

Functional Skills

English

Level 2

Mark Scheme

OPEN AWARDS

Paper 1



**Level 2 Functional Skills English: Reading
Mark Scheme**

Question Number	Response	Marks	Scope of Study (SoS) Reference
Text 1			
<p>Q1</p>	<p>Define one stage of the cloning process and explain two ways in which cloning may not be effective.</p> <p>The student correctly defines one stage of cloning taken from the first paragraph of Text 1:</p> <ul style="list-style-type: none"> ● 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 <p>The student explains two ways presented in Text 1:</p> <ul style="list-style-type: none"> ● 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 	<p>1 1 1 1 (max 1)</p> <p>1 1 1 1 (max 2)</p>	15
<p>Q2</p>	<p>What is the style of writing used in Source 1? Explain two features of the text that led to your decision.</p> <p>The student correctly identifies the style of Source 1 as either</p>		19

	<ul style="list-style-type: none"> ● Formal ● Informative <p>The student correctly explains how the style can be identified.</p> <ul style="list-style-type: none"> ● Informative <ul style="list-style-type: none"> - Use of facts and figures - Use of footnotes - Subheadings - Balance of opinions ● Formal <ul style="list-style-type: none"> - Specialist language - Lack of contractions - Full and complex sentences used <p>Accept other valid reasoning from the text.</p>	<p>1 1 (max 1)</p> <p>1 1 1 1</p> <p>1 1 1 (max 2)</p>	
Q3	<p>Explain the benefit of the footnote used in Text 1.</p> <p>Indicative content:</p> <ul style="list-style-type: none"> ● 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 <p>Accept other benefits relevant to the text</p>	<p>1 1 1 (max 1)</p>	15
Text 2			
Q4	<p>Identify two organisational features in Text 2.</p> <p>The student correctly identifies two organisational features, including, but not limited to:</p> <ul style="list-style-type: none"> ● Subheadings ● Columns ● Bullet points ● Text boxes ● Website address 	<p>1 1 1 1 1 1</p>	16

	<ul style="list-style-type: none"> • Newsletter number <p>1 mark for each feature correctly identified, accept other valid responses based on the text.</p>	(max 2)	
Q5	<p>‘What gives us the right to make these massive decisions?’</p> <p>What is the effect of this rhetorical question from the text?</p> <p>Student correctly identifies the effects of rhetorical questions in the text, including but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>Accept any other valid response based on the text.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p> <p>1</p> <p>1</p> <p>(max 1)</p>	13
Text 3			
Q6	<p>Identify two textual features used in Text 3. Explain the effect these have on the reader.</p> <p>Student correctly identifies two textual features used in Source 3, including but not limited to:</p> <ul style="list-style-type: none"> • Rhetorical questions • Emotive language • Opinion • Personal pronouns 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	14

	<ul style="list-style-type: none"> ● Direct address ● Emoticons ● Informal language <p>Student correctly explains the effect of each textual feature identified:</p> <ul style="list-style-type: none"> ● 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 	<p style="text-align: center;">1 1 (max 2)</p> <p style="text-align: center;">1 1 1 1 1 (max 2)</p>	
<p>Q7</p>	<p>Identify one fact and one opinion stated in Text 3.</p> <p>Student correctly identifies one fact:</p> <ul style="list-style-type: none"> ● 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 <p>Student correctly identifies one opinion:</p> <ul style="list-style-type: none"> ● 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 <p>Accept any other valid fact or opinion from the text.</p>	<p style="text-align: center;">1 1 1 1 (max 1)</p> <p style="text-align: center;">1 1 1 1 (max 1)</p>	<p style="text-align: center;">18b</p>

Texts 1, 2, 3			
Q8	<p>Which text holds the least bias? Explain your choice using an example from each of the three texts.</p> <p>Either Source 1 and Source 3 can be considered correct.</p> <ul style="list-style-type: none"> ● Source 1 examples may include but are not limited to <ul style="list-style-type: none"> - use of facts and figures, - informative tone - format of scientific journal - use of subheadings to prove the balance in arguments - ● Source 3 examples may include but are not limited to <ul style="list-style-type: none"> - multiple points of view shown - format of internet forum means a balance of opinions is clear - there is not a specific aim behind the format e.g Source 2 comes from an animal rights charity ● Source 2 is considered biased, examples may include but are not limited to <ul style="list-style-type: none"> - Persuasive techniques used like emotive language, rhetorical questions, pictures - Only one point of view is stated- unbalanced - The source is an animal rights charity <p>Accept any other valid explanations based on either sources from the text.</p>	<p>1 (max 1)</p> <p>1 1 1 1 (max 1)</p> <p>1 1 1 (max 1)</p> <p>1 1 1 (max 1)</p>	17 and 18a
Q9	<p>Compare how cloning is portrayed in Text 2 and Text 3, using evidence from the text.</p> <ul style="list-style-type: none"> - Source 2. Cloning is presented negatively with a single point of view. <p>The author has conveyed this using:</p>	<p>1</p>	12

