

Mark Scheme

February 2018

Functional Skills English

Reading Level 2
E202

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February 2018
Publications Code E202_01_1802_MS

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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	L2.2.4	C - emojis make communication more efficient	(1)						
2	L2.2.4	<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>'universally understood'</td> <td> <p>everyone understands it / everyone is familiar with it / everyone gets the meaning / grasped by all / perceived by everybody / meaning shared by all people / known all over the world</p> <p>Accept answers that show understanding of 'universally' even if 'understood' is repeated.</p> </td> </tr> <tr> <td>'fast-paced world'</td> <td> <p>everything moves / happens quickly / develops rapidly / speed of change / have to do things speedily / people are in a rush / always busy</p> </td> </tr> </tbody> </table> <p>Accept other explanations provided they show an understanding of the target phrases. Do not accept quotations from the text.</p>	Phrase	Explanations	'universally understood'	<p>everyone understands it / everyone is familiar with it / everyone gets the meaning / grasped by all / perceived by everybody / meaning shared by all people / known all over the world</p> <p>Accept answers that show understanding of 'universally' even if 'understood' is repeated.</p>	'fast-paced world'	<p>everything moves / happens quickly / develops rapidly / speed of change / have to do things speedily / people are in a rush / always busy</p>	(2)
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'fast-paced world'	<p>everything moves / happens quickly / develops rapidly / speed of change / have to do things speedily / people are in a rush / always busy</p>								
3	L2.2.3	<p>Award 1 mark for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"> • to tell people about emoticons / emojis • to describe the purpose / positives / negatives of emoticons / emojis • to highlight the popularity of emoticons / emojis • to explain the effect of emoticons / emojis on written language <p>Do not accept 'talks about' or 'persuade' as writing purposes.</p>	(1)						
4	L2.2.5	<p>Award 1 mark for a valid reason, based on Text B.</p> <p>For example:</p> <ul style="list-style-type: none"> • tells you about playlists • tells you how to find the music you want when you want it • explains about sharing music online • invites you to share playlists • because it mentions different types of music / music for different situations <p>Do not accept answers that do no more than reword the question e.g. 'it tells you about organising and sharing music'.</p>	(1)						
5	L2.2.4	B - emotion is important in music around the world	(1)						
6	L2.2.3	D - rule of three	(1)						

