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# FUNCTIONAL SKILLS CERTIFICATE

## Functional English

47251 READING LEVEL 2

Mark scheme

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4725

November 2016

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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](http://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**

<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	1	D	Identify main purposes
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	2	A	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	3	B	How meaning is conveyed
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	4	C	Detect implied meaning
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	5	D	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
A	2	6	B	Audience needs
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	7	C	Identify purposes of texts
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	8	B	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	9	A	How meaning is conveyed
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	10	C	Recognise implied meaning and bias
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	11	B	Obtain relevant information
<b>Source</b>	<b>Level</b>	<b>Qu</b>	<b>Key</b>	<b>Standards</b>
B	2	12	D	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 narrate, to instruct).</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>	<table border="1"> <thead> <tr> <th data-bbox="1117 405 1305 456"><b>Marks</b></th> <th data-bbox="1305 405 1497 456"><b>Standard</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1117 456 1305 1093"><b>Up to 4 marks</b></td> <td data-bbox="1305 456 1497 1093">Identify purposes of texts</td> </tr> <tr> <td data-bbox="1117 1093 1305 1144"><b>0 marks</b></td> <td data-bbox="1305 1093 1497 1144"></td> </tr> </tbody> </table>	<b>Marks</b>	<b>Standard</b>	<b>Up to 4 marks</b>	Identify purposes of texts	<b>0 marks</b>	
<b>Marks</b>	<b>Standard</b>						
<b>Up to 4 marks</b>	Identify purposes of texts						
<b>0 marks</b>							
<ul style="list-style-type: none"> <li>• <b><i>In each section, award one mark for each correct purpose identified (see below).</i></b></li> <li>• <b><i>Award two marks for a correct purpose supported by a valid short quotation.</i></b></li> <li>•</li> <li>• <b><i>Acceptable purposes in this text:</i></b></li> <li>• <b><i>inform/explain/describe/persuade/advertise</i></b></li> <li>•</li> <li>• <b><i>All examiners must refer closely to the annotated copy of Source C throughout marking of this question.</i></b></li> <li>• <b><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></b></li> <li>•</li> <li>• <b><i>NNB: accept valid alternative expressions for purposes e.g. “tells” for “informs”</i></b></li> </ul>							
Nothing relevant to award							

• **Question 13 – Annotated Source C:** *inform/explain/describe/persuade/advertise*

[In a modern sporting world] full of money grabbing owners, dodgy scarves, and underperforming-overpaid stars, *(any of these 3 clauses/phrases desc)* it is easy to fall out of love with the game. *(inf Whole sentence inf)* However, there is a beacon of light *(desc)* in the ever-darkening world of football. *(desc/pers Whole sentence pers)*

Based in Manchester city centre's impressive Urbis building, *(inf/desc)* // the National Football Museum has already attracted over 500,000 visitors *(inf)* since its move from Preston, *(inf)* and it isn't difficult to see why. *(pers Whole sentence advertise)* The museum allows you to trace the development of football *(inf)* from its origins to the present day. *(whole sentence inf/exp)*

The museum boasts a huge wealth of interactive content, *(inf/pers)* with either touch screens or headphones on almost every wall. *(inf. Whole sentence exp)* For a charge of £5, you can take the penalty shoot-out challenge on the second floor. *(inf/expl)* There is also the chance to be part of the Match of the Day team *(inf/pers)* and commentate on a Premier League game of your choice. *(whole sentence inf. Second clause needs to be made grammatically sound to be accepted).*

This year celebrates the 125th anniversary of the foundation of the world's first Football League in Manchester. *(inf)* The museum explores the changes in the league over the years, *(inf)* and the characters who helped shaped football as we know it, *(inf – if grammatically sound)* such as Stanley Matthews and George Best. *(expl. Whole sentence expl)*

Fans can relive their team's glory days *(inf/pers)* on the third floor of the Museum *(inf)* with trophies from the past. *(inf/expl)* Have a go with an old-fashioned Wembley clacker // or examine the old fashioned ribbon badges. *(inf/desc)*

Older fans can relive the Sunday morning sticker swap. *(inf)* Whether it is for the World Cup, or the Premier League, *(expl)* you can get rid of one of your three Yaya Toure *(inf)* and pick up the shiny Columbia team badge you have been hunting for. *(inf)*

The Museum doesn't try to hide football's chequered past. *(inf)* There are powerful exhibitions *(inf/desc)* dedicated to issues such as crowd trouble, stadium safety and sexism *(inf/expl – any combination)* – women's teams were eventually allowed to play in FA grounds in 1971. *(inf)*

[In the era of the £83 million transfer], the museum reminds us that football, without fans, is nothing. *(pers/advertise)*

