



FUNCTIONAL SKILLS CERTIFICATE FUNCTIONAL ENGLISH

47201

COMPONENT 1 READING LEVEL 1

Mark scheme

March 2018

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

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 1 Marking Key

Source	Level	Qu	Key	Standards
A	1	1	C	Identify main points
Source	Level	Qu	Key	Standards
A	1	2	D	Read and understand texts in detail
Source	Level	Qu	Key	Standards
A	1	3	B	Read and understand texts in detail
Source	Level	Qu	Key	Standards
A	1	4	D	Identify main points
Source	Level	Qu	Key	Standards
A	1	5	A	Read and understand texts in detail
Source	Level	Qu	Key	Standards
A	1	6	D	Suitable response

Question 7	<p>Your school or college is holding a special Cyber Security Day for parents and students. You have been asked to create a PowerPoint about the use of passwords.</p> <p>Use Source B to help you choose what to put in your PowerPoint.</p> <p>You should include: 7(a) four things which could happen to someone who does not have a strong password. 7(b) four things people should not do when creating and using passwords. [4marks each]</p>								
Mark Scheme	<table border="1"> <thead> <tr> <th data-bbox="1121 528 1289 568">Standard</th> <th data-bbox="1289 528 1437 568">Marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="1121 580 1289 741">Utilise information contained in texts</td> <td data-bbox="1289 580 1437 741"></td> </tr> <tr> <td data-bbox="1121 752 1289 824">Respond to texts</td> <td data-bbox="1289 752 1437 824"></td> </tr> <tr> <td data-bbox="1121 835 1289 958">Understand texts in detail</td> <td data-bbox="1289 835 1437 958"></td> </tr> </tbody> </table>	Standard	Marks	Utilise information contained in texts		Respond to texts		Understand texts in detail	
Standard	Marks								
Utilise information contained in texts									
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<ul style="list-style-type: none"> • Candidates may not present the four points for 7(a) and the four points for 7(b) neatly on the lines provided. Instead they may ‘bunch up’ the points. • The maximum mark is 4 for each part even if more than four valid points have been made. • Points that belong in 7(a) but appear in the answer to 7(b) and vice-versa are not to be rewarded. • Examiners are reminded that slashes (/ or //) indicate alternative options, only one of which can be accepted. • Emboldened or underlined text must be included in the answer. • Brackets indicate optional content. <p>(a) Award one mark for each of four things which could happen to someone who does not have a strong password.</p> <p>Do not accept “passwords can be guessed/broken” NB: There must be reference to an agent (who is committing the action). Thus “commit fraud” = 0m</p> <ul style="list-style-type: none"> • People/they/someone could (impersonate you to) commit fraud • People/they/someone could access/open/break/hack into your bank account //steal your bank account details/information//steal your money/buy things from your bank account • People/they/someone could use your credit card to buy goods online • People/they/someone could access social media sites/profiles AND post pictures/send messages(pretending to be you). DNA “look at pictures” • People/they could obtain private information (from your computer) • People/they could send emails in your name/from your account <p>(b) Award one mark for each of four things people should not do when creating and using passwords.</p> <p>NB: Candidates do not have to specify “Don’t” as this is assumed from the stem question.</p> <ul style="list-style-type: none"> • Don’t change letters to numbers • Don’t use names associated with your family/mother’s maiden name/favourite pet name • Don’t use passwords based on your place of work/football team/birthday/date of birth <p>Do not accept “personal information” for each of the above two bullet points. Answers must be specific</p> <ul style="list-style-type: none"> • Don’t tell anyone your password • Don’t use a short password/a password with fewer than 8 characters • Don’t choose an easy password/a password that’s easy to work out • Don’t enter your password when others can see what you are typing. 	<p style="text-align: center;">Up to 4 marks</p> <p style="text-align: center;">Up to 4 marks</p>								

Nothing relevant to award		0 marks

Question 8	Look at the way Source B has been presented. List two ways it has been presented and say why each one would make it easy for people to understand. [4 marks]	
Mark Scheme	Standard	Marks
<ul style="list-style-type: none"> Award up to two marks for each response up to FOUR marks. Candidates may express the ideas below in their own words. Candidates may 'bunch' their answers. This is allowed. There must be a valid link between the chosen presentational device and the reason why it would 'make it easy for people to understand', to get the two marks. 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(mark awarded for identification of "heading"). Pictures & Colour: All comments explaining why these devices make the text easier to understand must refer to the specific picture/colour in the text. Comments which could apply to any text are not to be accepted. <i>Apply the following test:</i> <i>If the named device appears in the text, award 1 mark.</i> <i>If the explanation/reason which follows shows no evidence that the candidate is commenting on this particular text, withhold the 2nd mark.</i> Do not accept 'The picture tells you what the text is about.' Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to understand. Do not accept a simple description or account of what is in the picture as an explanation of why it makes it easier to understand the text. <p>Presentational devices in Source B:</p> <p>NB: Do Not Accept "paragraphs" Possible answers include:</p> <ul style="list-style-type: none"> Sections/text boxes/boxes break up the information into manageable chunks. Do not accept "make the text easier to read" Gold gradient background suggests importance of advice Cartoon images/pictures/drawings of strong and weak men add touch of humour and reinforce importance of strength in passwords Tick and cross reinforce idea of dos and don'ts Word cloud introduces topic in unusual, vivid way <p>NB: Accept other credible/valid names eg montage, thought shower</p> <p>NB – Do not accept title/titles/heading (singular)</p> <ul style="list-style-type: none"> Sub-titles/headingS help to navigate through the text 	<p>Identify how texts are presented</p> <p>Respond to texts</p>	Up to 4 marks
Nothing relevant to award		0 marks