

Mark Scheme

June 2018

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	A - complaining by letter or phone can be time-consuming	(1)						
2	2.2.4	<p>Award <b>one mark</b> for each relevant explanation up to a maximum of <b>two marks</b>.</p> <table border="1" data-bbox="544 573 1233 1097"> <thead> <tr> <th data-bbox="544 573 884 607">Phrase</th> <th data-bbox="884 573 1233 607"></th> </tr> </thead> <tbody> <tr> <td data-bbox="544 607 884 741">'driving you up the wall'</td> <td data-bbox="884 607 1233 741">annoying / irritating / frustrating / make you crazy / drive you mad / get on your nerves</td> </tr> <tr> <td data-bbox="544 741 884 1097">'oblivious to my complaint'</td> <td data-bbox="884 741 1233 1097">ignoring / taking no notice / unaware of / not knowing about / not responding (to my complaint) / not doing anything about it / not listening  <b>Do not expect:</b> 'my complaint' to be explained</td> </tr> </tbody> </table> <p><b>Accept</b> other explanations provided they show an understanding of the target phrases.</p> <p><b>Do not accept:</b> quotations from the text or the same explanation for both phrases.</p>	Phrase		'driving you up the wall'	annoying / irritating / frustrating / make you crazy / drive you mad / get on your nerves	'oblivious to my complaint'	ignoring / taking no notice / unaware of / not knowing about / not responding (to my complaint) / not doing anything about it / not listening  <b>Do not expect:</b> 'my complaint' to be explained	(2)
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3	2.2.3	<p>Award <b>one mark</b> for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• to tell you about using Twitter / social media to complain</li> <li>• to tell you ways of complaining are changing / inform about different ways of complaining</li> <li>• to encourage / persuade you to use Twitter / social media to complain</li> <li>• to inform you about the advantages of using Twitter / social media to complain</li> <li>• to advise / show you the best ways to complain</li> </ul> <p><b>Do not accept:</b> 'to tell you about complaining' without further elaboration.</p> <p><b>Do not accept:</b> 'talks about' or 'says' as purposes.</p>	(1)						

4	2.2.5	Award <b>one mark</b> for valid answers based on Text B. For example: <ul style="list-style-type: none"> <li>• people are willing to accept dodgy goods / rubbish service</li> <li>• people don't want to spoil their evening</li> <li>• not worth complaining / waste of time / be ignored</li> <li>• takes up a lot of time</li> </ul>	<b>(1)</b>
5	2.2.4	B - it is the consumer's responsibility to make complaints	<b>(1)</b>
6	2.2.3	D - informal language	<b>(1)</b>
7	2.2.3	Award <b>one mark</b> for each method up to a maximum of 2 marks. Award <b>one mark</b> for each valid and linked example up to a maximum of 2 marks. <ul style="list-style-type: none"> <li>• (bold) heading / title / subheadings / subtitles (1) e.g. 'Be organised and get the details right' (1)</li> <li>• command / imperative (1) 'Read the small print' (1)</li> <li>• direct address (1) 'Whether you are writing' (1)</li> <li>• rule of three / listing (1) e.g. 'name, address and reference number' (1)</li> <li>• alliteration (1) e.g. 'constructive courteous complaints' (1)</li> <li>• short sentences (1) e.g. 'Don't exaggerate' (1)</li> <li>• technical / subject-specific language / refers to / uses laws (1) e.g. 'breaches', 'Sale of Goods Act' (1)</li> <li>• slogan (1) e.g. 'constructive courteous complaints get results' (1)</li> <li>• gives advice / tips / instructions (1) e.g. 'Keep a note of when you send letters and emails' (1)</li> <li>• negative language (1) e.g. 'faulty', 'harm'. 'criticism' (1)</li> </ul>	<b>(4)</b>