<b>Question 14</b>	<p>Look again at the information given in <b>Source C</b>.</p> <p>Your Head of PE and Sport is planning a trip to the National Football Museum and has asked you to find out some information.</p> <p>From <b>Source C</b>, select <b>six</b> activities visitors to the National Football Museum can do.</p> <p>Use <b>only</b> the material in the source text.</p> <ul style="list-style-type: none"> <li>Select the information from the <b>whole</b> of the source.</li> </ul> <p style="text-align: right;"><b>[6 marks]</b></p>	
<p><b>Mark Scheme</b></p> <p><b>Award one mark for each thing to be included up to 6 marks.</b></p> <p><b>Candidates may bunch points and this is acceptable up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</b></p> <p><b>NB – answers must include a verb where indicated</b></p> <ul style="list-style-type: none"> <li><b>Use/play with</b> the interactive content/headphones/touchscreens</li> <li>(Take the) penalty shoot-out</li> <li><b>Be part of/join</b> the Match of the Day team/commentate on a game</li> <li><b>Relive</b> your team’s <b>glory</b> days//<b>use/look at</b> old-fashioned trophies</li> <li><b>Use</b> a Wembley clacker } Do not accept</li> <li><b>Examine</b> the ribbon badges } “memorabilia”</li> <li>(Relive the) (Sunday morning) sticker swap//<b>swap/pick up</b> (team) badges/stickers</li> </ul> <p><b>Do not accept “get rid of one of your three Yaya Toure/pick up the shiny Colombia team badge”</b></p> <ul style="list-style-type: none"> <li><b>Visit/look at</b> the exhibitions (about crowd trouble etc)//<b>read/find out about</b> crowd trouble, sexism etc</li> <li><b>Trace</b> the development of football//<b>explore/find out about</b> the changes in the league//<b>see/find out about</b> characters who have helped shape football</li> </ul>	<p><b>Marks</b></p> <p><b>Up to 6 marks</b></p>	<p><b>Standard</b></p> <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	<p><b>0 marks</b></p>	

<b>Question 15</b>	<p>Your school or college is holding a cross-curricular day involving English and PE. You have been asked to produce some guidance about becoming a football writer.</p> <p>Using the information and ideas in <b>Source B</b>, summarise the benefits and challenges of a football journalism internship with Snack Media.</p> <p>Your summary should be a continuous piece of writing.</p> <p style="text-align: right;"><b>[6 marks]</b></p>	
<b>Mark scheme</b>	<b>Marks</b>	<b>Standard</b>
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.	<b>6 marks</b>	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.	<b>5 marks</b>	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.	<b>4 marks</b>	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.	<b>3 marks</b>	
Very limited selection of ideas and/or information, which 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>Content</b></p> <p><b>NB: Candidates are directed to write in continuous prose. Any answer which lists or numbers cannot achieve higher than 4 marks.</b></p> <p><b>NNB: Candidates need to cover both benefits and challenges. If one element is missing, answer should be capped at 4.</b></p> <p>Please annotate with a tick for valid points about benefits and C for valid points about challenges.</p> <p>Answers may contain some of the following elements:</p> <p>Challenges</p> <ul style="list-style-type: none"> <li>• Working at home</li> <li>• Need for self-motivation</li> <li>• Need to work independently</li> <li>• Need to engage different audiences/be versatile in writing</li> <li>• Need to travel to London at times</li> <li>• Good knowledge of football</li> </ul> <p>Benefits</p> <ul style="list-style-type: none"> <li>• Work will be seen by wide audience (1.7 million users per month)</li> <li>• Opportunity to build a large portfolio of work/expand CV</li> <li>• Opportunity to make a real impact</li> <li>• Opportunity to write in a variety of styles/be creative/cover wide range of topics</li> <li>• Learn about live coverage of games</li> <li>• Develop skills of self-promotion and communication using social media</li> <li>• Get stronger as a writer/build solid footing to launch career</li> <li>• Opportunity to pursue own areas of interest in the industry</li> <li>• Plenty of training, assistance/guidance</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 <b>not</b> use the same explanation twice.</p> <p style="text-align: right;"><b>[4 marks]</b></p>	
<p><b>Mark Scheme</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</b>  <b>For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective.</b></p> <p><b>NNB</b></p> <p>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"> <li>• Answer itself refers to a source, mark as normal.</li> <li>• 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.</li> <li>• 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.</li> <li>• Paragraphs are not acceptable as a presentational device</li> <li>• 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).</li> <li>• Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to understand.</li> <li>• Pictures/Colour : Comments on pictures or colour should be specific and related to the subject matter of the text.</li> <li>• Do not accept “The picture tells/shows you what the text is about.”</li> <li>• Do not accept a simple description of what is in the picture or identification of the colour as an explanation of effectiveness.</li> </ul>	<p><b>Standard</b></p> <p>Compare texts and comment on how meaning is conveyed.</p>	<p><b>Marks</b></p> <p><b>Up to 4 marks</b></p>

<p><b>Aspects of presentation in Source A (any other points which can be validated by reference to the text may be accepted):</b></p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Subtitles</li> <li>• Sections</li> <li>• Colour combinations of red and blue/colours of the FA/GB/British flag</li> <li>• Photograph of women footballers</li> <li>• Slogan/caption in photo “We Can Play and So Can You”</li> <li>• FA logo/badge x 2</li> </ul> <p><i>e.g. – The FA logos add formality/credibility to the story and the position of women’s football and the fact that there are two suggests the growing importance of the two sides to the game of football.</i></p> <p><b>Aspects of presentation in Source B (any other points which can be validated by reference to the text may be accepted):</b></p> <ul style="list-style-type: none"> <li>• Green banner</li> <li>• Company name as title</li> <li>• Picture of football in title/banner/with company name</li> <li>• Variety of font styles, sizes and colours</li> <li>• Picture of famous footballer surrounded by journalists and microphones</li> <li>• (blue) (hyper)links/tabs at top and throughout text</li> </ul> <p><i>e.g. – The picture of the famous footballer/Ronaldo surrounded by journalists and microphones gives the impression of an exciting career involving interviewing footballers.</i></p>		
<p>Nothing relevant to award</p>		<p><b>0 marks</b></p>