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LEVEL 1 & 2 EXAMS

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FUNCTIONAL SKILLS LEVEL 2
ENGLISH
(8725)

Component 1 Reading

Mark scheme

Version 1.0

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 learners' 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 learners' 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 Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of learners' 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 learner'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 by reading the whole of the learner's response and then, using the mark scheme level descriptors and the standardisation scripts, place the response in the level which it matches or best fits.

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 learner 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.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. 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 learner'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. Learners 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.

Section A

1 In which African Country is the Masai Mara Game Reserve?

[1 mark]

Answer – Kenya

Scope of Study: 3.1.16

Question	Key	Scope of Study
2	D	3.1.15
3	D	3.1.13

4 Using the information in **Source A**, put a tick in the correct box to show whether each statement is **true** or **false**.

	True	False
Kandu Travel have been in business for more than 30 years	✓	
Elephants and giraffes live on the Masai Mara Game Reserve	✓	
You cannot start this holiday at the weekend.		✓
You can horse-ride on the Masai Mara Game Reserve		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of Study: 3.1.16

5 The writer of **Source A** presents both facts and opinions about the Safari and Beach Tour.

Identify **two** facts about the Safari and Beach Tour. **[1 mark]**

Identify **two** opinions about the Safari and Beach Tour. **[1 mark]**

Any two facts for 1 mark

Facts: for example

- Kenya is in Africa
- It is sunny in Kenya/Africa/on the Masai Mara
- Elephants (and giraffes) live on the Masai Mara

Any two opinions for 1 mark

Opinions: for example

- The tents are luxurious
- The breakfast is delicious
- Africa is an extraordinary continent

Note: The above content is indicative any other valid response should be credited.

Scope of Study: 3.1.18

- 6** Explain how the writer of **Source A** uses words and language techniques to *persuade* people to go on the Safari and Beach Tour.
You should provide examples from **Source A** in your answer.

[3 marks]

Marks	Descriptor
3 marks	Persuasive techniques are identified, with appropriate support from the text and a clear understanding of the intended impact
2 marks	Identifies relevant material from the text, with an attempt to explain the intended effect
1 mark	Fragmented points
0 marks	Nothing written worthy of comment

Indicative content

Answers may mention the following:

- Persuasive words: “*Luxury* Safari and Beach Tour” “*Luxurious* tent.” “*Luxury* four-wheel-drive vehicle.” Repetition to emphasise the key idea of “luxury”.
- Detail: lots of detail about the animals you will see to emphasise how exciting the holiday will be (“including black rhino, cheetahs ...” to emphasise that there are even more animals than actually listed).
- Confidence in Kandu Travel: built by words like “world-class experts” and “experienced and professional team”.

Scope of study: 3.1.14 and 3.1.19

Section B

Question	Key	Scope of Study
7	C	3.1.15
8	A	3.1.13

- 9 Using the information in **Source B**, put a tick in the correct box to show whether each statement is **true** or **false**.

	True	False
A whale-watching holiday in Antarctica costs £7885		✓
Local guides accompany visitors to local communities	✓	
Visitors need to take their own re-usable water bottles		✓
Ten per cent of the world's population depends on tourism	✓	

[2 marks]

2 marks for all four correct
1 mark for three correct

Scope of Study: 3.1.16

- 10** The Customer Director of Responsible Travel said that the company creates better places for local people to live. List **three** ways in which local communities benefit from holidays approved by Responsible Travel.

[3 marks]

1 mark per clear point made, up to a maximum of 3 marks

- Employment opportunities for local people
- Reduced impact on local environment – less plastic/litter/water conservation
- Local projects get support from tour companies
- Money donated to local projects
- Volunteers help in local projects

Scope of study: 3.1.13

- 11** **Source B** gives details on the role of local guides who work with Responsible Travel.

List **three** skills a local guide needs for this role.

[3 marks]

Award 1 mark per valid skill up to a maximum of 3 marks.

Indicative content

Answers may mention the following:

- Good communication skills
- Friendly and open
- Know their local area well
- Understand and be able to explain their culture.
- Ability to translate.
- Know places to visit which are not the usual tourist sites.

Scope of study: 3.1.13

Section C

Question	Key	Scope of Study
12	D	3.1.15

13 From reading **Source C**, list three things you learn about the animals you might meet on safari?

[3 marks]

1 mark per valid point made, up to a maximum of 3 marks

- Animals may attack a human on foot
- Animals do not know that humans travel in vehicles
- It is not easy to tell when an animal is becoming agitated
- Animals are easily startled/do not like loud noises/sudden flashes
- Animals are attracted to food
- Animals may regard a running human as prey and chase them

Scope of Study: 3.1.13

- 14** Compare **Source A** and **Source C** in terms of what they say and how the material is conveyed.

You may wish to refer to the level of detail, presentation and language, formality, possible bias and how the writers come across.

[6 marks]

Marks	Descriptor
5-6 marks	<p>A range of similarities/differences are identified and explained in detail, such as:</p> <ul style="list-style-type: none"> • Level of detail in text (main points/specific details) • The information, ideas or opinions and how these are conveyed • Style of writing/writer's voice/tone/level of formality/potential bias • Implicit and inferred meanings • Use of textual features/devices • Vocabulary
3-4 marks	<p>Either: At least one similarity/difference is identified and explained in detail</p> <p>Or: A number of similarities/differences are identified and set out clearly.</p> <p>Some reference to:</p> <ul style="list-style-type: none"> • Level of detail in text (main points/specific details) • The information, ideas or opinions and how these are conveyed • Style of writing/writer's voice/tone/level of formality/potential bias • Implicit and inferred meanings • Use of textual features/devices • Vocabulary
1-2 marks	Fragmented points and unclear whether these are similarities or differences.
0 marks	Nothing written worthy of comment.

Indicative content

Answers may mention the following:

	Similarities	Differences
The information, ideas and opinions, including level of detail.	Both talk about travelling in vehicles	A emphasises comfort and luxury; C emphasises safety.
	Both talk about guides and emphasise their expertise	A focuses on finding animals and C focuses on understanding behaviour/keeping you safe.
	Both assume you will use your camera	A gives general information and C gives detail (eg do not use a flash)
	Both emphasise the importance of animals	A uses only positive language, whereas C focuses on the risks.
		C talks about risks (eg diseases) whereas A does not (except by mentioning insurance).
Presentation and language	Both are about the safari	A is a 'story' with the customer as the main character. C is a set of rules. A uses longer sentences, to build up the picture. C uses short sentences for maximum clarity and impact. A tries to get across feelings, whereas C tries to be memorable.
Level of formality	Both are aimed at the person going on the safari	A is informal and persuasive. C is formal and instructive.
Possible bias	Both are biased	A is written to persuade, so only mentions positive things. C is one-sided, because it focuses on danger.
How the writers come across	Both writers are experts and know a lot about Africa	The writer of A knows about holidays. The writer of C knows how to keep you safe.

Scope of study: 3.1.11, 3.1.12, 3.1.13, 3.1.14, 3.1.17 and 3.1.19



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