



FUNCTIONAL SKILLS MATHS & ENGLISH

LEVEL 1 & 2 EXAMS

Functional Skills Maths & English Exams

Exam Centre is a specialist provider of **Functional Skills** qualifications in **Maths** and **English**, offering **City & Guilds** examinations that are fully regulated and **approved by Ofqual**.

Our Functional Skills qualifications are recognised as equivalent to **GCSE grade 4+ (grade C and above)**, providing learners with a credible and nationally accepted route into further education, apprenticeships, and employment.

[BOOK NOW](#)

[LEARN MORE](#)

Online Courses

- ➔ Functional Skills Maths
- ➔ Functional Skills English

Exams

- ➔ Functional Skills **Maths** Level 1 or 2 Exams **in London**
- ➔ Functional Skills **English** Level 1 or 2 Exam **in London**
- ➔ **Online** Functional Skills **Maths** Level 1 or 2 Exams
- ➔ **Online** Functional Skills **English** Level 1 or 2 Exam

***Disclaimer:** The content of this document belongs to the respective awarding body and is shared for educational purposes only, Exam Centre does not claim ownership of this material.*



www.examcentre.co.uk



362 Essex Road
Islington N1 3PD



020 7288 9020

BOOK YOUR FUNCTIONAL SKILLS EXAM NOW!



**NCFE Level 2 Functional Skills Qualification in
English
(603/5054/4)**

**Paper Title: Level 2 Functional Skills Qualification
in English: Reading**

Paper number: P000XXX Sample Assessment Materials

Mark Scheme
V4.2

SAMPLE

Q no	Marking Guidance	Marks	Subject Content Ref
Section 1			
1	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • To show these services belong to the people/you/taxpayers (1) • To give a sense of unity/‘all in it together’ (1) • These people should be working to help us and not themselves (1). • To stress that the money belongs to us/taxpayers (1). <p>Accept similar wording.</p> <p>Do Not Accept:</p> <ul style="list-style-type: none"> • Responses that simply state there is repetition • Responses which simply say the word is used to address the audience / relate directly to the reader but offer no explanation of the context in which it is used. 	2	02.14
2	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • Title/Greedy Public Service Bosses (1) • Lining their own pockets (1) • Cheating the taxpayer (1). <p>Accept any other valid phrases that demonstrate the ‘selfishness’ of public sector managers.</p>	2	02.13
3a	<p>Sub-heading:</p> <p>1 mark each for any of the following, up to 1 mark:</p> <ul style="list-style-type: none"> • To split the text into different sections (regarding ‘what we have uncovered’ and ‘action’ (to take)) (1) • To indicate the topic of text that follows is about ‘what we have uncovered’/‘action’ (to take) (1). <p>Accept any other valid reason that is linked to the text.</p> <p>Do Not Accept: Answers which are not specific to the text.</p>	1	02.16

3b	<p>Bullet points: 1 mark each for any of the following, up to 1 mark:</p> <ul style="list-style-type: none"> • To present various examples (ie about pay) succinctly (1) • To break up the text (ie text into information about different occupational areas) / make it easier to read (ie to differentiate between pay for different jobs) (1). <p>Accept similar wording. Accept any other valid reason that is linked to the text.</p> <p>Bracketed information are examples of specific responses.</p> <p>Do Not Accept: Answers which are not specific to the text.</p>	1	02.16
4	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • To help the reader understand the points being made in the text about pay comparisons (1) • To make the reader believe/persuade the reader that the information about public sector pay is factual/objective (1) • To help the reader recognise that the points being made about public sector pay are based on research (1). <p>Accept any other valid reason that relates to the text.</p> <p>Do Not Accept: Answers which are not specific to the text.</p>	2	02.11
5	<p>1 mark each for any of the following, up to 1 mark:</p> <ul style="list-style-type: none"> • They want/need to know more about public sector pay (1) • They are worried about inequalities in public sector pay (1). <p>Accept any other valid reason that is linked to the text.</p>	1	02.11
Section 2			
6	<p>Answer: A. Serious (1).</p>	1	02.19
7	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • Factual (1) • Official (1) • Formal (1) • Informative (1). <p>Accept any other valid style identified.</p>	2	02.19
8	<p>Answer: ('Where to work') - International Economist magazine (Jan 2018) (1).</p> <p>Only the words outside of the brackets are required for the mark to be awarded.</p>	1	02.15
9	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • Comparison (eg of pay of public sector managers with that of private sector / UK pay with that of other countries) (1) • Positive language (eg fair and equitable) (1) 	2	02.14

