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# Functional Skills English

47251 Reading Level 2

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**Mark Scheme**

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June 2014

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Version: 1.0 Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Marking methods

In fairness to students, all examiners **must** use the same marking methods. The following advice may seem obvious, but all examiners **must** follow it as closely as possible.

1. If you have any doubt about how to allocate marks to an answer, consult your Team Leader.
2. Refer constantly to the mark scheme throughout marking.
3. **Always** credit **accurate, relevant and appropriate** answers which are not given in the mark scheme.
4. Use the full range of marks. Don't hesitate to give full marks when the answer merits them.
5. The key to good and fair marking is **consistency**. Once approved, do **not** change your standard of marking.

## Marking using CMI+

All Functional English papers will be marked electronically using a software application called CMI+ (Computer Marking from Image). Instead of a paper being posted to examiners, student responses are scanned and sent electronically. The software is easy to use, but demands a different approach.

1. Instead of marking paper-by-paper you will mark item-by-item. An item is a part/question. Each time you log on you will need to choose an item to mark.
  2. Before you start marking your own items you may need to mark some pre-marked items known as seeds. These ensure you are still applying the same standard set at the standardising meeting. If you are not, you will need to speak to your Team Leader before you can continue marking in order to clarify the correct interpretation and application of the mark scheme. (NB This does not apply when double marking is used for monitoring examiner performance.)
  3. You can annotate items in various ways: underlining, highlighting and adding icons from a drop-down menu. Your Team Leader will tell you which types of annotation to use. Examiners may add extra annotation provided it is clearly linked to the mark scheme.
  4. As you mark each response, enter the mark you are going to award in the box at the bottom of the screen. If you realise you have made a mistake you can go back one response to change the mark.
  5. Your assessments will be monitored throughout the marking period. This ensures you are marking to the same standard, regardless of how many clips you have marked or what time of day you are marking. This approach allows senior examiners to ensure your marking remains consistent. Your Team Leader can bring you back to the right standard should you start to drift.
  6. If your marking of a particular item is out of line, this will be picked up by the system and you will be stopped from marking. Your Team Leader will then contact you as soon as possible to explain where differences are occurring and how this can be addressed and they will then be able to restart you.
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<b>Functional English Reading Level 2 Marking Key</b>				
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	1	C	Identify purposes
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	2	B	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	3	A	How meaning is conveyed
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	4	D	Detect point of view
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	5	A	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	6	C	Audience needs
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	7	B	Identify purposes of texts
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	8	D	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	9	A	How meaning is conveyed
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	10	C	Detect implied meaning
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	11	A	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	12	D	Suitable responses

<b>Question 13</b>	<p>Sometimes texts have more than one purpose (e.g. to explain, to inform, to describe, to argue, to persuade, to advise).</p> <p>From the list above, find <b>two</b> purposes which <b>Source C</b> has and then select some text to support what you find.</p>	
<p><b>Mark Scheme</b></p> <p><i>Award one mark for identifying each purpose and one further mark for an appropriate selection up to 4 marks.</i>  <i>NB: It is only possible to award 0, 2 or 4 marks for this question.</i></p> <p><i>All examiners must refer closely to the annotated copy of Source C throughout marking of this question.</i></p> <p><i>NB. Sometimes candidates offer longer quotations which contain textual examples of more than one purpose. When deciding whether the selected text is a correct example of the identified purpose, only the first part of a longer quotation should be considered.</i></p> <p><i>NNB: accept valid alternative expressions for purposes e.g. “tells” for “informs”</i></p>	<p><b>Marks</b></p> <p><b>Up to 4 marks</b></p>	<p><b>Standard</b></p> <p>Identify purposes of texts</p>
<p>Nothing relevant to award</p>	<p><b>0 marks</b></p>	

**Question 13 - Annotated Source C**

What is an eating disorder?

An eating disorder is an illness (*Inf*) that stems from both emotional and psychological distress, (*first two clauses Inf/Exp*) and results in an obsessive relationship with food in terms of over- or under-eating. (*whole sentence Inf/Exp*)

Having the ability to control the amount and type of food consumed offers sufferers a way to block out painful feelings. (*Inf/Exp*)

**Binge Eating Disorder (BED)**

Binge eating disorder is similar to bulimia. (*Inf/exp*) Sufferers binge uncontrollably but do not purge (*Inf/Exp*) (get rid of food by vomiting or using laxatives). (*Exp*) It is believed that many more people suffer from BED than either anorexia or bulimia. (*Inf*) (Owing to the amount of food eaten), many people with BED become obese (*inf*), which can lead to high blood pressure and heart disease.

