

Mark Scheme

February 2017

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, 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 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	2.2.4	D – sat-navs stop you thinking for yourself	(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>'tried and tested'</td> <td>map-reading is reliable / used successfully for many years / map-reading works / it is a proven method / it has been thoroughly evaluated</td> </tr> <tr> <td>'a lost art'</td> <td>map-reading skills are disappearing / dying out / being forgotten / no longer being used / people can no longer map-read / it is an important skill / should continue to be taught / shouldn't be forgotten</td> </tr> </tbody> </table> <p>Accept any suitable alternative explanation. Do not accept: quotations from the text.</p>	Phrase	Explanations	'tried and tested'	map-reading is reliable / used successfully for many years / map-reading works / it is a proven method / it has been thoroughly evaluated	'a lost art'	map-reading skills are disappearing / dying out / being forgotten / no longer being used / people can no longer map-read / it is an important skill / should continue to be taught / shouldn't be forgotten	(2)
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3	2.2.3	<p>Award 1 mark for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"> to tell us that people no longer map-read / that sat-nav use is increasing to inform us that map-reading skills are important / that there are problems with sat-navs to highlight that technology is replacing map-reading skills to explain / that we are becoming too reliant on technology / that people shouldn't rely on technology to encourage people to map-read / get more people to read maps. <p>Do not accept:</p> <ul style="list-style-type: none"> 'about' or 'talks about' as writing purposes it informs you about sat-navs / map-reading. 	(1)						
4	2.2.5	<p>Award 1 mark for a valid reason based on Text B:</p> <ul style="list-style-type: none"> gives advice / information / instructions on how to use a sat-nav (safely) 	(1)						

		<ul style="list-style-type: none"> warns of the problems of using a sat-nav gives advantages and disadvantages of using a sat-nav <p>Do not accept:</p> <ul style="list-style-type: none"> 'tells you why you should buy one' / lists of positive features 	
5	2.2.4	C – drivers should be aware of their surroundings	(1)
6	2.2.3	D – 'pay attention to signs, traffic lights and hazards'	(1)
7	2.2.3	<p>Award 1 mark for each valid method, up to a maximum of 2 marks.</p> <p>Award 1 mark for each valid and linked explanation / example up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> use of (bold) title / heading (1) 'Bring Back Maps' (1) use of positive language / emotive language / use of the word(s) 'love' / 'fun' / 'excitement' (1) e.g. 'love to plan and map my route' / 'the excitement of opening a map' / 'They loved it' / 'they'll never have to rely on apps' / 'helps us to appreciate the wonders around us' (1) use of own experience / uses himself as an example (1) e.g. 'I was taught map-reading skills in a fun way' / 'I taught my own kids...' (1) use of rule of three (1) 'pretty villages, quaint towns and beautiful countryside' / 'traffic lights, green areas and famous places' (1) use of exclamation (1) e.g. 'they'll...always find their way around!' (1) highlights enjoyment to be gained from map-reading (1) e.g. 'a fun way' / 'They loved it' states that map-reading is an important skill (1) e.g. 'Sadly, many people today have no idea of the direction they're travelling in...' / 'will always find their way around!' (1) use of first person / use of 'I' / 'my' / 'we' / ' (1) 'I frequently travel the country' / 'If we teach our kids' (1) use of direct address (1) e.g. 'You should always check this' (1) use of alliteration (1) e.g. 'Bring Back Maps' (1) use of repetition (1) e.g. of 'maps' (1) use of a short sentence for effect (1) 'They loved it' <p>Do not accept:</p> <p>'uses facts' / 'uses opinions'</p>	(4)

