

Mark Scheme

January 2016

Functional Skills English

Reading Level 2
E202

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2016
Publications Code FC043197

All the material in this publication is copyright
© Pearson Education Ltd 2014

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 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 on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie 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 will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Question Number	Coverage and range	Answer	Mark						
1	2.2.1	C - electronic communication is here to stay	(1)						
2	2.2.4	<p>Award 1 mark for each relevant explanation up to a maximum of 2 marks.</p> <table border="1"> <thead> <tr> <th>Phrase</th> <th>Explanations</th> </tr> </thead> <tbody> <tr> <td>'sneakily trying to hide his mobile phone'</td> <td> <ul style="list-style-type: none"> it is wrong to look at your phone (during mealtimes / quality time / family time) people should be embarrassed to look at their phones people cannot help looking at their phones. </td> </tr> <tr> <td>'the mobile phone that chains us to our jobs'</td> <td> <ul style="list-style-type: none"> mobile phones have a bad effect on our lives mobile phones take away our home time / mean we are always at work people are prisoners of their phones / workplace. </td> </tr> </tbody> </table>	Phrase	Explanations	'sneakily trying to hide his mobile phone'	<ul style="list-style-type: none"> it is wrong to look at your phone (during mealtimes / quality time / family time) people should be embarrassed to look at their phones people cannot help looking at their phones. 	'the mobile phone that chains us to our jobs'	<ul style="list-style-type: none"> mobile phones have a bad effect on our lives mobile phones take away our home time / mean we are always at work people are prisoners of their phones / workplace. 	(2)
Phrase	Explanations								
'sneakily trying to hide his mobile phone'	<ul style="list-style-type: none"> it is wrong to look at your phone (during mealtimes / quality time / family time) people should be embarrassed to look at their phones people cannot help looking at their phones. 								
'the mobile phone that chains us to our jobs'	<ul style="list-style-type: none"> mobile phones have a bad effect on our lives mobile phones take away our home time / mean we are always at work people are prisoners of their phones / workplace. 								
3	2.2.3	<p>Award 1 mark for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"> to explain how modern communication / mobile phones / gadgets have changed our home life / work information about how work and home have become connected / how homes have become our offices to tell you how the way we work has been changed by technology. <p>Do not accept: information on mobile phones.</p>	(1)						
4	2.2.5	<p>Award 1 mark for a valid reason, based on Text B eg</p> <ul style="list-style-type: none"> it gives you advice / tips on how to organise your (work) time it tells you how you can use a wall planner to organise your day it gives information on how to use an electronic calendar. <p>Do not accept: it tells you how to set up an office.</p>	(1)						
5	2.2.4	A - the social side of work is important for most							

		people	(1)																		
6	2.2.3	B – direct address	(1)																		
7	2.2.3	<p>Award 1 mark for each valid way up to a maximum of 2 marks. Award 1 mark for each valid and linked explanation / example up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> uses statistics / facts and figures (1) eg 88% of participants were found to produce their most accurate work / increasing their speed by 20% (1) use of quotation / quote from an expert / research study (1) – eg quotes Dr David Lewis who believes that music is a good thing (1) direct address to the reader / use of personal pronouns (1) eg 'could also improve your speed...' (1) use of exaggeration (1) eg 'incredibly powerful' (1) uses positive language / emotive language (1) eg 'biggest positive impact' (1) uses heading / heading in large text / bold writing (1) eg 'Pop music in the office speeds up work' (1) uses specific types of music / names of musicians (1) eg 'classical', 'Justin Bieber' (1) use of opinion as fact (1) eg 'Music is an incredibly powerful management tool...' (1) 	(4)																		
8	2.2.5	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1"> <tr> <td colspan="2">General guidance</td> </tr> <tr> <td colspan="2">Answers should include relevant advice to a friend on what she can do to work more quickly from Text B and Text C.</td> </tr> <tr> <td colspan="2">Indicative content</td> </tr> <tr> <td colspan="2">Answers may refer to:</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> separate office space so you can get more done (Text B) buy an up-to-date PC or laptop (Text B) get a good broadband connection (Text B) have everything to hand (Text B) listen to music (Text C) different types of music for different tasks (Text C) pop music for data entry (Text C) dance music for proof-reading (Text C) </td> </tr> <tr> <td colspan="2">Marking criteria</td> </tr> <tr> <td>0</td> <td>No rewardable material</td> </tr> <tr> <td>1 - 2</td> <td>Imprecise idea(s) from the text(s) showing limited or no awareness of audience needs</td> </tr> <tr> <td>3 - 4</td> <td>Relevant, reasonably precise idea(s) from both texts, showing awareness of audience needs</td> </tr> </table>	General guidance		Answers should include relevant advice to a friend on what she can do to work more quickly from Text B and Text C.		Indicative content		Answers may refer to:		<ul style="list-style-type: none"> separate office space so you can get more done (Text B) buy an up-to-date PC or laptop (Text B) get a good broadband connection (Text B) have everything to hand (Text B) listen to music (Text C) different types of music for different tasks (Text C) pop music for data entry (Text C) dance music for proof-reading (Text C) 		Marking criteria		0	No rewardable material	1 - 2	Imprecise idea(s) from the text(s) showing limited or no awareness of audience needs	3 - 4	Relevant, reasonably precise idea(s) from both texts, showing awareness of audience needs	
General guidance																					
Answers should include relevant advice to a friend on what she can do to work more quickly from Text B and Text C.																					
Indicative content																					
Answers may refer to:																					
<ul style="list-style-type: none"> separate office space so you can get more done (Text B) buy an up-to-date PC or laptop (Text B) get a good broadband connection (Text B) have everything to hand (Text B) listen to music (Text C) different types of music for different tasks (Text C) pop music for data entry (Text C) dance music for proof-reading (Text C) 																					
Marking criteria																					
0	No rewardable material																				
1 - 2	Imprecise idea(s) from the text(s) showing limited or no awareness of audience needs																				
3 - 4	Relevant, reasonably precise idea(s) from both texts, showing awareness of audience needs																				

