



FUNCTIONAL SKILLS ENGLISH

47251 Reading Level 2
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

47251 Marking Key

Source	Level	Qu	Key	Standards
A	2	1	C	identify the purpose of texts
Source	Level	Qu	Key	Standards
A	2	2	D	obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	C	how meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	4	B	detect implied meaning
Source	Level	Qu	Key	Standards
A	2	5	D	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	D	identify the purpose of texts
Source	Level	Qu	Key	Standards
B	2	8	A	obtain relevant information from different types of texts
Source	Level	Qu	Key	Standards
B	2	9	D	how meaning is conveyed
Source	Level	Qu	Key	Standards
B	2	10	C	detect point of view or implied meaning
Source	Level	Qu	Key	Standards
B	2	11	B	obtain relevant information from different types of text
Source	Level	Qu	Key	Standards
B	2	12	D	audience needs

Question 13	<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 two purposes which Source C has and then select some text to support what you find.</p>	
Mark Scheme	Marks	Standard
<p><i>Award one mark for identifying each purpose and one further mark for an appropriate selection up to 4 marks.</i></p> <p><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”; “instruct” for “advise” where appropriate.</i></p>	<p>Up to 4 marks</p>	<p>Identify purposes of texts</p>
Nothing relevant to award	0 marks	

Question 13 - Annotated Source C

GET SAFE ONLINE (*adv/pers*)

Social networking is a global revolution. (*inf/desc*) It enables around a billion people worldwide to stay in touch with their friends, (*inf/exp*) [share experiences and photographs and exchange personal content.] (*inf/exp*) *Accept whole paragraph as exp.*

[The nature of social networking] – having such a massive base of users who are unknown to you (*inf/exp. Bracketed words alone = 0*) – means that using it carries a degree of risk, (*inf/exp*) including becoming a target for cyber-criminals. (*inf/exp*) Some of these risks relate to disclosure of private information, (*inf*) which you must never do. (*adv*) Choosing a user name which does not include any personal information is essential: (*inf/adv*) jane_liverpool would be a bad choice! (*inf/adv – either clause or whole sentence*) There is also the risk of prosecution from posting offensive or inappropriate comments (*inf/exp*) and the danger of exposure to viruses or spyware contained within message attachments or photographs. (*inf/exp*)

You can avoid these risks (*inf*) and enjoy using social networking sites by avoiding peer pressure (*inf/adv – must include “by avoiding peer pressure to qualify as advise”*) – don't let other people convince you to do something you are not comfortable with. (*adv. Whole sentence = exp*)

Phishing emails encourage you to visit inappropriate websites, (*inf*) which you should never do. (*whole sentence = adv*) Be careful about clicking on links in such emails (*adv*) and set up a separate email account for your social networking sites. (*adv*) Make sure you use strong passwords (*adv*) to prevent friends or other people from hijacking your account (*adv/exp – both clauses*) and always log out when you leave the site. (*adv*) What goes online stays online. (*inf/pers*) Remember that many companies routinely view current or prospective employees' social networking pages (*inf/adv*) so be careful about what you say, // what pictures you post // and your profile. (*adv*) Use the privacy features to restrict strangers' access to your profile. (*adv/inf*)

Social networking is here to stay (*inf*) so minimise your risks and enjoy using it! (*adv/pers. Whole sentence = adv/pers*) In many ways, it has replaced the telephone and email. (*inf*) For many users, it has become a way of life. (*inf*)

Question 14	<p>Look again at the information given in Source C.</p> <p>Your school or college is running an Internet Safety Awareness day. You are going to give a talk advising people how to stay safe online.</p> <p>Select six things from Source C to include in your talk.</p> <ul style="list-style-type: none"> • Use only the material you have read in the webpage. • Select your advice from the whole webpage. 				
Mark Scheme	<table border="1"> <thead> <tr> <th data-bbox="1038 611 1230 667">Marks</th> <th data-bbox="1230 611 1481 667">Standard</th> </tr> </thead> <tbody> <tr> <td data-bbox="1038 667 1230 1648"> Up to 6 marks </td> <td data-bbox="1230 667 1481 1648"> <p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p> </td> </tr> </tbody> </table>	Marks	Standard	Up to 6 marks	<p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p>
Marks	Standard				
Up to 6 marks	<p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p>				
Nothing relevant to award / entire text for this section copied	0 marks				

