

Mark Scheme

Sample Assessment Materials

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 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, the senior examiner must be consulted.

Question Number	Coverage and range	Answer	Mark						
1	2.2.4	B – there are many cycling activities which people can take part in	(1)						
2	2.2.4	<p>Award 1 mark for each relevant explanation to a maximum of 2 marks.</p> <table border="1"> <thead> <tr> <th>Phrase</th> <th>Explanations</th> </tr> </thead> <tbody> <tr> <td>“He hates anything that could reverse the sport’s huge growth in popularity”</td> <td> <ul style="list-style-type: none"> dedicated / passionate he is driven / determined protective (of cycling) </td> </tr> <tr> <td>“When I saw Chris walk out with that flag at the opening ceremony, something just switched in my head”</td> <td> <ul style="list-style-type: none"> an inspiration (role) model admired / respected </td> </tr> </tbody> </table> <p>Accept any suitable synonym.</p>	Phrase	Explanations	“He hates anything that could reverse the sport’s huge growth in popularity”	<ul style="list-style-type: none"> dedicated / passionate he is driven / determined protective (of cycling) 	“When I saw Chris walk out with that flag at the opening ceremony, something just switched in my head”	<ul style="list-style-type: none"> an inspiration (role) model admired / respected 	(2)
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3	2.2.3	<p>Award 1 mark for identifying a valid purpose linked to the topic of the text.</p> <p>Answers may include but are not limited to:</p> <ul style="list-style-type: none"> to inform the reader about the benefits of cycling to encourage people to take up cycling 	(1)						
4	2.2.5	<p>Award 1 mark for a correct answer.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> it shows how cycling can develop self-reliance cycling helps children discover strategies / solutions for getting about by themselves cycling helps children develop wider social networks / gain confidence 	(1)						
5	2.2.4	A - adults should ensure children can be seen when cycling	(1)						
6	2.2.3	D – direct address to the reader	(1)						
7	2.2.3	<p>Award 1 mark for each valid way up to a maximum of 2 marks.</p> <p>OR</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 emotive language (1) eg ‘shattering’ / ‘horrifying’ / ‘staggering’ (1) uses exaggeration (1) eg ‘nothing but problems’ (1) uses emphasis (1) eg ‘totally fed up’, ‘strongly 							

		<ul style="list-style-type: none"> object' (1) uses repetition (1) eg 'I cannot' (1) uses statistics to support her view (1) eg 16,000 to 20,000 (1) uses a rule of three (1) eg 'fixing their flat tyres on my drive, dropping litter in my garden and leaving empty water bottles everywhere' (1) uses a slogan (1) eg 'Stop Turning Roads Into Cycle Tracks' (1) 	(4)																				
8	2.2.5	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1"> <tr> <td colspan="2">General guidance</td> </tr> <tr> <td colspan="2">Answers should include relevant advice to a friend on what to include in his talk, from Text B and Text C.</td> </tr> <tr> <td colspan="2">Indicative content</td> </tr> <tr> <td colspan="2">Answers may refer to:</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> adults can accompany younger children / help older children get used to their route (Text B) cyclists must be visible (Text B) they should have confident road positioning (Text B) bicycles must be fitted with lights (Text B) cycle helmets provide protection (Texts B and C) they should complete their 'cycling proficiency test' (Text C) they should obey road signals / stop at red lights (Text C) </td> </tr> <tr> <td colspan="2">Marking criteria</td> </tr> <tr> <td>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 texts, showing awareness of audience needs</td> </tr> <tr> <td>5</td> <td>Relevant, precise ideas from both texts, showing consistent awareness of audience needs</td> </tr> </table>	General guidance		Answers should include relevant advice to a friend on what to include in his talk, from Text B and Text C.		Indicative content		Answers may refer to:		<ul style="list-style-type: none"> adults can accompany younger children / help older children get used to their route (Text B) cyclists must be visible (Text B) they should have confident road positioning (Text B) bicycles must be fitted with lights (Text B) cycle helmets provide protection (Texts B and C) they should complete their 'cycling proficiency test' (Text C) they should obey road signals / stop at red lights (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 ideas from both texts, showing consistent awareness of audience needs	(5)
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9	2.2.4	<p>Award 1 mark for one of the following quotations from Text A:</p> <ul style="list-style-type: none"> 'the sport's huge growth in popularity' 'a boom' (fuelled by Team GB's success) '100,000 people take to the roads' 'more events are planned for this summer' <p>Award 1 mark for one of the following quotations from Text C:</p> <ul style="list-style-type: none"> 'sheer number of participants' 'a staggering 20,000 participants' 'Last year, 16,000 riders took part in one 																					

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		Accept minor copying errors and quotations without quotation marks.	(2)																				
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11	2.2.1	<p>Award 1 mark for correctly identifying Text A. Award 1 mark for a correct reason. Award 1 mark for a linked example.</p> <table border="1"> <thead> <tr> <th>Reason</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td rowspan="3">The writer includes the story of Phil Jones who took up cycling</td> <td>'as a living illustration of the good cycling can do'</td> </tr> <tr> <td>'he has since dropped 14 stone'</td> </tr> <tr> <td>'inspired to get on his bike'</td> </tr> <tr> <td rowspan="3">Recommendation of an expert / (Sir) Chris Hoy</td> <td>'now works as a cycling outreach officer'</td> </tr> <tr> <td>'it's particularly good if you haven't exercised for a number of years'</td> </tr> <tr> <td>'it's easy for anyone at any level'</td> </tr> <tr> <td rowspan="2">Gives you a way of getting started</td> <td>'cycling is low impact'</td> </tr> <tr> <td>'getting involved with a local cycling group / organised ride'</td> </tr> </tbody> </table>	Reason	Examples	The writer includes the story of Phil Jones who took up cycling	'as a living illustration of the good cycling can do'	'he has since dropped 14 stone'	'inspired to get on his bike'	Recommendation of an expert / (Sir) Chris Hoy	'now works as a cycling outreach officer'	'it's particularly good if you haven't exercised for a number of years'	'it's easy for anyone at any level'	Gives you a way of getting started	'cycling is low impact'	'getting involved with a local cycling group / organised ride'	(3)							
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12	2.1.1	<p>Award 1 mark for each correct answer. Award a maximum of 1 mark for reference to each text.</p> <p>Text A - 'there are health benefits' / 'it improves your cardiovascular system' / 'you lose body fat' / 'dropped to 14 stone'</p> <p>Text B - 'help your child's mental / physical health' /</p>																					

		<p>'more relaxed / alert (and ready to start the day)'</p> <p>Text C - 'keeping people fit and active'</p> <p>Notes Award a maximum of one mark for reference to each text. Accept: minor copying errors and quotations without quotation marks.</p>	(3)
13	2.2.2	D - Texts B and C both stress the importance of obeying cycling law.	(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		xxxxxx			
11		3	xxx				
12	3		xxx				
13		1		x			
Total marks:			6	6	6	6	6
Total percentage:			20%	20%	20%	20%	20%