

Mark Scheme

Onscreen Practice Test

Functional Skills English

Reading Level 2
ENR02

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 judgment 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 - Sir Greg's proposals would benefit the UK	(1)						
2	2.2.4	<p>Award 1 mark for a relevant explanation linked to each quotation.</p> <table border="1"> <thead> <tr> <th>Phrase</th> <th>Explanation of the view</th> </tr> </thead> <tbody> <tr> <td>"flawed ritual of plunging the UK into darkness"</td> <td>He thinks it is a bad idea / there are negatives about turning the clocks back / he is critical of the idea / we do it every year without thinking / as a habit NOTE: answers should show understanding of 'flawed' and / or 'ritual'</td> </tr> <tr> <td>"or does the whole thing pass you by?"</td> <td>(Many people) do not care / not interested / people do not notice / it's not a big deal</td> </tr> </tbody> </table> <p>Do not accept:</p> <ul style="list-style-type: none"> for the first quotation, generalised explanations without some understanding of the view presented, eg 'He thinks it is flawed' / 'It makes the UK darker' for the second quotation, a paraphrase eg 'do you care?' / 'are you bothered?' / 'the text is asking if you care / are bothered' without further explanation the same answer for both quotations. 	Phrase	Explanation of the view	"flawed ritual of plunging the UK into darkness"	He thinks it is a bad idea / there are negatives about turning the clocks back / he is critical of the idea / we do it every year without thinking / as a habit NOTE: answers should show understanding of 'flawed' and / or 'ritual'	"or does the whole thing pass you by?"	(Many people) do not care / not interested / people do not notice / it's not a big deal	(2)
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"or does the whole thing pass you by?"	(Many people) do not care / not interested / people do not notice / it's not a big deal								
3	2.2.3	<p>Award 1 mark for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"> to tell the reader the arguments / issues / concerns about changing the clocks to inform the reader that there is a debate about changing the clocks to discuss / debate / give the pros and cons of turning the clocks back / forward to tell you about (Sir Greg Knight's) arguments in favour of / advantages of having more daylight / double summertime. <p>Do not accept: to persuade / to find out / to talk about / it's saying as a purpose.</p>	(1)						
4	2.2.5	<p>Award 1 mark for a valid reason, based on Text B.</p> <ul style="list-style-type: none"> gives figures showing the value of tourist trade (£11.5 billion) 							

		<ul style="list-style-type: none"> • tells you the benefits of BST / only gives the benefits • tells you about the positive impact in other countries <p>Do not accept: quotes on their own / or lists the benefits.</p>	(1)
5	2.2.4	B - politicians waste time talking about changing the clocks	(1)
6	2.2.3	A - an abbreviation	(1)

7	2.2.3	<p>Award 1 mark for each valid way up to a maximum of 2 marks.</p> <p>Award 2 marks for each valid way and linked example up to a maximum of 4 marks.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • uses positive language (1) eg 'worked tirelessly' (1) • shows Willett's determination / commitment / hard work (1) eg 'fighting to get acceptance' (1) • suggests he is a hero / inspiration (1) eg 'William Willett had won the day' (1) • the use of title / heading (1) eg 'William Willett Saves the Daylight' (1) • shows his lasting impact / success (1) eg 'we have been 'changing the clocks' ever since' (1) • use of rhetorical question / bold statement (1) eg 'So how did...time forever?' (1) • use of exclamation (1) eg 'Success!' / 'William Willett had won the day!' (1) <p>Accept: any other relevant quotations. Do not accept: quotations on their own</p>	(4)																		
8	2.2.5	<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 advise a friend on what he can include in his project about changing the clocks in countries other than the UK.</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"> • Egypt, Mexico and Mongolia / more than 70 countries adopted it (Text B) • helpful for countries that rely on tourism (Text B) • daylight saving introduced in Germany (1916) / Germany did this during the First World War (Text B and C) • Germany did this to save on lighting and heating costs (Text C) • New Zealand trialled a scheme in 1927 (Text C) • New Zealand did this to get an extra hour of daylight in the evening (Text C) </td> </tr> <tr> <td colspan="2" style="text-align: left;">Marking criteria</td> </tr> <tr> <td style="width: 10%;">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</td> </tr> </table>	General guidance		Answers should advise a friend on what he can include in his project about changing the clocks in countries other than the UK.		Indicative content		Answers may refer to:		<ul style="list-style-type: none"> • Egypt, Mexico and Mongolia / more than 70 countries adopted it (Text B) • helpful for countries that rely on tourism (Text B) • daylight saving introduced in Germany (1916) / Germany did this during the First World War (Text B and C) • Germany did this to save on lighting and heating costs (Text C) • New Zealand trialled a scheme in 1927 (Text C) • New Zealand did this to get an extra hour of daylight in the evening (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	
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			texts, showing awareness of audience needs		
		5	Relevant, precise idea(s) from both texts, showing consistent awareness of audience needs		
				(5)	

