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# FUNCTIONAL SKILLS CERTIFICATE

## Functional English

### 47251

COMPONENT 1 READING LEVEL 2

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Mark scheme

January 2017

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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](http://aqa.org.uk)

## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

## Reading Level 2 Marking Key

Source	Level	Qu	Key	Standards
A	2	1	B	Identify main purposes
Source	Level	Qu	Key	Standards
A	2	2	A	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	D	How meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	4	C	Detect implied meaning
Source	Level	Qu	Key	Standards
A	2	5	B	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	6	C	Suitable response
Source	Level	Qu	Key	Standards
B	2	7	D	Identify purposes of texts
Source	Level	Qu	Key	Standards
B	2	8	C	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	9	D	How meaning is conveyed
Source	Level	Qu	Key	Standards
B	2	10	C	Recognise implied meaning and bias
Source	Level	Qu	Key	Standards
B	2	11	A	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	12	D	Audience needs

<b>Question 13</b>	<p>Sometimes texts have more than one purpose (e.g. to explain, to inform, to describe, to argue, to persuade, to advise, to entertain, to narrate, to instruct).</p> <p>From the list above, find <b>two</b> purposes which <b>Source C</b> has and then select a short quotation as evidence for each purpose.</p>	
<b>Mark Scheme</b>	<b>Marks</b>	<b>Standard</b>
<p><i>In each section, award one mark for each correct purpose identified (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/instruct</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><b>Up to 4 marks</b></p>	<p>Identify purposes of texts</p>
Nothing relevant to award	<b>0 marks</b>	

**Question 13 - Annotated Source C****Acceptable purposes in this text:** *Inform/explain/describe/persuade/instruct*

Ashurst campsite is a rich blend of the true forest camping experience (*desc*) alongside traditional open pitches. (*inf/desc*) Dotted with ancient oaks, (*inf/desc*) which become denser as you close in on the forest's edge, (*inf/expl*) this stunning site has a unique character (*pers/desc*) which allows you to truly soak up the New Forest ambience (*pers/desc*).

Set on the edge of a small area of woodland (*desc/inf*) known as Ashurst Wood, (*both clauses together inf/exp*) our Ashurst campsite is a short walk from an expanse of New Forest heathland (*inf*) criss-crossed with tracks (*inf/desc*) perfect for walking or cycling. (*pers/inf*) One of the best ways to see the New Forest is by bike. (*inf/pers*) Cycle hire is available from Forest Leisure Cycling in Burley, (*inf*) with rides and bikes for all ages! (*inf. Whole sentence expl*)

Ashurst campsite boasts 280 standard pitches, (*inf*) ranging from open spaces to peaceful secluded spots/ amongst the trees. (*desc/inf. Whole sentence exp/desc*) [Just a five minute stroll away is] the pretty village of Ashurst, (*desc*) (*inf with first phrase included*) where you will find shops, traditional pubs and welcoming restaurants. (*inf/exp. Either or both of final two phrases in isolation = desc*) [If you're looking for some seaside fun], Lymington is a beautiful Georgian market town (*desc/pers. With first clause – exp*) surrounded by nature (*desc*) with a weekly indoor Saturday market. (*inf Whole sentence inf/desc*)

[With the forest so close by], you'll never be short of things to do. (*inf/pers*) (*Whole sentence inf/expl*) Enjoy a fantastic family day out (*pers*) with Longdown Activity Farm (*both clauses inf*) and meet a variety of farm animals, from ducks to ponies. (*exp/inf*) Our Forest Ranger Activities are back for 2015, (*inf*) and they're better than ever. (*pers*) You can take part in these wonderful family events (*pers/inf*) at four of our New Forest sites. (*Whole sentence inf/pers*)

Perfect for families, (*pers*) Paultons Family Theme park is a great day out. (*pers*) Paultons Park is host to more than 60 additional rides and attractions. (*inf/pers*) Try some exciting outdoor activities (*pers/instruct*) such as archery, bushcraft or family combat games, (*with first clause – exp*) or take part in a full day of adventure. (*inf/pers*) Take a tour around Ringwood Brewery (*instruct*) and try their locally brewed Best Bitter. (*inf/instruct. Whole sentence pers/instruct*)

Clean, friendly and peaceful, Ashurst is the secluded campsite you've been looking for. (*First phrase, second clause or whole sentence – desc/pers*).

<b>Question 14</b>	<p>Look again at the information given in <b>Source C</b>.</p> <p>Your Head of Geography is organising a camping field trip to the New Forest. You have been asked to find out about things to do in the area.</p> <p>From <b>Source C</b>, select <b>six</b> outdoor activities someone could do while staying at Ashurst campsite.</p> <p>Use <b>only</b> the material in the source text. Select the information from the <b>whole</b> of the source.</p>	
<p><b>Mark Scheme</b></p> <p><b>Award one mark for each thing to be included up to 6 marks.</b></p> <p><b>Candidates may bunch points and this is acceptable up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</b></p> <p><b>NB – answers must include a verb</b> except where otherwise indicated <b>NNB – the question specifies outdoor activities</b> so no reference to restaurants, breweries, markets etc is valid.</p> <ul style="list-style-type: none"> <li>• Walking//explore the woodland/New Forest trails</li> <li>• Cycling/<b>hire</b> a cycle//explore the New Forest trails NB: <i>Do not accept “Cycle hire/cycle hire is available”</i> <i>Generic “explore New Forest trails can only be accepted once</i></li> <li>• Visit Ashurst village</li> <li>• Visit <b>Lymington</b>/enjoy seaside fun at <b>Lymington</b>/visit the Georgian town of <b>Lymington</b></li> <li>• Visit Longdown Activity Farm/meet the animals (ducks/ponies) <b>at Longdown Activity Farm</b></li> <li>• Take part in Forest Ranger activities</li> <li>• Visit Paultons Park</li> <li>• Archery//bushcraft//family combat games//adventure days <b>NB: No verb needed but maximum of 2 from this list</b></li> </ul>	<p><b>Marks</b></p> <p><b>Up to 6 marks</b></p>	<p><b>Standard</b></p> <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	<b>0 marks</b>	





