



Functional Skills Certificate

Functional English

47251

COMPONENT 1 READING LEVEL 2

Mark scheme

January 2018

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 | A | Identify main purposes |
| Source | Level | Qu | Key | Standards |
| A | 2 | 2 | D | Obtain relevant information |
| Source | Level | Qu | Key | Standards |
| A | 2 | 3 | D | How meaning is conveyed |
| Source | Level | Qu | Key | Standards |
| A | 2 | 4 | C | Detect implied meaning |
| Source | Level | Qu | Key | Standards |
| A | 2 | 5 | A | Obtain relevant information |
| Source | Level | Qu | Key | Standards |
| A | 2 | 6 | D | Identify suitable response |

| Source | Level | Qu | Key | Standards |
|---------------|--------------|-----------|------------|------------------------------------|
| B | 2 | 7 | C | Identify purposes of texts |
| Source | Level | Qu | Key | Standards |
| B | 2 | 8 | D | Obtain relevant information |
| Source | Level | Qu | Key | Standards |
| B | 2 | 9 | B | How meaning is conveyed |
| Source | Level | Qu | Key | Standards |
| B | 2 | 10 | A | 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 | D | Audience needs |

| <p>Question 13</p> | <p>Sometimes texts have more than one purpose (eg to entertain, to explain, to inform, to describe, to argue, to persuade, to advise, to instruct, 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> <p style="text-align: right;">[4 marks]</p> | |
|--|---|-----------------------------------|
| <p>Mark Scheme</p> | <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><i>Acceptable purposes in this text: Inform/explain/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 eg “tells” for “informs”</i></p> <p>Where candidates select two purposes in the same space, accept only the first one.</p> | <p>Up to 4 marks</p> | <p>Identify purposes of texts</p> |
| <p>Nothing relevant to award</p> | <p>0 marks</p> | |

Acceptable purposes in this text: inf/expl/desc/pers

We recently spent a day in the life of the Police Dog Unit (*inf*) in Glasgow's Pollok Park //with Constables Kimberley Hill and Phil Farndell // to learn a bit more about the role of dog handlers within Police Scotland.

(1st, 2nd or 3rd clause = inf/expl. Whole sentence inf/expl)

The day starts early for our officers (*inf*) as the dogs must be fed at 5am (*inf*) / (*1st + 2nd clause = inf/expl*) to get them ready for the start of their shift at 11am. (*2nd + 3rd clause = inf/expl*). The dogs must be fed early enough to allow time for their food to go through the system properly (*inf/expl*) before they start any strenuous activity (*whole sentence inf/expl*).

The duties of a general purpose dog (*desc*) can be looking for missing persons, // searching for weapons // and other evidence // and looking for individuals who may be evading the police. (*1st clause + any other clause = inf/expl*)

Being a police dog handler is more than just a job, (*inf/pers*) it's a vocation for life (*pers/both clauses together = expl*) and a partnership between dog and handler (*inf*) that lasts 24 hours a day, // seven days a week. (*3rd clause + 4th or 5th clause = inf/expl*) It's the dog handler's responsibility to look after their dogs (*inf*) and make sure they are disciplined in their duty (*inf*) and in peak physical condition. (*desc*) *inf [if made grammatically sound by inclusion of first clause. Whole sent expl]* Dog handlers can also be required to deal with dangerous dogs, (*inf*) using some specialist equipment (*inf/expl*) such as electric shields. (*expl. Whole sentence inf/expl. Allow desc for "dangerous dogs"*)

The duties of a specialist dog such as an explosives dog (*expl/inf*) would be ensuring safety at royal visits, // VIP visits, // or sniffing out bomb threats. (*inf – 1st clause + any example*) Some dogs have different specialist skills (*inf*) including being able to detect drugs, // money, // firearms, // human remains // and blood. (*1st clause + any example = inf/expl*) All of these specialities require extensive training (*inf*) to ensure the dog is capable of successful detection. (*whole sentence = inf/expl*)

Any officer can apply to be a dog handler (*inf*) after their probationary period. (*whole sent inf/expl*) Officers will learn about the specialist equipment that is used (*inf*) including bite bars, // bite sleeves // and bite jackets. (*1st clause + any example or whole sentence = inf/expl*)

Being a dog handler is a unique job unlike any other. (*desc/pers*) It's a very challenging and demanding task (*inf/desc*) that involves a lot of work in your home life with the dogs (*1st + 2nd clause – inf/expl*) but it's also a very rewarding role (*inf/pers*) that starts with training a puppy (*expl*) and sharing your experiences with the dog for most of their working life. (*inf/expl. Whole sent inf/expl*)