		5	Relevant, precise idea(s) from both texts, showing consistent awareness of audience needs	(5)
--	--	---	---	------------

9	2.2.4	<p>Award 1 mark for one of the following quotations from Text A:</p> <ul style="list-style-type: none"> • 'most of us can't perform well in a silent office' • 'we make more mistakes when there is no noise' • 'It seems that the noise that drives us mad at home can actually be helpful in the workplace' <p>Award 1 mark for the one of the following quotations from Text C:</p> <ul style="list-style-type: none"> • 'silent offices may be the least productive' • 'when people sat in silence, they made the most mistakes (with spelling and solving maths problems)' <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)																
10	2.2.2	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1" data-bbox="523 909 1235 1966"> <tr> <td data-bbox="523 909 639 943"></td> <td data-bbox="639 909 1235 943">General guidance</td> </tr> <tr> <td data-bbox="523 943 639 1077"></td> <td data-bbox="639 943 1235 1077">Answers should explain relevant different ideas, from both Text A and Text B, about people working from home, with supporting example(s).</td> </tr> <tr> <td data-bbox="523 1077 639 1111"></td> <td data-bbox="639 1077 1235 1111">Indicative content</td> </tr> <tr> <td data-bbox="523 1111 639 1733"></td> <td data-bbox="639 1111 1235 1733"> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • Text A suggests that working from home is a bad thing, but Text B talks about the benefits • Text A says that working from home can be bad for family life but Text B says it helps you to spend more time with your family • Text A suggests that working from home means doing more hours whereas Text B says you can pick working hours to suit you • Text A refers to companies banning out-of-hours emails but Text B refers to companies encouraging people to work at home. </td> </tr> <tr> <td data-bbox="523 1733 639 1771">0</td> <td data-bbox="639 1733 1235 1771">No rewardable material</td> </tr> <tr> <td data-bbox="523 1771 639 1839">1 - 2</td> <td data-bbox="639 1771 1235 1839">Imprecise idea(s) with limited example(s) or no examples</td> </tr> <tr> <td data-bbox="523 1839 639 1906">3 - 4</td> <td data-bbox="639 1839 1235 1906">Relevant, reasonably precise idea(s) and linked examples</td> </tr> <tr> <td data-bbox="523 1906 639 1966">5</td> <td data-bbox="639 1906 1235 1966">Relevant, precise ideas, with well-selected, linked examples</td> </tr> </table>		General guidance		Answers should explain relevant different ideas, from both Text A and Text B, about people working from home, with supporting example(s).		Indicative content		<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Text A suggests that working from home is a bad thing, but Text B talks about the benefits • Text A says that working from home can be bad for family life but Text B says it helps you to spend more time with your family • Text A suggests that working from home means doing more hours whereas Text B says you can pick working hours to suit you • Text A refers to companies banning out-of-hours emails but Text B refers to companies encouraging people to work at home. 	0	No rewardable material	1 - 2	Imprecise idea(s) with limited example(s) or no examples	3 - 4	Relevant, reasonably precise idea(s) and linked examples	5	Relevant, precise ideas, with well-selected, linked examples	(5)
	General guidance																		
	Answers should explain relevant different ideas, from both Text A and Text B, about people working from home, with supporting example(s).																		
	Indicative content																		
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Text A suggests that working from home is a bad thing, but Text B talks about the benefits • Text A says that working from home can be bad for family life but Text B says it helps you to spend more time with your family • Text A suggests that working from home means doing more hours whereas Text B says you can pick working hours to suit you • Text A refers to companies banning out-of-hours emails but Text B refers to companies encouraging people to work at home. 																		
0	No rewardable material																		
1 - 2	Imprecise idea(s) with limited example(s) or no examples																		
3 - 4	Relevant, reasonably precise idea(s) and linked examples																		
5	Relevant, precise ideas, with well-selected, linked examples																		

