



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 Marking Key

Source	Level	Qu	Key	Standards
A	2	1	A	Identify purposes of texts
Source	Level	Qu	Key	Standards
A	2	2	D	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	B	How meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	4	C	Detect point of view, implication and bias
Source	Level	Qu	Key	Standards
A	2	5	A	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	6	C	Suitable response
Source	Level	Qu	Key	Standards
B	2	7	D	Identify purposes of texts
Source	Level	Qu	Key	Standards
B	2	8	C	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	A	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	12	A	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 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	<table border="1"> <thead> <tr> <th data-bbox="1114 371 1305 421">Marks</th> <th data-bbox="1305 371 1497 421">Standard</th> </tr> </thead> <tbody> <tr> <td data-bbox="1114 421 1305 1093">Up to 4 marks</td> <td data-bbox="1305 421 1497 1093">Identify purposes of texts</td> </tr> <tr> <td data-bbox="1114 1093 1305 1144">0 marks</td> <td data-bbox="1305 1093 1497 1144"></td> </tr> </tbody> </table>	Marks	Standard	Up to 4 marks	Identify purposes of texts	0 marks	
Marks	Standard						
Up to 4 marks	Identify purposes of texts						
0 marks							
<p><i>In each section, award one mark for identifying each correct purpose (see below). Award two marks for a correct purpose supported by a valid short quotation.</i></p> <p>Acceptable purposes in this text:</p> <p>Inform/explain/describe//advise</p> <p>All examiners must refer closely to the annotated copy of Source C throughout marking of this question.</p> <p>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.</p> <p>NNB: accept valid alternative expressions for purposes e.g. “tells” for “informs”</p>							
Nothing relevant to award							

Question 13 - Annotated Source C**Acceptable purposes in this text: *inform/explain/describe/advise***

Skin cancer is one of the most common cancers in the UK, *(inf)* and too much sun can increase your risk. *(inf. Whole sent exp)* Exposure to sunlight can also affect your eyes. *(inf)* [in 2010], around 100,000 people were diagnosed with skin cancer in the UK. *(inf)* Each year, around 2,200 people die from skin cancer. *(inf)*

Getting sunburnt causes the top layers of skin to release chemicals *(inf)* that make blood vessels swell and leak fluids. *(inf/exp. Whole sentence expl)* Skin turns red and feels hot and painful, *(inf/desc)* and severe sunburn can lead to swelling and blisters. *(inf/desc)*

After you've been sunburnt, the skin peels *// (inf)* to get rid of damaged cells. *(Whole sent exp/inf)* Eventually, it will heal and look healthy, *(inf/desc)* but permanent damage may have been done. *(inf)* Some experts believe that just one episode of blistering sunburn *(desc)* before the age of 20 can double your chance of getting malignant melanoma. *(inf/exp. Whole sentence expl)*

The short-term risks of sun exposure are sunburn and sun allergy. *(inf)* The longer-term risks include skin cancer *(inf)* and eye problems such as cataracts. *(inf/exp)*

Sun damage doesn't just happen when you're on holiday in the sun. *(inf)* It can happen when you're not expecting it, *(Inf)* for example when you go for a walk /or sit in your garden. *(1st + 2nd or 3rd clause = explain. Whole sentence = exp. 2nd & 3rd clauses alone – 0)*

Other risks to the eye include a condition called pterygia *(inf)* – growths on the surface of the eye. *(inf. Whole sentence exp)* It's also possible to burn the surface of the eye, *(inf)* similar to sunburn on the skin. *(inf. Whole sentence = exp)*

Years of sun exposure can lead to premature skin ageing and wrinkling. *(inf)* Solar keratoses are rough, scaly pre-cancerous spots *(inf/desc)* often found in older people. *(whole sentence inf/exp)*

Skin cancers are caused by damage from the sun's ultraviolet (UV) rays. *(inf)* UV rays penetrate deep into the skin and damage cells. *(inf)* These cells are then at risk of becoming cancerous. *(inf)* You can't feel UV damaging your skin *(inf)* and it happens even when the sun doesn't feel hot. *(inf)* Protect your skin from the sun to help prevent these cancers. *(adv)*

