



# FUNCTIONAL SKILLS MATHS & ENGLISH

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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 scheme available to support young people starting a business, up to a maximum of <b>2</b> marks:</p> <ul style="list-style-type: none"> <li>• (The) Prince’s Trust (1)</li> <li>• Peter Jones Enterprise Academy (1)</li> <li>• New Enterprise Allowance (1)</li> <li>• Youth Employment (1)</li> </ul>	<b>(2)</b>

Question number	Content standard	Answer	Mark
2	19	D – inspiring	<b>(1)</b>

Question number	Content standard	Answer	Mark
3	17	<p>C – ‘to stick with it’</p> <p>E – ‘you’ll be over the moon’</p>	<b>(2)</b>

Question number	Content standard	Answer	Mark												
4	16	<p>Paragraph number to match subheading:</p> <table border="1"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>What’s required</td> <td><b>4</b></td> </tr> <tr> <td>Young people and start-ups</td> <td><b>1</b></td> </tr> <tr> <td>If you’re under 18</td> <td><b>5</b></td> </tr> <tr> <td>Take your time</td> <td><b>3</b></td> </tr> <tr> <td>Plenty of support available</td> <td><b>2</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	What’s required	<b>4</b>	Young people and start-ups	<b>1</b>	If you’re under 18	<b>5</b>	Take your time	<b>3</b>	Plenty of support available	<b>2</b>	<b>(2)</b>
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**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" data-bbox="591 457 1289 1276"> <thead> <tr> <th data-bbox="591 457 824 506">Quotation</th> <th data-bbox="824 457 1289 506">Explanation</th> </tr> </thead> <tbody> <tr> <td data-bbox="591 506 824 890">'ahead of the game'</td> <td data-bbox="824 506 1289 890"> <ul style="list-style-type: none"> <li>• ahead of others (1)</li> <li>• faster than other companies (1)</li> <li>• beating the competition (1)</li> <li>• anticipate latest trends (1)</li> <li>• up with latest developments (1)</li> <li>• keep up to date (1)</li> </ul> <p>Reward responses that explain 'game' but reuse 'ahead'.</p> </td> </tr> <tr> <td data-bbox="591 890 824 1276">'don't cut corners'</td> <td data-bbox="824 890 1289 1276"> <ul style="list-style-type: none"> <li>• don't do it quickly / carelessly / without checking (1)</li> <li>• take your time (1)</li> <li>• do it carefully / properly (1)</li> <li>• pay attention to detail (1)</li> <li>• don't miss anything out (1)</li> </ul> <p>Reward responses that explain 'cut corners' but reuse 'don't'.</p> </td> </tr> </tbody> </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	'ahead of the game'	<ul style="list-style-type: none"> <li>• ahead of others (1)</li> <li>• faster than other companies (1)</li> <li>• beating the competition (1)</li> <li>• anticipate latest trends (1)</li> <li>• up with latest developments (1)</li> <li>• keep up to date (1)</li> </ul> <p>Reward responses that explain 'game' but reuse 'ahead'.</p>	'don't cut corners'	<ul style="list-style-type: none"> <li>• don't do it quickly / carelessly / without checking (1)</li> <li>• take your time (1)</li> <li>• do it carefully / properly (1)</li> <li>• pay attention to detail (1)</li> <li>• don't miss anything out (1)</li> </ul> <p>Reward responses that explain 'cut corners' but reuse 'don't'.</p>	<b>(2)</b>
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Question number	Content standard	Answer	Mark
6	18	C- It is a good time to start your own business.	(1)

Question number	Content standard	Answer	Mark
7 (a)	16	Young Entrepreneurs (website) / <a href="http://www.youngentrepreneurs.web">www.youngentrepreneurs.web</a> (1)	(1)

7 (b)	16	(speech) bubble / callout (1)	(1)
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Question number	Content standard	Answer	Mark
8(a)	18	Award <b>1</b> mark for each reason young people are anxious about starting their own business, up to a maximum of <b>2</b> marks: <ul style="list-style-type: none"> <li>• don't know anyone who has started a business (1)</li> <li>• getting financial support (1)</li> <li>• fear of failing / don't want to take a risk (1)</li> </ul>	(2)

8(b)	18	Award <b>1</b> mark for each way banks can help young people starting their own business, up to a maximum of <b>2</b> marks: <ul style="list-style-type: none"> <li>• (discuss) funding (1)</li> <li>• schemes to support young entrepreneurs (1)</li> <li>• review your business plan (1)</li> </ul>	(2)
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## Section C

Question number	Content standard	Answer	Mark
9	13	<p>Award <b>1</b> mark for each quotation that suggests family can help when you set up a business, up to a maximum of <b>2</b> marks.</p> <ul style="list-style-type: none"> <li>• 'With his family's support' (1)</li> <li>• 'my dad will give me advice' (1)</li> <li>• 'with a loan from her mum' (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>• positive / negative / emotive (language) (1) e.g. 'I love the idea' (1)</li> <li>• direct address (1) e.g. 'you have to be patient' (1)</li> <li>• statistics / numbers / figures (1) e.g. 'walk twenty', 'aged 17' (1)</li> <li>• alliteration (1) e.g. 'Cathy's Cakes' (1)</li> <li>• hyperbole / exaggeration (1) e.g. 'countless jobs' (1)</li> <li>• colloquial / informal language (1) e.g. '24 /7', 'own boss' (1)</li> <li>• first person (1) e.g. 'I can do it', 'I hadn't realised' (1)</li> <li>• quotations (1) e.g. 'I was more interested in trading online', 'I learnt a huge amount from the experience' (1)</li> <li>• metaphor (1), 'it was a nightmare', 'growing my own company' (1)</li> <li>• repetition (1), e.g. 'really, really' (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 – 'I learnt a huge amount from the experience'	<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 'declining' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• decreasing / reducing (1)</li> <li>• lessening / falling (1)</li> <li>• diminishing (1)</li> <li>• getting less (1)</li> <li>• going down (1)</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 'flourished' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> <li>• thrived / prospered (1)</li> <li>• boomed (1)</li> <li>• grew / increased (1)</li> <li>• was successful (1)</li> <li>• did well (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>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>• can work when you want (1)</li> <li>• learn a lot (1)</li> <li>• good to be your own boss (1)</li> <li>• make you happy (1)</li> <li>• can get support (1)</li> <li>• can do it at any age / good for young people (1)</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	B – Both use direct address to engage.	(1)

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 about the personal qualities needed to start a business, up to a maximum of <b>3</b> marks:</p> <p><b>Text A</b></p> <ul style="list-style-type: none"> <li>• self-discipline (1)</li> <li>• resilience (1)</li> <li>• (you have to) stick with it (to get results) (1)</li> </ul> <p><b>Text B</b></p> <ul style="list-style-type: none"> <li>• (having) courage (1)</li> <li>• (be) realistic (1)</li> </ul> <p><b>Text C</b></p> <ul style="list-style-type: none"> <li>• passion (1)</li> <li>• (have to be) patient (1)</li> </ul> <p><b>Accept</b> 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
<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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