



Functional Skills Certificate

Functional English

47251

COMPONENT 1 READING LEVEL 2

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.

Reading Level 2 Marking Key

Source	Level	Qu	Key	Standards
A	2	1	D	Identify main purposes
Source	Level	Qu	Key	Standards
A	2	2	C	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	A	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	D	Suitable response

Source	Level	Qu	Key	Standards
B	2	7	C	Identify purposes of texts
Source	Level	Qu	Key	Standards
B	2	8	D	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	9	A	How meaning is conveyed
Source	Level	Qu	Key	Standards
B	2	10	B	Recognise implied meaning and bias
Source	Level	Qu	Key	Standards
B	2	11	D	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	12	B	Audience needs

Question 13	<p>Sometimes texts have more than one purpose (eg to explain, to inform, to describe, to argue, to persuade, to advise, to entertain, to narrate, to instruct, to advertise).</p> <p>From the list above, find two purposes which Source C has and then select a short quotation as evidence for each purpose.</p> <p style="text-align: right;">[4 marks]</p>	
Mark Scheme	Marks	Standard
<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: 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></p> <p><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>Where candidates select two purposes in the same space, accept only the first one.</p>	Up to 4 marks	Identify purposes of texts
Nothing relevant to award	0 marks	

Acceptable purposes in this text: inf/expl/instruct/desc/pers

When you're waiting in the cold (*desc*) for your next bus home, getting soaked by the rain, (*desc*) don't you just wish you were working in the sun away from it all? (*desc/pers*) If working in your favourite destination sounds like a dream rather than a travel job, (*desc*) why not consider becoming a holiday rep? (*pers Both whole sentences pers*)

Anyone with a love of travel, / bags of energy, / plenty of initiative, polished customer service skills / and lots of patience (*desc*) will make a first-class holiday rep. (*main clause + any example - inf/expl*)

Your day will usually start with meeting the excited new arrivals (*inf/desc*) [at the airport] and overseeing transfers to their accommodation. (*whole sentence inf*) You're the first point of contact for customers (*inf*) so be prepared! (*inst. Whole sent inst/expl*)

You'd be forgiven for thinking it was all sunbathing and partying, (*desc*) but you'd be wrong, (*first 2 clauses together inf*) it's as much hard work as it is fun. (*inf*)

[Once in resort,] you may need to give an introductory talk on the facilities and the area. (*inf. Whole sentence inf/expl*) Sometimes you may need to accompany holidaymakers on excursions // and you will definitely be expected to help arrange entertainment. (*either clause inf*)

[By meeting and dealing with a range of different people], you will gain valuable work experience. (*inf. Whole sentence inf/explain*) Holidays rarely run completely smoothly (*inf*) and you may need to deal with unexpected dilemmas (*inf*) from lost passports to medical emergencies, (*2nd + 3rd clause expl*) so be prepared to answer questions // and resolve problems. (*Either clause / inst. Whole sent expl // inst*) This will give you the chance to learn and practise a new language. (*inf*) You may be surprised to know that there's also some admin (*inf*) – lots of paperwork to complete! (*inf. Whole sent expl*)

[So what can you do when the holiday season is over?] People who love working as a holiday rep can progress to becoming team leaders (*inf/expl*) or resort managers. (*inf/expl with first clause*) Others find work as a travel agent or // tour guide. (*inf*) The skills you learn as a holiday rep (customer service, / time management, / events organising) (*inf*) are transferable to many other careers, (*inf / expl if any example included*) so it looks great on your CV. (*pers/expl. Whole sent expl/pers*)

