking the plunge into the IT industry, then I would highly recommend it. The sector is expanding rapidly and there are lots of different roles you could work in, with more than 1.5 million people employed in IT in the UK. You will find the work interesting, challenging and rewarding and the remuneration is usually quite generous, reflecting the fact that computer professionals are in high demand. As college leavers looking for a job, you will find an opening in IT. You just need to be enthusiastic about technology and prepared to work very, very hard to develop your skills and knowledge.

Good luck for the future.



Please check the examination details below before entering your candidate information

Candidate surname	Other names
<b>Pearson Edexcel Functional Skills</b>	Centre Number <input style="width: 100%;" type="text"/>
	Candidate Number <input style="width: 100%;" type="text"/>
<b>Sample Assessment Material for first teaching September 2019</b>	
Time: 75 minutes	Paper Reference <b>SAMR2/01</b>
<b>English</b> <b>Component 2: Reading</b> <b>Level 2</b>	
Use the correct Text Booklet provided. You may use a dictionary.	Total Marks <input style="width: 100%; height: 30px;" type="text"/>

**My signature confirms that I will not discuss the content of the exam with anyone.**

Signature: \_\_\_\_\_

**Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- **Sign the declaration.**
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

**Information**

- The total mark for this paper is **35** marks.
- There are a total of 15 questions:
  - Questions 1 to 4 are based on Text A
  - Questions 5 to 8 are based on Text B
  - Questions 9 to 11 are based on Text C
  - Questions 12 to 15 are on based on more than one text.
- The marks for **each** question are shown in brackets.
- This paper assesses your reading skills, not your writing skills.
- You do not need to write in sentences.

**Advice**

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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**The Examiner explains**

**Content Standard 11**

Identify the different situations when the main points are sufficient and when it is important to have specific details.

**Write your answers in the spaces provided.**

**SECTION A**

Read Text A and answer Questions 1 to 4.

**1** Your friend wants some information about finding a job.

Using Text A, identify **two** groups of people who can inform your friend about finding a job.

1 ..... (1)

2 ..... (1)

**(Total for Question 1 = 2 marks)**

**Answer Question 2 with a cross in a box . If you change your mind about an answer, put a line through the box  and then mark your new answer.**

**2** Which word best describes the style of Text A?

- A** advisory
- B** narrative
- C** sarcastic
- D** humorous

**The Examiner explains**

**Content Standard 19**

Identify different styles of writing and writer's voice.

Please review Guidance for centres for more information (list of the tone words).

**(Total for Question 2 = 1 mark)**

**Answer Question 3 with a cross in two boxes . If you change your mind about an answer, put a line through the box  and then mark your new answer with a cross .**

**3** Which **two** of these quotations from Text A are examples of informal language?

- A** the initial stage
- B** which role to pursue
- C** always a good move
- D** secure the right position
- E** so that you're all set

**The Examiner explains**

**Content Standard 17**

Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality. Please note that this question will sometimes ask candidates to identify examples of formal language.

4 You have been asked to add subheadings to each paragraph in Text A.

Number each subheading from 1 to 6 to show which best matches each paragraph. Three have been done for you.

Subheading	Paragraph number
Preparation counts	6
Getting started	
Support available	3
Job hunting	
Time for experience	
Need some inspiration?	1

(Total for Question 4 = 2 marks)

**TOTAL FOR SECTION A = 7 MARKS**

**The Examiner explains**

**Content Standard 16**

Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.

**The Examiner explains**

**Content Standard 13**

Identify implicit and inferred meaning in texts.

**SECTION B**

Read Text B and answer Questions 5 to 8.

5 What does each of these quotations from Text B suggest about technology?

'a digital divide' .....

'future-proof their career paths' .....

**The Examiner explains**

A **fact** can be verified based on observation or research. It is based on objective reality and is universal. It does not differ from person to person and is not debatable.

An **opinion** is a judgement or belief about something. It is subjective and based on a personal view or assumption. It differs from person to person and is debatable.

