



FUNCTIONAL SKILLS

English

47251 Reading Level 2

Mark Scheme

June 2015

Version V1: 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

Source	Level	Qu	Key	Standards
A	2	1	B	Identify main purposes
Source	Level	Qu	Key	Standards
A	2	2	C	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	D	How meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	4	A	Detect implied meaning
Source	Level	Qu	Key	Standards
A	2	5	C	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	6	A	Suitable response
Source	Level	Qu	Key	Standards
A	2	7	C	Identify purposes of texts
Source	Level	Qu	Key	Standards
A	2	8	D	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	9	A	How meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	10	C	Recognise implied meaning and bias
Source	Level	Qu	Key	Standards
A	2	11	B	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	12	A	Audience needs

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Question 13	<p>Sometimes texts have more than one purpose (e.g. 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>	
<p>Mark Scheme</p> <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>It is only possible to award 0, 2 or 4 marks for Q13.</i></p> <p><i>All examiners must refer closely to the annotated copy of Source C throughout their marking of Q13.</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”</i></p>	<p>Marks</p> <p>Up to 4 marks</p>	<p>Standard</p> <p>Identify purposes of texts</p>
<p>Nothing relevant to award</p>	<p>0 marks</p>	

Question 13 - Annotated Source C

The Houses of Parliament is a spectacular building/with a long and fascinating history (*inf/desc*)so grab your chance to visit it. (*pers. Whole sententec - pers*) You will learn a lot on the tour (*inf*) but be warned – it can get very busy. (*inf/adv*)

There are often 3-4 groups in a room *(inf)* so hearing your Guide can be quite tricky at times. *(inf)*.

Whole sentence - exp/inf)

You will need to leave at least 20 minutes to get through security checks. *(adv/inf)* Bag and body scanners are in use. *(inf)* The tour will commence once there are approximately 20 people assembled. *(inf)* The guide will take you to the starting point, *(inf)* which is a 5-10 minute walk inside. *(exp – second clause, whole sentence inf/exp)*

The tour begins at the Norman Porch *(inf)* by the Sovereign's Entrance *(inf/exp – clause+ phrase)* where the Queen arrives for the State Opening of Parliament. *(whole sentence or phrase + 2nd clause – inf/exp)* You then enter the Queen's Robing Room *(inf)* where the Queen gets dressed in her stately robes. *(whole sentence inf/exp)*

You can see the amazing 22 ½ carat gold throne *(inf/desc)* on which the Queen sits for the State Opening of Parliament – an incredible sight. *(whole sentence inf/exp. Final phrase – desc/pers)*

Your tour then takes you into the Central Lobby, *(inf)* which you may well recognise from watching TV political reports, *(both clauses inf/exp)* then into the Members' Lobby. *(whole sentence inf/exp)*

In St Stephen's Hall you will find the gift shop. *(inf)* There are also a number of statues, *(inf)* one of which was damaged by a suffragette who chained herself to it and had to be removed by force.

(main clause + any of the three subordinate clauses inf/exp)

Resist the temptation to get sidetracked: *(adv)* there is no need as later in the tour, you will revisit all the areas you pass during this walk. *(2nd and 3rd clauses together – inf/exp)* Your guides are very knowledgeable *(inf)* so feel free to ask questions. *(inf/adv)*

No seating is provided anywhere on the tour. *(inf)* Don't try to sit down *(adv)* – you'll get told off. *(inf. whole sentence -inf/exp)* Wearing a hat inside is also forbidden *(inf)* as this is a Royal Palace *(both clauses together inf/exp)* and must be respected. *(whole sentence inf/exp)*

[Once the tour is over], return to the shop for a souvenir of your visit. *(adv. Whole sentence adv/exp)*

It's also worth stopping at the clean toilets/ and reasonably-priced café. *(adv)*