7	L2.2.3	<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"> • emotive / positive / negative language (1) e.g. 'love', 'hate, 'amazing', 'wonderful' (1) • informal language (1) e.g. 'total flop' / 'just won't get it' / 'I'm trying' / 'grab the listeners' attention' (1) • (rhetorical) questions (1) e.g. 'Have you ever listened to a piece of music and wondered why people love it or hate it?' / 'So, how do I start writing my songs?' • use of first person / use of 'I'm' / 'I' / 'my' / 'we' (1) e.g. 'I'm always trying' / 'we can enjoy music' / 'walking out of my gigs' (1) • direct address (1) e.g. 'Have you' / 'When you write a song' (1) • commands (1) 'Now think about' (1) • rule of three (1) 'person, place or emotion' (1) • alliteration (1) 'Despite this diversity' (1) • speech conventions / introduction / conclusion (1) 'Thank you for inviting me' / 'Thank you for listening' (1) • presents opinion as fact (1) e.g. 'music is a universal language' (1) • simile (1) 'it's like starting a conversation' (1) 	(4)																				
8	L2.2.5	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <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 give different types of emoji and music that link to emotion, using Text A and Text B.</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"> • smiley / happy faces (Text A) • crying / sad faces (Text A) • hearts / love emojis (Text A) • red / angry faces (Text A) • clapping hands / appreciation emoji (Text A) • catchy tune (Text B) • sad ballad (Text B) • classical music (Text B) • dance music (Text B) • favourite music / songs (Text B) • music you don't understand (Text B) </td> </tr> <tr> <td colspan="2" style="text-align: left;">Marking criteria</td> </tr> <tr> <td style="width: 10%; text-align: center;">0</td> <td>No rewardable material</td> </tr> <tr> <td style="text-align: center;">1 – 2</td> <td>Imprecise idea(s) from the text(s) showing limited or no awareness of audience needs</td> </tr> <tr> <td style="text-align: center;">3 – 4</td> <td>Relevant, reasonably precise idea(s) from both texts, showing awareness of audience needs</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Relevant, precise idea(s) from both texts, showing consistent awareness of audience needs</td> </tr> </table>	General guidance		Answers should give different types of emoji and music that link to emotion, using Text A and Text B.		Indicative content		Answers may refer to:		<ul style="list-style-type: none"> • smiley / happy faces (Text A) • crying / sad faces (Text A) • hearts / love emojis (Text A) • red / angry faces (Text A) • clapping hands / appreciation emoji (Text A) • catchy tune (Text B) • sad ballad (Text B) • classical music (Text B) • dance music (Text B) • favourite music / songs (Text B) • music you don't understand (Text B) 		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	L2.2.4	<p>Award 1 mark for one of the following quotations from Text B:</p> <ul style="list-style-type: none"> • 'you don't have to speak German to enjoy a symphony by Beethoven' • 'we can all appreciate music from around the world' <p>Award 1 mark for the following quotation from Text C:</p> <ul style="list-style-type: none"> • 'We can enjoy music no matter which country it comes from' <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)																				
10	L2.2.2	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1" data-bbox="448 712 1326 1361"> <tr> <td colspan="2" data-bbox="448 712 1326 748">General guidance</td> </tr> <tr> <td colspan="2" data-bbox="448 748 1326 817">Answers should explain relevant similar ideas, from Text B and Text C, about music, with supporting examples.</td> </tr> <tr> <td colspan="2" data-bbox="448 817 1326 853">Indicative content</td> </tr> <tr> <td colspan="2" data-bbox="448 853 1326 889">Answers may refer to:</td> </tr> <tr> <td colspan="2" data-bbox="448 889 1326 1086"> <ul style="list-style-type: none"> • people love it / hate it / respond to it differently • lots of different types of music • it's universal / happens all over the world • a way of communicating / communication tool / method • a way of sharing / feeling emotions • people can enjoy music from other cultures </td> </tr> <tr> <td colspan="2" data-bbox="448 1086 1326 1122">Marking criteria</td> </tr> <tr> <td data-bbox="448 1122 571 1158">0</td> <td data-bbox="571 1122 1326 1158">No rewardable material</td> </tr> <tr> <td data-bbox="448 1158 571 1227">1 – 2</td> <td data-bbox="571 1158 1326 1227">Imprecise idea(s), with limited example(s) or no examples</td> </tr> <tr> <td data-bbox="448 1227 571 1296">3 – 4</td> <td data-bbox="571 1227 1326 1296">Relevant, reasonably precise idea(s) and linked example(s)</td> </tr> <tr> <td data-bbox="448 1296 571 1361">5</td> <td data-bbox="571 1296 1326 1361">Relevant, precise ideas, with well-selected, linked examples</td> </tr> </table>	General guidance		Answers should explain relevant similar ideas, from Text B and Text C, about music, with supporting examples.		Indicative content		Answers may refer to:		<ul style="list-style-type: none"> • people love it / hate it / respond to it differently • lots of different types of music • it's universal / happens all over the world • a way of communicating / communication tool / method • a way of sharing / feeling emotions • people can enjoy music from other cultures 		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	L2.2.1	<p>Award 1 mark for correctly identifying Text A / 'What does a smiley face mean to you?' / Text 1</p> <p>Award 1 mark for the correct reason. Award 1 mark for a linked example.</p> <table border="1" data-bbox="448 427 1331 815"> <thead> <tr> <th data-bbox="448 427 759 461">Reasons</th> <th data-bbox="759 427 1331 461">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="448 461 759 689">tells you about emoticons / emojis / new methods of communication</td> <td data-bbox="759 461 1331 689"> <ul style="list-style-type: none"> • 'nothing indicates this better than the emoticon and the emoji' • 'the emoticon was born' • 'emoticons (made out of punctuation marks) turned into emojis' </td> </tr> <tr> <td data-bbox="448 689 759 815">gives you numbers / facts / statistics about emoticons / emojis</td> <td data-bbox="759 689 1331 815"> <ul style="list-style-type: none"> • '92% of the online population use emojis frequently' • '84% of women and 75% of men use emojis regularly' </td> </tr> </tbody> </table>	Reasons	Examples	tells you about emoticons / emojis / new methods of communication	<ul style="list-style-type: none"> • 'nothing indicates this better than the emoticon and the emoji' • 'the emoticon was born' • 'emoticons (made out of punctuation marks) turned into emojis' 	gives you numbers / facts / statistics about emoticons / emojis	<ul style="list-style-type: none"> • '92% of the online population use emojis frequently' • '84% of women and 75% of men use emojis regularly' 	(3)
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12	L2.2.1	<p>Award 1 mark for each correct answer. Award a maximum of 1 mark for reference to each text.</p> <p>Text A</p> <ul style="list-style-type: none"> • 'Many people become enraged at the sight of an emoji' • 'I am deeply offended by them' • 'I find it lazy' <p>Text B</p> <ul style="list-style-type: none"> • 'can often get angry' <p>Text C</p> <ul style="list-style-type: none"> • 'people looking bored' • 'walking out of my gigs' <p>Accept appropriate quotation and / or paraphrase.</p>	(3)						
13	L2.2.2	B - Texts A and B both suggest that you can communicate without words.	(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				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