



Mark Scheme

Functional Skills English

Reading Level 1
Practice Set 3

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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(a)	14	<p>Award 1 mark for one thing you need for a kickabout session:</p> <ul style="list-style-type: none"> • casual gear (1) • trainers (1) • water (1) <p>Accept any other appropriate wording.</p>	(1)
1(b)	14	<p>Award 1 mark for correctly identifying the organisational feature:</p> <p>numbered points / numbers (1)</p> <p>Do not accept: bullet points</p>	(1)
Question number	Content standard	Answer	Mark
2(a)	13	<p>Award 1 mark for correctly identifying an alternative word or phrase for 'requirement' that keeps the meaning of the quotation the same, e.g.:</p> <ul style="list-style-type: none"> • need (1) • necessity (1) • obligation (1) <p>Accept any other appropriate word or phrase.</p>	(1)
2(b)	13	<p>Award 1 mark for correctly identifying an alternative word or phrase for 'appropriate' that keeps the meaning of the quotation the same, e.g.:</p> <ul style="list-style-type: none"> • suitable / relevant (1) • right (1) • best (1) • the one (1) • spot on (1) <p>Accept any other appropriate word or phrase.</p>	(1)

Question number	Content standard	Answer	Mark
3	11	B – to persuade you to try a kickabout session	(1)

Section B

Question number	Content standard	Answer	Mark
4	9	<p>Award 1 mark for each football scheme only for children, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • Premier League Primary Stars (1) • Wildcats (1) • Shooting Stars (1) • Football in the Community (1) 	(3)

Question number	Content standard	Answer	Mark
5	18	B – to show that a letter has been left out	(1)

Question number	Content standard	Answer	Mark
6	15	<p>B – Football can be part of a family outing. D – Girls and boys enjoy football together.</p>	(2)

Question number	Content standard	Answer	Mark
7	12	<p>A – exclamations C – statistics</p>	(2)

Question number	Content standard	Answer	Mark
8(a)	17	<p>Award 1 mark for a correct explanation of 'role models':</p> <ul style="list-style-type: none"> • good examples (1) • people to look up to (1) • someone to imitate (1) • a person you can copy (1) <p>Accept any other appropriate wording.</p>	(1)

8(b)	17	<p>Award 1 mark for a correct explanation of 'professional footballers':</p> <ul style="list-style-type: none"> • paid to play football (1) • do football as a job (1) • play for a proper team (1) • career footballer (1) <p>Reward responses that explain 'professional' but reuse the word 'footballer' or 'football'.</p> <p>Accept any other appropriate wording.</p>	(1)
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Question number	Content standard	Answer	Mark
9(a)	14	Award 1 mark for a correctly identified subheading: The Lionesses (1)	(1)
9(b)	14	Award 1 mark for a correctly identified subheading: Access for everyone (1)	(1)

Section C

Question number	Content standard	Answer	Mark
10	9	Award 1 mark for: fishing (1)	(1)

Question number	Content standard	Answer	Mark
11	9	Award 1 mark for each benefit of taking part in a family kickabout, up to a maximum of 3 marks: <ul style="list-style-type: none"> • exercise (1) • enjoyable (1) • children give advice (1) • adults improve technique (1) • feel better (1) <p>Accept any other appropriate wording.</p>	(3)

Question number	Content standard	Answer	Mark
12	11	A – Watching football is better than playing it. C – It is difficult to take children to matches.	(2)

Question number	Content standard	Answer	Mark
13	16	A – ‘felt way better’ C – ‘massive footie fan’	(2)

Question number	Content standard	Answer	Mark
14	17	Award 1 mark for each quotation about warm-up activities that help you get ready to play football, up to a maximum of 2 marks: <ul style="list-style-type: none"> • ‘jogging’ (1) • ‘scissor jumps’ (1) • ‘run a lap’ (1) <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)

Section D

Question number	Content standard	Answer	Mark
15	10	<p>Award 1 mark for identifying a relevant similarity between Text B and Text C about how parents and carers can support children playing football.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none">• taking an interest• driving them to practices• washing kit• sharing the enjoyment / fun <p>Award 1 mark for a relevant linked quotation from each text supporting the similarity identified, up to a maximum of 2 marks.</p>	(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

Ofqual



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