

Mark Scheme

July 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	C – was first used by the military	(1)						
2	2.2.4	<p>Award one mark for each relevant explanation, to a maximum of two marks.</p> <table border="1"> <thead> <tr> <th>Phrase</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>'side effects'</td> <td>negative consequences / bad impact / unexpected outcomes/ unwanted results / bad things that happen / secondary reaction / symptoms</td> </tr> <tr> <td>'mass-produced'</td> <td>produced in quantity / many manufactured / large amount / lots available / factory made</td> </tr> </tbody> </table> <p>Accept any suitable alternative explanation.</p>	Phrase	Explanation	'side effects'	negative consequences / bad impact / unexpected outcomes/ unwanted results / bad things that happen / secondary reaction / symptoms	'mass-produced'	produced in quantity / many manufactured / large amount / lots available / factory made	(2)
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3	2.2.3	<p>Award one mark for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"> to inform you about virtual reality / describe how VR headsets are used to explain the uses of virtual reality to show how virtual reality is used in medicine telling you the positives and negatives of VR <p>Do not accept: 'talks about' or 'it's about' as valid purposes.</p>	(1)						
4	2.2.5	<p>Award one mark for one idea, based on Text B.</p> <p>For example:</p> <ul style="list-style-type: none"> need to wait a while / exhibition is very popular need to book early can't go if don't book in advance 	(1)						
5	2.2.4	B – people feel like they are flying a spacecraft	(1)						
6	2.2.3	D – a simile	(1)						

7	2.2.3	<p>Award one mark for each valid language feature, up to a maximum of two marks.</p> <p>Award one mark for each valid and linked example, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • (rhetorical) question (1) 'why not greet it with a hello and a headset?' (1) • positive / negative /emotive language (1) e.g. 'it's brilliant ', 'I dread' (1) • simile (1) 'act like robots' (1) • metaphor (1) e.g. 'the tide has turned' (1) • imagery (1) 'half-awake humans living in a fantasy world' (1) • direct address (1) 'You can already see...' (1) • colloquial / informal language / contractions (1) e.g. 'the tide has turned', 'it's', 'I'm', 'haven't' (1) • first person / use of 'I', 'we', 'my' (1) e.g. 'I keep hearing', 'Can anyone tell me', 'we can't imagine'(1) • alliteration (1) e.g. ' future filled', 'talk in text-speak', 'positive possibilities' (1) • rule of three (1) e.g. 'visit the Taj Mahal, go underwater and climb mountains' (1) • hyperbole / exaggeration (1) e.g. 'the future of VR looks fantastic' / 'VR has a great future ahead' (1) • gives / lists examples (1) e.g. 'home, schools, hospitals and even travel to space' (1) 	(4)										
8	2.2.5	<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 reassure a friend that virtual reality is not difficult to use, using Text A and Text C.</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 style="vertical-align: top;"> <ul style="list-style-type: none"> • easier to use (Text A) • orward to operate (Text A) • need a smartphone (Text A) • e for everyone / young and old (Text A) • longer used just by IT experts (Text C) • enjoyed by ordinary people / school children (Text C) • all you need is a headset (Text C) • simple for whole families / simple to use </td> <td style="vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> smaller / straightf only accessibl no </td> </tr> </table>	General guidance		Answers should reassure a friend that virtual reality is not difficult to use, using Text A and Text C.		Indicative content		Answers may refer to:		<ul style="list-style-type: none"> • easier to use (Text A) • orward to operate (Text A) • need a smartphone (Text A) • e for everyone / young and old (Text A) • longer used just by IT experts (Text C) • enjoyed by ordinary people / school children (Text C) • all you need is a headset (Text C) • simple for whole families / simple to use 	<ul style="list-style-type: none"> smaller / straightf only accessibl no 	(5)
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		at home / use from the comfort of your armchair (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
9	2.2.4	<p>Award one mark for the following quotation from Text B:</p> <ul style="list-style-type: none"> • 'It has a bright future' / 'it's here to stay' <p>Award one mark for the following quotations from Text C:</p> <ul style="list-style-type: none"> • 'VR has a great future ahead' • 'the future of VR looks fantastic' • 'It offers so many positive possibilities' / 'will benefit us in ways we can't imagine yet' <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)

