Mark Scheme

June 2016

Functional Skills English

Reading Level 2
E202

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

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, 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 - job interview questions can be surprising	**(1)**
2	2.2.4	Award **1 mark** for each relevant explanation, up to a maximum of **2 marks**. | Phrase	Explanations | |---|---| | 'ambush job hopefuls' | job interviewers try to surprise you / catch you out / test you / job interviews can be a trap / very difficult / make you lose confidence / stop you getting a job | | 'baffled job-seeker' | job-hunters are confused (by the questions or tasks) / interviewees do not know how to respond / do not understand / job-seekers are shocked / surprised / job interviews are not what you expect / job interviews are strange | **Accept** any suitable alternative explanation.	**(2)**
3	2.2.3	Award **1 mark** for a correct answer. For example: • to inform you about (job) interviews • to highlight strange questions / tasks in (job) interviews / to criticise questions asked in (job) interviews • to warn you about what could happen in a (job) interview • to advise you that it is important to prepare for a (job) interview **Do not accept:** 'about' or 'talks about' as writing purposes. To inform you about the 'Some of the crazy questions posed during job interviews' (this is copying out the title).	**(1)**
4	2.2.5	Award **1 mark** for a valid reason based on Text B: • it tells you what looks good on a CV • it gives advice on CV length / tells you to write no more than two pages • it tells you how to present a CV / that it should be clear • it explains what employers look for on a CV **Do not accept:** answers that repeat / paraphrase the question, e.g. 'it gives you advice on how to	**(1)**

		write a CV.'	
5	2.2.4	C - researching jobs will help you find the right career	**(1)**
6	2.2.3	B – Once you have found what you would like to do	**(1)**

7	2.2.3	Award **1 mark** for each valid method, up to a maximum of **2 marks**. Award **1 mark** for each valid and linked example up to a maximum of **2 marks.** - use of title (1), e.g. 'There's more to life than a dream job' (1) - rhetorical question (1), e.g. 'What was I doing wrong?' (1) - use of inverted commas / quotation mark (1), e.g. 'dream job' (1) - use of quotation (1), e.g. 'Unfortunately, we cannot employ you…' (1) - use of exclamation (1), e.g. 'I love it!' (1) - use of own experience / scenarios the reader will recognise / true stories (1), e.g. 'throughout my time at school and college (1) - use of idiom / colloquialisms / informal language (1), e.g. 'put me straight' / 'big wide world' (1) - use of bold text (1), e.g. '**dreams are just that - not real**' (1) - use negative language (1), e.g. 'it was drilled into me' (1)	**(4)**
8	2.2.5	Award marks according to the marking criteria with reference to the indicative content. <table><tr><td colspan="2">**General guidance**</td></tr><tr><td colspan="2">Using Text A and Text B, advise your friend on how to prepare for an interview.</td></tr><tr><td colspan="2">**Indicative content**</td></tr><tr><td colspan="2">Answers may refer to: - put on your best interview suit (Text A) - do your homework about the job (Text A) - prepare for every possibility / think on your feet (Text A) - perfect your CV (Texts A and B) - research the company (Text B) - be ready for any questions (Text B) - dress smartly (Text B) - turn mobile phone off / avoid weak handshake (Text B) </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 idea(s) from both texts, showing consistent awareness of</td></tr></table>	

		audience needs	
			(5)

9	2.2.4	Award **1 mark** for **one** of the following quotations from Text B: • 'Most people are not this certain though' / 'many of us still haven't decided what we want to do when we leave school (or college)' • 'Easier said than done, (you might think...)' Award **1 mark** for the following quotation from Text C: • 'I frequently changed my mind about the job I wanted' • 'Those dream jobs seemed impossible to get' **Accept** minor copying errors and quotations without quotation marks.	**(2)**
10	2.2.2	Award marks according to the marking criteria with reference to the indicative content.	

General guidance	
Answers should explain relevant similar ideas from Text B and Text C, about why it is important to gain experience of work, with supporting examples.	
Indicative content	
Answers may refer to: • good for your CV • helps with answering questions • confidence at an interview • helps you decide if you like the job • earn money / being paid • more likely to get a job	

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)

11	2.2.1	Award 1 mark for correctly identifying Text A / Some of the crazy questions posed during job interviews / Text 1 Award 1 mark for a correct reason. Award 1 mark for a linked example.	
		<table><tr><th>Reasons</th><th>Examples</th></tr><tr><td rowspan="2">Explains unusual questions that are asked at interview / tells you to be ready for anything</td><td>'Who would win in a fight between Superman and Batman?' / 'If a hippo falls in a hole how would you get it out?' / 'What type of ice cream are you?'</td></tr><tr><td>'Prepares for every possibility and be ready to think on your feet'</td></tr><tr><td rowspan="2">Gives examples of unusual interview tasks</td><td>'being asked to sing' / 'act out a scene from a film (with a potential colleague)'</td></tr><tr><td>'Build a tower of paper cups (in one minute that would not fall down when you put water in the top cup).'</td></tr></table>	**(3)**

| 12 | 2.2.1 | Award 1 mark for each correct answer.
Award a maximum of 1 mark for reference to each text.

Text A
• '(30 per cent of respondents said they had) given awkward responses'
• '(Some admitted to) bursting into tears / being caught out by a lie on their CV'
• 'they had forgotten what job they were applying for' / 'or simply dried up'
• 'spilling drinks' / 'tripping over' / 'swearing by accident'

Text B
• '(Avoid common pitfalls like) a weak handshake / leaving your mobile phone on'

Text C
• '(I always seemed) to say too much or too little'
• '(get caught out) making up answers'
• 'what was lacking from my CV was experience in the work place'

Notes
Accept appropriate quotation and / or paraphrase. | **(3)** |

| 13 | 2.2.2 | A – Texts A and B both state that a good start to a job interview is essential. | (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 x	
3		1			x		
4		1					x
5	1					x	
6	1				x		
7		4			x x x x		
8		5					x x x x x
9	2					x x	
10		5		x x x x x			
11		3	x x x				
12		3	x x x				
13	1			x			
Total marks:			6	6	6	6	6
Total percentage:			20%	20%	20%	20%	20%