Answer Question 6 with a cross in a box . If you change your mind about an answer, put a line through the box  and then mark a new answer with a cross .

6 Text B includes both facts and opinions.

Which **one** of these statements is an opinion?

- A Three quarters of parents in the study talk to their children about technology.
- B Some parents encourage their children to use technology.
- C The average child in the UK knows more about technology than their parents.
- D Many children use computers, tablets, mobile phones and social media.

**The Examiner explains**

**Content Standard 18**

Follow an argument, identifying different points of view and distinguishing fact from opinion. Please note that this question will also ask candidates to identify facts from opinions in the future.

**(Total for Question 6 = 1 mark)**

7 (a) Who provides advice for parents in Text B?

(1)

(b) Which organisational feature is used to present this advice?

(1)

**(Total for Question 7 = 2 marks)**

**The Examiner explains**

**Content Standard 16**

Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources. Please review Guidance for centres for more information (list of organizational features).

8 (a) Using Text B, identify **two** problems parents have supporting their children with technology.

Problem 1 ..... (1)

Problem 2 ..... (1)

**The Examiner explains**  
**Content Standard 18**  
 Follow an argument, identifying different points of view and distinguishing fact from opinion.

(b) Using Text B, identify **two** suggestions to help parents support their children with technology.

Suggestion 1 ..... (1)

Suggestion 2 ..... (1)

**(Total for Question 8 = 4 marks)**

**TOTAL FOR SECTION B = 9 MARKS**

**The Examiner explains**

This question tests learners' ability to follow an argument. Each part of the question will ask for two suggestions/ ideas/ opinions/ problems/ solutions from the text. The two halves of the question will be on a related theme. Learners will need to read the question carefully and ensure the information they are selecting is relevant.

**SECTION C**

Read Text C and answer Questions 9 to 11.

**9** Using Text C, give **two** quotations that suggest there is a lot to learn if you want to work in IT.

1 ..... (1)

2 ..... (1)

**The Examiner explains**  
**Content Standard 13**  
 Identify implicit and inferred meaning in texts.

**(Total for Question 9 = 2 marks)**

**10** Using Text C, identify **two** language features used to persuade the audience to consider a career in IT.  
 Give an example to support each answer.

Language feature ..... (1)

Example ..... (1)

Language feature ..... (1)

Example ..... (1)

**The Examiner explains**  
**Content Standard 14**  
 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.

**(Total for Question 10 = 4 marks)**

Answer question 11 with a cross in the box ☒. If you change your mind about an answer, put a line through the box ~~☒~~ and then mark your new answer with a cross ☒.

11 Which **one** of these quotations from Text C shows that the writer has a positive view about careers in technology?

- A** taking the plunge into the IT industry
- B** You will find the work interesting, challenging and rewarding
- C** I was the most computer-literate person in my workplace
- D** This is all helped me to get my current job as a web designer

(Total for Question 11 = 1 mark)

**TOTAL FOR SECTION C = 7 MARKS**

**The Examiner explains**

**Content Standard 17**

Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.

**SECTION D**

Questions 12 to 15 are based on more than one text.

**12** You may use a dictionary to answer this question.

(a) 'showcase yourself to potential employers'

Give **one** word or phrase to replace 'potential' that keeps the meaning of this quotation from Text A the same.

..... (1)

(b) 'remuneration is usually quite generous'

Give **one** word or phrase to replace 'remuneration' that keeps the meaning of this quotation from Text C the same.

..... (1)

**Total for Question 12 = 2 marks)**

**The Examiner explains**

**Content Standard 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.



13 Compare similar ideas from Text A **and** Text C about what you need to get started in a career.

In your answer you should:

- give **two** similarities from these texts about what you need to get started in a career
- give **one** quotation from Text A and **one** quotation from Text C to support **each** similarity.

**The Examiner explains**

**Content Standard 12**

Compare information, ideas and opinions in different texts, including how they are conveyed.

Candidates will need to do more than simply quote from the text to identify a similarity, e.g. by writing something like: 'Both texts say that a good CV is important.'

