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# FUNCTIONAL SKILLS CERTIFICATE

## Functional English

### 47251

COMPONENT 1 READING LEVEL 2

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Mark scheme

June 2017

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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 explained 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>Question</b>	<b>Key</b>	<b>Standards</b>
A	2	1	C	Identify main purposes
A	2	2	A	Obtain relevant information
A	2	3	D	How meaning is conveyed
A	2	4	A	Detect implied meaning
A	2	5	C	Obtain relevant information
A	2	6	D	Suitable response
B	2	7	D	Identify purposes of texts
B	2	8	C	Obtain relevant information
B	2	9	A	How meaning is conveyed
B	2	10	D	Recognise implied meaning and bias
B	2	11	C	Obtain relevant information
B	2	12	D	Audience needs

<b>Question 13</b>	<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 <b>two</b> purposes which Source C has and then select a short quotation as evidence for each purpose.</p> <p style="text-align: right;"><b>[4 marks]</b></p>		
Mark Scheme		Standard	Marks
<p>In each section, award <b>one mark for each correct purpose</b> identified (see next page).</p> <p>Award <b>two marks</b> for a <b>correct purpose supported by a valid short quotation</b>.</p> <p><b>Where candidates select two purposes in the same space, accept only the first one.</b></p> <p>Acceptable purposes in this text:</p> <p><b><i>Inform / explain / describe / persuade / argue / advise (accept instruct)</i></b></p> <p>All examiners must refer closely to the annotated copy of <b>Source C</b> throughout marking of this question.</p> <p><b>NB</b> 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><b>NB</b> Accept valid alternative expressions for purposes eg “tells” for “informs”.</p>		Identify purposes of texts	Up to 4 marks
Nothing relevant to award.			0 marks

**Question 13 - Annotated Source C**

Acceptable purposes in this text:

**Inform / explain / describe / persuade / argue / advise (accept instruct)**

**UK families blow twice as much money on food waste as they think. (inform)**

[A YouGov study for Sainsburys reveals] the average family of four throws away the equivalent of 11 meals – [or nearly £60] – a month. *(inform // if “or nearly £60” included - explain)*

Sainsburys this week started a partnership with Swadlincote in Derbyshire, *(inform)* where it is spending £1m *(inform – both clauses together = explain)* in an ambitious bid to cut food waste. *(describe. Clause 2 + 3 or whole sentence = explain)* The ‘Waste Less, Save More’ project aims to reduce food waste by 50% *(inform)* and save the average household £350 a year. *(inform. Whole sentence explain) (SEE NEXT PAGE)*

[In the first steps of working with] the small market town, *(describe)* it will be giving a free fridge thermometer to all households, *(inform. Both clauses inform/explain)* to ensure appliances are at their optimum temperature. *(Whole sentence inform/explain)*

The supermarket is also looking at special ‘leftover labels’ *(inform)* that display a mini countdown *(inform / both clauses explain)* to tell householders when food needs to be eaten before going off. *(Whole sentence inform/explain)*

It will also look at the role packaging and labelling can have on food waste. *(Inform)* (Mike Coupe, Sainsburys Chief Executive), *(inform)* said: “Food waste is one of society’s biggest environmental issues at the moment *(persuade / argue)* and there is a genuine passion across the UK to tackle it.” *(Whole sentence persuade / argue)*

Later, the project hopes to test smarter kitchen appliances, *(inform)* for example, a smart fridge *(inf/ clause + phrase = expl)* so that people can check on their phone what they have at home, *(inform / explain)* and a ‘zero waste’ personal shopper who will help residents shop for what they actually need. *(Phrase + clause inform / explain)*

Trewin Restorick of the environment charity Hubbub *(inform)* said, “Hopefully this will go on to have a national impact.” And the first step should be... falling in love with your freezer. *(persuade)* “Freeze as much as you can the day you buy it,” *(advise/instruct)* says Trewin.”

Also planned is a new app called Olio *(inform)* which allows neighbours, friends and cafes to share surplus or unwanted food *(both clauses together inform / explain)* by posting pictures of it online and enabling those who can use it to get in touch. *(Whole sentence inform / explain)*

[Of the estimated] 15m tonnes of food thrown away in the UK each year, *(inf)* more than half is disposed of in people’s homes. *(whole sentence = inform / explain. Final clause alone = 0)*

Sainsburys this week started a partnership with Swadlincote in Derbyshire, = *inform*

Sainsburys this week started a partnership with Swadlincote in Derbyshire, where it is spending £1m = *explain/inform*

[where] it is spending £1m in an ambitious bid to cut food waste = *inform/explain*

