Functional Skills Certificate

FUNCTIONAL ENGLISH

47201

COMPONENT 1 READING LEVEL 1

Mark scheme

November 2017

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.

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

Question 7	You have been asked to help organise a day trip to Blackgang Chine for students from your local junior school.
	From **Source B** select some information to help the school plan the trip.
	You should include:
	7a) four activities students could do at Blackgang Chine**.**
	7b) **four** pieces of practical information the trip organiser would need to know. [4 marks]

Mark Scheme	Standard	Marks

• Award one mark for each of *four activities students could do at Blackgang Chine* up to a **maximum of 4 marks.**
 • Award one mark for each of **four** *pieces of practical information needed to organise the trip* **up to a maximum of 4 marks.**
 NB.
 • *Candidates may not present the four points for 7a and the four points for 7b neatly on the lines provided. Instead they may ‘bunch’ the points. This is allowed within each part of the question **up to a maximum of 2**.*
 • *The maximum mark is 4 for each part even if more than four valid points have been made.*
 • *Points that belong in 7a but appear in the answer to 7b 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.*
 	
 7a)
 • **Fight** pirates (on board your own ship)//play on/visit the (pirate) ship/boat
 • **Be** a sheriff (in Wild West town)//visit/play in WWest Town
 • **Be** a fairy princess (in your own castle)// go to/visit/play in the (fairy) castle
 • **Escape** from/look at the (life-size moving) dinosaurs
 • **(**Enter the) Hall of Mirrors
 *Accept any reasonable activity which could be done in the **Hall of Mirrors if accompanied by the name***
 • **(**Crawl inside**/**into the) Mouth of Hell
 • *Accept any reasonable activity which could be done in the **Mouth of Hell if accompanied by the name***
 	
 7b)
 	
 • **Special rates** (available) for groups **of 15 (**or more)
 • 1 free leader for every 10 paid children
 • Some indoor attractions/rides close up to 45 minutes before park shuts
 • Ride operating times/café facilities/shop opening times **vary** (depending on time of season)
 • Last admission is 1 hour before stated closing time
 • Disabled toilets are available
	Utilise information contained in texts
	
	 Respond to texts
	
	 Understand texts in detail
		Up to 4 marks
		
		 Up to 4 marks

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.		
Mark Scheme		**Standard**	**Marks**
• 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 must refer to the specific picture/colour in the text. Comments which could apply to any text are not to be accepted.** Do not accept a simple description of what is in the picture as an explanation of why it makes the text easier to understand. 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. ***Presentational devices in Source B**:* • Logo/Title/Heading of Blackgang Chine is colourful and exciting and makes the theme park feel like a good place to visit. N**B:** *Some candidates may refer to "Step into the world of imagination" as a heading. This is acceptable but comments must refer to what the words say eg "The heading contains an invitation to come to the park and is persuasive". Do not accept "Tells you what the text is about" for either the heading or the logo.* • Cartoon-type picture/animated characters at end of source shows some of the activities available, makes the park look fun and appeals to children. • (Purple) speech bubble is exciting/persuasive invitation • Purple and blue colours throughout the text reflect the colours in the logo. • Bullet points present the different prices clearly and make it easier to distinguish between them • Bullet points in shape of skull and crossbones reflect idea of pirates • Paragraphs/sections make it easier to read. • Subheadings break up the text/tell the reader what the next section is about.	Identify how texts are presented Respond to texts	**Up to 4 marks**
Nothing relevant to award		**0 marks**