Mark Scheme

May 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.

Question Number	Coverage and range	Answer	Mark
1	2.2.4	C - adults make more phone calls than young people	**(1)**
2	2.2.4	Award **1 mark** for each relevant explanation up to a maximum of **2 marks**. <table><tr><td>Phrase</td><td>Explanations</td></tr><tr><td>'glued to them'</td><td>always using them / they never put them down / won't be parted from them / stuck to them / always looking at them</td></tr><tr><td>'digitally-aware'</td><td>they understand / know a lot about / are good with technology / computers / phones / electronic devices</td></tr></table> **Accept** any suitable alternative explanation. **Do not accept** answers that refer to the amount of time spent on devices for the second phrase.	**(2)**
3	2.2.3	Award **1 mark** for a correct answer. For example: • tells you about people's use of (digital) technology / devices (in the UK) • information about a report on the use of (digital) technology • gives you facts and figures (on how) people use technology • shows you the benefits of technology **Do not accept:** • 'informs' or 'digital technology' on their own • 'about' or 'talks about' as writing purposes.	**(1)**
4	2.2.5	Award **1 mark** for a valid reason based on Text A: • it explains how much time people spend communicating using technology to socialise • it tells you how people use instant messaging / social networking sites / the phone • it gives examples of people who use technology to keep in touch with their friends • it says how technology can improve work-life balance	**(1)**
5	2.2.4	B - may be too dependent on technology	**(1)**
6	2.2.3	D - rule of three	**(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.**
• rhetorical question / question (1) e.g. 'Could you unplug for a week?' (1)
• exaggeration / exclamation / hyperbole (1) e.g. 'horrified', 'It was a nightmare!' (1)
• emotive language (1) e.g. 'It felt totally wrong' (1)
• colloquial / informal language (1) e.g. 'sneaky look' (1)
• quotation / comment (1) e.g. 'You have been looking so guilty, Mum!' (1)
• use of (block) capitals (1) 'NO, NOT IN A MILLION YEARS!' (1)
• demonstrating the length of time / the short amount of time they lasted (1) 'two days, five hours and 43 minutes' (1)
• shows the importance of the internet / technology (1) e.g. 'checking cinema times' / 'ordering trainers' / 'keeping up with Facebook' (1)
• repetition / rule of three (1) e.g. 'no TV, no computers, no mobile phones…' (1)
• direct address (1) e.g. 'How wrong can you be' (1)
• picture (1) of people enjoying using technology (1) | **(4)** |
| 8 | 2.2.5 | Award marks according to the marking criteria with reference to the indicative content. | |

General guidance	
Answers should advise your friends about the negative effects of using technology all of the time, using Text B and Text C.	
Indicative content	
Answers may refer to: • technology can dominate their lives (Text B) • prevent them from getting out / interacting with people (Text B) • cause eye strain / headaches (Text B) • 'stranger danger' 'posting too much personal information online' (Text B) • 'Competitiveness, envy and inappropriate comments can all cause problems' (Text B) • hardly talking / spend little time together as a family (Text C) • get backache (Text C) • 'being careful which websites they went on' (Text C) • not being active or fit (Text C) • technology can rule their lives (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)** |
| | | 5 | Relevant, precise idea(s) from both texts, showing consistent awareness of audience needs | | |

9	2.2.4	Award **1 mark** for **one** of the following quotations from Text B: • 'software to prevent access to inappropriate websites' • 'Teenagers need to be alert to these risks' • 'feel able to talk to an adult about anything that makes them feel uncomfortable' • 'be wary of posting too much personal information' Award **1 mark** for **one** of the following quotations from Text C: • 'not talking to strangers' • 'being careful which websites they went on' • 'to make sure they learned quickly about internet safety' **Accept** minor copying errors and quotations without quotation marks.	**(2)**
10	2.2.2	Award marks according to the marking criteria with reference to the indicative content. <table><tr><td></td><td>**General guidance**</td></tr><tr><td></td><td>Answers should explain relevant similar ideas from Text A and Text B, about the benefits technology brings to people's lives, with supporting examples.</td></tr><tr><td></td><td>**Indicative content**</td></tr><tr><td></td><td>Answers may refer to: • do more in our lives / do more things at the same time / multitask • keep in touch with friends • keeps people safe when out • access to entertainment when you want it • access to a lot of information</td></tr><tr><td></td><td>**Marking criteria**</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>	**(5)**

11	2.2.1	Award 1 mark for correctly identifying Text A / Text 1 / 'The Digital Age'. Award 1 mark for the correct reason. Award 1 mark for a linked example.	
		<table><tr><th>Reasons</th><th>Examples</th></tr><tr><td rowspan="2">Gives you statistics / figures about usage by different age groups</td><td>'88% of 16 to 24-year-olds have a smart phone'</td></tr><tr><td>'adults still use the phone for 20% of the time (they spend communicating)'</td></tr><tr><td rowspan="2">Provides comparisons</td><td>'the average UK adult now spends more time using media or communicating than sleeping'</td></tr><tr><td>'61% of adults owning one compared to 51% a year ago'</td></tr><tr><td rowspan="2">Explains changes in the technology that people use</td><td>'teenagers are turning away from talking on the phone'</td></tr><tr><td>'music streaming is more popular than CDs with young people'</td></tr></table>	**(3)**
12	2.2.1	Award **1 mark** for each correct answer. Award a maximum of **1 mark** for reference to each text. Text A • 'Britons are reaching their peak understanding of digital technology at the age of 14 to 15' • 'six-year-olds have the same understanding of using devices such as mobile phones and tablets as 45-year-olds' • 'although young people are the most digitally-aware' • 'young people have the most expertise in using digital technology' Text B • 'teenagers are often better informed than older people' • 'young people know how to get the most out of it' Text C • 'My kids could use a computer almost before they could walk properly' • 'have way more digital know-how than me' **Notes** Accept appropriate quotation and/or paraphrase.	**(3)**
13	2.2.2	D - Texts A and C both refer to how adults use	

		technology in their lives.	**(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				x x	
3		1			x		
4		1					x
5	1					x	
6	1				x		
7		4			x x x x		
8		5					x x x x x
9	2					x x	
10		5		x x x x x			
11		3	x x x				
12		3	x x x				
13	1			x			
Total marks:			6	6	6	6	6
Total percentage:			20%	20%	20%	20%	20%