8	2.2.5	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1" data-bbox="526 324 1236 1780"> <tr> <td colspan="2" data-bbox="526 324 1236 358"><b>General guidance</b></td> </tr> <tr> <td colspan="2" data-bbox="526 358 1236 459">Answers should explain why making a complaint is worthwhile, using Text A and Text B.</td> </tr> <tr> <td colspan="2" data-bbox="526 459 1236 492"><b>Indicative content</b></td> </tr> <tr> <td colspan="2" data-bbox="526 492 1236 1411"> <p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• companies acknowledge your complaint (Text A)</li> <li>• money back (Text A)</li> <li>• put mistakes right / get complaints resolved (Text A)</li> <li>• voucher (Text A)</li> <li>• other people know about the problem / go viral / go public (Text A)</li> <li>• stop companies doing a bad job / getting away with it / help companies improve / give feedback (Text B)</li> <li>• freebies / free stuff (Text B)</li> <li>• replacement / compensation (Text B)</li> <li>• free meals / free weekends (Text B)</li> <li>• apologetic response / feeling that someone has listened (Text B)</li> </ul> </td> </tr> <tr> <td colspan="2" data-bbox="526 1411 1236 1444"><b>Marking criteria</b></td> </tr> <tr> <td data-bbox="526 1444 638 1478">0</td> <td data-bbox="638 1444 1236 1478">No rewardable material</td> </tr> <tr> <td data-bbox="526 1478 638 1579">1 – 2</td> <td data-bbox="638 1478 1236 1579">Imprecise idea(s) from the text(s) showing limited or no awareness of audience needs</td> </tr> <tr> <td data-bbox="526 1579 638 1680">3 – 4</td> <td data-bbox="638 1579 1236 1680">Relevant, reasonably precise idea(s) from both texts, showing awareness of audience needs</td> </tr> <tr> <td data-bbox="526 1680 638 1780">5</td> <td data-bbox="638 1680 1236 1780">Relevant, precise idea(s) from both texts, showing consistent awareness of audience needs</td> </tr> </table>	<b>General guidance</b>		Answers should explain why making a complaint is worthwhile, using Text A and Text B.		<b>Indicative content</b>		<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>• companies acknowledge your complaint (Text A)</li> <li>• money back (Text A)</li> <li>• put mistakes right / get complaints resolved (Text A)</li> <li>• voucher (Text A)</li> <li>• other people know about the problem / go viral / go public (Text A)</li> <li>• stop companies doing a bad job / getting away with it / help companies improve / give feedback (Text B)</li> <li>• freebies / free stuff (Text B)</li> <li>• replacement / compensation (Text B)</li> <li>• free meals / free weekends (Text B)</li> <li>• apologetic response / feeling that someone has listened (Text B)</li> </ul>		<b>Marking criteria</b>		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	<b>(5)</b>
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9	2.2.4	<p>Award <b>one mark</b> for <b>one</b> of the following quotations from Text A</p> <ul style="list-style-type: none"> <li>• '(Every year customers make) millions of complaints'</li> <li>• 'many companies have had to set up Twitter accounts (to deal with customer tweets)'</li> </ul> <p>Award <b>one mark</b> for <b>one</b> of the following quotations from Text C</p> <ul style="list-style-type: none"> <li>• '(complaint stands out from the) hundreds companies receive'</li> <li>• '(Most large) companies are inundated with complaints'</li> </ul> <p><b>Accept</b> minor copying errors and quotations without quotation marks.</p>	<b>(2)</b>																		
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11	2.2.1	<p>Award <b>one mark</b> for correctly identifying Text A / 1 / <i>The way forward?</i>  Award <b>one mark</b> for the correct reason.  Award <b>one mark</b> for a linked example.</p> <table border="1" data-bbox="528 248 1236 1122"> <thead> <tr> <th data-bbox="528 248 874 282">Reasons</th> <th data-bbox="874 248 1236 282">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 282 874 383">it uses / gives statistics / facts and figures</td> <td data-bbox="874 282 1236 383">'Half a billion people' '15 million of them'</td> </tr> <tr> <td data-bbox="528 383 874 674">it tells you social media / Twitter is the fastest / best way to complain / gives benefits of using Twitter to complain</td> <td data-bbox="874 383 1236 674">'I tweeted about faulty goods and was offered money back instantly.' 'Twitter has become the platform of choice for making complaints' 'Twitter can be a quicker way to get complaints resolved'</td> </tr> <tr> <td data-bbox="528 674 874 864">it talks about using Twitter to complain / how Twitter works</td> <td data-bbox="874 674 1236 864">'Twitter is effective because, unlike emails, phones and letters, it can be public' 'it could go viral'</td> </tr> <tr> <td data-bbox="528 864 874 987">it tells you companies expect you to use social media / Twitter / companies say it works</td> <td data-bbox="874 864 1236 987">'set up Twitter accounts to deal with customer tweets'</td> </tr> <tr> <td data-bbox="528 987 874 1122">it gives you examples of people who have got quick results / includes quotes</td> <td data-bbox="874 987 1236 1122">'I got a voucher immediately'</td> </tr> </tbody> </table> <p><b>Do not accept:</b> reworkings of the question e.g. 'social media / Twitter is effective'</p>	Reasons	Examples	it uses / gives statistics / facts and figures	'Half a billion people' '15 million of them'	it tells you social media / Twitter is the fastest / best way to complain / gives benefits of using Twitter to complain	'I tweeted about faulty goods and was offered money back instantly.' 'Twitter has become the platform of choice for making complaints' 'Twitter can be a quicker way to get complaints resolved'	it talks about using Twitter to complain / how Twitter works	'Twitter is effective because, unlike emails, phones and letters, it can be public' 'it could go viral'	it tells you companies expect you to use social media / Twitter / companies say it works	'set up Twitter accounts to deal with customer tweets'	it gives you examples of people who have got quick results / includes quotes	'I got a voucher immediately'	(3)
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12	2.2.1	<p>Award <b>one mark</b> for each correct answer.  Award a maximum of <b>one mark</b> for reference to each text.</p> <p>Text A</p> <ul style="list-style-type: none"> <li>• 'Twitter can be devastating'</li> <li>• 'One negative tweet can cause us huge problems'</li> </ul> <p>Text B</p> <ul style="list-style-type: none"> <li>• 'harm a company's reputation'</li> </ul> <p>Text C</p> <ul style="list-style-type: none"> <li>• 'harm done by inaccurate / public criticism'</li> </ul> <p><b>Accept</b> appropriate quotation and / or paraphrase.</p>	(3)												
13	2.2.2	C - Texts A and C both indicate that ways of complaining are changing.	(1)												



## Mapping to Functional Skills Cover and Range for English Level 2

Question	Fixed Marks	Open Marks	Mapping to standard				
			(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					<b>x</b>	
2		2				<b>xx</b>	
3		1			<b>x</b>		
4		1					<b>x</b>
5	1					<b>x</b>	
6	1				<b>x</b>		
7		4			<b>xxxx</b>		
8		5					<b>xxxxx</b>
9	2					<b>xx</b>	
10		5		<b>xxxxx</b>			
11		3	<b>xxx</b>				
12		3	<b>xxx</b>				
13	1			<b>x</b>			
<b>Total marks:</b>			<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
Total percentage:			20	20	20	20	20

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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