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Mark Scheme

Functional Skills English

Reading Level 2
Practice Set 1

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General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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 in the mark scheme should be used appropriately.
- All the marks in 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 may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Section A

Question number	Content standard	Answer	Mark
1	11	<p>Award 1 mark for each correct answer, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • 16 to 24 year olds: 114 minutes (1) • Over 65 year olds: 344 minutes (1) <p>Accept any other appropriate wording.</p>	(2)

Question number	Content standard	Answer	Mark
2	19	C – impartial	(1)

Question number	Content standard	Answer	Mark
3	17	<p>A – There is an escalating gap</p> <p>E – many people also use individual devices</p>	(2)

Question number	Content standard	Answer	Mark												
4	16	<p>Paragraph number to match subheading:</p> <table border="1" data-bbox="591 1058 1281 1308"> <thead> <tr> <th>Subheading</th> <th>Paragraph number</th> </tr> </thead> <tbody> <tr> <td>Effect on family life</td> <td>5</td> </tr> <tr> <td>Changes to viewing habits</td> <td>1</td> </tr> <tr> <td>Impact of new services</td> <td>3</td> </tr> <tr> <td>Differences according to age</td> <td>2</td> </tr> <tr> <td>Use of digital devices</td> <td>4</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Award 1 mark if one is correct. • Award 2 marks if two or three are correct 	Subheading	Paragraph number	Effect on family life	5	Changes to viewing habits	1	Impact of new services	3	Differences according to age	2	Use of digital devices	4	(2)
Subheading	Paragraph number														
Effect on family life	5														
Changes to viewing habits	1														
Impact of new services	3														
Differences according to age	2														
Use of digital devices	4														

Section B

Question number	Content standard	Answer	Mark						
5	13	<p>Award 1 mark for each valid explanation, up to a maximum of 2 marks.</p> <table border="1"> <thead> <tr> <th>Quotation</th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>'limitless choice'</td> <td> <ul style="list-style-type: none"> • endless / boundless / never ending range • lots / huge amount to choose from • infinite choice • everything to select from <p>Reward responses that explain 'limitless' but not 'choice'.</p> </td> </tr> <tr> <td>'binge-watching box sets'</td> <td> <ul style="list-style-type: none"> • viewing lots of episodes in one go • watching too much in one go • watching a whole series / box set at once / from start to finish • going through a lot of episodes back to back <p>Reward responses that explain 'binge-watching' but not 'box sets'.</p> </td> </tr> </tbody> </table> <p>Accept other explanations that show understanding of the target phrases. Do not accept quotations or the same explanation for both phrases.</p>	Quotation	Explanation	'limitless choice'	<ul style="list-style-type: none"> • endless / boundless / never ending range • lots / huge amount to choose from • infinite choice • everything to select from <p>Reward responses that explain 'limitless' but not 'choice'.</p>	'binge-watching box sets'	<ul style="list-style-type: none"> • viewing lots of episodes in one go • watching too much in one go • watching a whole series / box set at once / from start to finish • going through a lot of episodes back to back <p>Reward responses that explain 'binge-watching' but not 'box sets'.</p>	(2)
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Question number	Content standard	Answer	Mark
6	18	D – Social media enables people to communicate across the world.	(1)

Question number	Content standard	Answer	Mark
7 (a)	16	'A Decade of Digital Dependency'	(1)

7 (b)	16	footnote	(1)
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Question number	Content standard	Answer	Mark
8 (a)	18	<p>Award 1 mark for each way using screens can help children and young people with their learning, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • makes education / learning accessible (1) • enhances creativity (1) • improves communication skills (1) <p>Accept other appropriate wording and other appropriate answers based on the text.</p>	(2)

8 (b)	18	<p>Award 1 mark for each way using screens can have a negative effect on children and young people's learning, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • affects behaviour (1) • delays language development (1) • reduces time for reading (1) <p>Accept other appropriate wording and other appropriate answers based on the text.</p>	(2)
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Section C

Question number	Content standard	Answer	Mark
9	13	<p>Award 1 mark for each quotation which suggests that reducing screen time can be difficult, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • 'they might struggle to go for 24 hours without connecting to the internet' (1) • 'you must be resolute / self-disciplined' • 'no pain, no gain' (1) • 'persevere with it for at least a week' (1) <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)

