



Functional Skills English

47201 Reading Level 1

Mark Scheme

June 2014

Version: v1.0 Final Mark Scheme

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.

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Source	Level	Qu	Key	Standards
A	1	1	B	Identify main points
Source	Level	Qu	Key	Standards
A	1	2	A	Read and understand texts in detail
Source	Level	Qu	Key	Standards
A	1	3	C	Read and understand texts in detail
Source	Level	Qu	Key	Standards
A	1	4	D	Identify main points
Source	Level	Qu	Key	Standards
A	1	5	C	Read and understand texts in detail
Source	Level	Qu	Key	Standards
A	1	6	D	Identify suitable responses to texts.

<p>Question 7</p>	<p>Your school or college is holding a Healthy Eating Week. You have been asked to give a talk to your class called “Eat Well and Feel Better”. Use the information and ideas in Source B to help you choose what to put in your talk.</p> <p>You should include:</p> <p>(a) four ways in which foods can have a bad effect on moods (b) four things people could do to help them to eat more cheaply.</p>						
<p>Mark Scheme</p> <ul style="list-style-type: none"> • Award one mark for each of four ways in which foods can have a bad effect on mood up to a maximum of 4 marks. • Award one mark for each of four things people could do to help them to eat more cheaply, up to a maximum of 4 marks. <p>NB.</p> <ul style="list-style-type: none"> • 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. <p>7(a) NB: Generic comments not related to specific foodstuffs are to be accepted but only one option per sentence in the text. Thus: Tired OR grumpy – 1 mark Irritable OR anxious OR dizzy – 1 mark Poor concentration OR aggressive behaviour – 1 mark.</p>	<table border="1"> <thead> <tr> <th>Standard</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Utilise information in texts.</td> <td rowspan="3">Up to 4 marks</td> </tr> <tr> <td>Respond to texts.</td> </tr> <tr> <td>Understand texts in detail.</td> </tr> </tbody> </table>	Standard	Marks	Utilise information in texts.	Up to 4 marks	Respond to texts.	Understand texts in detail.
Standard	Marks						
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Respond to texts.							
Understand texts in detail.							

<ul style="list-style-type: none"> • Lack of glucose stops people thinking clearly • Some carbs/sugar/white pasta/biscuits only give a short burst of energy. • People feel tired and/or grumpy when the sugar wears off. • (Lots of) sugary foods/fizzy drinks make blood sugar levels go up and down/fluctuate/change (quickly) • (Lots of) sugary foods/fizzy drinks (fluctuating blood sugar levels) can make you irritable/anxious/dizzy (one mark only) • (Lots of) sugary foods/fizzy drinks (fluctuating blood sugar levels) can lead to poor concentration/aggressive behaviour. • (Lack of proteins) can affect mental health negatively/cause depression/lack of motivation/tension (one mark only). <p>7(b)</p> <ul style="list-style-type: none"> • Avoid/don't buy ready meals/takeaways (1 mark). <i>Do not accept "Ready meals and takeaways are usually bad for you".</i> <i>Accept "Ready meals and takeaways are poor value for money"</i> • Keep crisps/ice creams/sweets as occasional treats (1 mark) • Buy / eat fruits and vegetables when they're in season <i>Accept "Fruit & vegetables in season/seasonal fruit & vegetables are cheap/cheaper"</i> • Buy fresh foods/fruit/vegetables/meats in small amounts (because they go off easily). • Buy dried foods rather than tinned foods/tinned foods are more expensive/dried foods are cheaper (1 mark) • Avoid fizzy drinks and fruit juices/use water or fruit instead of fizzy drinks/fruit juice. • Cook and eat together with others/share the costs of cooking and eating with other people • Make a shopping list • Plan your food budget every week. 		
Nothing relevant to award / entire text for this section copied		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.		
<p>Mark Scheme</p> <ul style="list-style-type: none"> • Award up to 2 marks for each response up to 4 marks. • Candidates may express the ideas below in their own words. • NB 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 two marks. • "Writing" or "text" are generally not allowed – must be "font", but see below re bold. • "Bold" must be attached to a device e.g. "bold subheadings/key points/words are in bold" = 1 mark. "It uses bold" = 0 marks. However, key words/important points are in bold writing/text is acceptable. See below for specific acceptable examples of bold in this source. 	Standard	Marks	
	Identify how texts have been presented. Respond to texts.	Up to 4 marks	

<ul style="list-style-type: none"> • “Colourful/coloured picture” = 1 mark (“coloured/colourful” here are qualifying adjectives rather than discrete PDs). “It uses colour/it is colourful” = 1 mark <p>Please do not award generic comments such as “The picture tells you what the text is about”. There must be something specific to achieve the “valid link between the device and its explanation”. However, generic explanations such as “makes it stand out/is eye-catching” = 1 mark.</p> <ul style="list-style-type: none"> • The picture shows someone eating salad/there are salad items in the picture. This encourages the reader to have a healthy diet. • The lady in the picture is smiling. This shows that healthy food is enjoyable/she is happy to eat salad/healthy foods. • The lady in the picture is attractive which implies that eating healthily will produce good looks. • The green font links to the salad/nature/environment/health//stands out/draws attention. • The title tells you what the article is about. • The sub-titles break up the text/tell you what each section is about/help the reader to find information more easily/quickly. • Bullet points are used in the second section of text. These break the information up/make it look less to read. • Paragraphs/sections make the text easy to read. 		
Nothing relevant to award		0 marks