(*1<sup>st</sup> clause alone – nothing; 2<sup>nd</sup> clause Inf; 1<sup>st</sup> & 2<sup>nd</sup> Inf/Exp; 2<sup>nd</sup> & 3<sup>rd</sup> clause inf/exp, whole sentence Inf/Exp*)

Signs of binge eating might be eating much more rapidly than usual and until uncomfortably full. (*Inf/Exp*)

Sufferers may eat large amounts of food when not physically hungry. (*Inf/Exp*) They may eat alone (*Inf*) because of embarrassment at the quantities of food consumed (*Exp – both clauses Inf/Exp*) or because they feel self-conscious eating in front of others. (*whole sentence Inf/Exp*)

They often feel ashamed, depressed or guilty after bingeing. (*Inf/Desc*)

How can I help myself?

First you have to accept that you have an eating disorder. (*Adv/Pers*) It might help to:

- talk to someone you trust (*Adv*) – a family member, a doctor, friend or a trained counsellor. (*whole bullet Adv/Exp*)
- find another doctor if your doctor can't help, (*Adv*) or contact the [Eating Disorders Association](#). (*Adv*)
- ask to be referred to a dietician or therapist. (*Adv*)
- be prepared to have counselling, if offered. (*Adv*) Treatment tends to combine dietary control along with counselling to help deal with underlying problems. (*Inf/Exp*)

(*Any of the bullets coupled with "It might help to" = Inf*)

<p><b>Question 14</b></p>	<p>Look again at the information given in <b>Source C</b>.</p> <p>As part of your school or college’s Healthy Eating week, you have been asked to prepare a talk about eating disorders. From <b>Source C</b>, select <b>six</b> signs that someone may be suffering from Binge Eating disorder.</p> <ul style="list-style-type: none"> <li>• Use <b>only</b> the material you have read from the webpage.</li> <li>• Select the information from the <b>whole</b> webpage.</li> </ul>	
<p><b>Mark Scheme</b></p>	<p><b>Marks</b></p>	<p><b>Standard</b></p>
<p>Award one mark for each thing to be included in the talk up to 6 marks. Candidates may bunch points and this is acceptable <b>up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</b></p> <ul style="list-style-type: none"> <li>• An obsessive relationship with food</li> <li>• Over-eating/eating (a lot) <b>when not (physically) hungry</b></li> <li>• Obese/obesity</li> <li>• Uncontrollable bingeing/over-eating (but not purging)</li> <li>• Eating (more) rapidly (than usual)</li> <li>• <b>Eating until</b> uncomfortably full</li> <li>• Eating alone//eating alone owing to feeling embarrassed//feeling embarrassed <b>at the quantities of food consumed</b> <i>Do not accept “feeling embarrassed” alone</i></li> <li>• Eating alone owing to feeling self-conscious//feeling self-conscious eating in front of others <i>Do not accept “feeling self-conscious” alone</i></li> <li>• Feeling ashamed/depressed/guilty after <b>bingeing/over-eating</b> <i>(Do not accept ‘after eating’)</i> <i>1 mark only here even if all options cited as separate points.</i></li> </ul>	<p><b>Up to 6 marks</b></p>	<p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p>
<p>Nothing relevant to award / entire text for this section copied</p>	<p><b>0 marks</b></p>	

<p><b>Question 15</b></p>	<p>You have been asked to write a persuasive article for your community newsletter summarising the reasons why people should buy more Fairtrade products.</p> <p>Look again at <b>Source B</b>. This offers ideas and information you should put in your article.</p> <p>Select information and ideas from <b>Source B</b> and summarise them in your article</p>	
<p><b>Mark Scheme</b></p>	<p><b>Marks</b></p>	<p><b>Standard</b></p>
<p>A full and comprehensive summary of ideas and information from the whole of the source text. The selection has been assembled into a coherent article, which is clearly persuasive. There may be some evidence of own words to craft the piece.</p>	<p><b>6 marks</b></p>	<p>Summarise</p>
<p>Wide-ranging summary of information and ideas, including persuasive. There will be a developing sense of coherence, rather than simple listing. There may be some use of own words to mould the piece into an article.</p>	<p><b>5 marks</b></p>	<p>Select information and ideas</p>
<p>A clear attempt to select and summarise appropriate ideas and information. These may be copied but they will be relevant and selected from more than one part of the source. There will be some attempt at persuasion/some persuasive phrases.</p>	<p><b>4 marks</b></p>	<p>Detect point of view/ implied meaning/ bias</p>
<p>Some attempt to select appropriate ideas and information but not using the whole source. There may be some irrelevance. There may be a very limited attempt to persuade. Selection may be largely copied.</p>	<p><b>3 marks</b></p>	
<p>Very limited selection of ideas and/or information. No attempt to persuade</p>	<p><b>1-2 marks</b></p>	
<p>Nothing relevant to reward / nothing taken from source/entire source copied</p>	<p><b>0 marks</b></p>	
<p><b>Content</b></p> <p><b><i>NB: Some persuasive ideas/ideas about the worthwhile nature of supporting Fairtrade or the implied meaning that farmers in developing countries are being unfairly treated etc must appear for full marks.</i></b></p> <p><b><i>Please annotate responses with P for persuasion or I for implication and a tick for relevant information/ideas.</i></b></p> <ul style="list-style-type: none"> <li>• Farmers in developing countries are not paid a fair price for their products. Fairtrade aims to put that situation right by helping the farmers to get a fairer price for their products.</li> <li>• People in rich countries (like you and me) like paying the lowest possible prices. By buying more Fairtrade products, we can be different and show that we prefer fairness to cheapness.</li> <li>• If we all bought more Fairtrade products, they would become more visible and prominent – more part of everyday life and that would help Fairtrade to achieve their vision and help more farmers/people in developing countries.</li> <li>• Fairtrade products are good quality. Gifts with the Fairtrade mark would make good presents for friends and family and help to spread the word about the work of Fairtrade. Giving Fairtrade gifts will also make your friends aware of your concern for social justice, which will make them proud of you.</li> <li>• You have a lot of power as a consumer/purchaser and you could use this power to do good in the world in helping to address the inequality between rich and developing countries and fight world poverty.</li> </ul>		



