Functional Skills

English

Level 2

Mark Scheme

Paper 1

Level 2 Functional Skills English: Reading
Mark Scheme

Question Number	Response	Marks	Scope of Study (SoS) Reference
	Text 1		
Q1	**Define one stage of the cloning process and explain two ways in which cloning may not be effective.** The student correctly defines one stage of cloning taken from the first paragraph of Text 1: ● Nucleus is removed from somatic cell ● Nucleus is inserted in another egg cell ● The egg is stimulated with an electric shock causing cell division ● Once divided the collection of cells is implanted into surrogate mother The student explains two ways presented in Text 1: ● Cloning requires undamaged cells so may not be effective for purpose for bringing back extinct animals ● Cats markings are created through specific and unique conditions in the womb which cannot be exactly replicated by a surrogate mother ● Animals nature and traits are learnt from environment rather than in their DNA ● Fewer than 5% of cloned embryos survive	**1** **1** **1** **1** **(max 1)** **1** **1** **1** **1** **(max 2)**	15
Q2	**What is the style of writing used in Source 1? Explain two features of the text that led to your decision.** The student correctly identifies the style of Source 1 as either		19

	● Formal ● Informative	**1** **1** **(max 1)**	

	The student correctly explains how the style can be identified.
	
	● Informative
	   - Use of facts and figures
	   - Use of footnotes
	   - Subheadings
	   - Balance of opinions
	
	● Formal
	   - Specialist language
	   - Lack of contractions
	   - Full and complex sentences used
	
	Accept other valid reasoning from the text.
		1
		1
		1
		1
		
		1
		1
		1
		(max 2)	

Q3	**Explain the benefit of the footnote used in Text 1.** Indicative content: ● It is a formal/informative piece. Footnotes are a technique used in these sources ● Increases the credibility of the information presented ● Gives the reader the opportunity to find out more information on the topic after reading the main text Accept other benefits relevant to the text	**1** **1** **1** **(max 1)**	**15**
	Text 2		
Q4	**Identify two organisational features in Text 2.** The student correctly identifies two organisational features, including, but not limited to: ● Subheadings ● Columns ● Bullet points ● Text boxes ● Website address	**1** **1** **1** **1** **1** **1**	**16**

	● Newsletter number 1 mark for each feature correctly identified, accept other valid responses based on the text.	**(max 2)**	
Q5	**'What gives us the right to make these massive decisions?'** **What is the effect of this rhetorical question from the text?** Student correctly identifies the effects of rhetorical questions in the text, including but not limited to: ● Creating interest in the reader about topic ● Encourages reader to ask questions of generally accepted practices ● Engages the reader about points being made earlier in the text ● Shows the reader the charity takes an active role in questioning ● It builds tension ● Creates sense that charity is involved/cares about the issue Accept any other valid response based on the text.	**1** **1** **1** **1** **(max 1)** **1** **1** **(max 1)**	**13**
	Text 3		
Q6	**Identify two textual features used in Text 3. Explain the effect these have on the reader.** Student correctly identifies two textual features used in Source 3, including but not limited to: ● Rhetorical questions ● Emotive language ● Opinion ● Personal pronouns	**1** **1** **1** **1** **1**	**14**

	- Direct address - Emoticons - Informal language Student correctly explains the effect of each textual feature identified: - Persuading reader of individual point - Encouraging the reader to think about the issue more carefully - Creating a sense of dialogue with the reader - Emphasises the emotion of the point being made - Engaging the reader personally	**1** **1** **(max 2)** **1** **1** **1** **1** **1** **(max 2)**	
Q7	**Identify one fact and one opinion stated in Text 3.** Student correctly identifies one fact: - Researchers have proven a small amount of human cells can be cloned - Meat from cloned animals is being sold in America - I recently had my cat Timmy cloned - The government has not yet banned cloning of pets Student correctly identifies one opinion: - Animal cloning is only the first small step for mankind - The only thing holding us back is moral based laws - People should be able to do whatever they please with their pets - We need people in charge who will actually make a change Accept any other valid fact or opinion from the text.	**1** **1** **1** **1** **(max 1)** **1** **1** **1** **1** **(max 1)**	**18b**

