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Mark Scheme

March 2016

Functional Skills English

Reading Level 2
E202

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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.

<table>
<tr><th>Question Number</th><th>Coverage and range</th><th>Answer</th><th>Mark</th></tr>
<tr><td>1</td><td>2.2.4</td><td>C - is making it harder to buy a home</td><td>(1)</td></tr>
<tr><td>2</td><td>2.2.4</td><td>Award 1 mark for each relevant explanation, up to a maximum 2 marks.

<table><tr><th>Phrase</th><th>Explanations</th></tr><tr><td rowspan="3">The housing crisis isn't about houses – it's about people</td><td>The housing crisis affects people's lives / causes problems for people / causes suffering / struggles for people</td></tr><tr><td>Explains the problem in human terms / makes the point that people are important</td></tr><tr><td>People need to understand the human cost of the problem / people need houses</td></tr><tr><td rowspan="3">'stretched them to their financial limit'</td><td>Makes it difficult to pay back the money.</td></tr><tr><td>Can barely afford to borrow the money.</td></tr><tr><td>Puts people in (financial) difficulties / gives people money problems / housing costs take most of peoples wages</td></tr></table>
Do not accept: generalised explanations, eg 'the housing crisis is about people'.</td><td>(2)</td></tr>
<tr><td>3</td><td>2.2.3</td><td>Award 1 mark for a correct answer.

For example:
• to tell the reader about the housing problem (in the UK)
• to inform the reader how the housing crisis affects people
• to tell people how bad the housing crisis is
• to argue that something must be done about the housing crisis.</td><td>(1)</td></tr>
<tr><td>4</td><td>2.2.5</td><td>Award 1 mark for a valid reason, based on Text B:

• it tells the story of people who built their own houses
• it lets you know how you can go about building your own home
• it tells you about the skills you would need
• it gives a solution that people can achieve</td><td></td></tr>
</table>

		themselves. **Do not accept:** answers that do nothing more than paraphrase the question	**(1)**
5	2.2.4	C - expensive for many people	**(1)**
6	2.2.3	B – direct speech	**(1)**

7	2.2.3	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. • Use of statistics / figures / numbers / percentages / facts (1) eg 'In the UK today, twice as many people own houses rather than rent them.' / '8.4% in 2014' (1) • Use of bold text / title / heading (1) eg 'The housing crisis will always be with us' (1) • Use of list / rule of three (1) eg 'poor quality accommodation, long waiting lists for housing and high house prices.' • Uses a rhetorical question / question (1) eg 'So why is nothing being done about house prices?' (1) • Uses chatty / informal language (1) eg 'it's not going to happen' / 'never in a million years'. • Use of italics (for emphasis) (1) eg '*impossible*', '*million*' (1) • Views / opinions about the state of the UK housing situation (1) eg 'in the UK today twice as many people own homes rather than rent'. • Turns positives into negatives / shows that good ideas will take time to have an impact (1) eg 'Despite positive developments like these…' (1) • Uses exaggeration (1) eg 'not in a million years' (1)	**(4)**
8	2.2.5	Award marks according to the marking criteria with reference to the indicative content. **Indicative content** Answers may refer to: • house prices are seven times people's incomes / housing costs are very expensive (Text A) • home ownership fell (Text A) • one third of private rented homes fail to meet the Decent Homes Standard (Text A) • rise in homeless households to 50,000 a year (Text A)	

			• people living in temporary accommodation (Text A) • some of the families on waiting lists for as long as 12 years (Text B) • all three children sharing one room (Text B) • renting is (generally) expensive (Text B) • people are having to build their own houses (Text B)	**(5)**
			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	

9	2.2.4	Award 1 mark for the following quotation from Text B: • 'nine families hit by London's housing crisis have learnt skills including carpentry / tiling / painting' • 'self-build their own homes' • 'residents helped where they could' / 'added the finishing touches' • 'worked together to convert 50 garages into 10 homes' Award 1 mark for one of the following quotations from Text C: • 'construct their own properties' • 'self-build schemes' **Accept** minor copying errors and quotes without quotation marks.	**(2)**
10	2.2.2	Award marks according to the marking criteria with reference to the indicative content. **General guidance** Answers should explain relevant similar ideas, from both Text B and Text C, about how the housing crisis has affected families, with supporting example(s). **Indicative content**	

			Answers may refer to: • renting • waiting lists for renting • house prices • constructing own homes / self-build schemes • sharing accommodation • quality of accommodation.	**(5)**
		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 example(s)	
		5	Relevant, precise ideas, with well-selected, linked examples	

<table>
<tr>
<td>11</td>
<td>2.2.1</td>
<td>Award 1 mark for correctly identifying Text A / Homes for everyone / Text 1.
Award 1 mark for a correct reason.
Award 1 mark for a linked example.

<table>
<tr><th>Reasons</th><th>Examples</th></tr>
<tr><td rowspan="3">Identifies issues with the quality of rented housing</td><td>‘renting a rundown flat’</td></tr>
<tr><td>‘living in dreadful conditions’</td></tr>
<tr><td>‘fail to meet the Decent Homes Standard’</td></tr>
<tr><td rowspan="2">Highlights the high cost of rented accommodation</td><td>‘increasing rents’</td></tr>
<tr><td>‘hidden fees’</td></tr>
<tr><td rowspan="4">Identifies the lack of security that comes with renting / high number of people renting</td><td>‘temporary rented accommodation’</td></tr>
<tr><td>‘Renting can be uncertain’</td></tr>
<tr><td>‘eviction a constant worry’</td></tr>
<tr><td>‘there are now more than nine million renters’</td></tr>
</table>
</td>
<td>(3)</td>
</tr>
<tr>
<td>12</td>
<td>2.2.1</td>
<td>Award 1 mark for each correct answer.
Award a maximum of 1 mark for reference to each text.

Text A – ‘The lack of affordable, decent homes being built is affecting people across the whole country’ / ‘rising levels of homelessness’ / ‘make sure everyone has a decent, affordable home’

Text B – ‘the more houses they build, the more it will help reduce the cost of such housing’ / ‘lengthy waiting lists for homes’

Text C – ‘These issues will be addressed only if we build more houses’ / ‘property owning is important to British people’ / ‘we need to do something about poor quality accommodation’ / ‘long waiting lists’ / ‘in parts of the UK, people have already started self-build schemes’

Notes
Accept appropriate quotation and/or paraphrase.</td>
<td>(3)</td>
</tr>
<tr>
<td>13</td>
<td>2.2.2</td>
<td>A - Texts A and B both inform you how children have been affected.</td>
<td>(1)</td>
</tr>
</table>

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%