



FUNCTIONAL SKILLS CERTIFICATE

Functional English

47251 Component 1 Reading Level 2

Mark scheme

4725

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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

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	B	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	D	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	6	D	Suitable response
Source	Level	Qu	Key	Standards
B	2	7	D	Identify purposes of texts
Source	Level	Qu	Key	Standards
B	2	8	A	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	9	A	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	D	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	12	D	Audience needs

Question 13	<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 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>
Mark Scheme	<p>Marks</p> <p>Standard</p>
<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>Acceptable purposes in this text: <i>Inform/explain/describe/persuade/advise/advertise</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>Up to 4 marks</p> <p>Identify purposes of texts</p>
Nothing relevant to award	<p>0 marks</p>

Question 13 - Annotated Source C

Acceptable purposes: *Inform/explain/describe/persuade/advise/advertise*

Let us take you on a fascinating journey *1//* through the original Victorian architecture *2//* of the oldest operating aquarium in the world *3//* from the coastline to the depths of the ocean. *4//*

Clause 1 alone = pers

Clause 2 alone = inf

Clause 1 & 2 together = pers/desc

Clauses 1, 2 & 3 together = advertise

Clause 4 alone = nothing

Whole sent = exp/advt

What is your favourite sea creature?

The awesome Sharks,/ the huge Sting Ray /or perhaps it's the graceful Turtles/*(any phrase – desc/pers)* you love the most? Perhaps it's the Clownfish or the clever Common Octopus that you love the most. *(pers)* [Maybe you simply can't decide!] *(either sentence pers)*

Many of our creatures are on the endangered list, *(inf)* have been rescued and cannot be released into the wild,*(inf/exp)* or have been bred as part of our conservation project at Brighton.*(inf/exp)*.

Whole sentence exp

Meet Lulu the Green Turtle [when you visit her ocean Tank]. *(pers/advt)* She's our biggest resident,/weighs in at a whopping 152 kilogrammes/ and is 71 years old. *(any clause inf. Whole sent exp)* Green Turtles are vegetarian /and are under threat. *(inf)* Learn all about Ascension Island in Brazil/ where Lulu came from *(clause or phrase or both exp/pers)* and why she can't go home. *(Any combination of clauses/phrases inf/exp. Whole sentence pers)*

Over 40 terrapins live here/ and they have all been rescued or donated. *(inf either clause)* Make sure that when you buy a pet from a pet shop, you have room for it /and can care for it properly. *(advise – either clause with first clause)*

[Interactive rockpool], - this is where you get a little wet! *(inf)*

If you've ever wondered what lives in the rockpools around our coast, this is the place to find out.

(whole sentence = exp/pers)

Everything in our rockpool is safe to handle, *(inf/pers)* including crabs and starfish...*(clause + phrase – exp)* and our rockpool experts are always on hand to show you how! *(inf/pers)* You can also spot the shelled creatures. *(inf)*

Free talks and feeding sessions are available throughout the day *(inf)* to learn about the creatures *(exp)/inf)* and how you can help Sea Life with their conservation efforts. *(whole sentence exp/pers)*

If the sea anemone is not eaten or destroyed, it can live for decades. *(Whole sentence inf/exp)*

Hermit crabs live in colonies of up to 100 or more. *(inf)*



<p>Question 14</p>	<p>Look again at the information given in Source C.</p> <p>Your school or college is holding a Sea Life event and you have been asked to help plan a trip to the Sea Life Centre.</p> <p>From Source C, select six things a visitor to the Sea Life Centre could do or find out about.</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>Mark Scheme</p> <p>Award one mark for each thing to be included up to 6 marks.</p> <p>Candidates may bunch points and this is acceptable up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</p> <p>NB – answers must include a verb NNB – do not accept any reference to hermit crabs or anemones. These are snippets of information and there is no suggestion in the text that these can be seen at Sea Life Centre.</p> <ul style="list-style-type: none"> • Look at the original Victorian architecture • Visit/see/learn about endangered creatures/animals// sharks/stingray/clownfish/octopus/terrapins 1 mark only • Meet Lulu/the green turtle/visit Lulu’s ocean tank/learn why Lulu can’t go home • Learn about Ascension Island/where Lulu came from • Handle/touch crabs/starfish/creatures (in the rockpool)//visit the (interactive) rockpool//find out what lives in rockpools/a rockpool • Spot the shelled creatures • Attend/listen to a talk//talks are available (learn about the creatures) • Watch/Attend a feeding session//feeding sessions are available for you to learn about the creatures <p>Lift of “Free talks...creatures” = 2 marks. Lift of entire final sentence = 2 marks Do Not Accept “Feeding sessions are available”</p> <ul style="list-style-type: none"> • Learn how you can help (Sea Life Centre) with conservation 	<p>Marks</p> <p>Up to 6 marks</p>	<p>Standard</p> <p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p>
<p>Nothing relevant to award / entire text for this section copied</p>	<p>0 marks</p>	