		Texts 1, 2, 3		
Q8		**Which text holds the least bias? Explain your choice using an example from each of the three texts.**		**17** and **18a**
		Either Source 1 and Source 3 can be considered correct.	**1 (max 1)**	
		● Source 1 examples may include but are not limited to		
		- use of facts and figures,	**1**	
		- informative tone	**1**	
		- format of scientific journal	**1**	
		- use of subheadings to prove the balance in arguments	**1**	
		-	**(max 1)**	
		● Source 3 examples may include but are not limited to		
		- multiple points of view shown	**1**	
		- format of internet forum means a balance of opinions is clear	**1**	
		- there is not a specific aim behind the format e.g Source 2 comes from an animal rights charity	**1**	
			(max 1)	
		● Source 2 is considered biased, examples may include but are not limited to		
		- Persuasive techniques used like emotive language, rhetorical questions, pictures	**1**	
		- Only one point of view is stated- unbalanced	**1**	
		- The source is an animal rights charity	**1**	
			(max 1)	
		Accept any other valid explanations based on either sources from the text.		
Q9		**Compare how cloning is portrayed in Text 2 and Text 3, using evidence from the text.**		**12**
		- Source 2. Cloning is presented negatively with a single point of view.	**1**	
		The author has conveyed this using:		

		- repetition, - emotive language (like tragically, drastically, torturous, huge), - rhetorical questions, - details on specific topics, - clear bias	**1** **1** **1** **1** **1** **(max 2)**	
		- Source 3. Cloning is presented with a mixed point of view. Multiple points of view are presented. Cloning is presented in a balanced way using: - personal pronouns, - stories or anecdotes which individualise experiences Cloning is presented in a negative way using: - rhetorical questions, - informal language, - digital emoticons Accept any other valid comparisons based on either sources from the text.	**1** **1** **1** **1** **1** **1** **(max 2)**	
Q10	**Explain why Text 1 is more detailed than Text 3, and explain the effect of this.** Student correctly explains why Text 1 is more detailed than Text 3: - It's a factual text so the level of detail improves its reliability. - It is a forum for sharing opinions, not facts that have to be proven. Accept any other valid explanation.	**1** **1** **(max 2)**	**11**

Q11	**Identify the aim of each text and compare the methods used by each author to achieve their aim.** Student correctly identifies the aim of each text, - Source 1 aim is to inform - Source 2 aim is to persuade - Source 3 aim is to show opinions Student lists one method for each text that is used to achieve these aims. Indicative content could include, - Source 1 - facts and figures, statistics, formal language - Source 2 - emotive language, repetition, rhetorical questions - Source 3 - informal language, opinions, personal pronouns Accept other valid reasoning based on the text	**(max 1)** **1** **1** **1** **(max 2)**	**12**

Level 2 Functional Skills English: Writing
Mark Scheme

	Writing Composition Total Marks Available- 18 60%			
Marks Available	**3**	**2**	**1**	**0**
SOS23 – clarity **Communicate information, ideas and opinions clearly, coherently and effectively**	The answer is clear throughout with no ambiguity present.	The answer is mostly clear and would be understood by those reading it. However, there may be occasional ambiguity or slight loss of meaning / clarity	The answer has occasional clarity but overall lacks enough clarity to be functional.	The answer lacks clarity to the extent that it does not make sense.
SOS24 – detail **Write text of an appropriate level of detail (and, where word count is stated, of appropriate length) to meet the needs of purpose and audience**	There is enough detail to fully meet the needs of purpose and audience. The answer considers all aspects of the question and addresses any bullet point advice given. Where a word count is given in the task, the length of the answer is within this word count.	There is enough detail to meet the needs of purpose and audience, although some non-essential detail may have been omitted. Where a word count is given in the task, the length of the answer is within 20 words of this word count.	There is a real effort made to include relevant detail but there is insufficient detail in the answer to meet the needs of purpose and/or audience. Where a word count is given in the task, the length of the answer is insufficient i.e. more than 50 words above or below this word count.	The answer lacks any relevant detail.

SOS25 – format **Organise writing for different purposes using appropriate format and structure**	See Appendix 1.	See Appendix 1.	See Appendix 1.	There is no real effort to format, or the incorrect format has been used.
SOS26 – visual organisation **Convey clear meaning and establish cohesion using organisational markers effectively**	The answer uses a range of fitting organisational / visual markers (e.g. bullet pointed lists, captions, display boxes, tables, sections, spacing etc) to help convey meaning.	The answer uses some organisational / visual markers.	There is a real effort made to use one or more organisational / visual markers	There is no real effort to use organisational markers in the answer.
SOS27 – register/ language **Use different language and register suited to audience**	The response uses appropriate language and register which is completely suited to the audience specified in the question.	The response uses mostly fitting language and register which would be acceptable to the audience specified in the question.	The response includes some fitting language and is in a register which would not affront the audience specified in the question.	The language and/or register is inappropriate throughout the answer.
SOS28 – construction **Construct complex sentences consistently and accurately, using paragraphs where appropriate**	The response includes complex sentences consistently and accurately. The response has used paragraphs fittingly throughout.	The response includes some complex sentences. There is a real effort made to divide content into fitting paragraphs	There is a real effort made to write at least one complex sentence. There is a real effort made to put related text together in paragraphs.	There is no real effort to use complex sentences or paragraphs.