11	2.2.1	<p>Award 1 mark for correctly identifying Text A Award 1 mark for the correct reason. Award 1 mark for a linked example.</p> <table border="1" data-bbox="525 353 1235 882"> <thead> <tr> <th data-bbox="525 353 836 389">Reasons</th> <th data-bbox="836 353 1235 389">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="525 389 836 488">The writer talks about children using technology.</td> <td data-bbox="836 389 1235 488">'ordered to put their gadgets away'</td> </tr> <tr> <td data-bbox="525 488 836 719" rowspan="2">The writer talks about parents using technology / using technology for work</td> <td data-bbox="836 488 1235 555">'Dad is (sneakily) trying to hide his mobile phone'</td> </tr> <tr> <td data-bbox="836 555 1235 719">'Mum... remembers an important email / has a quick look at her tablet'</td> </tr> <tr> <td data-bbox="525 719 836 882">The writer talks about issues with modern technology / disrupting family life</td> <td data-bbox="836 719 1235 882">'... people never switch off from their jobs'</td> </tr> <tr> <td data-bbox="525 882 836 902"></td> <td data-bbox="836 882 1235 902">'Please remember to put your phone on silent during mealtimes'</td> </tr> </tbody> </table>	Reasons	Examples	The writer talks about children using technology.	'ordered to put their gadgets away'	The writer talks about parents using technology / using technology for work	'Dad is (sneakily) trying to hide his mobile phone'	'Mum... remembers an important email / has a quick look at her tablet'	The writer talks about issues with modern technology / disrupting family life	'... people never switch off from their jobs'		'Please remember to put your phone on silent during mealtimes'	(3)
Reasons	Examples													
The writer talks about children using technology.	'ordered to put their gadgets away'													
The writer talks about parents using technology / using technology for work	'Dad is (sneakily) trying to hide his mobile phone'													
	'Mum... remembers an important email / has a quick look at her tablet'													
The writer talks about issues with modern technology / disrupting family life	'... people never switch off from their jobs'													
	'Please remember to put your phone on silent during mealtimes'													
12	2.2.1	<p>Award 1 mark for each correct answer. Award a maximum of 1 mark for reference to each text.</p> <p>Text A – 'doing these things to please employees can boost profits' / 'part of what makes us enjoy work and helps to increase profits'</p> <p>Text B – 'happy workers should lead to more profit'</p> <p>Text C – 'a positive influence over employee satisfaction' / 'enhance output and even boosting a company's profits.'</p> <p>Notes Accept appropriate quotation and/or paraphrase.</p>	(3)											
13	2.2.2	B - Texts A and B both stress the importance of sharing ideas.	(1)											

Mapping to Functional Skills Cover and Range for English Level 2

Question	Fixed Marks	Open Marks	Mapping to standard Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.				
			(L2.2.1) Select and use different types of texts to obtain and utilise relevant information	(L2.2.2) Read and summarise, succinctly, information /ideas from different sources	(L2.2.3) Identify the purposes of texts and comment on how meaning is conveyed	(L2.2.4) Detect point of view, implicit meaning and/or bias	(L2.2.5) Analyse texts in relation to audience needs and consider suitable responses
1	1					X	
2		2				XX	
3		1			X		
4		1					X
5	1					X	
6	1				X		
7		4			XXXX		
8		5					XXXXX
9	2					XX	
10		5		XXXXX			
11		3	XXX				
12		3	XXX				
13	1			X			
Total marks:			6	6	6	6	6
Total percentage:			20%	20%	20%	20%	20%