FUNCTIONAL SKILLS
ENGLISH
47201 Reading Level 1
Mark Scheme

January 2015

Version/Stage: 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

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	C	identify main points/ideas
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	2	D	understand texts in detail
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	3	B	understand texts in detail
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	4	A	identify main points/ideas
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	5	B	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 special Drugs Awareness event for parents and students. You have been asked to prepare a PowerPoint presentation to be given at this event. Use the information and ideas in Source B to help you choose what to put in your PowerPoint. You should include: **(a)** **four** reasons why young people might take drugs **(b)** **four** pieces of advice to help parents talk to their children about drugs and alcohol

Mark Scheme	**Standard**	**Marks**
*Award **one** mark for each of **four** reasons why young people might take drugs. Award **one** mark for each of **four** pieces of advice to help parents talk to their children about drugs and alcohol.* ***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.* • **7a)** • ***NB Accept "Bullied" as part of peer pressure point. Bullied per se – 0.*** • they enjoy/want to try **the effects** (in the same way as alcohol) • their friends do it/peer pressure/influenced by friends/want to fit in/be accepted etc • they are bored • drugs are easily available • they may have worries/problems/stressed/depressed • they don't see it as a big issue 7b) • get to know the facts about drugs and alcohol • decide what you want to say/think about the best way to get the message across • discuss **without lecturing**/have a **calm** discussion/don't lecture/don't use scare tactics • don't try to put yourself in their shoes/accept the opposite • make sure they **understand** that you are concerned about their **health/welfare** • make sure they **understand** you want to help and support them • try to understand their views • speak/talk to Frank	Utilise information contained in texts Respond to texts Understand texts in detail	**Up to 4 marks** **Up to 4 marks**
Nothing relevant to award/entire source text 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** • Purple colour in font and logo is eye-catching and calm, which is what the text is trying to tell parents to be. • **Title** is a question/**bold** question/question in **big letters/font** which clearly states what the text is about/makes people think about the problem of drugs and their children. • Sub-title clearly introduces separate section/helps the reader to find what they are looking for. • Picture(s) of drugs are colourful and eye-catching/show some of the different types of drugs available. • Logo of "Frank" (is well-known) and offers further support in the form of a phone number. • Paragraphs make it easy to read. • Accept references to contact number if they focus on some aspect of its presentation, **not just the number itself eg** *Placing the contact number in the middle at the end = 1* *They supply a contact number = 0*	Identify how texts have been presented Respond to texts	**Up to 4 marks**

Nothing relevant to award		**0 marks**