	<ul style="list-style-type: none"> - repetition, - emotive language (like tragically, drastically, torturous, huge), - rhetorical questions, - details on specific topics, - clear bias <p>- Source 3.</p> <p>Cloning is presented with a mixed point of view. Multiple points of view are presented.</p> <p>Cloning is presented in a balanced way using:</p> <ul style="list-style-type: none"> - personal pronouns, - stories or anecdotes which individualise experiences <p>Cloning is presented in a negative way using:</p> <ul style="list-style-type: none"> - rhetorical questions, - informal language, - digital emoticons <p>Accept any other valid comparisons based on either sources from the text.</p>	<p>1 1 1 1 1</p> <p>(max 2)</p> <p>1</p> <p>1 1</p> <p>1 1 1</p> <p>(max 2)</p>	
<p>Q10</p>	<p>Explain why Text 1 is more detailed than Text 3, and explain the effect of this.</p> <p>Student correctly explains why Text 1 is more detailed than Text 3:</p> <ul style="list-style-type: none"> - 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. <p>Accept any other valid explanation.</p>	<p>1 1</p> <p>(max 2)</p>	<p>11</p>

**Level 2 Functional Skills English: Writing
Mark Scheme**

**Writing Composition
Total Marks Available- 18
60%**

Marks Available	3	2	1	0
<p>SOS23 – clarity</p> <p>Communicate information, ideas and opinions clearly, coherently and effectively</p>	<p>The answer is clear throughout with no ambiguity present.</p>	<p>The answer is mostly clear and would be understood by those reading it.</p> <p>However, there may be occasional ambiguity or slight loss of meaning / clarity</p>	<p>The answer has occasional clarity but overall lacks enough clarity to be functional.</p>	<p>The answer lacks clarity to the extent that it does not make sense.</p>
<p>SOS24 – detail</p> <p>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</p>	<p>There is enough detail to fully meet the needs of purpose and audience.</p> <p>The answer considers all aspects of the question and addresses any bullet point advice given.</p> <p>Where a word count is given in the task, the length of the answer is within this word count.</p>	<p>There is enough detail to meet the needs of purpose and audience, although some non-essential detail may have been omitted.</p> <p>Where a word count is given in the task, the length of the answer is within 20 words of this word count.</p>	<p>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.</p> <p>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.</p>	<p>The answer lacks any relevant detail.</p>

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

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

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

	<p>inverted commas, apostrophes and quotation marks)</p> <p>Any flaws stand out as unrepresentative, one-off errors.</p>	<p>commas, apostrophes), although there may be errors.</p> <p>There are few or no flaws in sentence separation and the use of upper case for personal pronouns.</p>	<p>Any flaws in the use of upper case for the personal pronoun stand out as unrepresentative errors</p>	<p>endeavour to use upper case for the personal pronoun.</p>	
<p>SOS20</p> <p>Use correct grammar and modality devices</p>	<p>The student's grammar is accurate throughout.</p> <p>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).</p> <p>Any errors stand out as unrepresentative, one-off errors.</p>	<p>The student's grammar is mostly accurate.</p> <p>Candidate has endeavoured to ensure subject-verb agreement is mostly accurate.</p> <p>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.</p>	<p>The student's basic grammar is correct e.g. the formation of the present tense and subject-verb agreement of straightforward simple nouns.</p> <p>There is some endeavour to use articles correctly but there might be flaws, inconsistencies and occasional omissions.</p>	<p>Some grammar is correct but there are frequent flaws or omissions.</p>	<p>The student's grammar is mostly faulty and affects the meaning of the text considerably.</p>

**Level 2 Functional Skills English: Writing
Appendix**

Writing Appendix

Writing Appendix				
	Marks Available			
Format Required	3	2	1	0
Letter	<ul style="list-style-type: none"> -Sender's address (without name) -Recipient address -Date -Greeting & matching close followed by name of sender 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -Sender's address (with or without name) only 	<ul style="list-style-type: none"> -No real effort made to at format OR incorrect format used OR no sender's address (with or without name)
Formal Report	<ul style="list-style-type: none"> -Fitting title -Fitting subheadings -Any one of the following formatting features -Numbered sections -Bullet points -Progressive indentation 	<ul style="list-style-type: none"> -Fitting title and any two of the following formatting features: -Fitting sub-heading/s -Numbered sections -Bullet points -Progressive indentation 	<ul style="list-style-type: none"> -Fitting title 	<ul style="list-style-type: none"> -No real effort made to format OR incorrect format used OR no title.
Newspaper Article	<ul style="list-style-type: none"> -Fitting title -Attribution -Strapline 	<ul style="list-style-type: none"> -Fitting title and any two of the following formatting features: -Attribution 	<ul style="list-style-type: none"> -Fitting title 	<ul style="list-style-type: none"> -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)



PASS
FUNCTIONAL
SKILLS

"It's the possibility of having a dream come true that makes life interesting."- Paul Coelho