9	2.2.4	<p>Award 1 mark for one of the following quotations from Text B:</p> <ul style="list-style-type: none"> • 'less money on lighting / heating' • '(We also) save on our energy bills' • 'don't use much electricity' <p>Award 1 mark for the following quotation from Text C:</p> <ul style="list-style-type: none"> • (any system that) 'could save fuel / money' (was worth trying) <p>Accept minor copying errors and quotations without quotation marks.</p>	(2)																
10	2.2.2	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">General Guidance</td> </tr> <tr> <td style="width: 10%;"></td> <td>Answers should explain relevant similar ideas, from Text A and Text B, about changing the clocks.</td> </tr> <tr> <td colspan="2" style="text-align: center;">Indicative content</td> </tr> <tr> <td></td> <td> Answers may refer to: <ul style="list-style-type: none"> • the debate happens every year • some people do not notice it • make better use of daylight • benefits for the tourist industry • benefits for road safety • positive views about BST </td> </tr> <tr> <td style="text-align: center;">0</td> <td>No rewardable material</td> </tr> <tr> <td style="text-align: center;">1 - 2</td> <td>Imprecise idea(s), with limited example(s) or no examples</td> </tr> <tr> <td style="text-align: center;">3 – 4</td> <td>Relevant, reasonably precise idea(s) and linked example(s)</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Relevant, precise ideas, with well-selected, linked examples</td> </tr> </table>	General Guidance			Answers should explain relevant similar ideas, from Text A and Text B, about changing the clocks.	Indicative content			Answers may refer to: <ul style="list-style-type: none"> • the debate happens every year • some people do not notice it • make better use of daylight • benefits for the tourist industry • benefits for road safety • positive views about BST 	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 1 mark for correctly identifying Text C. Award 1 mark for a correct reason. Award 1 mark for a linked example. Do not accept: statistics or emotive language on their own.</p> <table border="1" data-bbox="505 380 1162 1192"> <thead> <tr> <th data-bbox="505 380 792 415">Reasons</th> <th data-bbox="792 380 1162 415">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="505 415 792 747"> <p>The text refers to the history behind the introduction of BST</p> <p>The text asks the question where BST comes from and provides the answer</p> </td> <td data-bbox="792 415 1162 747"> <p>'2007 marked 100 years since BST was first proposed by William Willett'</p> </td> </tr> <tr> <td data-bbox="505 747 792 1020"> <p>The text introduces William Willett</p> </td> <td data-bbox="792 747 1162 1020"> <p>'first proposed by William Willett' he devised a campaign he died before the idea was accepted / government still refusing</p> </td> </tr> <tr> <td data-bbox="505 1020 792 1192"> <p>The text tells the reader about Willett's campaign</p> </td> <td data-bbox="792 1020 1162 1192"> <p>'Published a pamphlet' / The Waste of Daylight Fought for 'acceptance of his scheme'</p> </td> </tr> </tbody> </table> <p>Do not accept a reworking of the question as a reason eg, 'it gives information / facts / most information about...'</p>	Reasons	Examples	<p>The text refers to the history behind the introduction of BST</p> <p>The text asks the question where BST comes from and provides the answer</p>	<p>'2007 marked 100 years since BST was first proposed by William Willett'</p>	<p>The text introduces William Willett</p>	<p>'first proposed by William Willett' he devised a campaign he died before the idea was accepted / government still refusing</p>	<p>The text tells the reader about Willett's campaign</p>	<p>'Published a pamphlet' / The Waste of Daylight Fought for 'acceptance of his scheme'</p>	(3)
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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>Text A –</p> <ul style="list-style-type: none"> • '(going for a) walk' / walking • '(spending time with the) family' <p>Text B –</p> <ul style="list-style-type: none"> • (go to) 'festivals' / 'concerts' / 'theme parks' / 'botanical gardens' <p>Text C –</p> <ul style="list-style-type: none"> • '(for) working' • 'enjoying their day off' / enjoying themselves / enjoy <p>Notes Accept appropriate quotation and / or paraphrase.</p>	(3)								
13	2.2.2	D - Texts B and C both refer to Germany being the first country to introduce changing the clocks	(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	
3		1			x		
4		1					x
5	1					x	
6	1				x		
7		4			x		
8		5					x
9	2					x	
10		5		x			
11		3	x				
12		3	x				
13	1			x			
Total marks:			6	6	6	6	6
Total percentage:			20%	20%	20%	20%	20%