



Functional Skills Certificate

Functional English

47251-Component 1 Reading Level 2

Mark scheme

June 2018

Version/Stage: 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 1 Marking Key

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

Reading Level 2 Marking Key

Source	Level	Question	Key	Standards
B	2	7	A	Identify purposes of texts
B	2	8	C	Obtain relevant information
B	2	9	B	How meaning is conveyed
B	2	10	D	Recognise implied meaning and bias
B	2	11	C	Obtain relevant information
B	2	12	B	Suitable response

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

Question 13 - Annotated Source C

Acceptable purposes in this text: persuade (accept 'encourage') // inform // explain // describe

advise/instruct = same purpose (accept 'command')

End Your Addiction to Sugar (adv/inst)

(Fact!) Sugar is bad for our teeth. (inf) Of course, this comes as no surprise (inf) yet sugar-related dental problems are still the most widespread cause of poor oral health // and tooth decay. (inf) [When we think of sugar] we probably picture the white stuff (desc) (we pop in our tea). (desc. whole sentence expl) But there are many 'hidden' sugars (inf/desc) in lots of things we would not even think of. (whole sent inf) Sugar can go by many names (inf) and recognising them is the first step to avoiding them. (inf/ whole sent expl) There are too many to list (inf) but some to look out for are sucrose, glucose and corn syrup. (inf/expl)

There are dangerously high levels of sugar (pers) in some breakfast cereals. (whole sent inf) Switching to a lower sugar cereal // or one with no added sugar, (desc – clause or phrase) and not adding any yourself, will have a massive impact (pers) on your dental health // and your health overall. (See below)

Switching to a lower sugar cereal..will have a massive impact on your dental health (pers/inf)
Switching to a lower sugar cereal..will have a massive impact on your dental health and your health overall (pers/inf). (whole sent – inf/expl)

[When you get the urge for a snack], don't reach for the biscuit barrel: (adv/instruct) a handful of nuts will provide that energy boost you need. (inf) Try opting for a sugar free alternative (whenever possible). (adv/instruct) Fresh whole foods (desc) are safest (inf) because they are less sticky. (inf. Whole sent expl) Smashing up a banana and strawberry into a smoothie releases the sugars in the fruits (inf) enabling them to coat the whole tooth, (both clauses – inf/expl) even in the tiny gaps. (whole sent inf/expl) Eat fruits whole to avoid this problem. (adv/instruct) And dried fruit can get right in those gaps (inf) giving the sugar a huge amount of time to cause problems, (inf/exp) so avoid those raisins! (adv/instruct. Whole sent expl/adv)

A few ground rules can help. (inf) Don't add sugar to anything (adv/inst) and make sure you avoid dessert a few times a week. (adv/inst)

Being a night owl can spell bed news for your mouth. (inf) People who stay up late are more likely to skip brushing before bed (inf) and this could spell disaster for your teeth. (inf/expl. Whole sent inf/expl) You can't snack when you're asleep (inf) so get an early night. (adv/inst)

Reducing the amount of sugar in our diets will help to reduce damage to our teeth, (pers/inf) with the added bonus of improving our waistlines along the way. (pers/expl)

<p>Question 14</p>	<p>Look again at the information given in Source C.</p> <p>Your school or college is looking at the issue of oral health and tooth decay. You have been asked to produce an advice sheet about the dangers of sugar.</p> <p>From Source C, select six ways to reduce the amount of sugar in the diet.</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>		
Mark Scheme		Standard	Marks
<p>Award one mark for each way to reduce the amount of sugar.</p> <p>Candidates may 'bunch up' points. This is acceptable up to a maximum of 2 marks per space unless otherwise specified in mark scheme.</p> <p>NB: points must be presented as advice/instruction rather than information</p> <p>Possible answers include:</p> <ul style="list-style-type: none"> • Learn to recognise alternative names for sugar // look for hidden sugars /sucrose /glucose/corn syrup • Switch to/eat/choose etc a low sugar/no sugar cereal • Don't add sugar yourself to anything // not adding sugar yourself • Don't reach for the biscuit barrel // don't eat biscuits as snacks// eat nuts as snacks instead of biscuits • Opt for/choose etc sugar free alternatives • Eat whole fruits rather than smashed up/blended/crushed fruits // Don't eat smashed up/blended/crushed up fruits • Avoid dried fruits // raisins • Avoid desserts a few times a week • Get to bed early // get an early night // go to sleep early/ don't stay up late <p>Do not accept:</p> <p>Any reference to brushing teeth Switch to a sugar-free diet // eat less sugar fresh whole foods are safest Don't snack at night There are loads of hidden sugars</p>		<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>
<p>Nothing relevant to award.</p>			<p>0 marks</p>

