



Functional Skills Certificate

English 47251/B

Reading Level 2

Mark Scheme

2011 examination - January series

Post Standardisation

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers.

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Functional English Marking Key Level 2

Level 2				January 2011
Source	Level	Qu	Key	Standards
A	2	1	A	identify the purpose of texts
A	2	2	D	obtain relevant information
A	2	3	C	how meaning is conveyed
A	2	4	B	detect point of view or bias
A	2	5	C	obtain relevant information from different types of texts
A	2	6	B	audience needs
B	2	7	A	identify the purpose of texts
B	2	8	B	obtain relevant information from different types of texts
B	2	9	D	obtain relevant information from texts
B	2	10	B	detect point of view
B	2	11	C	obtain relevant information from different types of texts
B	2	12	A	audience needs

Question	Mark scheme	Standard	Marks
<p>13.</p> <p>Sometimes texts have more than one purpose (e.g. to explain, to inform, to describe, to argue, to advise).</p> <p>Find two purposes which Source C has and then select some text to support what you find.</p>	<ul style="list-style-type: none"> Award one mark for identifying each purpose and one further mark for an appropriate selection up to 4 marks. <p>NB</p> <ul style="list-style-type: none"> Candidates must nominate a valid purpose and a quotation from the text which demonstrates that purpose. They must select the actual words from the text but should not be penalised for absence of quotation marks. It is therefore possible to award only zero, two or four marks for this question. <hr/> <p>Valid examples:</p> <p>Inform Text e.g. 'Some employers provide mobile phones'.</p> <p>Advise Text e.g. 'Using hands-free phone while driving should be discouraged'.</p> <p>Explain Text e.g. 'Using hands free doesn't reduce risk because the problems are mental distraction'.</p> <p>Explain Text e.g. 'A mobile phone will allow them to get help if they need it.'</p>	Identify the purposes of texts	Up to 4 marks
Zero mark band	Nothing relevant to reward		0 marks
Question	Mark scheme	Standard	Marks
<p>14.</p> <p>Look again at the information given in the Source C leaflet and think about how it would help you plan a presentation.</p> <p>You are going to do a Safe Driving talk to your class. Write down 6 things from the leaflet that you will include in your talk.</p> <ul style="list-style-type: none"> use only the material you have read from the leaflet select the information from the whole leaflet 	<ul style="list-style-type: none"> Award one mark for each thing to be included in the talk from the whole leaflet up to six marks. <p>NB</p> <ul style="list-style-type: none"> The response should be drawn from the whole text, not just the bullet point list which appears in paragraph 3. <hr/> <ul style="list-style-type: none"> Using a hand-held or hands-free phone when driving increases the risk of an accident. (two points) Having a mobile can be useful/helpful/safe for some drivers. People who use mobile phones are unsafe because they: Allow up to 4 items from the bullet point list Using a hands-free is also unsafe because of mental distraction Using a hands-free is unsafe because it causes divided attention Causing or permitting a driver to use a phone is also unsafe It's illegal to use your phone when driving Police check if in crash 	<p>Utilise relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses</p>	Up to 6 marks
Zero mark band	Nothing relevant to reward		0 marks

Question	Mark scheme	Standard	Marks
<p>15. Your school or college is having a Mobile Phone Awareness Day. You have been asked to write a leaflet which will be given out on the day.</p> <p>Look again at Source A and Source B. There are lots of ideas and information in these sources you could put in your leaflet.</p> <p>Select information and ideas from Source A and Source B to put in your leaflet.</p>	<ul style="list-style-type: none"> • <i>Award marks for selecting and utilising the information and ideas from both sources which shows ability to summarise ideas into the leaflet.</i> • <i>Some of the following points may appear. But candidates may select their own points and present them in their own way.</i> <p><i>NB</i></p> <ul style="list-style-type: none"> • <i>Two marks should be retained for being aware about the effects on the environment and the need for precautions about phone theft</i> <hr/> <ul style="list-style-type: none"> • Most people in the UK own a mobile and change them regularly. There are millions of mobile phones lying around not in use • These phones, as waste, are toxic and a potential hazard to humans and the environment which should be avoided • People should help the environment by recycling their mobile phones. They can get money for doing it. • Another risk with mobile phones is the risk of theft. Thousands of people are robbed every year. School children are the most vulnerable to theft. • People should be more aware of the risk of theft, take more precautions to protect their phone and Mobile phone companies should do more for the security of their products. • People need to follow phone safety tips, for example, not displaying your phone and locking it with a pin code. • You are doing yourselves and the planet a favour and saving yourself money if you keep your phone secure and recycle it when you change it. 	<p>Summarise</p> <p>Select information and ideas</p> <p>Detect point of view/ implied meaning/ bias</p>	<p>Up to 6 marks</p>
<p>Zero mark band</p>	<p>Nothing relevant to reward</p>		<p>0 marks</p>

Question	Mark scheme	Standard	Marks
<p>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</p> <p>Say which of the texts you think uses presentational devices more effectively and why.</p> <p>Support your answer with two examples.</p>	<ul style="list-style-type: none"> • Award two marks for each example with a reason up to four marks. <p>NB</p> <ul style="list-style-type: none"> • 'Paragraphs' is not, on its own, a presentational device. However, if the candidate makes reference to paragraphs which 'make it into sections/chunks/split it up/in parts...' in other words which relates to a visual effect, then that is valid. • There must be a link between the chosen presentational devices and the reason why each is effective for full marks. <hr/> <p>Presentational devices used in:</p> <p>Source A</p> <ul style="list-style-type: none"> • green font for recycling • pictorial of a tree • clear writing in paragraphs/sections/parts • a graph • titles <p>Source B</p> <ul style="list-style-type: none"> • bold font for the title • clear writing in sections/paragraphs/parts • side bar for information • coloured boxes • use of colour to highlight information <p>I prefer Source A because E.g. 1 It uses the picture of a tree which makes me think of recycling for the environment E.g. 2 It also uses a graph which backs up the information in the text. E.g. 3 Paragraphs which split up the text. This makes it easier to read. (nb. Paragraphs make it easier to read as a complete answer is 0)</p>	<p>Compare texts and comment on how meaning is conveyed</p>	<p>Up to 4 marks</p>
<p>Zero mark band</p>	<p>Nothing relevant to reward</p>		<p>0 marks</p>