Mark Scheme

Functional Skills English

Reading Level 1
Practice 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.

Level 1 Mark Scheme
Section A

Question number	Content standard	Answer	Mark
1(a)	14	Award **1** mark for giving the relevant name: • Formula Rossi	**(1)**

Question number	Content standard	Answer	Mark
1(b)	14	Award **1** mark for correctly identifying the organisational feature: • (text) box Accept any other appropriate wording.	**(1)**

Question number	Content standard	Answer	Mark
2(a)	13	Award **1** mark for correctly identifying an alternative word or phrase for **various** that keeps the meaning of the quotation the same, e.g.: • different • assorted / all sorts of • multiple / many / numerous • different kinds / types of **Accept** any other appropriate word or phrase.	**(1)**

Question number	Content standard	Answer	Mark
2(b)	13	Award **1** mark for correctly identifying an alternative word or phrase for **maximum** that keeps the meaning of the quotation the same, e.g.: • greatest • top • fastest • highest / greatest possible **Accept** any other appropriate word or phrase.	**(1)**

Question number	Content standard	Answer	Mark
3	11	**A** – to explain what a theme park is	**(1)**

Section B

Question number	Content standard	Answer	Mark
4	9	Award **1** mark for each café at Great River Theme Park, up to a maximum of **3** marks: • Pizza Palace (1) • Tea Room (1) • Central Café (1) • Hot Dog Snack Bar (1)	**(3)**

Question number	Content standard	Answer	Mark
5	18	**C –** to show it is additional information	**(1)**

Question number	Content standard	Answer	Mark
6	15	**A –** Dogs on a lead are welcome in the park. **E –** People can take their own food to eat.	**(2)**

Question number	Content standard	Answer	Mark
7	12	**B –** questions **D –** commands	**(2)**

Question number	Content standard	Answer	Mark
8(a)	17	Award **1** mark for a correct explanation of 'nutritious meals', e.g.: • healthy food • meals that are good for you • balanced dishes • nourishing dinners • good food **Accept** any other appropriate wording.	**(1)**

Question number	Content standard	Answer	Mark
8(b)	17	Award **1** mark for a correct explanation of 'to suit all budgets', e.g.: • at different prices • cheap • cost different amounts • some low-cost choices • prices for everyone **Accept** any other appropriate wording.	**(1)**

Question number	Content standard	Answer	Mark
9(a)	14	Award **1** mark for a correctly identified subheading: • 'Fur and feathers'	**(1)**

Question number	Content standard	Answer	Mark
9(b)	14	Award **1** mark for a correctly identified subheading: • 'Just to reassure you'	**(1)**

Section C

Question number	Content standard	Answer	Mark
10	9	Award **1** mark for correctly identifying when the coach is leaving in the morning: • 6.30	**(1)**

Question number	Content standard	Answer	Mark
11	9	Award **1** mark for each thing you need to bring with you, up to a maximum of **3** marks: • water bottle (1) • raincoat (1) • money (1) • camera / phone (1) **Accept** any other appropriate wording.	**(3)**

Question number	Content standard	Answer	Mark
12	11	**B –** The coach will stop on the motorway at 8.30 am. **D –** There are toilets and seating areas in the park.	**(2)**

Question number	Content standard	Answer	Mark
13	16	**A –** to grab a coffee on the go **E –** remember to take loads of brilliant pics	**(2)**

Question number	Content standard	Answer	Mark
14	17	Award **1** mark for each quotation that suggests how you can find your way round Great River Theme park, up to a maximum of **2** marks: • 'you'll get a (site) map' (1) • 'there are signposts' (1) • 'ask a park attendant' (1) **Accept** minor copying errors and quotations without quotation marks.	**(2)**

Section D

Question number	Content standard	Answer	Mark
15	10	Award **1** mark for identifying one similarity between Text B and Text C about the Great River Theme Park. Relevant similarities may include: • good / fun place to visit • Dragon's Descent • has cafés / restaurants • there are water rides Award **1** mark for a relevant linked quotation from each text supporting the similarity identified, up to a maximum of **2** marks.	**(3)**

Mapping Questions to Subject Content for English Level 1

DfE Content standard number	Question number															Marks
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
9 Identify and understand the main points, ideas and details in texts				***						*						7
10 Compare information, ideas and opinions in different texts											***				***	3
11 Identify meanings in texts and distinguish between fact and opinion			*									**				3
12 Recognise that language and other textual features can be varied to suit different audiences and purposes							**									2
13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words		**														2
14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	**								**							4
15 Infer from images meanings not explicit in the accompanying text						**										2
16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)													**			2
17 Read and understand a range of specialist words in context								**						**		4
18 Use knowledge of punctuation to aid understanding of straightforward texts					*											1
TOTAL MARKS	2	2	1	3	1	2	2	2	2	1	3	2	2	2	3	30

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