10	2.2.2	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1" data-bbox="528 293 1236 981"> <tr> <td colspan="2" data-bbox="528 293 1236 327">General guidance</td> </tr> <tr> <td colspan="2" data-bbox="528 327 1236 461">Answers should explain relevant similar ideas, from Text B and Text C, about how virtual reality can be used in education, with supporting examples.</td> </tr> <tr> <td colspan="2" data-bbox="528 461 1236 495">Indicative content</td> </tr> <tr> <td colspan="2" data-bbox="528 495 1236 685">Answers may refer to: <ul style="list-style-type: none"> • used in schools • make learning / lessons come alive • learn about / 'visit' different places • used in different subjects </td> </tr> <tr> <td colspan="2" data-bbox="528 685 1236 719">Marking criteria</td> </tr> <tr> <td data-bbox="528 719 647 779">0</td> <td data-bbox="647 719 1236 779">No rewardable material</td> </tr> <tr> <td data-bbox="528 779 647 846">1 – 2</td> <td data-bbox="647 779 1236 846">Imprecise idea(s), with limited example(s) or no examples</td> </tr> <tr> <td data-bbox="528 846 647 913">3 – 4</td> <td data-bbox="647 846 1236 913">Relevant, reasonably precise idea(s) and linked example(s)</td> </tr> <tr> <td data-bbox="528 913 647 981">5</td> <td data-bbox="647 913 1236 981">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 how virtual reality can be used in education, with supporting examples.		Indicative content		Answers may refer to: <ul style="list-style-type: none"> • used in schools • make learning / lessons come alive • learn about / 'visit' different places • used in different subjects 		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 one mark for correctly identifying Text B / Text 2 / 'My virtual journey!'</p> <p>Award one mark for the correct reason. Award one mark for a linked example.</p> <table border="1" data-bbox="528 1402 1236 2018"> <thead> <tr> <th data-bbox="528 1402 858 1435">Reasons</th> <th data-bbox="858 1402 1236 1435">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="528 1435 858 1659">tells you about a space exhibition</td> <td data-bbox="858 1435 1236 1659"> <ul style="list-style-type: none"> • 'the Science Museum's latest Virtual Reality (VR) exhibition opened' • 'the Science Museum's latest VR Space exhibit' </td> </tr> <tr> <td data-bbox="528 1659 858 1861">gives you figures / statistics / numbers about space travel</td> <td data-bbox="858 1659 1236 1861"> <ul style="list-style-type: none"> • '400 km from the ISS' • 'speeds of 25,000km per hour' • 'seven-hour journey' • 'six months on board the ISS' </td> </tr> <tr> <td data-bbox="528 1861 858 2018">tells you about a space journey / Tim Peake / the British astronaut</td> <td data-bbox="858 1861 1236 2018"> <ul style="list-style-type: none"> • 'journey from the ISS back to earth' • 'Tim Peake, the European Space </td> </tr> </tbody> </table>	Reasons	Examples	tells you about a space exhibition	<ul style="list-style-type: none"> • 'the Science Museum's latest Virtual Reality (VR) exhibition opened' • 'the Science Museum's latest VR Space exhibit' 	gives you figures / statistics / numbers about space travel	<ul style="list-style-type: none"> • '400 km from the ISS' • 'speeds of 25,000km per hour' • 'seven-hour journey' • 'six months on board the ISS' 	tells you about a space journey / Tim Peake / the British astronaut	<ul style="list-style-type: none"> • 'journey from the ISS back to earth' • 'Tim Peake, the European Space 	(3)										
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		<p>Agency's first British astronaut'</p> <ul style="list-style-type: none"> 'Tim Peake was with two other astronauts' 	
		Do not accept: 'it tells you about space travel'.	
12	2.2.1	<p>Award one mark for each correct answer.</p> <p>Award a maximum of one mark for reference to each text.</p> <p>Text A</p> <ul style="list-style-type: none"> 'Pyramids in Egypt' <p>Text B</p> <ul style="list-style-type: none"> 'the Great Barrier Reef' 'Mount Everest' <p>Text C</p> <ul style="list-style-type: none"> 'Taj Mahal' 'Great Wall of China' <p>Accept: appropriate quotation and / or paraphrase</p>	(3)
13	2.2.2	A – Texts A and C both agree virtual reality is less expensive now.	(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					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

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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