



FUNCTIONAL SKILLS CERTIFICATE

Functional English

47251

COMPONENT 1 READING LEVEL 2

Mark scheme

March 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	A	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	C	How meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	4	B	Detect implied meaning
Source	Level	Qu	Key	Standards
A	2	5	D	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	6	B	Suitable response
Source	Level	Qu	Key	Standards
B	2	7	B	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	C	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	12	C	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).</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	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/advise/instruct</i></p> <p><i>All examiners must refer closely to the annotated copy of Source C throughout marking of this question. 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 eg “tells” for “informs”</i></p> <p><i>Where candidates select two purposes in the same space, accept only the first one.</i></p>	Up to 4 marks	Identify purposes of texts
Nothing relevant to award	0 marks	

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

The amazing human eye (*desc*) [Our top tips to keep eyes healthy] (*nothing to award*)

Every 5 seconds someone in the world goes blind. (*inf*) Every day 100 people in the UK start to lose their sight. (*inf*) Regular check-ups are vital (*inf/adv*) even if you have no symptoms. (*whole sent expl*) Have your eyes tested every two years (*adv/instruct*) even if you think your vision is fine. (*whole sentence inf/adv/expl*)

Almost 2 million people in the UK are living with significant sight loss. (*inf*) The number is predicted to rise to around 2.3 million by 2020 //and almost 4 million by 2050. (*inf*) Find out your family eye health history. (*adv/instruct*) Some eye conditions have genetic links (*inf*) which increase your risk of developing them (*Whole sentence inf/ expl*) Share this information with your eye health professional. (*adv/instruct*)

Around 360,000 people in the UK are registered blind or partially sighted. (*inf*) An estimated 25,000 children in Britain are blind or partially sighted. (*inf*) Black and Asian people are at greater risk of some of the leading causes of sight loss. (*inf*)

86% of people in the UK value their sight above any other sense. (*inf*) Protect your eyes (*adv/instruct*) when it is sunny //or when you're in high glare areas (*desc*) such as near snow or water. (*expl. 1st clause + 2nd or 3rd = adv/expl. Whole sentence expl/adv/instruct*) Wear safety glasses (*adv/instruct*) or protective goggles (*adv/instruct – 1st clause alone or 1st clause + phrase*) to protect your eyes from injury (*1st clause + phrase and/or 2nd clause = adv/expl*) if you work with hazardous or airborne materials. (*desc. Whole sentence adv/expl*) This applies to home too (*adv/instruct*) if you are doing DIY, gardening or setting off fireworks. (*expl. Whole sentence adv/explain*)

Sight loss can affect people of any age (*inf*) but the likelihood increases as you get older. (*expl. Whole sentence inf/expl*) One in five people over 70 are living with sight loss. (*inf*) Keep fit and healthy (*adv/instruct*) to help your eyes stay healthy. (*whole sentence adv/expl*) Maintaining a healthy weight and blood pressure may help with eye health. (*inf/expl*) Protect your eyes (*adv/instruct*) when playing sports involving flying balls. (*whole sentence adv/expl*)

Fight for Sight has committed £25 million to eye research since 2005. (*inf*) Make sure your diet includes nutrients such as Omega 3 fatty acids, (*adv/instruct – NB vitamins or mineral must be specified*) zinc and vitamins C and E. (*whole sentence adv/instruct if vitamins or mineral specified*) And stop smoking! (*adv/instruct*) Smoking is harmful to your eyes (*inf*) and can increase the risk of sight loss. (*whole sentence inf/expl*)