**(Total for Question 13 = 6 marks)**

Answer question 14 with a cross in the box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

14 Which **one** of these statements about the language used in Text A and Text B is correct?

- A Both use quotations to reinforce their argument.
- B Both use direct address to target the audience.
- C Both use humour to appeal to the reader.
- D Both use statistics to support their points.

(To

**The Examiner explains**

**Content Standard 12**

Compare [how] information, ideas and opinions [are conveyed] in different texts.

15 Your friend wants information about different job roles in IT.

Identify **one** job role in IT from **each** of the three texts.

Text A .....

Text B .....

Text C .....

.....

(1)

**(Total for Question 15 = 3 marks)**

**TOTAL FOR SECTION D = 12 MARKS**

**TOTAL FOR PAPER = 35 MARKS**

**The Examiner explains**

**Content Standard 11**

Identify the different situations when the main points are sufficient and when it is important to have specific details.

**Annotation for Reading SAMW02/01**

Question	Annotation
<p><b>Text A</b> Q1</p>	<p>Content Standard 11 Identify the different situations when the main points are sufficient and when it is important to have specific details.</p> <p><b>Q:</b> Your friend wants some information about finding a job. Using Text A, identify <b>two</b> groups of people who can inform your friend about finding a job.</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b> 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>• careers advisers (1)</li> <li>• family (1)</li> </ul> <p><i>This has been designed to be a straightforward question to help candidates feel a level of confidence at the start of the test. It will always test learners' ability to find specific information in the text.</i></p>
<p>Q2</p>	<p>Content Standard 19 Identify different styles of writing and writer's voice.</p> <p><b>Q:</b> Which word best describes the style of Text A?  <b>A</b> advisory  <b>B</b> narrative  <b>C</b> sarcastic  <b>D</b> humorous</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b> A – advisory</p> <p><i>This is a new question as style/writer's voice wasn't tested in Legacy Functional Skills. See addendum at end of reading section for a list of the tone words candidates need to know. These should be taught to learners.</i></p>
<p>Q3</p>	<p>Content Standard 17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias</p> <p><b>Q:</b> Which <b>two</b> of these quotations from Text A are examples of informal language?</p>

	<p><b>A</b> the initial stage  <b>B</b> which role to pursue  <b>C</b> always a good move  <b>D</b> secure the right position  <b>E</b> so that you're all set</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b> C – always a good move  E – so that you're all set</p> <p><i>Future examples of this question will also test formal language. This is a new type of question and learners will need to practise distinguishing between formal and informal language.</i></p>														
<p>Q4</p>	<p>Content Standard 16  Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.</p> <p><b>Q:</b> You have been asked to add subheadings to each paragraph in Text A.  Number each subheading from 1 to 6 to show which best matches each paragraph.  Three have been done for you.</p> <table border="1" data-bbox="368 1160 1018 1637"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>Preparation counts</td> <td><b>6</b></td> </tr> <tr> <td>Getting started</td> <td></td> </tr> <tr> <td>Support available</td> <td><b>3</b></td> </tr> <tr> <td>Job hunting</td> <td></td> </tr> <tr> <td>Time for experience</td> <td></td> </tr> <tr> <td>Need some inspiration?</td> <td><b>1</b></td> </tr> </tbody> </table> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b> Paragraph number to match subheading:</p>	Subheading	Paragraph number	Preparation counts	<b>6</b>	Getting started		Support available	<b>3</b>	Job hunting		Time for experience		Need some inspiration?	<b>1</b>
Subheading	Paragraph number														
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Job hunting															
Time for experience															
Need some inspiration?	<b>1</b>														

	<b>Subheading</b>	<b>Paragraph number</b>
	Preparation counts	<b>6</b>
	Getting started	<b>2</b>
	Support available	<b>3</b>
	Job hunting	<b>5</b>
	Time for experience	<b>4</b>
	Need some inspiration?	<b>1</b>
	<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> <p><i>This question will always test subheadings. The question could also ask for three subheadings from five, with two given. Learners need to be able to work out the main ideas in a paragraph and find the subheading that matches this.</i></p>	
<p><b>Text B</b> Q5</p>	<p>Content Standard 13 Identify implicit and inferred meaning in texts.</p> <p><b>Q:</b> What does each of these quotations from Text B suggest about technology? 'a digital divide' 'future-proof their career paths'</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b></p> <p>Award <b>1</b> mark for each explanation, up to a maximum of <b>2</b> marks.</p>	