<p>Question 14</p>	<p>Look again at the information given in Source C.</p> <p>You have been asked to produce a Sun Awareness leaflet for students and parents.</p> <p>From Source C, select six ways in which the sun can damage health.</p> <ul style="list-style-type: none"> • Use only the material you have read in the source text. • Select the information from the whole of the source text. 	
<p>Mark Scheme</p>	<p>Marks</p>	<p>Standard</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: There are several ways of expressing skin cell damage, all of which are contained in the first bullet point and can only be awarded 1 mark. Watch for repetition of these in responses.</p> <ul style="list-style-type: none"> • Skin cancer//damage to skin cells//(malignant) melanoma//UV rays penetrate deep into the skin and damage cells • Red, hot and painful skin//sunburn – NOT sunburned/sunburnt. If whole sentence lifted – “Skin turns red...swelling and blisters” – award 1 mark only. • Sunburnt/sunburned can only be credited when used as part of the following sentence: • “Getting sunburnt causes the top layers of skin to release chemicals that make blood vessels swell and leak fluids” – whole sentence needed to qualify for a mark • Skin swelling and blisters • Sun allergy • Cataracts • Pterygia/growths on the surface of the eye • Burning of the eye surface • Solar keratoses//(rough, scaly) pre-cancerous spots • Premature skin ageing/wrinkles 	<p>Up to 6 marks</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	Your school or college is considering installing solar panels. Using the information in Source B, summarise the benefits of solar power. Your summary should be a continuous piece of writing.	
Mark scheme	Marks	Standard
A full and comprehensive 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
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	Select information and ideas
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	Detect point of view/ implied meaning/ bias
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>NB: Candidates are directed to write in continuous prose. Any answer which does <u>nothing but list or number</u> cannot achieve higher than 3 marks. The continuous piece of writing should have a coherent sequence rather than just a random selection.</p> <p>NNB: An awareness of the particular audience/sense of school for this task is a good discriminator.</p> <p>“Solar panels” and “solar power” should be considered interchangeable.</p> <p>When considering possible use of own words, examiners should bear in mind that there is considerable technical language in this source for which it may be difficult to find synonyms.</p> <p><i>Please annotate responses with a tick for relevant points about benefits and “Craft” for any reordering or other manipulation of text/use of own words.</i></p> <p>Content</p> <ul style="list-style-type: none"> • It’s renewable, unlike fossil fuels which will run out in a few decades. • It’s sustainable so we will not be jeopardising power for future generations. Solar power can be used as long as the sun exists. • Solar panels do not produce anything which will contaminate or harm the atmosphere. • They can be installed on most roofs and will end up saving users money. • People with solar panels can also earn money by selling surplus power to utility companies. • Solar power is easily harnessed and available anywhere in the world. • Solar panels are easy to maintain, last 20-25 years and don’t require much cleaning. • Solar power is silent. 		

<p>Question 16</p>	<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>		
<p>Mark Scheme</p>	<p>Standard</p>	<p>Marks</p>	
<p>Award two marks for each example of visual presentation/presentational device, with an explanation of how it works 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 aspect of presentation/presentational device and the explanation of how it works.</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. ● With bold & font, the principle is that the candidate must show an understanding of the fact that a choice has been made in <i>where to use bold or a particular font</i>. “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 ● 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). <p>PLEASE NOTE:</p> <p>Generic comments are not acceptable as explanations of how presentation works in a particular text. Level 2 candidates are expected to make comments which <i>specifically relate to the source text they have selected</i>.</p> <p>Thus:</p> <p>“It makes it stand out/look attractive/more appealing/interesting. The pictures relate to/give a clue about the text/subject matter/show you what it looks like. The picture tells you what the text is about.”</p> <p>Such comments could relate to any text and are not to be rewarded.</p> <ul style="list-style-type: none"> ● Examiners need to identify the difference between a statement or description of what is there and an explanation of how it works. 		<p>Compare texts and comment on how meaning is conveyed.</p>	<p>Up to 4 marks</p>

<p>Aspects of presentation in Source A: colour; picture(s); headline/title; quotations; (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • Vibrant red picture of girl on sunbed • Striking red headline/title. • Quotations (in different font) • Picture of cancerous mole <p><i>e.g. The quotations start and finish the piece and look as though they are handwritten which gives a sense of it being a real person who has gone through this experience.</i></p> <p><i>The picture of the girl on the sunbed is bathed in a red light, signifying the danger of sunbeds and the risk of death from skin cancer.</i></p> <p>Aspects of presentation in Source B: sections/chunks/boxes; colour; pictures/images; headline/title; bullet points (any other valid points may be accepted)</p> <ul style="list-style-type: none"> • Set out in sections/chunks/boxes – Accept “makes it easier to read”. • Colours reflect the theme of the sun • Cartoon image of the sun at the centre. • Picture of house with solar panels installed on roof • Headline/title (in yellow font) • Bullet points in form of orange suns <p><i>e.g. the bullet points break down the information into little snippets and the orange suns link to the subject of solar power.</i></p> <p><i>The blue and yellow colours suggest the blue sky and the sun and remind us that the sun is ever present in the sky.</i></p>		
<p>Nothing relevant to award</p>		<p>0 marks</p>