<b>Question 15</b>	<p>Your school or college Careers Adviser is looking into summer job opportunities and has asked you to find out about Camp America.</p> <p>Using the information and ideas in <b>Source B</b>, summarise the ways in which working at Camp America could help someone’s personal development.</p> <p>Your summary should be a continuous piece of writing.</p>	
<b>Mark scheme</b>	<b>Marks</b>	<b>Standard</b>
A full and comprehensive, coherent summary 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.	<b>6 marks</b>	Summarise
Wide-ranging summary of information and ideas, including positive, negative and advisory. 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.	<b>5 marks</b>	Select information and ideas
A clear attempt to select and summarise 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.	<b>4 marks</b>	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. Selection may be largely copied or listed.	<b>3 marks</b>	
Very limited selection of ideas and/or information, which may be listed.	<b>1-2 marks</b>	
Nothing relevant to reward / nothing taken from source/entire source copied.	<b>0 marks</b>	
<p><b>Content</b></p> <p><b>NB: Candidates are direct to write in continuous prose. Any answer which lists or numbers cannot achieve higher than 3 marks.</b></p> <p><i>Please mark using a tick for a valid point/activity and /Implication for elaboration/interpretation of how the element/activity will aid personal development</i></p> <p>Answers may contain some of the following elements:</p> <ul style="list-style-type: none"> <li>• The opportunity to share one’s own culture and traditions with others.</li> <li>• The chance to work as part of a team/be reliable for team mates/learn together</li> <li>• Shows drive and ambition/confidence and desire to do something different</li> <li>• Shows independence and responsibility.</li> <li>• Gives the opportunity to be a role model and leader.</li> <li>• Gain experience and qualities which will upgrade your CV.</li> <li>• Develop physical skill by taking part in activities. (implication)</li> <li>• Opportunity to travel (explicit) /widen horizons (implication)</li> </ul> <p><b>NB: Elements of the text which relate to having fun or practical matters such as food and accommodation (mainly in penultimate paragraph) are not relevant to the task. Inclusion of these would indicate a lack of summary.</b></p>		

<b>Question 16</b>	<p>You now have to compare the visual presentation of <b>Source A</b> and <b>Source B</b>.</p> <p>From your chosen source, select <b>two</b> examples of visual presentation and explain how each one works. Do not use the same explanation twice.</p>		
<p><b>Mark Scheme</b></p> <p>Award <b>two</b> marks for each example <b>with a reason up to four marks</b>. Neither the device nor the reason may be used twice.</p> <p><b>NB</b> For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective.</p> <p><b>NNB</b> 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"> <li>• Answer itself refers to a source, mark as normal.</li> <li>• 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.</li> <li>• 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.</li> </ul> <ul style="list-style-type: none"> <li>• Paragraphs are not acceptable as a presentational device</li> <li>• 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).</li> <li>• Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to understand.</li> <li>• Pictures/Colour : Comments on pictures or colour should be specific and related to the subject matter of the text.</li> <li>• Apply the following test: If the named device appears in the text, award 1 mark. If the explanation/reason which follows shows no evidence that the candidate is commenting <b>on this particular text</b>, withhold the 2<sup>nd</sup> mark.</li> </ul> <ul style="list-style-type: none"> <li>• Do not accept “The picture tells/shows you what the text is about.”</li> <li>• Do not accept a simple description of what is in the picture or identification of the colour as an explanation of effectiveness.</li> </ul>	<p><b>Standard</b></p> <p>Compare texts and comment on how meaning is conveyed.</p>	<p><b>Marks</b></p> <p><b>Up to 4 marks</b></p>	

<p><b>Aspects of presentation in Source A (any other valid points may be accepted):</b></p> <ul style="list-style-type: none"> <li>• Threatening weather/grey skies in picture at top of source</li> <li>• Overall feel of picture with tents dwarfed by lowering sky</li> <li>• Picture of family in tent peering out at rain and wearing glum expressions</li> <li>• Title/headline (has alliteration and possibly hints of fun)</li> <li>• Grey font in headline</li> </ul> <p><i>e.g. – The grey skies in the first picture link to the subject of the source and reflect a dismal mood such as a camper might feel if the weather were bad.</i></p> <p><b>Aspects of presentation in Source B (any other valid points may be accepted):</b></p> <ul style="list-style-type: none"> <li>• Title – Camp America in red and blue to pick up colours of American flag</li> <li>• Webpage banner showing Stars &amp; Stripes waving in the wind with a hint of sunset.</li> <li>• Webpage/hyper links <b>in blue</b></li> <li>• Quotation in handwriting/pullquote// in (blue) shaded/text box</li> <li>• Collage of fun, colourful pictures</li> </ul> <p><i>e.g. The picture collage reflects several aspects of the text and shows participants at Camp America having fun, helping children and enjoying spectacular scenery, exemplifying some of the benefits of taking part.</i></p>		
Nothing relevant to award		<b>0 marks</b>