Question 15	<p>As part of the Internet Safety programme, you have been asked to write a short blog for your school or college website. The blog needs to summarise the positive and negative aspects of social networking and advise parents how to take an interest in their children's online activity.</p> <p>Look again at Source B. This offers ideas and information that you should put in your blog.</p> <p>Select information and ideas from Source B and summarise them in your blog.</p>	
Mark scheme	Marks	Standard
A full and comprehensive summary of ideas and information from the whole of the source text. The selection has been assembled into a coherent blog, which clearly covers positive and negative aspects and contains some advice. There may be some evidence of own words to craft the piece.	6 marks	Summarise Select information and ideas
Wide-ranging summary of information and ideas, including positive, negative and advisory. 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 blog.	5 marks	Detect point of view/ implied meaning/ bias
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 include positive and negative/advisory ideas.	4 marks	
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 cover positive and negative/include advice. Selection may be largely copied.	3 marks	
Very limited selection of ideas and/or information. No attempt to advise/only one element.	1- 2 marks	
Nothing relevant to reward / nothing taken from source/entire source copied.	0 marks	
Content		
<i>Please annotate responses with POS for positive, NEG for negative and a tick for advice.</i>		
<i>NB: Candidates are required to incorporate three elements in this task and can only gain full marks if all three elements are present. Responses which only cover two of the three should be</i>		

capped as follows: covers 2 elements sparingly - 4 marks, covers 2 elements fully – 5 marks.

Positive:

- Spending time on FB can make young adults develop virtual understanding/empathy.
- Social networking can help shy adolescents learn how to socialise
- Social networking can make teaching more engaging.

Negative:

- Can cause teens to become self-important/self-loving (narcissistic)
- Can lead to psychological disorders//can make teens antisocial/restless (manic)/aggressive
- Daily use can affect health negatively/make more prone to health problems in future
- Can make teens more prone to anxiety/depression
- Can be distracting to learning/cause students to achieve lower grades

Advice

- Don't bother trying to monitor children's online activity secretly
- Start talking about appropriate technology use early
- Talk about it frequently and build trust with your children
- Discuss removing inappropriate content/connections to suspicious people
- Be aware of latest technological trends/applications

<p>Question 16</p>	<p>You now have to answer a question which compares two of the source texts you have read.</p> <p>Look again at Source A and Source 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>Mark Scheme</p>	<p>Standard</p>	<p>Marks</p>
<p>Award two marks for each example with a reason up to four marks. Neither the device nor the explanation may be used twice.</p> <p>NB</p> <ul style="list-style-type: none"> ○ <i>For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective.</i> <p>NNB: Where a candidate has not selected a preference in the comparison box, the following approach should be taken:</p> <ul style="list-style-type: none"> ○ <i>Answer itself refers to a source, mark as normal.</i> ○ <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> ○ <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> <ul style="list-style-type: none"> ● <i>“Paragraphs” is not acceptable as a presentational device.</i> ● <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> ● <i>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</i> ● <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> ● <i>Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to</i> 	<p>Compare texts and comment on how meaning is conveyed.</p>	<p>Up to 4 marks</p>

<p><i>understand.</i></p> <ul style="list-style-type: none"> • <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/shows you what the text is about.”</i> <p>Presentational devices in Source A:</p> <ul style="list-style-type: none"> • Title/Headline (in large black bold font) • Sub-titles help to navigate through the text • Bullet points (in form of ticks) • Picture of worried-looking student on laptop • Black font throughout • Web banner • BBC/Newsbeat logo <p>Presentational devices in Source B:</p> <ul style="list-style-type: none"> • Use of blue colour in title, initial words of paragraphs, Facebook name • Capitalised large title • Picture of keyboard with reminder of social media • Picture of hand on mouse <p>E.g.</p> <p><i>Source A is more effective as the use of black font throughout emphasises the dark, serious nature of the issue.</i></p> <p><i>Source B is more effective as it uses the blue colour to link the idea of Facebook to the social media key in the first photograph. Blue is a calm colour, so it’s suggesting that parents don’t need to get too worried about social networking but just speak to their children calmly about it.</i></p>		
Nothing relevant to award		0 marks