

Mark Scheme

July 2016

Functional Skills English

Reading Level 2  
E202

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, ie if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.

Question Number	Coverage and range	Answer	Mark						
1	2.2.4	B - people should try to eat less sugar	(1)						
2	2.2.4	<p>Award 1 mark for each relevant explanation, up to a maximum of 2 marks.</p> <table border="1"> <thead> <tr> <th>Phrase</th> <th>Explanations</th> </tr> </thead> <tbody> <tr> <td>'spiralling obesity'</td> <td> <p>(obesity) is getting out of control / in an increasing number of people / more people are getting overweight</p> <p><b>Do not accept:</b> answers that suggest you / an individual will get fat but that do not refer to the increased number of obese people.</p> </td> </tr> <tr> <td>'nutritionally empty'</td> <td> <p>contains nothing that nourishes you / is good for you / your body needs / no nutritional value / nutritionally worthless / empty of food value / it is bad for you</p> <p><b>Do not accept:</b> answers that refer to people's diet rather than the nutritional value of sugary foods / drinks.</p> </td> </tr> </tbody> </table> <p>Accept any suitable alternative explanation.</p>	Phrase	Explanations	'spiralling obesity'	<p>(obesity) is getting out of control / in an increasing number of people / more people are getting overweight</p> <p><b>Do not accept:</b> answers that suggest you / an individual will get fat but that do not refer to the increased number of obese people.</p>	'nutritionally empty'	<p>contains nothing that nourishes you / is good for you / your body needs / no nutritional value / nutritionally worthless / empty of food value / it is bad for you</p> <p><b>Do not accept:</b> answers that refer to people's diet rather than the nutritional value of sugary foods / drinks.</p>	(2)
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3	2.2.3	<p>Award 1 mark for a correct answer.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>to tell you about a report on sugar / the effects of sugar on health</li> <li>to tell you that sugar is bad for you</li> <li>to advise / encourage / persuade you to eat less sugar / drink fewer sugary drinks</li> </ul> <p><b>Do not accept:</b> 'Talks about' / 'says' / 'about' as writing purposes. To tell you about sugar.</p>	(1)						
4	2.2.5	<p>Award 1 mark for a valid reason, based on Text B.</p> <ul style="list-style-type: none"> <li>tells you about Jamie Oliver's / a restaurant's plans / the 10p sugar tax</li> <li>suggests restaurants tax / charge more for sugary drinks</li> <li>offer alternative healthy drinks</li> </ul> <p><b>Do not accept:</b> It is about Jamie Oliver.</p>	(1)						

5	2.2.4	C - parents should teach children about drinks that are good for them	(1)
6	2.2.3	B – alliteration	(1)

