



---

# FUNCTIONAL SKILLS CERTIFICATE

## FUNCTIONAL ENGLISH

### 47251

COMPONENT 1 READING LEVEL 2

---

**Mark scheme**

March 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](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****Questions 1-6**

Source	Level	Qu	Key	Standards
A	2	1	C	Identify main purposes
Source	Level	Qu	Key	Standards
A	2	2	D	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	3	A	How meaning is conveyed
Source	Level	Qu	Key	Standards
A	2	4	D	Detect implied meaning
Source	Level	Qu	Key	Standards
A	2	5	C	Obtain relevant information
Source	Level	Qu	Key	Standards
A	2	6	C	Audience needs

**Questions 7-12**

Source	Level	Qu	Key	Standards
B	2	7	D	Identify purposes of texts
Source	Level	Qu	Key	Standards
B	2	8	A	Obtain relevant information
Source	Level	Qu	Key	Standards
B	2	9	C	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	B	Suitable response

<p><b>Question 13</b></p>	<p>Sometimes texts have more than one purpose (eg to explain, to inform, to describe, to argue, to persuade, to advise, to entertain, to warn, to narrate).</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> <p style="text-align: right;"><b>[4 marks]</b></p>
<p><b>Mark Scheme</b></p>	<p style="text-align: right;"><b>Standard</b></p>
<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><i>Acceptable purposes in this text:</i>  <i>Inform / explain / describe / warn / advise</i></p> <p><i>All examiners must refer closely to the annotated copy of Source C throughout marking of this question.</i>  <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 e.g. “tells” for “informs”</i></p>	<p style="text-align: center;"><b>Up to 4 marks</b></p> <p style="text-align: center;">Identify purposes of texts</p>
<p>Nothing relevant to award</p>	<p style="text-align: center;"><b>0 marks</b></p>

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

You are now 20 times more likely to be robbed while at your computer (*inf*) by a criminal based overseas than mugged in the street. (*whole sentence inf/warn*)

The explosion in online fraud and cyber-crime (*inf/desc*) saw almost 6 million offences committed in 2015, (*inf*) meaning around one in ten adults in the population fell victim. (*inf. Clauses 1 +3, 2 + 3 or Whole sentence inf/expl*) Fraud has now become the most prevalent crime in the country (*inf*) with people ten times more likely to become a victim than they are to suffer a theft. (*inf/expl*)

Unlike many traditional crimes, the victims of cyber offences are drawn from all ages, all social backgrounds and all areas of the country, meaning that no-one who uses a computer regularly can feel safe.

**The victims of cyber offences are drawn from all ages/all social backgrounds/all areas of the country** (*inf*) {without main clause = 0}

(Unlike many traditional crimes,) the victims of cyber offences are drawn from all ages (*inf*)/all social backgrounds (*inf*)/(and) all areas of the country (*inf*) With bracketed phrase = *expl*). Whole sentence = *expl*

Cyber-crime covers a wide range of offences (*inf*) including bank and credit card fraud. (*whole sentence inf/expl*) The unfortunate victims (*desc*) are sometimes not even aware they have been targeted (*phrase + clause = inf*) until they realise their savings have been raided, (*phrase + both clauses = inf/expl*) by which point it is often too late. (*whole sentence inf/expl*)

Then there are online shopping rip-offs // and hacking (*inf*). [In many cases] the perpetrators are based overseas, (*inf*) but are able to gain access to peoples' bank accounts remotely (*inf/expl*) by conning them into revealing personal details and passwords. (*expl. Whole sent expl*)

With phishing, the aim is to trick people out of money (*inf*)/or bank account details (*clause + phrase = inf*) by getting them to click on a link in an email. (*Whole sent inf/expl*) There are even cruel "romance scams" (*desc/inf*) where people are persuaded to part with thousands of pounds (*inf. expl with first clause*) by someone posing as their online lover. (*2<sup>nd</sup> + 3<sup>rd</sup> clause or whole sent expl*)

Around 1.4 million people suffered computer virus attacks, (*inf*) with almost 650,000 people reporting that their email or social media profile had been hacked. (*inf. whole sentence inf/expl*) The number of victims of identity theft rose by 31% in the first 3 months of 2015. (*inf*)

A City of London police spokesman said, ["Given the nature of this threat,] victims must do everything they can to protect themselves; (*warn/adv*) always being wary about who they are interacting with online (*warn/adv*) and taking time to think before making any online transactions". (*warn/adv*)

