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| Centre Number       |  |  |  |  |  | Candidate Number |  |  |  |  |
| Surname             |  |  |  |  |  |                  |  |  |  |  |
| Other Names         |  |  |  |  |  |                  |  |  |  |  |
| Candidate Signature |  |  |  |  |  |                  |  |  |  |  |

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|---------------------|------|
| For Examiner's Use  |      |
| Examiner's Initials |      |
| Question            | Mark |
| 1-6                 |      |
| 7-12                |      |
| 13                  |      |
| 14                  |      |
| 15                  |      |
| 16                  |      |
| TOTAL               |      |



Functional Skills Certificate  
June 2015

## Functional English

**47251**

Component 1 Reading

Level 2

15 May 2015 9.00am to 10.00am

### For this paper you must have:

- Sources **A**, **B** and **C** which are provided as a loose insert inside this paper.

### Time allowed

- 1 hour

### Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.  
Do all rough work in this book. Cross through any work that you do not want to be marked.
- You must refer to the insert booklet provided.

### Information

- The marks for questions are shown in brackets.  
The maximum mark for this paper is 32. There are 12 marks for Section A and 20 marks for Section B.
- You may use a dictionary.  
There is one insert inside this question paper. **Sources A, B** and **C** are printed on the insert.

### Advice

- You are advised to check your work carefully.



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IB/M/Jun/E1

**47251**  
**QAN 500/9126/8**

**Section A**

Answer **all** questions.

Read **Sources A** and **B**. You have been asked to find out how effective **Source A** and **Source B** are by answering the following questions.

For **Questions 1** to **12**, write the letter for each answer in the box given.

**Questions 1** to **6** refer to **Source A**.

- 1** The main purpose of the factsheet is to
- A** persuade you to become an MP.
  - B** inform readers how MPs are elected.
  - C** advise people to get involved in politics.
  - D** explain the problems in the political system.

Answer

[1 mark]

- 2** The factsheet tells you that
- A** everyone over 18 may vote in a general election.
  - B** everyone who is old enough must register to vote.
  - C** there are 650 MPs at the moment.
  - D** a by-election occurs every 5 years.

Answer

[1 mark]

- 3** The factsheet gets its meaning across effectively because it
- A** uses a picture related to Parliament.
  - B** uses several rhetorical questions.
  - C** is written to speak directly to the reader.
  - D** tabulates information and figures clearly.

Answer

[1 mark]



4 The factsheet implies that

- A it can be hard for MPs to share their time fairly.
- B the election system in this country is weak.
- C the Conservatives are the best party.
- D there are too many political parties.

Answer

[1 mark]

5 The factsheet informs you that

- A the Conservatives have a current working majority of 303.
- B citizens of the Irish Republic cannot vote in Parliamentary elections.
- C everyone who wishes to vote in an election must be registered.
- D members of the House of Lords are serving prison sentences.

Answer

[1 mark]

6 After reading this factsheet, the best action for a 16-year-old to take would be to

- A make sure they are on the register of electors.
- B organise a trip to the House of Commons.
- C join the three main political parties.
- D apply to become an MP.

Answer

[1 mark]

|   |
|---|
| 6 |
|---|

Turn over for the next question

Turn over ►



**Questions 7 to 12 refer to Source B.**

7 The main purpose of the news report is to

- A explain why young people don't vote.
- B persuade young people to start voting.
- C give information about the think tank's plans.
- D advise politicians to target young people's votes.

Answer

[1 mark]

8 The news report tells you that

- A politicians listen to young people.
- B Sarah Birch is a politician in Glasgow.
- C young voters have great political power.
- D young people who don't vote could be fined.

Answer

[1 mark]

9 The news report gets its meaning across well because it

- A breaks down complicated information.
- B does not use any complex sentences.
- C includes a picture of a ballot box.
- D uses bright, eye-catching colours.

Answer

[1 mark]



10 The news report implies that young people don't vote because they are

- A too lazy.
- B too poor.
- C not interested.
- D not educated.

Answer

[1 mark]

11 The news report informs you that

- A older, well-off voters are stopping young people from voting.
- B the plan would allow first-time voters to choose to vote for no-one.
- C 72% of 18 to 24-year-olds did not vote in the 2013 election.
- D young people earn 10% of the income of those aged 55-74.

Answer

[1 mark]

12 The news report meets the needs of someone approaching voting age because it

- A encourages young people to think about voting.
- B explains why young people have less money.
- C describes the planned penalty for not bothering to vote.
- D informs young people how to go about registering to vote.

Answer

[1 mark]

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| 6 |
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Turn over for the next question

Turn over ►



**Section B**

Answer **all** questions.

Write your answers in the spaces provided. The questions in this section are testing what you have understood about the texts. The questions are **not** testing your writing.

Read **Source C** to answer the following questions.

**13** Sometimes texts have more than one purpose (e.g. to explain, to inform, to describe, to argue, to persuade, to advise).

From the list above, find **two** purposes which **Source C** has and then select some text to support what you find.

**[4 marks]**

Purpose 1 \_\_\_\_\_

One example of this purpose is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Purpose 2 \_\_\_\_\_

One example of this purpose is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4



**14** Look again at the information given in **Source C**.

Your school or college is organising a trip to the House of Commons and you have been asked to find out about the tour.

From **Source C**, select **six** pieces of advice for anyone intending to go on this tour.

- Use **only** the material you have read from the extract.
- Select the information from the **whole** extract.

**[6 marks]**

1 \_\_\_\_\_  
\_\_\_\_\_  
2 \_\_\_\_\_  
\_\_\_\_\_  
3 \_\_\_\_\_  
\_\_\_\_\_  
4 \_\_\_\_\_  
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5 \_\_\_\_\_  
\_\_\_\_\_  
6 \_\_\_\_\_  
\_\_\_\_\_

      
**6**



Turn over ►

For **Question 15** you need to refer to **Source B**.

**15** Your school or college is holding a special event about voting and Parliament. For this event, you have been asked to give a talk persuading young people that voting is important.

Look again at **Source B**. This offers ideas and information you should use in your talk.

Select information and ideas from **Source B** and summarise them in your talk. **[6 marks]**

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| 6 |
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**16** You now have to answer a question which compares two of the source texts you have read.

Look again at **Source A** and **Source B**.

Say which of the texts uses presentational devices more effectively and why. Support your answer with **two** examples which work in different ways.

**[4 marks]**

I think the more effective text is Source

First presentational device with reason why it is effective:

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Second presentational device with reason why it is effective:

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**4**

**END OF QUESTIONS**



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