8	2.2.5	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1" data-bbox="528 338 1236 1581"> <tr> <td colspan="2" data-bbox="528 338 1236 376">General guidance</td> </tr> <tr> <td colspan="2" data-bbox="528 376 1236 483">Using Texts B and C, advise your friend how he can use his sat-nav safely.</td> </tr> <tr> <td colspan="2" data-bbox="528 483 1236 521">Indicative content</td> </tr> <tr> <td colspan="2" data-bbox="528 521 1236 1211"> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • be sure to enter the correct destination (Text B) • Don't trust everything the device tells you / trust your eyes (Text B) • do not drive fast / be observant (Text B) • programme route before you leave (Text B) • set device to follow spoken instructions / stay focused on driving (Text B) • pull over if you are confused / to adjust your settings (Text B) • do not adjust the sat-nav while on the move (Text B) • position the device safely (Text C) • do not let trailing wires interfere with dashboard and controls (Text C) • check you are in range of a signal (Text C) </td> </tr> <tr> <td colspan="2" data-bbox="528 1211 1236 1249">Marking criteria</td> </tr> <tr> <td data-bbox="528 1249 638 1288">0</td> <td data-bbox="638 1249 1236 1288">No rewardable material</td> </tr> <tr> <td data-bbox="528 1288 638 1361">1-2</td> <td data-bbox="638 1288 1236 1361">Imprecise idea(s) from the text(s) showing limited or no awareness of audience needs</td> </tr> <tr> <td data-bbox="528 1361 638 1469">3-4</td> <td data-bbox="638 1361 1236 1469">Relevant, reasonably precise idea(s) from both texts, showing awareness of audience needs</td> </tr> <tr> <td data-bbox="528 1469 638 1581">5</td> <td data-bbox="638 1469 1236 1581">Relevant, precise idea(s) from both texts, showing consistent awareness of audience needs</td> </tr> </table>	General guidance		Using Texts B and C, advise your friend how he can use his sat-nav safely.		Indicative content		<p>Answers may refer to:</p> <ul style="list-style-type: none"> • be sure to enter the correct destination (Text B) • Don't trust everything the device tells you / trust your eyes (Text B) • do not drive fast / be observant (Text B) • programme route before you leave (Text B) • set device to follow spoken instructions / stay focused on driving (Text B) • pull over if you are confused / to adjust your settings (Text B) • do not adjust the sat-nav while on the move (Text B) • position the device safely (Text C) • do not let trailing wires interfere with dashboard and controls (Text C) • check you are in range of a signal (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)
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9	2.2.4	<p>Award 1 mark for one of the following quotations from Text A:</p> <ul style="list-style-type: none"> • 'develops an appreciation of maths and science' • 'encourage independent thought / self-reliance' <p>Award 1 mark for the following quotation from Text C:</p> <ul style="list-style-type: none"> • 'This really improved their art skills' <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)																				
10	2.2.2	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: left;">General guidance</td> </tr> <tr> <td colspan="2">Answers should explain relevant similar views from Text B and Text C, about why people use sat-navs, with supporting examples.</td> </tr> <tr> <td colspan="2" style="text-align: left;">Indicative content</td> </tr> <tr> <td colspan="2">Answers may refer to:</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> • they get you to your destination / where you want to go • user-friendly / easy to use / more convenient than maps • require less planning / plan the route for you • offers latest features / traffic alerts and updates • they provide information on journey times • people rely on / are dependent on devices /sat-navs </td> </tr> <tr> <td colspan="2" style="text-align: left;">Marking criteria</td> </tr> <tr> <td style="width: 20%;">0</td> <td>No rewardable material</td> </tr> <tr> <td>1 – 2</td> <td>Imprecise idea(s), with limited example(s) or no examples</td> </tr> <tr> <td>3 – 4</td> <td>Relevant, reasonably precise idea(s) and linked example(s)</td> </tr> <tr> <td>5</td> <td>Relevant, precise ideas, with well-selected, linked examples</td> </tr> </table>	General guidance		Answers should explain relevant similar views from Text B and Text C, about why people use sat-navs, with supporting examples.		Indicative content		Answers may refer to:		<ul style="list-style-type: none"> • they get you to your destination / where you want to go • user-friendly / easy to use / more convenient than maps • require less planning / plan the route for you • offers latest features / traffic alerts and updates • they provide information on journey times • people rely on / are dependent on devices /sat-navs 		Marking criteria		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	(5)
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11	2.2.1	<p>Award 1 mark for correctly identifying Text C / Bring Back Maps / Text 3</p> <p>Award 1 mark for the correct reason.</p> <p>Award 1 mark for a linked example.</p> <table border="1" data-bbox="528 416 1235 1146"> <thead> <tr> <th data-bbox="528 416 834 450">Reasons</th> <th data-bbox="834 416 1235 450">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 450 834 633">gives you techniques for learning / teaching map-reading</td> <td data-bbox="834 450 1235 633">'Reciting a rhyme' / 'I learned how the position of the sun helped with navigation' / 'They drew maps from memory'</td> </tr> <tr> <td data-bbox="528 633 834 745">shows that learning map-reading skills can be enjoyable / fun</td> <td data-bbox="834 633 1235 745">'They loved it!' / 'I was taught map-reading skills in a fun way'</td> </tr> <tr> <td data-bbox="528 745 834 929">shows how (young) people can benefit from map-reading skills</td> <td data-bbox="834 745 1235 929">'they'll never have to rely on apps and will always find their way around!' / 'This really improved their art skills'</td> </tr> <tr> <td data-bbox="528 929 834 1146">written by someone who learnt as a child / taught his own children / talks about teaching map-reading skills</td> <td data-bbox="834 929 1235 1146">'I taught my own kids map-reading skills' / 'If we teach our children map-reading skills'</td> </tr> </tbody> </table>	Reasons	Examples	gives you techniques for learning / teaching map-reading	'Reciting a rhyme' / 'I learned how the position of the sun helped with navigation' / 'They drew maps from memory'	shows that learning map-reading skills can be enjoyable / fun	'They loved it!' / 'I was taught map-reading skills in a fun way'	shows how (young) people can benefit from map-reading skills	'they'll never have to rely on apps and will always find their way around!' / 'This really improved their art skills'	written by someone who learnt as a child / taught his own children / talks about teaching map-reading skills	'I taught my own kids map-reading skills' / 'If we teach our children map-reading skills'	(3)
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12	2.2.1	<p>Award 1 mark for each correct answer.</p> <p>Award a maximum of 1 mark for reference to each text.</p> <p>Text A</p> <ul style="list-style-type: none"> • 'wondered why their sat-nav has turned them left when right was plainly correct' • 'technology cannot always be relied on' <p>Text B</p> <ul style="list-style-type: none"> • 'People have got stuck in fields, rivers and railways' • 'don't trust everything the device tells you' / 'If the road looks wrong, do not take it' • 'Enter the wrong destination and it will take you to the wrong destination' <p>Text C</p> <ul style="list-style-type: none"> • 'They are often then very surprised to end up in the wrong place' <p>Notes</p> <p>Accept appropriate quotation and / or paraphrase.</p>	(3)										

13	2.2.2	B - Texts B and C both state what you should do before a journey.	(1)
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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