



# FUNCTIONAL SKILLS MATHS & ENGLISH

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**LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH:  
READING**

**PRACTICE ASSESSMENT 1 (FSR113P)**

**MARK SCHEME**

Q	Response	Marks	SoS
<p><b>T1</b> <b>1</b></p>	<p>Identify <b>three</b> ways that animal lovers can find out about celebrity pets, according to Text 1.</p> <p>Candidate has identified ways that animal lovers can find out about celebrity pets eg</p> <ul style="list-style-type: none"> <li>• internet articles / articles accessed on the internet</li> <li>• video clips / YouTube</li> <li>• social media sites (Facebook, Twitter, Instagram).</li> </ul>	<p>1 1 1</p> <p><b>(max 3)</b></p>	<p>9</p>
<p>2</p>	<p>Explain the meaning of the following words as used in the paragraph that begins ‘The Pine Furniture Group has found ...’ in Text 1.</p> <ul style="list-style-type: none"> <li>• ‘influencers’</li> <li>• ‘followers’</li> <li>• ‘turnover’</li> </ul> <p>Candidate has understood a range of specialist words in context ie that</p> <ul style="list-style-type: none"> <li>• ‘influencers’ means pets that persuade or encourage people to buy / pets that promote products or services</li> <li>• ‘followers’ means people who receive or seek regular news updates from social media</li> <li>• ‘turnover’ means purchases, sales, volume.</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1</p> <p><b>(max 3)</b></p>	<p>17</p>
<p>3</p>	<p>Suggest <b>two</b> things that people might be influenced to buy based on the images of dogs shown in Text 1?</p> <p>Candidate has inferred meaning from images correctly by suggesting things that people might be influenced to buy eg</p> <ul style="list-style-type: none"> <li>• a drink</li> <li>• a holiday / beach toys for dogs / Frisbee</li> <li>• animal clothing / outfit</li> </ul> <p>NB Accept any other valid items inferred.</p>	<p>1 1 1</p> <p><b>(max 2)</b></p>	<p>15</p>
<p>4</p>	<p>What words or phrases could be used to replace ‘dedicated’ in the first sentence of Text 1 and ‘collar’ in the last sentence of Text 1?</p> <p>Candidate has used an appropriate strategy to find words or phrases to replace the ones used in the text eg</p> <ul style="list-style-type: none"> <li>• dedicated – devoted to, focussed on, only about</li> <li>• collar – exploit, control, take advantage of</li> </ul> <p>NB Accept any other valid words or phrases.</p>	<p>1 1</p> <p><b>(max 2)</b></p>	<p>13</p>

<p><b>T2</b> <b>5</b></p>	<p>Identify <b>two</b> phrases used in Text 2 to instruct the reader.</p> <p>Candidate has identified phrases used to instruct the reader eg</p> <ul style="list-style-type: none"> <li>• tell us about your experience</li> <li>• click here</li> <li>• don't forget</li> <li>• you must check it out</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1 1</p> <p><b>(max 2)</b></p>	<p>16</p>
<p>6</p>	<p>Compare what Alison and Thomas say about Claude in Text 2.</p> <p>Candidate has briefly described what Alison and Thomas say about Claude but has not compared their views</p> <p>Candidate has described and compared what Alison and Thomas say about Claude</p> <p><u>Indicative content</u> Candidate might include the following: Alison welcomed Claude into her home and thanked Claude for his visit. Thomas was annoyed by Claude's attempts to get into his flat and cannot understand Claude's popularity. Although Alison and Thomas have opposing views they are in agreement that Claude is seen as a celebrity by some people.</p>	<p>1</p> <p>2</p> <p><b>(max 2)</b></p>	<p>10</p>
<p>7</p>	<p>Identify <b>three</b> ways Claude's owners have used language to respond to the forum contributors in Text 2.</p> <p>Candidate has identified ways Claude's owners have used language to respond to forum contributors eg</p> <ul style="list-style-type: none"> <li>• personalised / use of names (eg Thanks Alison / Sorry Megan / Claude x)</li> <li>• use of first person (eg Finally I get the recognition I deserve / you can now follow me on Twitter)</li> <li>• colloquialisms / slang (eg moggie)</li> <li>• use of humour (eg Sorry about the pot plant).</li> </ul> <p>NB Accept description of language used or examples of it. Accept any other valid ways identified.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 3)</b></p>	<p>12</p>

