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# FUNCTIONAL SKILLS

## English

47251 Reading Level 2

Mark scheme

November 2014

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Version/Stage: 1.0 Final Mark Scheme

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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)

## 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

## 47251 Marking Key

Source	Level	Qu	Key	Standards
A	2	1	B	identify the purpose of texts
Source	Level	Qu	Key	Standards
A	2	2	C	obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	C	how meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	4	D	detect point of view of bias
Source	Level	Qu	Key	Standards
A	2	5	B	obtain relevant information from different types of texts
Source	Level	Qu	Key	Standards
A	2	6	A	suitable response
Source	Level	Qu	Key	Standards
B	2	7	A	identify the purpose of texts
Source	Level	Qu	Key	Standards
B	2	8	D	obtain relevant information from different types of texts
Source	Level	Qu	Key	Standards
B	2	9	B	how meaning is conveyed
Source	Level	Qu	Key	Standards
B	2	10	C	detect implicit meaning
Source	Level	Qu	Key	Standards
B	2	11	A	obtain relevant information from different types of texts.
Source	Level	Qu	Key	Standards
B	2	12	C	audience needs

<b>Question 13</b>	<p>Sometimes texts have more than one purpose (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>	
<b>Mark Scheme</b>	<b>Marks</b>	<b>Standard</b>
<p><b><i>Award one mark for identifying each purpose and one further mark for an appropriate selection up to 4 marks.</i></b></p> <p><b><i>It is only possible to award 0, 2 or 4 marks for this question.</i></b></p> <p><b><i>All examiners must refer closely to the annotated copy of Source C throughout marking of this question.</i></b></p> <p><b><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></b></p> <p><b><i>NNB: accept valid alternative expressions for purposes e.g. “tells” for “informs”</i></b></p>	<b>Up to 4 marks</b>	Identify purposes of texts
Nothing relevant to award	<b>0 marks</b>	

**Question 13 - Annotated Source C****JUNIOR FERRARI EXPERIENCE £99.99 (inf)**

Taste the life of the rich and famous //with this exciting Junior Ferrari driving experience. *(clause or phrase desc/pers)* If you are aged 12-16, you can get behind the wheel of a real Ferrari *(inf/exp with first clause included/2<sup>nd</sup> clause pers)* for an exhilarating drive on a purpose-built track *(pers/desc)*.

*Whole sentence pers.* Your height must be between 4ft 10in and 6ft 4in//and a maximum weight of 18 stone 7lb applies.*(inf – either clause)* All participants must be accompanied by a parent/guardian *(inf/)* who must sign an insurance form on behalf of the child participating in this experience.*(inf/exp/instruct)* The child's parent/guardian must remain on site for the duration of the experience.*(inf/instruct)* Spectators are welcome.*(inf)*

[On arrival at the centre], you will be greeted by your qualified instructor and given a full introduction including safety procedures. *(inf/exp)* You will learn how to use the controls *(inf)* of this spectacular supercar, *(desc/pers clause + phrase = inf/pers)* considered to be one of the most desirable vehicles ever built.*(desc/pers Whole sentence exp)* Then it's time for you to take the wheel/ and head out onto the track *(inf)* for an//adrenaline-pumping drive.*(pers/desc Whole sent pers)* You'll be looking and feeling like a 'pro' in no time *(pers)* as you whizz around the circuit, learning when to break and when to accelerate through corners and down straights.*(inf/exp)*

This experience is available on selected days throughout the school holidays. *(inf)* Exact dates vary according to location.*(inf)* We recommend you book at least four to six weeks in advance.*(adv/inf)* Please allow approximately two hours for the whole experience. *(inf)*

You will receive a Junior Ferrari Experience gift pack *(inf)* including personalised voucher and message card.*(inf/exp)* [At the end of your driving session], you'll be presented with a driving certificate to take away with you *(inf)* – the perfect memento of an incredible driving taster experience.*(pers/exp)*