<p>Question 14</p>	<p>Look again at the information given in Source C.</p> <p>Your school or college is doing a project related to eyesight and you have been asked to produce an advice sheet about eye health.</p> <p>From Source C, select six pieces of advice to keep the eyes healthy.</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>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 – answers must include a verb and be presented as advice rather than information</p> <ul style="list-style-type: none"> • Have your eyes tested every two years/have regular check-ups. <i>NB Accept “Regular check ups are vital.”</i> • Find out your family eye health history. • Pass any information about your family eye (health) history to your eye care professional. • Protect your eyes when it’s sunny/in high glare areas (such as water/snow). • Wear safety glasses/protective goggles when using hazardous /airborne materials/when doing DIY/when setting off fireworks • Keep fit and healthy/maintain a healthy weight/blood pressure. <i>Do not accept “Maintaining a healthy weight (and blood pressure) may help with eye health”</i> • Make sure your diet includes Omega 3 (fatty acids)/zinc/Vitamin E/C. • Protect your eyes when playing sport involving flying balls (<i>accept relevant examples eg cricket</i>). • Stop smoking/Don’t smoke 	<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 looking at opportunities for volunteering. You have been asked to find out about the <i>Be My Eyes</i> app. Using only the information and ideas in Source B , summarise the ways the app works and its benefits for both volunteers and blind users. Your summary should be a continuous piece of writing.	
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
Wide-ranging summary of information and ideas, including reasons and 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.	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 lists or numbers cannot achieve higher than 4 marks. NNB: 3 elements – max mark 6; 2 elements – max mark 5; 1 element – max mark 3 </p> <p> Please use the following annotations: <i>how it works</i> - ✓; <i>Blind user benefits (BB)</i>; <i>Volunteer benefits (BV)</i> </p> <p> Answers may contain some of the following elements: Way it works: <ul style="list-style-type: none"> • Uses a smartphone to help a blind user via a video link. • Register and download the app/set up profile. • Blind user calls for help and a volunteer is contacted. • Volunteer either answers call and deals with it or call is forwarded to another volunteer. Benefits: <ul style="list-style-type: none"> • Simple to use and free • Only takes a short amount of time. • Helps with everyday tasks which are simple for most but which blind users may find difficult. • Creates much more independence for blind people. • It's very secure – volunteers cannot discover identity or location of those they are helping. • Malicious users can be banned • Ratings/points system for volunteers <p> <i>NB: These are not relevant to the task and their Inclusion would indicate some lack of selection and summary.</i> <ul style="list-style-type: none"> - <i>First paragraph if lifted – may be used if given as examples of ways a blind person could benefit from the app.</i> - <i>Statistics re users.</i> - <i>“The group has also set-up as a non-profit organisation and is taking donations.</i> </p> </p>		



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 why each is effective. 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. <i>Neither the device nor the reason may be used twice.</i></p> <p>NB <i>For full marks, there must be a valid link between the chosen presentational device and the reason why it is effective.</i></p> <p>NNB <i>Where a candidate has not selected a preference in the comparison box, the following approach should be taken:</i></p> <ul style="list-style-type: none"> • <i>Answer itself refers to a source, mark as normal.</i> • <i>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.</i> • <i>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.</i> <ul style="list-style-type: none"> • Paragraphs are not acceptable as a presentational device • 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/Colour : Comments on pictures or colour should be specific and related to the subject matter of the text. • <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/shows you what the text is about.” • Do not accept a simple description of what is in the picture or identification of the colour as an explanation of effectiveness. 		Compare texts and comment on how meaning is conveyed.	Up to 4 marks

<p>Aspects of presentation in Source A (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • Sightsavers logo/heading/title • yellow colour theme throughout • yellow/coloured web links/hyperlinks/tabs • red web link to encourage donation • picture of happy, smiling men (presumably Kuala) • impression of stamp “A Million Miracles” • command/instruction “Get Involved!” • bullet points (in form of eyes) <p><i>eg – The picture of the two men suggests that Kuala is relieved and very happy to have his eyesight saved, which may encourage the reader to donate and help someone else in the same way.</i></p> <p>Aspects of presentation in Source B (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • muted brown colours • quotation (presented in speech bubble/callout) • picture of several pairs of eyes • picture of blindfolded person being led by sighted person • title/heading <p><i>eg The photograph of the eyes links to the idea of network in the title and reminds the reader of how blind and sighted people can work together.</i></p>		
<p>Nothing relevant to award</p>		<p>0 marks</p>