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| <p>Question 14</p> | <p>Look again at the information given in Source C.</p> <p>Your school or college careers department is looking at jobs in the police force. You have been asked to produce a handout about the work of police dog handlers.</p> <p>From Source C, select six tasks a police dog may be expected to do.</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 style="text-align: right;">[6 marks]</p> | |
| <p>Mark Scheme</p> | <p>Marks</p> | <p>Standard</p> |
| <p><i>Award one mark for each thing to be included up to 6 marks.</i></p> <p><i>Candidates may bunch points and this is acceptable up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</i></p> <p><i>NB: Verb required. Accept appropriate synonyms for “looking/searching”</i></p> <ul style="list-style-type: none"> • Looking for missing persons • Searching for weapons/detecting firearms • Searching for other evidence • Looking for people trying to evade/hide from the police/criminals/suspects • Ensuring safety at royal/VIP visits • Sniffing out bomb threats • Detect drugs • Detect money • Detect human remains • Detect blood | <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> | |

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| Question 15 | Your local community is trying to encourage responsible dog ownership. You have been asked to contribute to a community newsletter containing advice to dog owners. Summarise the advice given in Source B about a dog's diet and exercise needs. Your summary should be a continuous piece of writing. [6 marks] | |
| 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 both difficulties and benefits. 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 | |
| Content | | |
| NB: Candidates are directed to write in continuous prose. Any answer which lists or numbers cannot achieve higher than 3 marks. If only Diet OR Exercise included cap @ 4. | | |
| NB: an even split between the two components is not required but both must be covered for full marks. | | |
| NNB: Answers which contain material not specific to diet or exercise are not selecting/summarising sufficiently for full marks | | |
| Please mark using a tick for diet and E for exercise. | | |
| Answers may contain some of the following elements: | | |
| DIET | | |
| <ul style="list-style-type: none"> • Well-balanced diet needed for fitness and health • Constant access to fresh, clean drinking water (especially if fed on dry food) • Quantity of food depends on age/activity level/general health. • Over-eating will cause dog to be overweight and suffer • Choose either wet or dry food depending on dog's individual needs • Supervise meal times • Human food not suitable for dogs' nutritional needs • Some foods/chocolate/onions/grapes/raisins poisonous to dogs | | |
| EXERCISE | | |
| <ul style="list-style-type: none"> • Make sure dog can exercise outdoors every day • Quantity and type of exercise will depend on individual dog's habits/age and health • Exercise needs vary – some may need lots/some happy with access to garden and a daily walk • Let your dog off the lead for a good run around | | |

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| <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 style="text-align: right;">[4 marks]</p> | | | | |
|--|---|-----------------|--------------|---|----------------------|
| <p>Mark Scheme</p> <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</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"> • 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. • 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. • 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. <p><i>Examiners need to identify the difference between a statement of what is there and a comment on why it is effective.</i></p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Standard</th> <th style="text-align: left; padding: 5px;">Marks</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Compare texts and comment on how meaning is conveyed.</td> <td style="padding: 5px;">Up to 4 marks</td> </tr> </tbody> </table> | Standard | Marks | Compare texts and comment on how meaning is conveyed. | Up to 4 marks |
| Standard | Marks | | | | |
| Compare texts and comment on how meaning is conveyed. | Up to 4 marks | | | | |

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|--|--|----------------|
| <p>Aspects of presentation in Source A (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • Picture of aggressive-looking pitbull • Picture of dog-owner in affectionate embrace with pitbull • Photograph of dog bite injury • Picture of spiked dog collar • Brown speech bubble containing quote from victim of dog bite • Brown heading/title • Bullet points in form of paw prints <p><i>eg – The two pictures of the pitbull show the opposing aspects of this dog breed and help to represent the two sides of the argument about the Dangerous Dogs Act.</i></p> <p>Aspects of presentation in Source B (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • (RSPCA) logo • Blue title • Paw prints in blue • Cartoon pictures/drawings/images of items related to the advice sprinkled through the text • NB: Do not accept the names of the objects alone • Final photograph of friendly, appealing border collie. <p><i>eg The cartoon pictures sprinkled throughout the text give a light-hearted tone to the leaflet and make being a dog owner appear fun and enjoyable.</i></p> | | |
| Nothing relevant to award | | 0 marks |