Question 15	<p>As part of the Sea Life event, your school or college is looking for volunteers to take part in a Jubilee Sailing Trust voyage.</p> <p>Using the information and ideas in Source B, summarise the benefits of taking part in a Jubilee Sailing Trust experience.</p> <p>Your summary should be a continuous piece of writing.</p>	
Mark scheme	Marks	Standard
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.	6 marks	Summarise Select information and ideas
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.	5 marks	Detect point of view/ implied meaning/ bias
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.	4 marks	
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.	3 marks	
Very limited selection of ideas and/or information, which may be listed.	1-2 marks	
Nothing relevant to reward / nothing taken from source/entire source copied.	0 marks	
<p>Content</p> <p><i>NB: Candidates are directed to write in continuous prose. Any answer which lists or numbers cannot achieve higher than 3 marks.</i></p> <p><i>NNB: Question is about “benefits” of taking part. Candidates are required to detect the implication that participants will develop skills and personal qualities as a result of taking. Responses which focus solely on practical elements/modifications to facilitate participation of the disabled can be awarded one mark.</i></p> <p><i>Please annotate responses with a tick for valid points about benefits and D for development</i></p> <p>Answers may contain some of the following elements:</p> <ul style="list-style-type: none"> • Promotion of equality • Celebrating individual differences • The chance to work as part of a team • Be in a physically and mentally challenging environment/be taken out of one’s comfort zone • Achieve a greater level of confidence • Develop understanding of other people both disabled and able-bodied • Developing special bonds with buddies • Gain a sense of achievement and hope • Opens their eyes to a world of possibilities 		

Question 16	You now have to compare the visual presentation of Source A and Source B . From your chosen source, select two examples of visual presentation and explain how each one works. Do not use the same explanation twice.		
Mark Scheme	Standard	Marks	
<p>Award two marks for each example with a reason up to four marks. Neither the device nor the reason may be used twice.</p> <p>NB For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective.</p> <p>NNB 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"> ○ Answer itself refers to a source, mark as normal. ○ 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. ○ 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. <ul style="list-style-type: none"> • “Paragraphs” is not acceptable as a presentational device. • Where candidates identify generic “writing” as a PD, it is impossible to know whether they are referring to a specific location or to the whole of the written text and no mark should be given. However, where candidates specify a valid location, give BOD, e.g. “bold writing is used at the beginning of every paragraph”. • Similarly, with bold & font, the principle is that the candidate must show an understanding of the fact that a choice has been made in where to use bold or a particular font. “Bold subheadings” = 1, “bold keywords/important words are in bold/the first line of every paragraph is in bold” = 1, “it/the text uses bold” = 0, “the font stands out” = 0 • 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). • Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to understand. • Pictures: The following generic comments are acceptable: “It makes it stand out/look attractive/more appealing/interesting”. “The pictures relate to/give a clue about the text/subject 		Compare texts and comment on how meaning is conveyed.	Up to 4 marks

<p>matter/show you what (something in the text) looks like.</p> <ul style="list-style-type: none"> • Do not accept “The picture tells you what the text is about.” <p>Aspects of presentation in Source A (any other valid points may be accepted):</p> <p>NB: no sub-headings in either text</p> <ul style="list-style-type: none"> • Blue/green colour in gradient • Picture of ‘sushi’ wrapped in discarded plastic with chopsticks • Campaign logo – Rise Above Plastic • Picture of dead albatross with evidence of ingested plastic • Headline • Underlining in form of waves • Caption • Bullet points in form of skull and crossbones/poison symbol • Bullet points in form of thumbs up <p>e.g. – <i>The picture of the decomposing albatross with the swallowed plastic is shocking and forces the reader to confront the reality of the damage plastics do in the sea.</i></p> <p>Aspects of presentation in Source B (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • JST logo with caption • Several inspiring quotations presented in different shapes/speech bubbles/callouts • Picture of a tall ship • Mixture of vibrant colours <p>e.g. <i>The picture of the tall ship looks romantic and exciting; its position in the wide expanse of blue ocean suggests freedom and adventure.</i></p>		
<p>Nothing relevant to award</p>		<p>0 marks</p>