<p><b>Question 14</b></p>	<p>Look again at the information given in <b>Source C</b>.</p> <p>Your local community is raising awareness of computer security. You have been asked to prepare some information about cybercrime for the community newsletter.</p> <p>From <b>Source C</b>, select <b>six</b> types of cybercrime which people need to be aware of.</p> <ul style="list-style-type: none"> <li>• Use <b>only</b> the material in the source text.</li> <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>Marks</b></p>	<p><b>Standard</b></p>
<p><b>Award one mark for each type of cybercrime 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>Possible answers include:</p> <ul style="list-style-type: none"> <li>• <b>bank</b> fraud/gaining access to <b>bank</b> accounts/<b>bank</b> details</li> <li>• <b>credit card</b> fraud</li> </ul> <p><b>NB: If entire sentence “Cyber crime...credit card fraud” is lifted, 1m only can be awarded. Do not give a further point if either element repeated in a different space.</b></p> <ul style="list-style-type: none"> <li>• <b>online shopping rip-offs</b></li> <li>• hacking (of email/social media site)</li> <li>• phishing/persuading to <b>click on links in emails</b> <b>Do not accept “trick people out of money”.</b> <b>Do not accept “click on emails”</b></li> <li>• romance scams/posing as online lovers</li> <li>• virus attacks</li> <li>• identity theft</li> </ul> <p><b>Do not accept generic references to fraud, theft or robbery. Question is about cybercrime.</b></p>	<p><b>Up to 6 marks</b></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><b>0 marks</b></p>	

<b>Question 15</b>	Your Head of IT & Computing has asked you to find out information about training young people in appropriate use of their computer skills.  Using <b>only</b> the information and ideas in <b>Source B</b> , summarise the aims and benefits of the Cyber Security Challenge Intervention Scheme.  Your summary should be a continuous piece of writing. <b>[6 marks]</b>	
<b>Mark scheme</b>	<b>Marks</b>	<b>Standard</b>
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.	<b>6 marks</b>	Summarise
Wide-ranging summary of information and ideas, including aims 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>	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>  <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></p> <p>Answers may contain some of the following elements:</p> <p><b>AIMS:</b>                  To rehabilitate young cybercrime offenders/those who have committed low level crimes                  To prevent these young people from re-offending                  To encourage them to consider work in cybersecurity                  To show them how their talents can be used for good to get well-paid jobs                  Enable young offenders to gain a sense of achievement and self-respect                  To offer a safe space for experimentation</p> <p><b>BENEFITS:</b>                  Develop skills of young people in order to fill the gap in the workforce in the future                  Reduction in number of cybercriminals/spread of cybercrime                  Fills the gap in rehabilitation programmes to achieve consistency with those for other crimes</p> <p><b><u>Please mark using a tick for Aims and B for Benefits</u></b></p> <p>NB: Statistics relating to ages of offenders and ease of cybercrime are irrelevant. Inclusion of these would prevent full marks.</p>		

<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>Standard</b></p>	<p><b>Marks</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> <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><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” are 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 (for heading).</li> <li>• <b>Pictures / Colour : Comments on pictures or colour should be specific and related to the subject matter of 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 name 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 / shows you what the text is about.”</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>• 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>Examiners need to identify the difference between a statement of what is there and a comment on why it is effective.</b></p>		<p>Compare texts and comment on how meaning is conveyed</p>	<p><b>Up to 4 marks</b></p>

<p><b>Aspects of presentation in Source A (any other valid points may be accepted):</b></p> <ul style="list-style-type: none"> <li>• muted blue colour scheme</li> <li>• <b>Headline/title/heading. Do not accept headingS</b></li> <li>• Photograph/image/picture of//it shows a hacker</li> <li>• Photograph/image/picture of//it shows a successful IT/computing professional</li> <li>• Leeming's/the hacker's first person speech//quotes from Leeming/the hacker (in italics and blue colour)</li> </ul> <p>eg <i>The two photographs vividly show the difference in the possible pathways for a young person with computer skills. The sinister hooded figure shows the dark, criminal pathway, while the other photograph shows the potential to be respectable and successful.</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><b>Aspects of presentation in Source B (any other valid points may be accepted):</b></p> <ul style="list-style-type: none"> <li>• Webpage banner in red and black</li> <li>• Blue weblinks</li> <li>• Cybersecurity logo</li> <li>• <b>Title/headline/headingS</b></li> <li>• Word “cybercrime” picked out in red throughout</li> <li>• Photograph/picture/image of//it shows a workshop with participants looking happy and engaged.</li> <li>• <b>Final</b> (motivational) quotation//quotation <b>at the end</b> (in blue font//in silver shaded box)</li> </ul> <p>eg <i>The photograph shows students of mixed genders and races enjoying the intervention workshop, suggesting that the day will be fun and is available to all.</i></p>		
<p>Nothing relevant to award</p>		<p><b>0 marks</b></p>