



FUNCTIONAL SKILLS

English

47251 Component 1 Reading Level 2

Mark scheme

November 2015

Version 1.0 Final

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

Question 13	<p>Sometimes texts have more than one purpose (e.g. to explain, to inform, to narrate, to describe, to argue, to persuade, to advise, to entertain, to instruct).</p> <p>From the list above, find two purposes which Source C has and then select a short quotation as evidence for each purpose.</p>	
<p>Mark Scheme</p> <p><i>In each section, award one mark for identifying each correct purpose (see below). Award two marks for a correct purpose supported by a valid short quotation.</i></p> <p><i>Acceptable purposes in this text:</i> <i>Inform/explain/describe/persuade/argue</i></p> <p><i>All examiners must refer closely to the annotated copy of Source C throughout marking of this question.</i> <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

Will real books ever become extinct?

This is an extract from a webpage debate about the merits of real books and e-books *(inf)*

"The book will live forever," says Sarah. *(pers/arg)*

Yes, eBooks are handy *(inf/pers)* when you're commuting or dashing from lecture to lecture *(exp)* and don't want to lug Shakespeare's greatest works around, *(exp with 1st clause)* but they'll never truly replace the traditional book. *(pers/arg)*. *(whole sentence arg/pers)*

Call me old fashioned, *(desc)* but there's a romanticism about loving a book *(inf/pers)* so much that you've worn out the spine *(exp/desc)* because you've read it that many times. *(inf/exp with 2nd clause)* They're warm and sentimental *(pers/desc)* how many of us remember and think fondly of our favourite books from childhood? *(pers/arg)* It's something you can't get from a hard, shiny tablet. *(pers/desc)* People give books as gifts *(inf)* – first editions or collectors' editions, *(exp)* special illustrations *(exp with first clause)* – and they're considered to be really thoughtful, personal presents. *(exp/desc)*

[In a world where] everything seems to be going electronic *(inf)*, we have to keep some things sacred. *(pers)* *(Whole sentence arg/pers)* The faceless, functional purchase of an eBook *(desc)* doesn't begin to touch the experience of wandering around a second hand bookshop on a lazy Sunday afternoon *(desc/pers)* and stumbling upon an old gem. *(desc)*. *(Whole sentence exp/pers/arg)*

I don't think we'll ever lose the romanticism, nostalgia and physical presence of real books. *(pers)*

With books, I also love the idea that you can pass it on: *(pers/inf)* once you've read a book, you can give it to a charity shop *(inf/exp)* or swap books with people you meet on holiday /or on the plane. *(exp/inf)* A book collection at home is a great thing to dip into *(pers)* and it adds your personality to a room. *(pers)* You might say that you don't need books if they're all on your tablet, so then I'm assuming the same goes for your CDs and DVDs too? *(arg/pers)*

[Let's not forget] that if you lose a book, or spill coffee on it, it's not the end of the world. *(exp/pers)* If you do that with an eBook, then it's not just the book that's lost, it's most likely the life that you keep on your e-reader or tablet. *(exp/arg)*

<p>Question 14</p>	<p>Look again at the information given in Source C.</p> <p>Your school or college wants to find out how students feel about getting rid of all real books from the library and is organising a debate about the subject. You have been asked to present the case for keeping real books.</p> <p>From Source C, select six ways the writer feels real books are better than e-books.</p> <ul style="list-style-type: none"> • Use only the material you have read from the webpage. • Select the advantages from the whole webpage. 	
<p>Mark Scheme</p> <p><i>Award one mark for each advantage selected up to 6 marks.</i></p> <p><i>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> <ul style="list-style-type: none"> • Real books have a romanticism/it's romantic that real books are loved so much/read so many times (that the spine is worn out) • Warm and sentimental/associations with/memories of childhood/nostalgic • Can be given as gifts//first/collector's editions//are special/thoughtful/personal presents • Can wander around a bookshop and find something special/an old gem//finding/buying a real book is pleasurable • Books have a physical presence/are tactile//touching/holding a book is pleasurable/gives a good feeling • Books can be passed on/given to charity/swapped • Book collections add personality to a room/book collections are great to dip into • Can lose a book/spill coffee on it without it being the end of the world/books can be replaced if damaged <p>NB: <i>If entire sentence "I don't think we'll ever lose the romanticism, nostalgia and physical presence of real books" is offered, award max of 2 marks and withhold any further mark for BP 1, 2 or 5</i></p>	<p>Marks</p> <p>Up to 6 marks</p>	<p>Standard</p> <p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p>
<p>Nothing relevant to award / entire text for this section copied</p>	<p>0 marks</p>	