8	<p>Identify <b>one</b> fact and <b>one</b> opinion from Text 2.</p> <p>Candidate has identified a fact eg</p> <ul style="list-style-type: none"> <li>• Alison phoned the owners</li> <li>• Claude visited the school.</li> </ul> <p>NB Accept any other valid fact.</p> <p>Candidate has identified an opinion eg</p> <ul style="list-style-type: none"> <li>• The world has gone mad</li> <li>• everyone was so excited.</li> </ul> <p>NB Accept any other valid opinion.</p>	<p>1 1</p> <p><b>(max 1)</b></p> <p>1 1</p> <p><b>(max 1)</b></p>	11b
9	<p>What punctuation has been used to emphasise points being made in Text 2?</p> <p>Candidate has shown knowledge of how punctuation is used to aid understanding by identifying punctuation used for emphasis eg</p> <ul style="list-style-type: none"> <li>• exclamation marks</li> <li>• capital letters / upper case.</li> </ul>	<p>1 1</p> <p><b>(max 1)</b></p>	18
T3 10	<p>What is the <b>main</b> purpose of Text 3?</p> <p>Candidate has identified the main purpose of Text 3 eg</p> <ul style="list-style-type: none"> <li>• to advertise a subscription site</li> <li>• to persuade the reader to subscribe.</li> </ul> <p>NB Accept any other valid purpose based on information from the text.</p>	<p>1 1</p> <p><b>(max 1)</b></p>	11a
11	<p>Give <b>three</b> advantages of signing up with Personality Pets, according to Text 3</p> <p>Candidate has identified and understood advantages of signing up with Personality Pets eg</p> <ul style="list-style-type: none"> <li>• find out about celebrity pets before other people</li> <li>• instantly find the latest blog / video / Instagram post</li> <li>• have exclusive / early access to merchandise</li> <li>• free mug / t-shirt can be claimed</li> </ul>	<p>1 1 1 1</p> <p><b>(max 3)</b></p>	9

12	<p>Which layout feature helps the reader find out about signing up with Personality Pets? Use this layout feature to locate <b>two</b> personal details they would need to disclose.</p> <p>Candidate has identified a valid feature eg</p> <ul style="list-style-type: none"> <li>• bold type</li> <li>• sub-heading</li> </ul> <p>Candidate has used the feature they identified to find information about which personal details they would need to disclose eg</p> <ul style="list-style-type: none"> <li>• name</li> <li>• address</li> <li>• bank details</li> <li>• favourite animal</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1</p> <p><b>(max 1)</b></p> <p>1 1 1 1</p> <p><b>(max 2)</b></p>	14
13	<p>Why might people decide <b>not</b> to sign up with Personality Pets? Give <b>three</b> reasons to support your answer.</p> <p>Candidate has given reasons why people might decide not to sign up with Personality Pets eg</p> <ul style="list-style-type: none"> <li>• it appears biased / overly positive / untrustworthy</li> <li>• don't want to provide personal details</li> <li>• not interested in celebrity pets</li> <li>• not tempted by mug or t-shirt</li> <li>• not a user of social media</li> </ul>	<p>1 1 1 1 1</p> <p><b>(max 3)</b></p>	11a

**LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SETTING MATRIX**

Learning aims and outcomes	Ref	Scope of Study	Question numbers – marks available	Assessment weighting
Read a range of different text types confidently and fluently.	9	Identify and understand the main points, ideas and details in texts.	Q1 (3) Q11 (3)	6 marks
	10	Compare information, ideas and opinions in different texts.	Q6 (2)	2 marks
	11a	Identify meanings in texts.	Q10 (1) Q13 (3)	4 marks
	11b	Distinguish between fact and opinion.	Q8 (2)	2 marks
	12	Recognise how language and other textual features have been varied to suit audience and purpose.	Q7 (3)	3 marks
	13	(Use reference materials and) appropriate strategies for a range of purposes, including to find the meaning of words.	Q4 (2)	2 marks
	14	Understand organisational and structural features and use them to locate relevant information (in a range of straightforward texts).	Q12 (3)	3 marks
	15	Infer meanings from images (not explicit in accompanying text).	Q3 (2)	2 marks
	16	Recognise vocabulary typically associated with specific types and purposes of texts.	Q5 (2)	2 marks
	17	Read and understand a range of specialist words in context.	Q2 (3)	3 marks
	18	Use knowledge of punctuation to aid understanding of straightforward texts.	Q9 (1)	1 marks
	<b>TOTAL MARKS</b>			30



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