<p>Question 14</p>	<p>Look again at the information given in Source C.</p> <p>Your school or college is organising a trip to the House of Commons and you have been asked to find out about the tour.</p> <p>From Source C, select six pieces of advice for anyone intending to go on this tour.</p> <ul style="list-style-type: none"> • Use only the material you have read from the extract. • Select the information from the whole extract. 	
<p>Mark Scheme</p>	<p>Marks</p>	<p>Standard</p>
<p>Award one mark for each piece of advice up to 6 marks.</p> <p>Candidates may bunch points and this is acceptable up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</p> <p>Brackets indicate content which is not essential. Slashes indicate options for the same answer, only one of which can be accepted.</p> <p>Bold words must be included to get the mark.</p> <p>NB: There is information in this text which may be seen as advice. Accept as advice if the information means the tourist would need to change or moderate their behaviour on the basis of the advice eg, "It can be hard to hear your guide" prepares the tourist for the need to position themselves near the guide, ensure their hearing aid is turned up etc. "The tour will commence once there are approximately 20 people assembled" does not need the tourist to change any element of their behaviour.</p> <ul style="list-style-type: none"> • Be prepared for how busy it gets. • It can be hard to hear your guide • There is nowhere to sit/don't try to sit down/you will get told off if you sit down • Don't wear a hat inside the building/wearing a hat inside the building is forbidden • Allow at least 20 minutes to get through the security checks// bag and bodyscanners are in use • Don't/no need to get sidetracked • Feel free to ask questions • NB These last three points need a verb • Go to the shop to buy a souvenir • It's worth going to the toilets • It's worth going to the (well-priced) cafe <p>Accept "there are clean toilets", "there is a gift shop" etc</p>	<p>Up to 6 marks</p>	<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>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 to vote by summarising why voting is important.</p> <p>Look again at Source B. This offers ideas and information you should use in your talk.</p> <p>Select information and ideas from Source B and summarise them in your talk.</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 talk, which is clearly persuasive. There may be some evidence of own words to craft the piece.	6 marks	Summarise
Wide-ranging summary of information and ideas, including persuasive. 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 talk.	5 marks	Select information and ideas
A clear attempt to 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 at persuasion/some persuasive phrases.	4 marks	Detect point of view/ implied meaning/ bias
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 persuade. Selection may be largely copied.	3 marks	
Very limited selection of ideas and/or information. No attempt to persuade	1-2 marks	
Nothing relevant to reward / nothing taken from source/entire source copied	0 marks	

Content

Please annotate responses with P for persuasion or I for implication and a tick for relevant information/ideas.

- Only a small percentage of young people vote at present. This means they are under-represented by law-makers and politicians don't consider young people's needs because they don't know what those needs are.
- This is particularly important because the spending cuts have affected young people the most. If young people had more of a say in government decisions, this might not have happened.
- Older and more well-off voters have more power than young people because fewer young people vote.
- Young people who don't vote are less likely to vote when they become adults.
- A vicious cycle is created which means young people's needs are less and less considered by politicians.
- Democracy itself is suffering because the younger age group is under-represented. Forcing young people to vote would mean politicians had to take notice of them and that would give young people much more power.
- Young people may be fined for not voting on their first opportunity.
- Young people are forced to do other things so why shouldn't they be forced to vote.

<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 why.</p> <p>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 reason 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> • <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> 	<p>Compare texts and comment on how meaning is conveyed.</p>	<p>Up to 4 marks</p>

<ul style="list-style-type: none"> • <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 understand.</i> • <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.”</i> • <i>Do not accept “The picture tells you what the text is about.”</i> • <i>Neither the device nor the explanation can be accepted twice.</i> 		
<p>Presentational devices in Source A:</p> <ul style="list-style-type: none"> • (Blue) table with figures clearly presented. • Sepia coloured picture with reference to Parliament. • Large black heading/title • Black sub-headings • Variety of fonts • Clear sections • Bullet points <p><i>eg The large black heading looks imposing and serious and this relates to the power and importance of Parliament.</i></p> <p>Presentational devices in Source B:</p> <ul style="list-style-type: none"> • Cartoon picture of ballot box • Diagram/flow chart/cycle • (Large black) headline/title • Quotation in speech bubble • Blue colour <p><i>eg the flow chart breaks down complicated information and presents it in simple, easy to follow steps.</i></p>		
<p>Nothing relevant to award</p>		<p>0 marks</p>