Question number	Content standard	Answer	Mark
10	14	<p>Award 1 mark for each valid language feature identified, 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> <ul style="list-style-type: none"> • (rhetorical) question (1), e.g. 'Are you completely dependent...?' (1) • direct address (1), e.g. 'If you think you and your family...' • first person (1), e.g. 'we use them', 'in our phones' (1) • command (1), e.g. 'Set yourself realistic targets' (1) • informal / colloquial language (1), e.g. 'digital downtime holiday', 'doing our own thing' (1) • modal verbs (1), e.g. 'they might', 'you must' (1) • numbers / figures / statistics (1), e.g. 'people check their smartphones up to 200 times a day' (1) • use of steps / stages (1), e.g. 'First of all, list all the gadgets...' • idiom / slogan (1), e.g. 'no pain, no gain' (1) • alliteration (1), e.g. 'dial down' (1) • repetition / rhyme (1), e.g. 'no pain, no gain' (1) <p>Accept any other valid features.</p> <p>Do not accept layout features, e.g. heading, paragraphs.</p>	(4)

Question number	Content standard	Answer	Mark
11	17	B – It's important to keep phones on silent to avoid annoying distractions	(1)

Section D

Question number	Content standard	Answer	Mark
12(a)	15	<p>Award 1 mark for any reasonable word or phrase to replace 'transformed' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • changed • altered • made a difference to • brought a change to <p>Accept any other appropriate word or phrase that fits into the target quotation</p>	(1)

12(b)	15	<p>Award 1 mark for any reasonable word or phrase to replace 'prohibit' that does not change the meaning of the sentence, e.g.:</p> <ul style="list-style-type: none"> • ban / bar • forbid • rule out • stop people using • not permit / tolerate / allow <p>Accept any other appropriate word or phrase that fits into the target quotation</p>	(1)
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Question number	Content standard	Answer	Mark
13	12	<p>Award 1 mark for each relevant similarity between Text A and Text C, about the impact of laptops, tablets and mobile phones on the way people behave, up to a maximum of 2 marks.</p> <p>Relevant similarities may include:</p> <ul style="list-style-type: none"> • watching less scheduled TV • watching whole TV series / box sets at a time • checking / absorbed with phones all the time • using own devices when with family / friends <p>Award 1 mark for a relevant linked quotation from each text supporting each similarity identified, up to a maximum of 4 marks.</p>	(6)

Question number	Content standard	Answer	Mark
14	12	D – Both use rule of three to emphasise points.	(1)

Question number	Content standard	Answer	Mark
15	11	<p>Award 1 mark for one piece of evidence from each of the three texts, up to a maximum of 3 marks:</p> <p>Text A</p> <ul style="list-style-type: none"> • 'unhappy about the impact of these changes on family life' (1) <p>Text B</p> <ul style="list-style-type: none"> • 'unhappy about the impact of these changes on family life' (1) • 'can also cause problems with friendships.' (1) <p>Text C</p> <ul style="list-style-type: none"> • 'too engrossed in our phones to have a conversation at meal times' (1) • 'immersed in doing our own thing on different devices, even when relaxing in the living room with family or friends' (1) • 'Put phones and tablets away when you are socialising' (1) <p>Accept appropriate quotation and/or paraphrase.</p>	(3)

Mapping to Functional Skills to Subject Content for English Level 2

DfE Content standard number	Question number															Marks
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
11 Identify the different situations when the main points are sufficient and when it is important to have specific details	**														***	5
12 Compare information, ideas and opinions in different texts, including how they are conveyed													*****	*		7
13 Identify implicit and inferred meaning in texts					**				**							4
14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes										****						4
15 Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources												**				2
16 Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources				**					**							4
17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias			**								*					3
18 Follow an argument, identifying different points of view and distinguishing fact from opinion						*						****				5
19 Identify different styles of writing and writer's voice		*														1
TOTAL MARKS	2	1	2	2	2	1	2	4	2	4	1	2	6	1	3	35

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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