

Mark Scheme

March 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	B - roads used shared spaces a long time ago	(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>Explanation</th> </tr> </thead> <tbody> <tr> <td>'cutting edge'</td> <td>modern / advanced / clever / effective / innovative / new / state-of-the-art / ahead of its time / at the forefront</td> </tr> <tr> <td>'boost community spirit'</td> <td>improve relationships / locals get on better / sense of belonging / sense of pride / people feel closer/ co-operate with each other / make the community stronger</td> </tr> </tbody> </table> <p>Accept any suitable alternative explanation.</p>	Phrase	Explanation	'cutting edge'	modern / advanced / clever / effective / innovative / new / state-of-the-art / ahead of its time / at the forefront	'boost community spirit'	improve relationships / locals get on better / sense of belonging / sense of pride / people feel closer/ co-operate with each other / make the community stronger	(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"> <li>to tell you about shared space</li> <li>to explain the advantages / disadvantages of shared space</li> <li>to highlight new ideas for road design</li> <li>information about urban planning</li> </ul> <p><b>Do not accept:</b> 'talks about', 'it's about' or 'to persuade' as valid purposes.</p>	(1)						
4	2.2.5	<p>Award 1 mark for a valid reason, based on Text B.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>work in new industries</li> <li>find jobs in factories</li> <li>earn a living</li> <li>support their families.</li> </ul> <p><b>Do not accept:</b> because they realised they had to move</p>	(1)						
5	2.2.4	C - housing conditions were improved so people could work more	(1)						
6	2.2.3	D - metaphor	(1)						

7	2.2.3	<p>Award 1 mark for each valid language feature, up to a maximum of 2 marks.</p> <p>Award 1 mark for each valid and linked example up to a maximum of 2 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• positive / negative / emotive language (1) e.g. 'fantastic idea', 'I'm glad', 'brilliant' / 'terrible plan' (1)</li> <li>• (rhetorical) question (1) 'Ahmed, what are you thinking?' (1)</li> <li>• simile (1) 'Everyone will be charging around like headless chickens' (1)</li> <li>• metaphor (1) 'recipe for disaster' (1)</li> <li>• direct address (1) 'You can see...' (1)</li> <li>• first person / use of 'I', 'we' (1) 'I agree with Frank' (1)</li> <li>• different opinions / personal opinion (1) e.g. 'I'm an enthusiastic cyclist', 'I've got mixed feelings' (1)</li> <li>• informal language / colloquialisms / contractions (1) e.g. 'it's', 'they're', 'I've', 'recipe for disaster' (1)</li> <li>• quotes a survey (1) 'A recent survey shows', (1)</li> <li>• alliteration (1) e.g. 'reacting robotically', 'community cohesion', 'filthy fumes' (1)</li> <li>• rule of three (1) e.g. 'drivers, cyclists and pedestrians' (1)</li> <li>• exclamation (1) 'What a fantastic idea!' (1)</li> </ul> <p><b>Do not accept:</b> 'facts' as a feature.</p>	<b>(4)</b>
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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 1332"> <tr> <td colspan="2"><b>General guidance</b></td> </tr> <tr> <td colspan="2">Answers should tell a friend about technology that helps with urban planning, using Text B and Text C.</td> </tr> <tr> <td colspan="2"><b>Indicative content</b></td> </tr> <tr> <td colspan="2">Answers may refer to:</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>• mapping technology (Text B)</li> <li>• phone apps (Text B)</li> <li>• use social networking sites / social media (Text B)</li> <li>• run online consultations (Text B)</li> <li>• Computer Aided Design (Text C)</li> <li>• augmented reality / hi-tech information (Text C)</li> <li>• wearable technology (Text C)</li> <li>• watches and glasses connected to the internet (Text C)</li> <li>• planning website (Text C)</li> </ul> </td> <td>           3D  mobile         </td> </tr> <tr> <td colspan="2"><b>Marking criteria</b></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> <tr> <td>5</td> <td>Relevant, precise idea(s) from both texts, showing consistent awareness of audience needs</td> </tr> </table>	<b>General guidance</b>		Answers should tell a friend about technology that helps with urban planning, using Text B and Text C.		<b>Indicative content</b>		Answers may refer to:		<ul style="list-style-type: none"> <li>• mapping technology (Text B)</li> <li>• phone apps (Text B)</li> <li>• use social networking sites / social media (Text B)</li> <li>• run online consultations (Text B)</li> <li>• Computer Aided Design (Text C)</li> <li>• augmented reality / hi-tech information (Text C)</li> <li>• wearable technology (Text C)</li> <li>• watches and glasses connected to the internet (Text C)</li> <li>• planning website (Text C)</li> </ul>	3D  mobile	<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 1 mark for the following quotation from Text B:</p> <ul style="list-style-type: none"> <li>• '(Huge industrial) factories belched out dirty smoke (which polluted the air)'</li> </ul> <p>Award 1 mark for one of the following quotation from Text C:</p> <ul style="list-style-type: none"> <li>• '...banned diesel trucks (in the town next to ours) to reduce air pollution...'</li> <li>• '...cars aren't spewing out filthy fumes'</li> </ul> <p><b>Accept</b> minor copying errors and quotations without quotation marks.</p>	<b>(2)</b>																				