<p>Question 15</p>	<p>Look again at Source B.</p> <p>Write a summary of why Book Aid International is a good cause to support.</p> <p>All the information and ideas should be selected from Source B. Your summary should be a piece of continuous writing.</p>	
<p>Mark scheme</p>	<p>Marks</p>	<p>Standard</p>
<p>A full and comprehensive selection of ideas and information from the whole of the source text. Nothing irrelevant will be included. There should be some evidence of own words to craft the piece, which will be in continuous prose.</p>	<p>6 marks</p>	<p>Summarise</p>
<p>Wide-ranging summary of information and ideas. There will be a developing sense of coherence, rather than simple listing. The piece will be in continuous prose and there may be some use of own words.</p>	<p>5 marks</p>	<p>Select information and ideas</p>
<p>A clear attempt to select appropriate ideas and information. Many of these may be copied but they will be relevant and selected from more than one part of the source. Continuous prose will be used.</p>	<p>4 marks</p>	<p>Detect point of view/ implied meaning/ bias</p>
<p>Some attempt to select appropriate ideas and information but not using the whole source. There may be some irrelevance. Selection may be largely copied or listed.</p>	<p>3 marks</p>	
<p>Very limited selection of ideas and/or information, which may be listed.</p>	<p>1-2 marks</p>	
<p>Nothing relevant to reward / nothing taken from source/entire source copied</p>	<p>0 marks</p>	
<p><i>NB: Candidates are directed to write in continuous prose. Any answer which lists or numbers cannot achieve higher than 3 marks.</i></p>		
<p><i>NNB: The task is not to persuade people to support Book Aid International. Therefore, the bullet points under “How can you help?” are largely irrelevant to this task, other than the general point that supporting BAI need not be expensive.</i></p>		
<p><i>For full marks, answers should contain the implication that:</i></p> <ul style="list-style-type: none"> • we all have unread/unwanted books and it would be no great loss to us to sell them • we don’t appreciate or understand how vital books are to people like those in sub-Saharan Africa. <ul style="list-style-type: none"> • Many people in sub-Saharan Africa are illiterate (accept statistics); many of whom are women. • Many children do not go to school and many people cannot afford books. • Books enable people to access education and healthcare, give greater opportunities for employment. • Without books and the ability to read, people are excluded from understanding or taking part in social, political and economic discussions and decisions which affect their daily lives. • Books are essential to raise literacy levels and literacy is a fundamental human right. • The books sent are all new, carefully selected and wide-ranging. 		

<p>Question 16</p>	<p>You now have to compare the visual presentation of Source A and Source B.</p> <p>From your chosen source, select two examples of visual presentation and explain how each one works. Do not use the same explanation twice.</p>	
<p>Mark Scheme</p>	<p>Standard</p>	<p>Marks</p>
<p><i>Award two marks for each example with a reason up to four marks. Neither the device nor the reason may be used twice.</i></p> <p><i>NB: For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective.</i></p> <p><i>NNB:</i></p> <p><i>Where a candidate has not selected a preference in the comparison box, the following approach should be taken:</i></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 by reference to the source.</i> <p><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></p> <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 understand.</i> • <i>Pictures: The following generic comments are acceptable: “It makes it stand out/look attractive/more appealing/interesting”. “show you what <u>something in the</u> text looks like.”</i> • <i>Do not accept “The picture tells you what the text is about/the pictures relate to/give a clue about the text/subject matter/.”</i> 	<p>Compare texts and comment on how meaning is conveyed.</p>	<p>Up to 4 marks</p>

<p>Aspects of presentation in Source A (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • Large black headline with pun • Photograph of Frank Lampard with children participating in programme • Speech bubble with quote about reading • Variety of font sizes and styles • Blue colour in speech bubble <p>Eg <i>The speech bubble contains an inspirational quote which reminds the reader right at the end of the text of the importance of reading.</i></p> <p>Aspects of presentation in Source B (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • Orange colour • Book Aid International logo • Picture of a million books • Sub-headings • Bullet points (in shape of an open book) • Large title/heading <p>Eg <i>The orange colour is peaceful and reflects the colours in the logo, making people think they might get peace of mind if they helped to send books to developing countries</i></p>		
<p>Nothing relevant to award</p>		<p>0 marks</p>