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# FUNCTIONAL SKILLS

## English

47251 Component 1 Reading Level 2  
Mark scheme

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January 2016

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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)

<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	1	D	Identify the purpose of texts
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	2	C	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	3	A	How meaning is conveyed
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	4	B	Detect implicit meaning, point of view/bias
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	5	A	Obtain relevant information from different types of text
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	6	C	Audience needs
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	7	D	Identify the purpose of texts
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	8	C	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	9	B	How meaning is conveyed
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	10	A	Detect implicit meaning
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	11	C	Obtain relevant information from different types of text
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	12	C	Suitable response

<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 warn).</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>Award one mark for identifying each correct purpose from the list below, and one further mark for an appropriate selection of quotation for that purpose.</i></p> <p><i>Acceptable purposes in this text:</i></p> <p><i>inform/explain/advise/warn/describe/persuade</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><b>Up to 4 marks</b></p>	<p><b>Identify purposes of texts</b></p>
Nothing relevant to award	<b>0 marks</b>	

**Question 13 - Annotated Source C**

[Just like almost every other person interested in fashion,] it was a dream of mine to attend London Fashion Week. *(inf/exp. First clause alone nothing)* So, this year, I finally took the plunge. *(inf/exp)*

If you're interested in interning (unpaid work experience) *(inf/exp)* for fashion week, keep checking UK Fashion Industry website for opportunities; you can also approach publications directly. *(adv 2<sup>nd</sup> & 3<sup>rd</sup> clause; 3<sup>rd</sup> clause inf. Whole sentence adv)* Make sure you have an up-to-date CV and include a link to your blog and examples of your work. *(any clause or combination of clauses adv/instruct)* That way the publication can see your abilities straight away. *(exp/inf)*

I was scheduled to attend six shows over the week. *(inf)* I had a backstage pass *(inf)* so that I could interview the designer after the show. *(inf/exp)* I took notes during the show *(inf)* which helped me to think of relevant questions for the interview, *(inf/exp)* and remind me of garment details when writing up the show report in the evening. *(exp)* It's really important to check show timelines *(inf/adv)* and ensure you're not late. *(adv/warn)*

[On day 2], I attended three shows at different locations across London. *(inf)* The first show took place in the Savoy Hotel *(inf)* and was full of interesting and eye-catching designs. *(inf/desc)* [As individual experiences go,] this was probably the most intense *(inf/desc)* because I had to choose several collections to write about in more detail. *(exp/inf)* This meant talking to quite a few designers to find out more about their collections – *(inf/exp)* everything from the fabrics and techniques to the inspiration and theme. *(exp)*

It was a pretty manic experience, *(inf/desc)* but Google maps reduced the stress of getting around, *(Inf)* and helped me get to shows on time. *(inf/exp)* Make sure your phone is charged *(adv/warn)* (and your laptop too!) *( whole sentence adv/warn)* Wearing 'flats' makes walking and standing for long periods much more bearable. *(inf/adv)* It's also a good idea to get yourself some business cards to hand out and ask others for theirs. *(inf/adv – either clause or whole sentence)*

I really enjoyed being fully immersed in fashion for a week. *(inf/desc)* I would definitely recommend interning at London Fashion Week, *(inf/pers)* whatever your speciality *(whole sentence inf/pers)* . It's intense, but a lot of fun. *(desc/pers)*

<p><b>Question 14</b></p>	<p>Look again at the information given in <b>Source C</b>.</p> <p>Your school or college is organising a fashion event. You have been asked to write an advice sheet for fashion students who want to do work experience (interning) at London Fashion Week.</p> <p>Select <b>six</b> pieces of advice from <b>Source C</b> to include in your advice sheet.</p>				
<p><b>Mark Scheme</b></p> <p>Award one mark for each piece of advice up to 6 marks.</p> <p><b>NB: answers must be expressed as advice, not information or anecdote</b></p> <p>Candidates may bunch points and this is acceptable <b>up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</b></p> <ul style="list-style-type: none"> <li>• Keep checking UK <b>Fashion Industry website</b> (for opportunities)</li> <li>• Approach publications directly <i>NB only award 1 mark if expressed as one point</i></li> <li>• Make sure you have an up to date CV</li> <li>• Include a link to your blog/include examples of your work</li> <li>• Check show timelines/ensure you're not late</li> <li>• Use Google maps (to help you find venues/get around/get to shows on time)</li> <li>• Make sure your phone is charged/make sure your laptop is charged</li> <li>• Wear flat shoes – <b>allow lift of full sentence "Wearing flats..."</b></li> <li>• Get/Hand out business cards/ask other people for their business cards</li> </ul>	<table border="1"> <thead> <tr> <th data-bbox="1107 880 1291 925">Marks</th> <th data-bbox="1291 880 1481 925">Standard</th> </tr> </thead> <tbody> <tr> <td data-bbox="1107 925 1291 1641"> <p><b>Up to 6 marks</b></p> </td> <td data-bbox="1291 925 1481 1641"> <p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p> </td> </tr> </tbody> </table>	Marks	Standard	<p><b>Up to 6 marks</b></p>	<p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p>
Marks	Standard				
<p><b>Up to 6 marks</b></p>	<p>Obtain and use relevant information</p> <p>Analyse texts in relation to audience needs and consider suitable responses.</p>				
<p><b>Nothing relevant to award / entire text for this section copied</b></p>	<p><b>0 marks</b></p>				

