



Please write clearly in block capitals.

Centre number

Candidate number

Surname

Forename(s)

Candidate signature

Functional Skills Certificate

FUNCTIONAL ENGLISH

Component 1 Reading Level 2

Friday 19 May 2017

Morning

Time allowed: 1 hour

Materials

For this paper you must have:

- **Sources A, B and C** which are provided as a loose insert inside this paper.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- You must refer to the insert booklet provided.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 32.
There are 12 marks for Section A and 20 marks for Section B.
- You may use a dictionary.
- There is one insert inside this question paper.
Sources A, B and C are printed on the insert.

Advice

- You are advised to check your work carefully.

For Examiner's Use	
Question	Mark
1 – 6	
7 – 12	
13	
14	
15	
16	
TOTAL	



J U N 1 7 4 7 2 5 1 0 1

IB/M/Jun17/E4

47251
QAN 500/9126/8

Section A

Read **Sources A** and **B**. You have been asked to find out how effective **Source A** and **Source B** are by answering the following questions.

For **Questions 1 to 12**, write the letter for each answer in the box given.

Questions 1 to 6 refer to **Source A**.

- 1** The main purpose of this leaflet is to
- A** attract people to work for Social Bite.
 - B** advise people to buy a Suspended Coffee.
 - C** persuade people to support Social Bite.
 - D** inform people about jobs for the homeless.

Answer

[1 mark]

- 2** The leaflet tells you that Social Bite
- A** helps to tackle social problems.
 - B** has as many customers as Greggs.
 - C** has five shops based in Glasgow.
 - D** employs hundreds of homeless people.

Answer

[1 mark]

- 3** The leaflet makes people think about its meaning by using
- A** a snappy slogan.
 - B** short simple sentences.
 - C** a photograph of a Social Bite shop.
 - D** an anecdote from a formerly homeless employee.

Answer

[1 mark]



4 The leaflet implies that

- A** other sandwich businesses are only interested in making money.
- B** homeless people would starve without food from Social Bite.
- C** Social Bite saved John from his problem with drink and drugs.
- D** homeless people make better workers than those with homes.

Answer

☐

[1 mark]

5 The leaflet informs you that John

- A** eats and drinks at Social Bite.
- B** has worked at Social Bite for eight years.
- C** is no longer homeless.
- D** has been given his own shop.

Answer

☐

[1 mark]

6 The most likely response after reading this leaflet would be to

- A** ask Social Bite to open a shop in your area.
- B** make a donation to a homeless charity.
- C** 'like' Social Bite on Facebook and Twitter.
- D** contribute to the Suspended Coffee scheme.

Answer

☐

[1 mark]

6

Turn over for the next question

Turn over ►



Questions 7 to 12 refer to Source B.

- 7 The main purpose of the article is to
- A persuade people not to become a chef.
 - B advertise Michelin Star restaurants.
 - C inform people how to become a chef.
 - D describe the experience of training as a chef.

Answer

☐**[1 mark]**

- 8 The article tells you that
- A Elton Inglis has been yelled at by Jamie Oliver.
 - B trainee chefs work a 40-hour week.
 - C the first year as a trainee chef is difficult.
 - D you will only learn how to cook delicious meals.

Answer

☐**[1 mark]**

- 9 The article gets its meaning across well because it uses
- A direct address to the reader.
 - B several facts and statistics.
 - C a cartoon of an angry chef.
 - D only short simple sentences.

Answer

☐**[1 mark]**

10 The article implies that training to be a chef is

- A** exciting.
- B** sociable.
- C** dangerous.
- D** worthwhile.

Answer

☐

[1 mark]

11 The article informs you that trainee chefs

- A** are interesting people.
- B** lose all their friends.
- C** develop a range of skills.
- D** suffer from poor body odour.

Answer

☐

[1 mark]

12 This article meets the needs of someone considering becoming a chef because it

- A** reminds people that chefs can become rich and famous.
- B** explains how to deal with the bad aspects of being a chef.
- C** uses humour to make the training sound better than it is.
- D** is honest about the difficulties involved in the training.

Answer

☐

[1 mark]

6

Turn over for the next question

Turn over ►



Section B

Answer **all** questions.

Write your answers in the spaces provided. The questions in this section are testing what you have understood about the texts. The questions are **not** testing your writing.

Read **Source C** to answer the following questions.

- 13** 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).

From the list above, find **two** purposes which **Source C** has and then select a short quotation as evidence for each purpose.

[4 marks]

Purpose 1 _____

Short quotation:

Purpose 2 _____

Short quotation:



14 Look again at the information given in **Source C**.

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.

From **Source C**, select **six** practical ways the project is aiming to help cut food waste.

Use **only** the material in the source text.
Select the information from the **whole** of the source.

[6 marks]

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

6

Turn over for the next question

Turn over ►



15 Your school or college is holding vocational education workshops and you have been asked to find out information about careers in catering.

Your summary should be a continuous piece of writing.

[illegible]

6



16

You now have to compare the visual presentation of **Source A** and **Source B**.

I think the text which looks more effective is Source

From your chosen source, select **two** examples of visual presentation and explain how each one works. Do not use the same explanation twice.

[4 marks]

First example of visual presentation with explanation of how it works:

Second example of visual presentation with explanation of how it works:

4

END OF QUESTIONS



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**



There are no questions printed on this page

**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

Copyright Information

For confidentiality purposes, from the November 2015 examination series, acknowledgements of third party copyright material will be published in a separate booklet rather than including them on the examination paper or support materials. This booklet is published after each examination series and is available for free download from www.aqa.org.uk after the live examination series.

Permission to reproduce all copyright material has been applied for. In some cases, efforts to contact copyright-holders may have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements. If you have any queries please contact the Copyright Team, AQA, Stag Hill House, Guildford, GU2 7XJ.

Copyright © 2017 AQA and its licensors. All rights reserved.