	<ul style="list-style-type: none"> Positive qualities (listed: skills, professionalism etc) (1) Fear factor (eg negative results if advice / recommendations not acted upon) (1) Reference to research (eg stats / other research quoted) (1). <p>Accept similar wording.</p> <p>Only the words outside of the brackets are required for the mark to be awarded.</p>		
10	<p>Answer: D. Summary (1).</p>	1	02.16
11	<p>1 mark each for any of the following, up to 1 mark:</p> <ul style="list-style-type: none"> The phrase suggests that there is a concerted campaign against the high pay of senior managers (1) There is a campaign against the high pay of senior managers (1) That senior managers are being picked on because of their high pay (1). <p>Accept similar wording. Accept any other valid meanings.</p> <p>Do Not Accept: Wording from the glossary.</p>	1	02.15
Section 3			
12	<p>Fact: 1 mark each for any of the following, up to 1 mark:</p> <ul style="list-style-type: none"> 33,000 nurses left the NHS last year (1) Rahima is a student (1) Nurses received a 1.2% pay increase (1). <p>Opinion: 1 mark each for any of the following, up to 1 mark:</p> <ul style="list-style-type: none"> Get rid of the parasites that are milking the system (1) A miserly 1.2% pay increase (1) Everyone benefits (1). <p>Accept any other valid fact/opinion from Doc 3.</p>	2	02.18
13	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> She will be able to get a well-paid job (1) She might be able to work in the police/health service (1) Debt is only/can be temporary (1) There are benefits to paying taxes (1). <p>Accept any other valid reason.</p>	2	02.18
14	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> Some people are complaining about high pay (1) Some people are envious (1) 	2	02.13

	<ul style="list-style-type: none"> Some people shouldn't complain about public sector managers' high wages (1) Some people are acknowledging that the managers are good (1) Some people are paying managers a backhanded compliment (1) Some people don't want managers to be paid this much (1). Cecil's contribution is aimed at some people who complain. He suggests they should stop complaining. (1) <p>Accept similar wording. Accept any other valid example.</p>		
Section 4			
15	<p>(one of the following) The learner's response will:</p> <ul style="list-style-type: none"> have some mention of at least one of Ray's views AND one of the views expressed in Doc 1, but limited implicit comparison and no consideration of how views are conveyed (1 mark) compare at least one of Ray's views and one of the views expressed in Doc 1 with some explicit comparison, with limited consideration of how views are conveyed in at least one document (2 marks) have a clear and explicit comparison of Ray's views and the views expressed in Doc 1, with examples from both sources. There is clear comparison of how views are conveyed in both documents (eg Ray cites personal experience whereas Hannah in Doc 1 makes extensive use of rhetorical questions and stats/facts). (3 marks) <p>Do Not Accept: Responses that are sourced from Document 2.</p> <p>0 marks should be given for no awardable content.</p>	3	02.12
16	<p>(one of the following) The learner's response will:</p> <ul style="list-style-type: none"> make a clear choice but only consider the one document selected. Limited explanation given for choice (1 mark) make a clear choice considering only the document selected and one other. Reasonable explanation given for choice, although some reasoning may be implicit (2 marks) make a clear choice considering all three documents. Choice supported by a reasonable explanation. (3 marks) make a clear choice considering all three documents in detail. There is a comprehensive explanation, supported by examples (4 marks). <p>0 marks should be given for no awardable content.</p>	4	02.17
Total marks available:			30



Ready to Take Your Functional Skills Exam?

Exam Centre is offering Ofqual-regulated, City & Guilds approved Functional Skills Maths and English exams; the nationally recognised GCSE grade 4+ (grade C) equivalent. Whether you're sitting for the first time or resitting, we offer flexible exam bookings online and at our centre all year round.

 **Book Now!**

Book Your Exams & Courses

Qualification	Private Course	Online Exam	Exam in London
Functional Skills Maths Level 1 & 2	Enrol on Course	Book Online Exam	Book London Exam
Functional Skills English Level 1 & 2	Enrol on Course	Book Online Exam	Book London Exam

Why Exam Centre?

- Ofqual-regulated & fully accredited
- City & Guilds approved awarding body exams
- Accepted by employers, colleges, universities & apprenticeship providers
- Flexible online and in-person options across the UK
- Recognised GCSE Maths & English equivalent (grade 4+ / grade C)

CALL US FOR MORE INFORMATION:

 **020 7288 9020**

 booking@examcentre.co.uk

 www.examcentre.co.uk