<b>Question 15</b>	Look again at <b>Source B</b> .  Summarise the appeal of fast fashion and the problems it creates.  All the information and ideas should be selected from <b>Source B</b> . Your summary should be a continuous piece of writing.	
<b>Mark scheme</b>	<b>Marks</b>	<b>Standard</b>
A full and comprehensive selection of ideas and information from the whole of the source text. Both appeal and problems are included. Nothing irrelevant included. There should be some evidence of own words to craft the piece which will be a continuous piece of prose.	<b>6 marks</b>	Summarise  Select information and ideas
Wide-ranging summary of information and ideas about both the appeal and the problems. 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>	Detect point of view/ implied meaning/ bias
A clear attempt to select appropriate ideas and information covering both appeal and problems. 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>	
Some attempt to select appropriate ideas and information but not using the whole source. There may be some irrelevance. Only one aspect may be covered. Selection may be largely copied and listed.	<b>3 marks</b>	
Very limited selection of ideas and/or information. 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>NB: Candidates are direct to write in continuous prose. Any answer which lists or numbers cannot achieve higher than 3 marks. Please annotate with A for Appeal and P for Problems.</b></p>		
<p><b>For full marks, answers should contain the implication that:</b></p> <ul style="list-style-type: none"> <li>• The clothes are trendy and come in various fashion styles.</li> <li>• They are cheap and fit within the teenager/young person’s budget.</li> <li>• It’s possible to get a version of the latest fashion trends very quickly.</li> <li>• It makes it possible for women to have new clothes/change their wardrobe very often.</li> </ul> <p><b>Problems:</b></p> <ul style="list-style-type: none"> <li>• Workers who make the clothes are paid very little and work in shockingly bad conditions.</li> <li>• These workers also suffer from a higher incidence of a number of cancers owing to the chemicals used in the production of textiles like polyester or the pesticides used in the growth of cotton.</li> <li>• The products are low quality and not made to last.</li> <li>• The short life of fast fashion items leads to a culture of disposability in which garments are soon tossed aside and left unworn, creating huge surpluses of unworn clothes.</li> <li>• Recycling clothes is not successful as the low quality of the products makes them unsuitable and they end up in landfill along with all the other rubbish we throw away.</li> <li>• The chemicals and emissions generated by the processes to create fabrics like polyester are harming the environment as well as the workers and leaking into water supplies which are then polluted.</li> <li>• Pesticides used in the growth of cotton are also polluting water supplies.</li> </ul>		

<p><b>Question 16</b></p>	<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><b>Standard</b></p>	<p><b>Marks</b></p>	
<p><b>Award two marks for each example with a reason up to four marks. Neither the device nor the reason may be used twice.</b></p> <p><b>NB: For full marks, there must be a valid link between the chosen aspect of presentation and the reason why it is effective.</b></p> <p><b>NNB:</b>  <b>Where a candidate has not selected a preference in the comparison box, the following approach should be taken:</b></p> <p><b>Answer itself refers to a source, mark as normal.</b></p> <ul style="list-style-type: none"> <li>○ <b>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.</b></li> <li>○ <b>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.</b></li> </ul> <ul style="list-style-type: none"> <li>• <b>“Paragraphs” is not acceptable in this question – it is a structural device of writing, not a decision about the visual appearance of a text.</b></li> <li>• <b>Where candidates identify generic “writing”, 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”.</b></li> <li>• <b>Similarly, with bold &amp; 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.</b></li> <li>• <b>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).</b></li> <li>• <b>Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to understand.</b></li> <li>• <b>Pictures: The following generic comments are acceptable: “It makes it stand out/look attractive/more appealing/interesting”. “show you what <u>something in the text</u> looks like.”</b></li> <li>• <b>Do not accept “The picture tells you what the text is about/the pictures relate to/give a clue about the text/subject matter.”</b></li> </ul>		<p>Compare texts and comment on how meaning is conveyed.</p>	<p><b>Up to 4 marks</b></p>



<p><b>Presentational aspects in Source A:</b></p> <ul style="list-style-type: none"> <li>• Blue font in heading/sub headings</li> <li>• Bullet points in form of blue stars</li> <li>• Interesting/unusual font in heading/sub-headings</li> <li>• Heading/Title (is rhetorical question)</li> <li>• Use of table to separate information.</li> <li>• Photograph is colourful/represents portfolio</li> </ul> <p>Eg The blue font in the headings and sub-headings is calm and reflective showing that you should think carefully about all the options your fashion degree offers.</p> <p><b>Presentational aspects in Source B:</b></p> <p><b><i>NB: Candidates may attain marks for commenting on both pictures, provided they identify each picture separately.</i></b></p> <ul style="list-style-type: none"> <li>• Colour photograph of collapsed factory</li> <li>• Colour photograph of overstocked clothing cupboard/wardrobe</li> <li>• Multi-coloured font in heading/sub-headings</li> <li>• Heading/Title (which is rhetorical question)</li> <li>• Sub-heading</li> <li>• Interesting font</li> </ul> <ul style="list-style-type: none"> <li>• eg The photograph of the collapsed factory shows the shocking damage and gives a visual reminder of the problems caused by Fast Fashion retailers not looking after the conditions of their workers.</li> </ul>		
<p>Nothing relevant to award</p>		<p><b>0 marks</b></p>