	<b>Quotation</b>	<b>Explanation</b>	
	'a digital divide'	<ul style="list-style-type: none"> <li>• a difference in IT understanding</li> <li>• a generation gap in computer knowledge</li> <li>• a split caused by technology</li> </ul>	
	'future-proof their career paths'	<ul style="list-style-type: none"> <li>• avoid becoming out of date/obsolete at work</li> <li>• keeping up to date with technology</li> <li>• remain relevant in the workplace</li> </ul>	
	<p><b>Accept</b> other explanations that show understanding of the target phrases.</p> <p><b>Do not accept</b> quotations or the same explanation for both phrases.</p> <p><i>This question is similar to Q2 on the Legacy FS paper. Learners are required to explain the phrases in their own words and cannot gain marks by simply quoting from the text.</i></p>		
Q6	<p>Content Standard 18 Follow an argument, identifying different points of view and distinguishing fact from opinion.</p> <p><b>Q:</b> Text B includes both facts and opinions. Which one of these statements is an opinion?</p> <p><b>A</b> Three quarters of parents in the study talk to their children about their school day.</p> <p><b>B</b> Some parents encourage their children to use technology as a way to develop skills.</p> <p><b>C</b> The average child in the UK knows more about technology than anything else.</p> <p><b>D</b> Many children use computers, tablets, mobile phones and other gadgets every day.</p> <p style="text-align: right;"><b>1 mark</b></p>		

	<p><b>MS:</b> C – The average child in the UK knows more about technology than anything else.</p> <p><i>This is another new style of question. Please note that this question will also ask candidates to identify facts from opinions in the future.</i></p> <p><i>Definition of a fact:</i></p> <p><i>A fact can be verified based on observation or research. It is based on objective reality and is universal. It does not differ from person to person and is not debatable.</i></p> <p><i>Definition of an opinion:</i></p> <p><i>An opinion is a judgement or belief about something. It is subjective and based on a personal view or assumption. It differs from person to person and is debatable.</i></p>
<p>Q7</p>	<p><b>Content Standard 16</b> Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.</p> <p><b>Q:</b> (a) Who provides advice for parents in Text B?</p> <p>(b) Which organisational feature is used to present this advice?</p> <p style="text-align: right;"><b>(1 mark)</b></p> <p><b>MS:</b> 7 (a) The NSPCC / Tony Stower / The Head of Child Safety Online 7 (b) text box</p> <p><i>7(a) will always ask for a specific piece of information from the text and 7(b) will ask how it is presented.</i></p> <p><i>Other organisational features that may be tested are bullet-point lists and numbering, captions to photographs and illustrations, speech bubbles, webpage menus, tables and footnotes. The mark for 7(b) can be awarded if 7(a) is incorrect and vice versa.</i></p>

