FUNCTIONAL SKILLS
English

47201 Reading Level 1
Mark scheme

November 2014

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

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

47201 Marking Key

Source	Level	Qu	Key	Standards
A	1	1	D	identify main points/ideas
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	2	C	understand texts in detail
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	3	A	understand texts in detail
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	4	B	identify main points/ideas
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	5	A	understand texts in detail
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	6	D	identify suitable responses to texts

Question 7	Your school or college is holding a vocational training day about driving. You have been asked to produce a leaflet about the Junior Porsche Stage 1 Experience. Use the information and ideas in **Source B** to help you choose what to put in your leaflet. You should include: **a) four** ways the Thruxton Junior Porsche Stage 1 Experience could help young drivers **b) four** things you need to know before booking the Thruxton Junior Porsche Stage 1 Experience.

Mark Scheme	**Standard**	**Marks**
• *Award one mark for each of four ways the Thruxton Junior Porsche Stage 1 Experience could help young drivers.* • *Award one mark for each of four things you need to know before booking the Thruxton Junior Porsche Stage 1 Experience* *NB* • *Candidates may not present the four points for 7a and the four points for 7b neatly on the lines provided. Instead they may 'bunch' the points. This is allowed within each part of the question up to a maximum of 2 marks per space.* • *The maximum mark is 4 for each part even if more than four valid points have been made.* • *Points that belong in 7a but appear in the answer to 7b and vice-versa are not to be rewarded.* • *Examiners are reminded that slashes (/ or //) indicate alternative options, only one of which can be accepted. Emboldened or underlined text must be included in the answer. Brackets indicate optional content.* **7(a)** • Young drivers can learn new/core/essential driving skills *NB Do not allow "learn to drive"* • They will have time/be able to **develop** their skills. *NNB: Learn skills and develop skills are two separate points, regardless of how candidate has expressed or sequenced these* • Thruxton only uses Advanced/experienced Driving **Instructors/teachers//**the young drivers will receive **expert** teaching • Young drivers will practise their skills **in a safe area**/(in a Mazda 6)first • They will be a passenger **before** they take control of the car • Instructors will tailor the programme for individual pupils • They will be prepared to go on to the Stage 2 Experience **7(b)** **NB: Answers must be specific/quantified** • (The experience/it costs) £99 • It takes place at Thruxton near Andover in Hampshire. • The experience lasts 11/2 hours • Drivers must be over 4ft 10"/1.47m tall • Drivers must be aged between 12-17(18)/over 12 and under 18 • Experience is not available at weekends • Experience is available on **selected/some** weekdays during school	Utilise information contained in texts Respond to texts Understand texts in detail	**Up to 4 marks** **Up to 4 marks**

holidays **Do not accept "throughout the holidays"** • Spectators are welcome free of charge • It can be booked online		
Nothing relevant to award/entire source for this section copied.		**0 marks**

Question 8	Look at the way **Source B** has been presented. List **two** ways it has been presented and say why each one would make it easy for people to understand.		
Mark Scheme		**Standard**	**Marks**

• *Award up to two marks for each response up to **FOUR** marks.*
• *Candidates may express the ideas below in their own words.*
  NB
• *Candidates may '**bunch**' their answers. This is allowed.*
• *There must be a **valid link** between the chosen presentational device and the reason why it would 'make it easy for people to understand', to get the two marks.*
• *'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".*
• *Similarly, with bold & 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*
 	
• ***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.*
• *Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to understand.*
  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.'*
Presentational devices in Source B
 	
• Thruxton logo reminds of famous race track/gives speed sensation/stands out to attract attention
• **Red** banners/links are eye-catching/give sense of danger
• Large red title tells you what the text is about
• Checkered flag links to subject matter/reminds of speed/racing
• Picture of red Porsche is exciting/glamorous/makes young drivers want to undergo this experience
		Identify how texts have been presented
		
		Respond to texts
			Up to 4 marks

• (Coloured) headings/headline/title/ tells you what the text will be about/what you are going to read • Coloured sub-heading helps to organise the text/helps to find specific information. **NB: candidates can only cite heading OR sub-heading, not both** • Paragraphs make it easy to read		
Nothing relevant to award		**0 marks**