Question 15	<p>Your Head of Health & Social Care wants to organise a trip relating to dentistry. You have been asked to find out about the British Dental Museum.</p> <p>Using only the information and ideas in Source B, summarise what the British Dental Museum has to offer and why a visit there would be appealing.</p> <p>Your summary should be a continuous piece of writing.</p> <p style="text-align: right;">[6 marks]</p>		
Mark Scheme		Standard	Marks
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 Select information and ideas Detect point of view / implied meaning / bias	6 marks
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
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
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
<p>NB Candidates are directed to write in continuous prose. Any answer which simply lists or numbers cannot be awarded more than 3 marks. 6-mark answers must contain some implication.</p> <p><i>Please mark using a tick for content points (what the museum offers) and “Appeal” for the museum’s appeal</i></p> <p>Answers may contain some of the following elements:</p> <p>Museum offers:</p> <ul style="list-style-type: none"> • 25 000 items/objects relating to history of dentistry, some of which can be handled • Opportunity to use foot-operated drill/lie in Victorian dentist’s chair • Variety of films, books and quizzes • Computer programme showing history of dentistry, also voiced • Facility to request workshops, guided tours, illustrated talks and loan boxes • Facilities for researchers • Free admission/practical facilities eg lift, toilets <p><i>Do not accept reference to opening times or mobile phones</i></p> <p>Appeal (Implication):</p> <ul style="list-style-type: none"> • Somewhat gruesome • Opportunity to compare ancient techniques with current dental practice • “Voices” from the past talking about dental experiences • Of interest to a wide range of people 			

<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>Standard</p>	<p>Marks</p>
<p>Award two marks for each example with a reason. Maximum of four marks. Neither the device/example nor the reason may be used twice. However, two separate comments about two different pictures will be acceptable.</p> <p>NB 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>NB 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. <p>“Paragraphs” is not acceptable as a presentational device.</p> <ul style="list-style-type: none"> • 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(mark awarded for “heading”). • Pictures & 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. • <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 on this particular text, withhold the 2nd mark.</i> • Do not accept ‘The picture tells you what the text is about.’ • 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. • 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. 		
<p>How texts are presented</p>		<p>Up to 4 marks</p>

<p>Aspects of presentation in Source A (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • Prominent blue headline • Picture of decayed teeth • Bullet points in form of cartoon teeth • Most statistics picked out in blue <p><i>Eg: The photograph of the decaying teeth is quite shocking and backs up the concerns raised in the report about the state of some children’s teeth.</i></p>		
---	--	--

<p>Question 16 continued</p>			
<p>Mark Scheme</p>	<p>Standard</p>	<p>Marks</p>	
<p>Aspects of presentation in Source B (any other valid points may be accepted):</p> <ul style="list-style-type: none"> • Presented in (different sized) sections/boxes/text boxes • BDA logo • Informative title • Gruesome illustration of old-fashioned tooth extraction • Variety of photographs of old artefacts related to dentistry • Speech bubbles (with quotations in) // Quotations (in speech bubbles) • Soft gradient colour scheme throughout <p><i>Eg: The illustration of the tooth extraction is gruesome and looks barbaric, conveying how unpleasant dental procedures used to be. It creates the desire to visit the museum to discover more about dentistry in the past.</i></p> <p>Do not accept hyperlink/webpage</p>		<p>Up to 4 marks</p>	
<p>Nothing relevant to award</p>		<p>0 marks</p>	