



FUNCTIONAL SKILLS

English

47201 Component 1 Reading Level 1
Mark scheme

November 2015

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

Source	Level	Qu	Key	Standards
A	1	1	B	Identify main point/ideas
Source	Level	Qu	Key	Standards
A	1	2	C	Understand texts in detail
Source	Level	Qu	Key	Standards
A	1	3	A	Understand texts in detail
Source	Level	Qu	Key	Standards
A	1	4	C	Identify main point/ideas
Source	Level	Qu	Key	Standards
A	1	5	B	Understand texts in detail
Source	Level	Qu	Key	Standards
A	1	6	D	Identify suitable responses to texts

Question 7	<p>Your school or college is involved in a community reading project. You have been asked to create a PowerPoint for parents or carers about reading with their child.</p> <p>Use the information in Source B to help you choose what to put in your PowerPoint.</p> <p>You should include:</p> <p>7(a) four good things about sharing a book with a child. 7(b) four pieces of advice for parents or carers who want to read with their child.</p>	
Mark Scheme	Standard	Marks
<p><i>Award one mark for each of four good things about sharing a book with a child up to a maximum of 4 marks.</i></p> <ul style="list-style-type: none"> • <i>Award one mark for each of four</i> • <i>pieces of advice for parents or carers who want to read with their child up to a maximum of 4 marks.</i> <p>NB.</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>The maximum mark is 4 for each part even if more than four valid points have been made.</i> • <i>Points that belong in 7a but appear in the answer to 7b and vice-versa are not to be rewarded.</i> • <i>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.</i> <p>7a)</p> <ul style="list-style-type: none"> • Sharing a book is fun/time for laughing together/pleasure • It’s a time for closeness/bonding • It’s a time for talking together • (Bedtime stories make) children look forward to bedtime • Creates a feeling of security/love • (Bedtime reading makes) happy memories • Shows how much stories/readingmatter <p>7b)</p> <ul style="list-style-type: none"> • (Listen to your child) to find out what their favourite books are • If they choose a book which is too hard, read part of it and discuss the pictures/ideas • Encourage your child to read what they’re interested in/let them choose what they want to read • Encourage variety/read a variety of books with them/your child • Read to them in their own language/the language spoken at home • Aim for 10-20 minutes per day/several times per week 	<p>Utilise information contained in texts.</p> <p>Respond to texts.</p> <p>Understand texts in detail</p>	<p>7a Up to 4 marks</p> <p>7b Up to 4 marks</p>
Nothing relevant to award/entire text for this section copied		0 marks

<p>Question 8</p>	<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>		
<p>Mark Scheme</p>	<p>Standard</p>	<p>Marks</p>	
<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 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.' 	<p>Identify how texts have been presented</p> <p>Respond to texts</p>	<p>Up to 4 marks</p>	

<p>Presentational devices in Source B</p> <ul style="list-style-type: none"> • Picture(s) of male adult/father reading with child(ren) suggests enjoyment/love/warmth/closeness/shows how enjoyable reading with a child is. NB: <i>Two different photographs of adults reading with child. 4 marks can be gained here by making a <u>different</u> comment on each picture.</i> • Cartoon drawing of young children with books is bright and colourful suggesting fun and enjoyment. Children in picture are smiling broadly, clearly enjoying reading. Picture suggests move to independent reading caused by instilling love for reading. • (Orange) Title/heading is eye-catching and tells you what the text is about. • (Orange) sub-titles organise the text/help the reader to find particular sections of information. • Orange quotation from author shows its importance and reinforces message about importance of parents reading with their children. • (Orange) box with quotation in orange font is eye-catching • Different font styles and sizes make the text look varied and interesting. • Paragraphs/sections make it easier to read. 		
Nothing relevant to award		0 marks