<b>Question 16</b>	<p>You now have to answer a question which compares two of the source texts you have read.</p> <p>Look again at <b>Source A</b> and <b>Source B</b>.</p> <p>Say which of the texts uses presentational devices more effectively and why. Support your answer with two examples which work in different ways.</p>				
<b>Mark Scheme</b>	<table border="1"> <thead> <tr> <th data-bbox="1104 497 1289 533">Standard</th> <th data-bbox="1289 497 1474 533">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="1104 533 1289 1973"> <p>Compare texts and comment on how meaning is conveyed.</p> </td> <td data-bbox="1289 533 1474 1973"> <p><b>Up to 4 marks</b></p> </td> </tr> </tbody> </table>	Standard	Marks	<p>Compare texts and comment on how meaning is conveyed.</p>	<p><b>Up to 4 marks</b></p>
Standard	Marks				
<p>Compare texts and comment on how meaning is conveyed.</p>	<p><b>Up to 4 marks</b></p>				
<p><b>Award two marks for each example with a reason up to four marks. Neither the device nor the reason may be used twice.</b></p> <p><b>NB</b>  <i>For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective.</i></p> <p><b>NNB</b>  <i>Where a candidate has not selected a preference in the comparison box, the following approach should be taken:</i></p> <ul style="list-style-type: none"> <li>○ <i>Answer itself refers to a source, mark as normal.</i></li> <li>○ <i>Answer does not refer to a source, give credit for the devices but not for the explanation as this cannot be validated by reference to the source.</i></li> <li>○ <i>Where candidate writes about both sources, give credit only for material relating to the first source specified in the answer and ignore all references to another source.</i></li> </ul> <ul style="list-style-type: none"> <li>• <i>“Paragraphs” is not acceptable as a presentational device.</i></li> <li>• <i>Where candidates identify generic “writing” as a PD, it is impossible to know whether they are referring to a specific location or to the whole of the written text and no mark should be given. However, where candidates specify a valid location, give BOD, e.g. “bold writing is used at the beginning of every paragraph”.</i></li> <li>• <i>Similarly, with bold &amp; font, the principle is that the candidate must show an understanding of the fact that a choice has been made in where to use bold or a particular font. “Bold subheadings” = 1, “bold keywords/important words are in bold/the first line of every paragraph is in bold” = 1, “it/the text uses bold” = 0, “the font stands out” = 0</i></li> <li>• <i>Colour: “colour” per se is a presentational device. “The text uses colour/is colourful” = 1. When attached to another device, it is being used as a qualifying adjective and is not to be awarded as a separate presentational device. “Coloured heading” = 1 (for heading).</i></li> <li>• <i>Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to understand.</i></li> <li>• <i>Pictures: The following generic comments are acceptable: “It makes it stand out/look attractive/more appealing/interesting”. “The pictures relate to/give a clue about the text/subject matter/show you what (something in the text) looks like.” Do not accept “The picture tells you what the text is about.”</i></li> </ul>					

<p><b>Presentational devices in Source A:</b></p> <ul style="list-style-type: none"> <li>• Red font acts as a warning</li> <li>• Shock tactics in visual representation of size/weight of bodies growing by shape of word “fat”.</li> <li>• (Red) bullet points break up the text/draw attention to important information about the problems parents face in keeping their children's weight under control.</li> <li>• Picture at bottom of text shows various unhealthy foods which contribute to the problem.</li> <li>• Title/heading (in red) tells you what the text is about.</li> </ul> <p><b>Presentational devices in Source B:</b></p> <ul style="list-style-type: none"> <li>• Green and yellow colours may suggest nature/helping developing countries.</li> <li>• Sub-headings break up the text/make it easy to find specific information.</li> <li>• Fairtrade logo/mark helps people to identify which products are Fairtrade/shows them what to look for if they want to help these farmers in developing countries.</li> <li>• Picture of farmer tending crop reminds about fair prices for farmers/looks natural/wholesome/healthy.</li> <li>• Picture of cocoa beans and chocolate relates to the main subject of the text.</li> <li>• Columns break up the text/make the text look organised.</li> </ul>		
Nothing relevant to award		<b>0 marks</b>