Q8	<p>Content Standard 18</p> <p>Follow an argument, identifying different points of view and distinguishing fact from opinion</p> <p><b>Q:</b> (a) Using Text B, identify <b>two</b> problems parents have supporting their children with technology.          (b) Using Text B, identify <b>two</b> suggestions to help parents support their children with technology.</p> <p style="text-align: right;"><b>4 marks</b></p> <p><b>MS:</b> Award <b>1</b> mark for each problem parents have supporting their children with technology, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• lack confidence (1)</li> <li>• don't have the time (1)</li> <li>• may not have the skills (1)</li> </ul> <p>Accept other appropriate wording.</p> <p>Award <b>1</b> mark for each suggestion to help parents support their children with technology, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• explore children's online world (1)</li> <li>• use online safety tools (1)</li> </ul> <p>Accept other appropriate wording and other appropriate answers based on the text.</p> <p><i>This question tests learners' ability to follow an argument. Each part of the question will ask for two suggestions/ideas/opinions/problems/solutions from the text. The two halves of the question will be on a related theme. Learners will need to read the question carefully and ensure the information they are selecting is relevant.</i></p>
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<p><b>Text C</b> Q9</p>	<p>Content Standard 13 Identify implicit and inferred meaning in texts</p> <p><b>Q:</b> Using Text C, give <b>two</b> quotations that suggest there is a lot to learn if you want to work in IT.</p> <p style="text-align: right;"><b>2 marks</b></p> <p><b>MS:</b> Award <b>1</b> mark for each quotation that suggests there is a lot to learn if you want to work in IT, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• ‘Working with computers all the time made it obvious to me how much I didn’t know’ (1)</li> <li>• ‘taking evening courses in programming and web design’ (1)</li> <li>• ‘I am constantly developing my knowledge’ (1)</li> <li>• ‘work very, very hard to develop your skills and knowledge’ (1)</li> </ul> <p><i>This question is similar to Q9 on the existing FS paper. It will always ask for two quotations, testing knowledge of implied or implicit meaning.</i></p>
<p>Q10</p>	<p>Content Statement 14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes</p> <p><b>Q:</b> Using Text C, identify <b>two</b> language features used to persuade the audience to consider a career in IT. Give an example to support each answer.</p> <p style="text-align: right;"><b>4 marks</b></p> <p><b>MS:</b> Award <b>1</b> mark for each valid language feature identified, up to a maximum of <b>2</b> marks. 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>• direct address (1), e.g. 'Thank you' (1)</li> <li>• positive language (1), e.g. 'love', 'enthusiastic' (1)</li> <li>• rule of three (1), e.g. 'interesting, challenging and rewarding' (1)</li> <li>• hyperbole/exaggeration (1), e.g. 'endless', 'constantly' (1)</li> <li>• numbers/figures/percentages/statistics (1), e.g. '1.5 million people' (1)</li> <li>• colloquial/informal language (1), e.g. 'taking the plunge' (1)</li> <li>• first person/use of 'I', 'my'/personal experience (1), e.g. 'I never really considered', 'What I find inspiring' (1)</li> <li>• repetition (1), e.g. 'very, very hard' (1)</li> </ul> <p>Accept other valid language features. Do not accept layout features.</p> <p><i>This question is similar to Q7 on the Legacy Functional Skills paper. However, centres and candidates need to be aware that layout features (e.g. subheadings, use of bullet points etc.) will no longer be accepted. Please see addendum at the end of the Reading sections for a list of possible features.</i></p>
<p>Q11</p>	<p>Content statement 17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.</p> <p><b>Q:</b> Which <b>one</b> of these quotations from Text C shows that the writer has a positive view about careers in technology?  <b>A</b> more than 1.5 million people employed in IT  <b>B</b> You will find the work interesting, challenging and rewarding  <b>C</b> I was the most computer-literate person in my workplace  <b>D</b> You just need to be enthusiastic about technology</p> <p style="text-align: right;"><b>1 mark</b></p> <p><b>MS:</b> B – You will find the work interesting, challenging and rewarding  <i>This question could also ask candidates to identify a negative view. It requires learners to be able to recognise bias.</i></p>

