



FUNCTIONAL SKILLS

English

47251 Reading Level 2

Mark Scheme

March 2015

Version 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

Source	Level	Qu	Key	Standards
A	2	1	C	Identify the purpose of texts
Source	Level	Qu	Key	Standards
A	2	2	B	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	A	How meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	4	C	Detect point of view or bias
Source	Level	Qu	Key	Standards
A	2	5	A	Obtain relevant information from different types of texts
Source	Level	Qu	Key	Standards
A	2	6	D	Audience needs
Source	Level	Qu	Key	Standards
A	2	7	B	Identify the purpose of texts
Source	Level	Qu	Key	Standards
A	2	8	C	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	9	A	How meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	10	D	Detect point of view or bias
Source	Level	Qu	Key	Standards
A	2	11	A	Obtain relevant information from different types of texts
Source	Level	Qu	Key	Standards
A	2	12	D	Suitable response

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>Find two purposes from the list above 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>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>	Up to 4 marks	Identify purposes of texts
Nothing relevant to award	0 marks	

Question 13 - Annotated Source C

(At a Courtneys gym) we aim to provide the most welcoming and motivating environments *(inf/pers)* to help you achieve your fitness goals. *(both clauses Inf/pers)* A one-off induction session is essential/ [to ensure you understand and operate the equipment properly and safely] *(inf/adv)*. This will result in maximum benefits from your exercise programme. *(Both sentences together = exp/inf. Last sentence alone = 0)*

(Whether you want to work off those pounds or tone your muscles,) there's something for you in the gym. *(inf/pers)* Great equipment and a great place to work out! *(inf/pers)* *(Bracketed words alone = 0)*

(As a member at a Courtneys Gym), you can get all the fantastic facilities you would expect *(inf/pers)* – a well-equipped gym *(inf/desc)*, a great pool, *(inf/pers)* a wide range of group exercise classes *(inf/pers)* plus a variety of other facilities to ensure there is something for everyone. *(pers)* *(Whole sentence – exp)*

(If you are exercising more than once a week) you could be saving money *(inf - exp with bracketed words)* [by joining one of] Courtneys great value-for-money memberships *(inf/pers)* *(with first clause exp)*, with no joining fee or contract and a 'join one use them all' policy you won't be able to resist! *(exp/pers)*
(“you won't be able to resist” alone =pers)

Memberships

Individual programmes are available *(inf)* to ensure that your visit to the gym is specifically tailored to your needs, *(pers/exp)* enabling you to get the most out of your workout. *(pers/exp)*

As a new Courtneys Ultimate member you will receive a complimentary introduction *(inf/pers)* and a free 30 minute consultation *(inf/pers)* which includes a 12-week fitness diary when you first join. *(inf/pers)* *(whole sentence – exp/pers)*

Personal Training

Integrated training can show you how to train for maximum benefit *(inf)* rather than maximum fatigue. *(whole sentence inf/exp)* By analysing your lifestyle, our highly qualified trainers *(pers/inf)* will incorporate a degree of functionality into your programme, *(inf with first clause – exp)* training you not only for a specific goal but also to greatly improve all aspects of your life. *(exp/pers)*

Trial sessions available with a 25% discount. *(inf/pers)*

Question 14	<p>Look again at the information and ideas in Source C.</p> <p>Your school or college is increasing its focus on sport and fitness and you have been asked to research sports and fitness facilities in your local area.</p> <p>From Source C, select six aspects of the facilities and staff of Courtneys Gym which would appeal to people interested in increasing their fitness.</p> <ul style="list-style-type: none"> • Use only the material you have read in the extract. • Select the information from the whole extract. 	
Mark Scheme	Marks	Standard
<p><i>Award one mark for each appropriate features of Courtneys Gym up to a maximum of 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.</i></p> <p><i>NB: Points in italics can only be given 1 mark, even if all possible options are cited.</i></p> <p><i>NNB: Do not accept any references to memberships/financial aspects other than those cited below</i></p> <ul style="list-style-type: none"> • welcoming/motivating environment • <i>introductory/induction session (to ensure you understand and operate equipment properly and safely)/complimentary introduction/(free) 30 minute consultation</i> • fantastic facilities//something for everyone/you • well-equipped gym/great equipment • (great) pool • wide range of group exercise classes • individual/specifically tailored programmes/lifestyle analysis/functionality/integrated training/personal training <i>Do not accept "Personal trainer"</i> • 12-week fitness diary • highly qualified trainers • trial sessions (with 25% discount) 	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	

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Question 15	<p>Your school or college wants to get more girls interested in sport and PE. You have been asked to write a speech which summarises the benefits of taking part in sport and persuading girls to get involved.</p> <p>Look again at Source B. This offers ideas and information you should include in your speech. Select information and ideas from Source B and summarise them in your speech.</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 speech, 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 speech.	5 marks	Select information and ideas
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 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	
<p>Content Please annotate responses with P for persuasion and a tick for relevant information/ideas. A summative comment should be used to explain a particular decision e.g. "Persuasive but nothing taken from source". NB: Candidates who write too much or include irrelevant content are not summarising and cannot be awarded full marks.</p> <p>NNB: The task is not to persuade people to join Girls in Sport</p> <ul style="list-style-type: none"> • Many girls have low levels of physical activity which is contributing to unhealthy lifestyles. There is an implication that this is partly to do with poor access and limited provision. • Many girls do not have positive attitudes to sport and many school experiences of sport are negative/activities offered by schools are often not enjoyable or not of interest to girls. • Changing these experiences to more positive and enjoyable ones can form the foundation for lifelong interest in sport and fitness and thereby promote healthy lifestyles. • Sport can also help to develop other skills such as teamwork and leadership. • People who participate in sporting activities use their time more positively and productively. • Girls can benefit from taking part in sport and being fitter by improving their body image and self esteem. • Self-confidence and improved mental health also result from increased fitness and activity levels. • Girls should be offered choices in the type of sporting activities they do. 		

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Question 16	<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. Support your answer with two examples which work in different ways.</p>
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Mark Scheme	Standard	Marks
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<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"> For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective. <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"> ➤ Answer itself refers to a source, mark as normal. ➤ 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. 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. <ul style="list-style-type: none"> “Paragraphs” is not acceptable as a presentational device. 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 (for heading). 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.” Neither the device nor the explanation can be accepted twice. 	<p>Compare texts and comment on how meaning is conveyed.</p>	<p>Up to 4 marks</p>
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<p>Presentational devices in Source A:</p> <ul style="list-style-type: none"> • Headline/title (in bold/different font) which is also rhetorical question • Picture of famous British athletes • Subheadings • Olympic rings logo • Use of colour in picture and logo <p><i>eg The picture of famous British athletes reminds the reader of the Olympic legacy, links to the headline and produces a feel-good, patriotic feeling.</i></p> <p>Presentational devices in Source B:</p> <ul style="list-style-type: none"> • Use of pink colour (accept criticism of stereotypical elements of pink). • Pink logo/picture. • (pink) heading (which is also rhetorical question) • (pink) subheadings • Bullet points as pink ticks • Bullet points as footballs eg • <i>The pink logo reinforces the message and highlights physical activity. The sportswomen in the picture suggest grace and athleticism and this would appeal to girls who want a nice figure.</i> 		
Nothing relevant to award		0 marks