10	2.2.2	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1" data-bbox="526 324 1236 1041"> <tr> <td colspan="2"><b>General guidance</b></td> </tr> <tr> <td colspan="2">Answers should explain relevant similar ideas, from Text A and Text C, about how shared space improves road use, with supporting examples.</td> </tr> <tr> <td colspan="2"><b>Indicative content</b></td> </tr> <tr> <td colspan="2">Answers may refer to:</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> <li>• better driver concentration</li> <li>• more aware / conscious of surroundings / each other</li> <li>• make cars go slower</li> <li>• less air pollution</li> <li>• more co-operation</li> </ul> </td> </tr> <tr> <td colspan="2"><b>Marking criteria</b></td> </tr> <tr> <td>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>	<b>General guidance</b>		Answers should explain relevant similar ideas, from Text A and Text C, about how shared space improves road use, with supporting examples.		<b>Indicative content</b>		Answers may refer to:		<ul style="list-style-type: none"> <li>• better driver concentration</li> <li>• more aware / conscious of surroundings / each other</li> <li>• make cars go slower</li> <li>• less air pollution</li> <li>• more co-operation</li> </ul>		<b>Marking criteria</b>		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	<b>(5)</b>
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11	2.2.1	<p>Award 1 mark for correctly identifying Text B / 'Plans over Time'</p> <p>Award 1 mark for the correct reason.</p> <p>Award 1 mark for a linked example.</p> <table border="1" data-bbox="526 1209 1236 1859"> <thead> <tr> <th><b>Reasons</b></th> <th><b>Examples</b></th> </tr> </thead> <tbody> <tr> <td>tells you about the history of urban planning / how it began</td> <td> <ul style="list-style-type: none"> <li>• 'Urban planning was started in the 1800s'</li> <li>• 'urban planners started to make improvements'</li> <li>• 'urban planners had to design bigger roads'</li> </ul> </td> </tr> <tr> <td>tells you about how housing / lifestyles changed</td> <td> <ul style="list-style-type: none"> <li>• 'didn't have running water'</li> <li>• 'all homes had clean water'</li> <li>• 'toilets connected to a sewage system'</li> </ul> </td> </tr> <tr> <td>tells you about changes to where people lived / how towns and cities grew</td> <td> <ul style="list-style-type: none"> <li>• 'small villages'</li> <li>• 'move to towns and cities'</li> <li>• 'In the late 19<sup>th</sup> century, towns grew in size and population'</li> </ul> </td> </tr> </tbody> </table>	<b>Reasons</b>	<b>Examples</b>	tells you about the history of urban planning / how it began	<ul style="list-style-type: none"> <li>• 'Urban planning was started in the 1800s'</li> <li>• 'urban planners started to make improvements'</li> <li>• 'urban planners had to design bigger roads'</li> </ul>	tells you about how housing / lifestyles changed	<ul style="list-style-type: none"> <li>• 'didn't have running water'</li> <li>• 'all homes had clean water'</li> <li>• 'toilets connected to a sewage system'</li> </ul>	tells you about changes to where people lived / how towns and cities grew	<ul style="list-style-type: none"> <li>• 'small villages'</li> <li>• 'move to towns and cities'</li> <li>• 'In the late 19<sup>th</sup> century, towns grew in size and population'</li> </ul>	<b>(3)</b>												
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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><b>Text A</b></p> <ul style="list-style-type: none"> <li>• 'Parents complained it was dangerous' / 'didn't want their children crossing the junction alone.'</li> </ul> <p><b>Text B</b></p> <ul style="list-style-type: none"> <li>• '...young people are safe when crossing roads.'</li> </ul> <p><b>Text C</b></p> <ul style="list-style-type: none"> <li>• 'No-one, especially youngsters, will know when it's safe to cross the road.'</li> <li>• 'dangerous for kids to cross the road alone'</li> </ul> <p><b>Accept</b> appropriate quotation and / or paraphrase.</p>	<b>(3)</b>
13	2.2.2	A - Texts A and B both agree there will be more cars in the future.	<b>(1)</b>



## 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			
<b>Total marks:</b>			<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
Total percentage:			<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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