FUNCTIONAL SKILLS CERTIFICATE
Functional English

47201 Component 1 Reading Level 1

Mark scheme

4720

June 2016

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

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	Qu	Key	Standards
A	1	1	B	Identify main points
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	2	C	Read and understand texts in detail
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	3	D	Read and understand texts in detail
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	4	A	Identify main points
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	5	B	Read and understand texts in detail
Source	**Level**	**Qu**	**Key**	**Standards**
A	1	6	C	Suitable response

Question 7	You have been asked to help write an advice sheet about how to deal with the sun and heat. Use **Source B** to help you choose what to put in your advice sheet. You should include: a) **four** instructions on what to do if you feel unwell in the sun b) **four** ways to keep cool in hot weather.

Mark Scheme	Standard	Marks
• *Award one mark for each of **four** instruction on what to do if you feel unwell in the sun up to a **maximum of 4 marks.*** • *Award one mark for each of **four** ways to keep cool in hot weather up to a maximum of 4 marks.* ***NB.*** • *Candidates may not present the four points for 7a and the four points for 7b neatly on the lines provided. Instead they may **'bunch'** the points. This is allowed within each part of the question **up to a maximum of 2**.* • *The maximum mark is 4 for each part even if more than four valid points have been made.* • *Points that belong in 7a but appear in the answer to 7b and vice-versa are **not to be rewarded**.* • *Examiners are reminded that slashes (/ or //) indicate alternative options, only one of which can be accepted.* • *Emboldened or underlined text must be included in the answer.* • *Brackets indicate optional content.* **7a) NB. A verb must be included to render it an instruction** • Try to get help **if you feel dizzy/weak/anxious** - max 1 mark • **Move** to a cool **place** (as soon as possible) ***Do not accept "shade"*** • Measure your body temperature • Drink **water/fruit juice**/rehydrate – Do **not accept "cold drinks"** • Seek medical attention **if cramps last more than 1 hour/if you still feel unwell after 1 hour** • Seek medical attention **if symptoms don't improve/worsen** **7b) NB. Do not accept 'it is best to avoid getting too hot in the first place'.** • **Walk/stay** in the shade • Wear light/loose fitting clothing • Wear a hat • Avoid doing sport **in the heat**/do sport **in the cooler part of the day/morning/evening** • (Have plenty of) cold drinks – ***Do not accept water/fruit juice*** • **Avoid** caffeine/hot drinks/**excess** alcohol – **1 mark only** • (Eat) cold foods/salad/fruits with a high water content • (Take a) **cool** shower/bath/body wash - **1 mark only** • Sprinkle water over skin/clothing • Keep a damp cloth **on the back of your neck**	Utilise information contained in texts Respond to texts Understand texts in detail	**Up to 4 marks** **Up to 4 marks**
Nothing relevant to award		**0 marks**

Question 8	Look at the way **Source B** has been presented. List two ways it has been presented and say why each one would make it easy for people to understand.

Mark Scheme	Standard	Marks
• *Award up to two marks for each response up to **four** marks.* • *Candidates may express the ideas below in their own words.* • *Candidates may '**bunch**' their answers. This is allowed.* • *There must be a **valid link** between the chosen presentational device and the reason why it would 'make it easy for people to understand', to get the 2 marks.* • *'Where candidates identify generic 'writing' as a PD, it is impossible to know whether they are referring to a specific location or to the whole of the written text and no mark should be given. However, where candidates specify a valid location, give BOD, e.g. 'bold writing is used at the beginning of every paragraph'.* • *Similarly, with bold & font, the principle is that the candidate must show an understanding of the fact that a choice has been made in **where** to use bold or a particular font. 'Bold subheadings' = 1, 'bold keywords/important words are in bold/the first line of every paragraph is in bold' = 1, 'it/the text uses bold' = 0, 'the font stands out' = 0* • ***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.* • *Examiners need to identify the difference between a statement of what is there and a comment on why it makes it easier to understand.* • ***Pictures:** The following generic comments are acceptable: 'It makes it stand out/look attractive/more appealing/interesting'. 'The pictures relate to /give a clue about the text/subject matter/show you what (something in the text) looks like'. Do not accept a simple description of what is in the picture as an explanation of why it makes the text easier to understand. Do not accept 'The picture tells you what the text is about.'* **Presentational devices in Source B** (***NB – no title):*** • Intense orange/red colour shading to lighter blue suggests going from hot to cooler. • (Superimposed) image of sun generates feeling of intense heat • Sub headings indicate what each section is about/help the reader to find specific information *(Use judgement if these are referred to as title**S**)* • Different colours for sub headings reflect the subject matter. • Picture of girl spraying herself with hosepipe reflects some of the advice about keeping cool. • Picture of cold drinks also reflects some of the advice but also looks appetising and appealing. • Paragraphs make it easier to read/show where a new topic starts/break up the text.	Identify how texts are presented Respond to texts	**Up to 4 marks**
Nothing relevant to award		**0 marks**