<p><b>Multiple text questions</b> Q12</p>	<p>Content statement 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</p> <p><b>Q:</b> You may use a dictionary to answer this question. (a) 'showcase yourself to potential employers' Give <b>one</b> word or phrase to replace 'potential' that keeps the meaning of this quotation from Text A the same. (b) 'remuneration is usually quite generous' Give <b>one</b> word or phrase to replace 'remuneration' that keeps the meaning of this quotation from Text C the same.</p> <p style="text-align: right;"><b>2 marks</b></p> <p>Award <b>1</b> 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"> <li>• possible</li> <li>• prospective</li> <li>• likely</li> <li>• future</li> <li>• those who might be your</li> </ul> <p>Award <b>1</b> 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"> <li>• pay</li> <li>• salary</li> <li>• wage</li> <li>• money you earn</li> </ul> <p><i>Learners must have a dictionary during the test to help with this question. Some words will have more than one meaning and so learners will need to pick the appropriate one from the dictionary. This question will always test words from two different texts.</i></p>
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<p>Q13</p>	<p>Content statement 12 Compare information, ideas and opinions in different texts, including how they are conveyed.</p> <p><b>Q:</b> Compare similar ideas from Text A <b>and</b> Text C about what you need to get started in a career. In your answer you should:</p> <ul style="list-style-type: none"> <li>• give <b>two</b> similarities from these texts about what you need to get started in a career</li> <li>• give <b>one</b> quotation from Text A and <b>one</b> quotation from Text C to support each similarity.</li> </ul> <p style="text-align: right;"><b>6 marks</b></p> <p><b>MS:</b> Award <b>1</b> mark for each relevant similarity between Text A and Text C, up to a maximum of <b>2</b> marks. Relevant similarities may include:</p> <ul style="list-style-type: none"> <li>• passion / enthusiasm</li> <li>• experience</li> <li>• a good CV</li> <li>• hard work</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> <p><i>This is similar to Q10 on the Legacy FS paper. It has been reworked to make it clearer to candidates how many similarities they need to find and also the number of examples required.</i></p> <p><i>There will always be two marks for identifying similarities and up to four marks for quotations from each text that support each similarity. Candidates will need to do more than simply quote from the text to identify a similarity, e.g. by writing something like: 'Both texts say that a good CV is important.'</i></p>
<p>Q14</p>	<p>Content statement 12 Compare information, ideas and opinions in different texts, including how they are conveyed.</p> <p><b>Q:</b> Which <b>one</b> of these statements about the language used in Text A and Text B is correct?</p> <p><b>A</b> Both use quotations to reinforce their argument. <b>B</b> Both use direct address to target the audience. <b>C</b> Both use humour to appeal to the reader. <b>D</b> Both use statistics to support their points.</p> <p style="text-align: right;"><b>1 mark</b></p>

	<p><b>MS:</b> D – Both use statistics to support their points</p> <p><i>For this question candidates will need to check that features are in both texts. Some features will be in one, but not the other.</i></p>
<p>15</p>	<p>Content statement 11 Identify the different situations when the main points are sufficient and when it is important to have specific details.</p> <p>Q: Your friend wants information about different job roles in IT. Identify one job role from each of the three texts. 1 mark</p> <p>MS: Award 1 mark for one piece of evidence from each of the three texts, up to a maximum of 3 marks: Award 1 mark for one job role from each of the three texts, up to a maximum of 3 marks:</p> <p>Text A</p> <ul style="list-style-type: none"> <li>• ‘programmers’</li> <li>• ‘games developers’</li> <li>• ‘data inputters’</li> </ul> <p>Text B</p> <ul style="list-style-type: none"> <li>• ‘vloggers’</li> <li>• ‘animators’</li> <li>• ‘software developers’</li> </ul> <p>Text C</p> <ul style="list-style-type: none"> <li>• ‘IT Helpdesk’</li> <li>• ‘web designer’</li> </ul> <p><i>This is similar to Q12 on the Legacy FS paper and will always ask for one piece of evidence from each text.</i></p>

## Level 2 Reading: Addendum

### Tone words tested for Q2

admiring	amused	angry	apologetic
chatty	cheerful	concerned	conversational
critical	depressing	disappointed	enthusiastic
excited	friendly	humorous	impartial
impersonal	irritated	knowledgeable	optimistic
patronising	pessimistic	sad	sarcastic
serious	sincere	thoughtful	urgent
worried			

### Possible Language Features for Q7

abbreviation	acronym	alliteration	cliché
colloquial/informal language	command / imperative	contrast	direct address
exclamation	emotive/positive/negative language	exaggeration/hyperbole	first person
metaphor	question/rhetorical question	quotation	repetition
rule of three	sibilance	simile	slogan
	statistics		