<p><b>Question 14</b></p>	<p>Look again at the information given in <b>Source C</b>.</p> <p>Your school or college is organising a trip to the Junior Ferrari Experience as part of a vocational training day on driving. You have been asked to find out how to book this experience.</p> <p>Select <b>six</b> pieces of information from <b>Source C</b> which someone would need to know before booking the Junior Ferrari Experience.</p> <ul style="list-style-type: none"> <li>• Use <b>only</b> the material you have read from the leaflet.</li> <li>• Select the information from the <b>whole</b> leaflet.</li> </ul>	
<p><b>Mark Scheme</b></p>	<p><b>Marks</b></p>	<p><b>Standard</b></p>
<p><b>Award one mark for each piece of information up to 6 marks. Candidates may bunch points and this is acceptable up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</b></p> <p><b>Here are some possible responses:</b></p> <p><b>NB: Answers must be specific and contextualised</b></p> <ul style="list-style-type: none"> <li>• It costs/it's £99.99</li> <li>• Participants need to be aged 12-16</li> <li>• Height must be between 4ft 10in and 6ft 4in (accept minimum and maximum heights as <b>2 marks if expressed as two separate points</b>)</li> <li>• Maximum weight is 18stone 7lb</li> </ul> <p><b>NB: Give 1 mark only if entire sentence about height and weight lifted</b></p> <ul style="list-style-type: none"> <li>• Participants must be accompanied by <b>parent/guardian/carer// parent/guardian/carer</b> must remain on site for duration of experience</li> <li>• <b>Parent/guardian</b> must sign an insurance form</li> </ul> <p><b>NB: Do not accept "adult" for "parent/guardian/carer"</b></p> <ul style="list-style-type: none"> <li>• Spectators are welcome</li> <li>• Experience is available <b>on selected days</b> in school holidays/during school holidays</li> </ul> <p><b>Do not accept "throughout school holidays"</b></p> <ul style="list-style-type: none"> <li>• Book <b>at least</b> 4-6 weeks in advance</li> <li>• Experience takes about 2 hours</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><b>Nothing relevant to award / entire text for this section copied</b></p>	<p><b>0 marks</b></p>	

<p><b>Question 15</b></p>	<p>As part of the vocational driving day, you have been asked to write a handout which summarises both the new proposals for young drivers and the arguments against these proposals.</p> <p>Look again at <b>Source B</b>. This offers ideas and information that you should use in your handout.</p> <p>Select ideas and information from <b>Source B</b> and summarise them in your handout.</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 handout, which clearly shows both sides. 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 both sides. 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 a handout.</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 to show both sides.</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 show both sides. Selection may be largely copied.</p>	<p><b>3 marks</b></p>	
<p>Very limited selection of ideas and/or information. Only one side dealt with.</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><i>Please annotate responses with a tick for relevant proposals, AT for an argument taken from the text and AO for an argument of candidate's own devising.</i></p> <p><i>NB: Arguments against the proposals should be a combination of practical suggestions and the implication that the proposals are ill-thought out and punitive; the current test is inadequate or too easy.</i></p> <p><i>Full marks can only be awarded for responses based entirely on the text</i></p>		



**Additional Guidance:**

**Proposals only – max of 3 marks**

**Min 3 proposals + any AOs – cap at 4 marks**

**Min 3 proposals + any ATs 5/6 marks**

Proposals:

- Night time curfew/ABI suggests banning young drivers from road between 11pm and 4am
- Restrictions on numbers of **young** passengers/ABI suggests limit of one passenger under 20
- Reducing driving age to 16½
- Provisional licence must be held for at least 1 year before test can be taken
- Possibility of allowing learners to practise on motorways
- 3 year probationary period during which licence can be revoked if 6 penalty points incurred
- ABI also suggests zero drink-drive limit

Objections:

- Young drivers need better training
- Young drivers should have a higher level of safety before they are given a licence
- Makes no sense to give young people a licence then impose restrictions on their driving
- Young drivers could be penalised unfairly e.g. college students not allowed to give colleagues a lift

<p><b>Question 16</b></p>	<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 give reasons why. Support your answer with two examples which work in different ways.</p>	
<p><b>Mark Scheme</b></p>	<p><b>Standard</b></p>	<p><b>Marks</b></p>
<p><b>Award two marks for each example with a reason up to four marks. Neither the device nor the explanation may be used twice.</b></p> <p><b>NB</b></p> <ul style="list-style-type: none"> <li>• <i>For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective..</i></li> </ul> <p><b>NNB: Where a candidate has not selected a preference in the comparison box, the following approach should be taken:</b></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 <b>where</b> 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.” <b>Do not accept “The picture tells/shows you what the text is about.”</b></i></li> </ul>	<p>Compare texts and comment on how meaning is conveyed.</p>	<p><b>Up to 4 marks</b></p>

<p><b>Presentational devices in Source A:</b></p> <ul style="list-style-type: none"> <li>• <b>Red</b> links/boxes <i><b>NB Do not accept tabs/weblinks/hyperlinks alone as these are functional rather than presentational</b></i></li> <li>• Colour red used throughout to tone with name RED.</li> <li>• Title “About RED” (in bold and larger font)</li> <li>• Picture of car keys</li> <li>• Picture of learner just passed test, shredding L plates</li> </ul> <p><b>Presentational devices in Source B:</b></p> <ul style="list-style-type: none"> <li>• Use of blue colour</li> <li>• Different style font in title</li> <li>• Different style font at beginning of some paragraphs/acts as sub-titles</li> <li>• Picture of a P plate</li> <li>• white font on blue background in picture</li> </ul> <p><b>e.g.</b> <i>Source B is more effective as the blue colour is calm and serious which relates to the subject matter and the text type.</i></p> <p><i>Source A uses the colour red in a lively and attractive way, linking to the colour of the car and the excitement of passing the test.</i></p>		
Nothing relevant to award		<b>0 marks</b>