Spelling, Punctuation and Grammar (SPaG)
Total Marks Available- 12
40%

Marks Available	4	3	2	1	0
SOS21 **Spell words use in work, study and daily life including a range of specialist words**	The student's spelling is consistently accurate, including complex and irregularly spelled words. Candidate has used a broad variety of words used in work, study and daily life, including a range of specialist words Any errors stand out as unrepresentative, one-off errors.	The student's spelling is mostly accurate, although there may be some flaws in complex and irregularly spelt words. Candidate has used a reasonable variety of words to suit the task. There may be occasional repeated mistakes.	The student's spelling of simple straightforward words is accurate throughout. There are flaws in less common or irregularly spelt words, which may be repeated throughout.	Some simple words are spelt correctly by the student.	The student's spelling is mostly faulty and affects the meaning of the text considerably.
SOS22 **Punctuate correctly using a wide range of punctuation markers**	The student's punctuation is accurate throughout. Candidate has used complex punctuation (e.g. colons, commas,	The student's punctuation is mostly accurate. Candidate has endeavoured to use more complex punctuation (e.g. colons,	The student's punctuation at the beginning and end of sentences is mostly accurate. There are minimal attempts made to use more complex punctuation.	The student's punctuation of some simple sentences is correct. Some	The student's punctuation is mostly faulty and affects the meaning of the text considerably.

	inverted commas, apostrophes and quotation marks) Any flaws stand out as unrepresentative, one-off errors.	commas, apostrophes), although there may be errors. There are few or no flaws in sentence separation and the use of upper case for personal pronouns.	Any flaws in the use of upper case for the personal pronoun stand out as unrepresentative errors	endeavour to use upper case for the personal pronoun.	
SOS20 **Use correct grammar and modality devices**	The student's grammar is accurate throughout. Candidate has used complex grammar accurately (e.g. subject-verb agreement, consistent use of a variety of tenses, definite and indefinite articles) and modality devices appropriately (e.g. to express probability or desirability). Any errors stand out as unrepresentative, one-off errors.	The student's grammar is mostly accurate. Candidate has endeavoured to ensure subject-verb agreement is mostly accurate. There might not be a variety of tenses used but those that are correct, including the use of definite and indefinite articles. The candidate may not have used modality devices or not used them fittingly.	The student's basic grammar is correct e.g. the formation of the present tense and subject-verb agreement of straightforward simple nouns. There is some endeavour to use articles correctly but there might be flaws, inconsistencies and occasional omissions.	Some grammar is correct but there are frequent flaws or omissions.	The student's grammar is mostly faulty and affects the meaning of the text considerably.

Level 2 Functional Skills English: Writing Appendix

	Writing Appendix			
	Marks Available			
Format Required	**3**	**2**	**1**	**0**
Letter	-Sender's address (without name) -Recipient address -Date -Greeting & matching close followed by name of sender	-Sender's address (with or without name) and any two of the following formatting features: -Recipient address -Date -Greeting & matching close followed by name of sender	-Sender's address (with or without name) only	-No real effort made to at format OR incorrect format used OR no sender's address (with or without name)
Formal Report	-Fitting title -Fitting subheadings -Any one of the following formatting features -Numbered sections -Bullet points -Progressive indentation	-Fitting title and any two of the following formatting features: -Fitting sub-heading/s -Numbered sections -Bullet points -Progressive indentation	-Fitting title	-No real effort made to format OR incorrect format used OR no title.
Newspaper Article	-Fitting title -Attribution -Strapline	-Fitting title and any two of the following formatting features: -Attribution	-Fitting title	-No real effort made to format OR incorrect format used OR no title.

	-Subheading/s	-Strapline -Subheading/s		
Email	-To (email address) -Subject -Fitting greeting and close -Name of sender at end	-To (email address) and any two from the following: -Subject -Fitting greeting and close -Name of sender at end	-To (email address)	-No real effort made to format OR incorrect format used OR no inclusion of who the email is to.
Leaflet	-Fitting title -Subheadings -Sections / paragraphs -Contact details	-Fitting title and any two of the following formatting features: -Subheadings -Sections/paragraphs	-Fitting title	-No real effort made to format OR incorrect format used OR no sender's address (with or without name)