Question 14	<p>Look again at the information given in Source C.</p> <p>Your school or college is running a vocational project on Travel & Tourism. You have been asked to produce a PowerPoint display about the work of a holiday rep.</p> <p>From Source C, select six tasks a holiday rep might be asked to do during their work.</p> <ul style="list-style-type: none"> • Use only the material in the source text. • Select the information from the whole of the source. <p style="text-align: right;">[6 marks]</p>	
Mark Scheme	Marks	Standard
<p><i>Award one mark for each thing to be included up to 6 marks.</i></p> <p><i>Candidates may bunch points and this is acceptable up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</i></p> <ul style="list-style-type: none"> • Meet the guests/new arrivals at the airport/deal with a range of people • Oversee transfers to accommodation • Be the first point of contact/answer questions. <i>Accept lift</i> • (Give an) introductory talk on facilities/local area//answer questions about the area • Accompany holidaymakers on excursions • (Help) arrange entertainment/events • Deal with emergencies/problems like lost passports/deal with complaints • (Complete) admin/paperwork 	Up to 6 marks	<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	0 marks	

Question 15	<p>As part of its Travel & Tourism course, your school or college is looking into more environmentally aware holidays. You have been asked to help in this research.</p> <p>Using only the information and ideas in Source B, summarise the ways in which the <i>Responsible Travel</i> company is attempting to create more responsible tourism. Your summary should be a continuous piece of writing. [6 marks]</p>	
Mark Scheme	Marks	Standard
<p>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.</p>	6 marks	Summarise
<p>Wide-ranging summary of information and ideas, including both difficulties and benefits. 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.</p>	5 marks	Select information and ideas
<p>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.</p>	4 marks	Detect point of view/ implied meaning/ bias
<p>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.</p>	3 marks	
<p>Very limited selection of ideas and/or information, which may be listed.</p>	1-2 marks	
<p>Nothing relevant to reward / nothing taken from source/entire source copied.</p>	0 marks	
Content		
<p>NB: Candidates are directed to write in continuous prose. Any answer which lists or numbers cannot achieve higher than 3 marks.</p>		
<p>Answers may contain some of the following elements:</p>		
<ul style="list-style-type: none"> • Work only with the best special tour operators. • Strong belief in treating local people with respect and fairness. • Believe in providing a better experience for tourists by allowing them to get closer to other cultures, peoples and their nature. • Include all types of tourism, not just nature-based. • Put local people first by trying to create better places for them to live in. • Remember that many people in the world rely on tourism to survive. • Ensure they only approve holidays which meet strict ethical criteria. • Holidays approved by RT must conserve local water; advise tourists on minimising environmental damage, support local projects, employ local people, commit to using local guides to accompany tourists on trips 		
<p>NB: Content on the history of the company and all pricing information is irrelevant. Answers which include these are not “selecting & summarising relevant information”.</p>		
<p>NNB: Answers solely listing or reiterating the starred bullet points should be capped at 2 marks.</p>		

Question 16	<p>You now have to compare the visual presentation of Source A and Source B.</p> <p>From your chosen source, select two examples of visual presentation and explain how each one works. Do not use the same explanation twice.</p>		
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 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>Compare texts and comment on how meaning is conveyed</p>	<p>Up to 4 marks</p>	

<p>Aspects of presentation in Source A (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • Vibrant colours perhaps reflecting tropical seas • Map showing Masai Mara/Kinondo Kwetu/ places mentioned in itinerary • Large blue stars containing key points of holiday • Bullet points in form of blue stars • Large blue title • Highlighted pricing information <p>eg – <i>The key points are contained in stars, suggesting these will be high points of the holiday and the subtle suggestion that this will be a “five-star” experience.</i></p> <p>Aspects of presentation in Source B (any other valid points may be accepted):</p> <p>NB – no title</p> <ul style="list-style-type: none"> • Company logo with tents • Green colour reflecting environmental theme of company • Sub-headings • Graphic representation/diagram of company policy • Red and blue colours of stick figures in graphic <p>eg <i>The company logo looks hand drawn to reflect the fact that the company is more ethical and less commercial and this is reinforced by the little circle of tents, which is picked up in the final graphic.</i></p>		
Nothing relevant to award	0 marks	