Whole sentence = *explain*

<b>Question 14</b>	<p>Look again at the information given in <b>Source C</b>.</p> <p>Your school or college is looking at the issue of food waste and you have been asked to report back on the 'Waste Less, Save More' project.</p> <p>From Source C, select <b>six</b> practical ways the project is aiming to help cut food waste.</p> <p>Use <b>only</b> the material in the source text. Select the information from the <b>whole</b> of the source.</p> <p>[6 marks]</p>	
Mark Scheme	Standard	Marks
<p>Award <b>one</b> mark for each <b>practical way</b> the project is aiming to help cut food waste. Maximum of 6 marks.</p> <p>Candidates may ‘bunch’ points. This is acceptable <b>up to a maximum of 2 marks per space</b> unless otherwise specified in mark scheme.</p> <p>Possible answers include:</p> <ul style="list-style-type: none"><li>• <b>Giving</b> a fridge thermometer//a <b>free</b> fridge thermometer to all households</li><li>• (Looking at) special leftover <b>labels//labels</b> that display a mini-countdown (to when food needs to be eaten)</li><li>• (Looking at) the <b>role</b> of packaging/labelling</li><li>• (Testing) <b>smart</b> kitchen appliances/<b>smart</b> fridges</li><li>• <b>Zero waste personal</b> shoppers</li><li>• (Introducing)the Olio <b>app// an app to allow people to share surplus/unwanted food</b></li><li>• Spending £1m (on trialling new technology).</li></ul> <p><b>Do not accept references to freezing food</b></p> <p>NB: <i>Focus is on what Sainsbury’s/the project is doing not on what consumers could/should do. Thus:</i></p> <ul style="list-style-type: none"><li>➤ <i>you should allow people to share your surplus food = 0 marks</i></li><li>➤ <i>an app to allow people to share surplus food = 1 mark</i></li><li>➤ <i>use a fridge thermometer to make sure your fridge is at the right temperature = 0 marks</i></li><li>➤ <i>Giving out free fridge thermometers so you know your fridge is at the right temperature = 1 mark</i></li></ul>	<p>Obtain and uses relevant information.</p> <p>Analyse texts in relation to audience needs and considers suitable responses.</p>	<p>Up to 6 marks</p>
Nothing relevant to award.		0 marks

<b>Question 15</b>	Your school or college is holding vocational education workshops and you have been asked to find out information about careers in catering.		
	Using <b>only</b> the information and ideas in <b>Source B</b> , summarise the benefits and challenges of training as a chef.		
	Your summary should be a continuous piece of writing.		
	<b>[6 marks]</b>		
<b>Mark Scheme</b>		<b>Standard</b>	<b>Marks</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.		Summarises  Selects information and ideas  Detect point of view / implied meaning / bias	<b>6 marks</b>
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.			<b>5 marks</b>
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>
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>
<b>NB Candidates are directed to write in continuous prose. Any answer which lists or numbers cannot achieve higher than 3 marks. Candidates are required to include two elements. Cap at 4 marks if only one element is covered.</b>			
Answers may contain some of the following elements:			
BENEFITS: acquire a range of skills meet a variety of interesting people learn to prepare delicious meals job satisfaction when people enjoy your food learn to persevere and be determined.			
CHALLENGES: Long hours/little time off/ impact on social life/loss of friends low pay tough working environment / possibility of abuse / being shouted at / hot, dangerous working environment – burns and other injuries likely. The work can be thankless			
<i>Please mark using a tick or B for benefits; C for challenges and OW for own words/crafting</i>			



<b>Question 16</b>	You now have to compare the visual presentation of Source A and Source B.		
	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.		
	<b>[4 marks]</b>		
Mark Scheme		Standard	Marks
<p>Award <b>two marks for each example with a reason</b>. Maximum of four marks. Neither the device/aspect nor the reason may be used twice.</p> <p><b>NB</b> For full marks, there must be a valid link between the chosen aspect of visual presentation and the explanation of how it works.</p> <p><b>NB</b> 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></ul> <p>“Paragraphs” is not acceptable as a presentational device.</p> <ul style="list-style-type: none"><li>• <b>Colour:</b> 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(mark awarded for identification of “heading”).</li><li>• <b>Pictures &amp; Colour: All comments must refer to the specific picture/colour in the text. Comments which could apply to any text are not to be accepted.</b></li><li>• <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 <b>on this particular text</b>, withhold the 2<sup>nd</sup> mark.</i></li><li>• Do not accept ‘The picture tells you what the text is about.’</li><li>• Examiners need to identify the difference between a statement/description of what is there and a comment on why it makes it easier to understand.</li><li>• Do not accept a simple description or account of what is in the picture as an explanation of why it makes it easier to understand the text.</li></ul>		Compare texts and comment on how meaning is conveyed.	Up to 4 marks

<p><b>Aspects of presentation in Source A</b> (any other valid points may be accepted):</p> <ul style="list-style-type: none"> <li>• soft green colour throughout</li> <li>• Social Bite logo</li> <li>• Social Bite slogan</li> <li>• picture of Social Bite shop</li> <li>• headline</li> <li>• speech bubble</li> <li>• text/mobile phone symbol</li> <li>• sub-heading</li> </ul> <p><i>eg the speech bubble is effective in drawing attention to the comments of a real person who has been helped by Social Bite and it makes the reader feel as though John is speaking directly to them and thanking them.</i></p> <p><b>Aspects of presentation in Source B</b> (any other valid points may be accepted):</p> <p><i>NB – No title/headline/heading</i></p> <ul style="list-style-type: none"> <li>• cartoon figure of angry chef</li> <li>• sub headings (in different fonts)</li> <li>• different colours of sub-headings separate benefits from challenges/provide a summary</li> <li>• picture of three chefs.</li> </ul> <p><i>eg The picture of the three smiling chefs is placed at the end to suggest that this is the point at which a trainee chef will arrive if they persevere with the training. The mix of genders and races implies that a career as a chef is open to everyone.</i></p> <p><i>NB: There are two pictures. A response containing a valid, different explanation for each picture should be awarded 4 marks.</i></p>		
<p>Nothing relevant to award</p>		<p><b>0 marks</b></p>