



FUNCTIONAL SKILLS

English

47201 Reading Level 1

Mark Scheme

June 2015

Version V1: 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.

Further copies of this Mark Scheme are available from aqa.org.uk

Functional English Marking Key Level 1

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

<p>Question 7</p>	<p>You have been asked to help organise a trip to Cadbury World for students and adults interested in learning about chocolate.</p> <p>Use Source B to help you find the information to organise the trip. You should include:</p>	
	<p>7a four things people could learn on a visit to Cadbury World. 7b four practical things the organiser of the trip would need to know.</p>	
<p>Mark Scheme</p> <ul style="list-style-type: none"> • Award one mark for each of four things people could learn on a visit to Cadbury World up to a maximum of 4 marks. • Award one mark for each of • four practical things the organiser of the trip would need to know 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. • 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. <p>7a)</p> <ul style="list-style-type: none"> • How the chocolate is made/secrets of chocolate making • NB: The secrets of chocolate making and how this has changed over the years - copying of this whole sentence = 2 marks. • The origins of the cocoa bean • Where beans come from today/growing of beans in Ghana • Modern ways of making chocolate/how chocolate is made today/the history of chocolate making <p><i>NB To gain the mark here, there must be an understanding that students will be learning about a difference in the chocolate-making process between then and now.</i></p> <ul style="list-style-type: none"> • The story behind the creation of the Cadbury factory (by the Cadbury brothers) • Advertising and/or packaging of Cadbury brands <p>7b)</p>	<p>Standard</p> <p>Utilise information contained in texts.</p> <p>Respond to texts.</p> <p>Understand texts in detail</p>	<p>Marks</p> <p>Up to 4 marks</p> <p>Up to 4</p>

<ul style="list-style-type: none"> • See p14/15 for how to make a booking/further details • Discounted admission for groups of 15+ • 15 year olds pay child price/child prices apply to children aged 4-15 • Cafe available/special packages/meal deals (1 mark only) • Packed lunches can be ordered/are available//packed lunches cost.../price of food/price of packed lunches • Picnic area/tables available • Play area available 		marks
Nothing relevant to award/entire text for this section copied		0 marks
Question 8	<p>Look at the way Source B has been presented.</p> <p>List two ways it has been presented and say why each one would make it easy for people to understand.</p>	
Mark Scheme	Standard	Marks
<ul style="list-style-type: none"> • 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 two 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 	<p>Identify how texts are presented</p> <p>Respond to texts</p>	Up to 4 marks

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:

- Purple colour predominates. This is the colour of Cadbury’s, chocolate wrappers etc. This is also a pleasant, relaxing colour, like how you might feel eating chocolate.
- Cadbury World logo reminds us of the venue and makes people want to go there.
- Various pictures of chocolate relate to the subject matter of the visit/make people want to buy and eat chocolate/make people want to find out how chocolate is made etc
- Title/heading tells you what the text is about/what you are going to read
- Text presented in sections/paragraphs. This splits up the text/makes it look less to read/makes it easier to read.
- Sub headings help the reader to find specific information/mean the reader does not need to read the whole text.
- Variety of font styles and sizes make the text look more interesting/draw the eye to headings/sub headings.

Nothing relevant to award		0 marks
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