7	2.2.3	<p>Award 1 mark for each valid language or layout feature, up to a maximum of 2 marks.</p> <p>Award 1 mark for each valid language or layout feature and linked example, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> <li>• use of alliteration (1), e.g. 'Top tips...' (1)</li> <li>• use of direct address (1), e.g. '...if you're eating them daily...' (1)</li> <li>• use of informal / chatty language (1), e.g. 'It goes without saying' / 'It's very common...' (1)</li> <li>• use of commands / imperative (1), e.g. 'Avoid hidden sugar' / 'Consider your use of sugar' (1)</li> <li>• use of exclamation / emphatic language (1), e.g. 'It's not all about sugar!' (1)</li> <li>• use of (bold) subheadings / heading / title (1), e.g. 'One thing at a time' (1)</li> <li>• refers to official advice (1), e.g. seven teaspoons a day (1)</li> <li>• use of lists (1), e.g. 'sauces, dressings, cereals, soups' (1)</li> <li>• gives tips (1) e.g. 'Avoid hidden sugar' (1)</li> <li>• rule of three (1) e.g. 'the sugar in the tea, the fruity drink with lunch or the soft drink when socialising' (1)</li> </ul>	<b>(4)</b>																		
8	2.2.5	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: left;"><b>General guidance</b></td> </tr> <tr> <td colspan="2">Answers should include relevant information on how your friend can continue to improve her diet, using Text A and Text C.</td> </tr> <tr> <td colspan="2" style="text-align: left;"><b>Indicative content</b></td> </tr> <tr> <td colspan="2">Answers may refer to:</td> </tr> <tr> <td colspan="2"> <ul style="list-style-type: none"> <li>• starchy carbohydrates should form 50 per cent of daily calorie intake (Text A)</li> <li>• starchy carbohydrates (Text A)</li> <li>• wholegrain (Text A)</li> <li>• increase intake of fibre (to 30g a day) (Text A)</li> <li>• eat lots of vegetables (Text C)</li> <li>• cut down salt (Text C)</li> <li>• cut down saturated fats (Text C)</li> <li>• make your own where you can / cut back on processed food (Text C)</li> </ul> </td> </tr> <tr> <td colspan="2"><b>Do not accept:</b> references to sugar.</td> </tr> <tr> <td colspan="2" style="text-align: left;"><b>Marking criteria</b></td> </tr> <tr> <td style="width: 10%; text-align: center;">0</td> <td>No rewardable material</td> </tr> <tr> <td style="text-align: center;">1 - 2</td> <td>Imprecise idea(s) from the text(s) showing limited or no awareness of</td> </tr> </table>	<b>General guidance</b>		Answers should include relevant information on how your friend can continue to improve her diet, using Text A and Text C.		<b>Indicative content</b>		Answers may refer to:		<ul style="list-style-type: none"> <li>• starchy carbohydrates should form 50 per cent of daily calorie intake (Text A)</li> <li>• starchy carbohydrates (Text A)</li> <li>• wholegrain (Text A)</li> <li>• increase intake of fibre (to 30g a day) (Text A)</li> <li>• eat lots of vegetables (Text C)</li> <li>• cut down salt (Text C)</li> <li>• cut down saturated fats (Text C)</li> <li>• make your own where you can / cut back on processed food (Text C)</li> </ul>		<b>Do not accept:</b> references to sugar.		<b>Marking criteria</b>		0	No rewardable material	1 - 2	Imprecise idea(s) from the text(s) showing limited or no awareness of	
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9	2.2.4	<p>Award 1 mark for one of the following quotations from Text A:</p> <ul style="list-style-type: none"> <li>• '(to fund the) National Living Wage (for workers)'</li> <li>• '(putting) pound coins into the pockets of low wage employees'</li> </ul> <p><b>Do not accept:</b> 'fight spiralling obesity' / 'stem the diabetes crisis' / 'help lower the risk of tooth decay'</p> <p>Award 1 mark for one of the following quotations from Text B:</p> <ul style="list-style-type: none"> <li>• 'to fund better education (over healthy eating)'</li> <li>• '(put into a fund run by the charity <i>Sustain</i>) to support (children's healthy) food campaigns (across Britain).'</li> </ul> <p><b>Accept:</b> minor copying errors and quotations without quotation marks.</p>	(2)								
10	2.2.2	<p>Award marks according to the marking criteria with reference to the indicative content.</p> <table border="1"> <tr> <th colspan="2">General guidance</th> </tr> <tr> <td></td> <td>Answers should explain relevant similar ideas, from Text B and Text C, about taking action to reduce sugar intake, with supporting examples.</td> </tr> <tr> <th colspan="2">Indicative content</th> </tr> <tr> <td></td> <td>           Answers may refer to:           <ul style="list-style-type: none"> <li>• cut down on fizzy drinks / sugary drinks</li> <li>• be aware of the negative impact /</li> </ul> </td> </tr> </table>	General guidance			Answers should explain relevant similar ideas, from Text B and Text C, about taking action to reduce sugar intake, with supporting examples.	Indicative content			Answers may refer to: <ul style="list-style-type: none"> <li>• cut down on fizzy drinks / sugary drinks</li> <li>• be aware of the negative impact /</li> </ul>	
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			<p>dangers / health aspects of sugar intake e.g. the risk of becoming overweight</p> <ul style="list-style-type: none"> <li>• find healthy alternatives (at home or in a restaurant)</li> <li>• <i>Sustain</i> (campaign / information on sugar)</li> </ul>	<b>(5)</b>
		0	No rewardable material	
		1 - 2	Imprecise idea(s), with limited example(s) or no examples	
		3 – 4	Relevant, reasonably precise idea(s) and linked example(s)	
		5	Relevant, precise ideas, with well-selected, linked examples	



11	2.2.1	<p>Award 1 mark for correctly identifying Text C / Top tips for reducing your sugar intake / Text 3. Award 1 mark for the correct reason. Award 1 mark for a linked example.</p> <table border="1" data-bbox="523 387 1235 719"> <thead> <tr> <th data-bbox="523 387 831 421">Reasons</th> <th data-bbox="831 387 1235 421">Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="523 421 831 521" rowspan="3">Gives tips / ways / advice</td> <td data-bbox="831 421 1235 454">'Look at drinks first'</td> </tr> <tr> <td data-bbox="831 454 1235 488">'One thing at a time'</td> </tr> <tr> <td data-bbox="831 488 1235 521">'Avoid hidden sugar'</td> </tr> <tr> <td data-bbox="523 521 831 719" rowspan="3">Gives (practical) suggestions / (step-by-step) instructions</td> <td data-bbox="831 521 1235 589">'use a smaller juice glass in the morning'</td> </tr> <tr> <td data-bbox="831 589 1235 656">'having less sugar on your cereal'</td> </tr> <tr> <td data-bbox="831 656 1235 719">'making your own salad dressing'</td> </tr> </tbody> </table>	Reasons	Examples	Gives tips / ways / advice	'Look at drinks first'	'One thing at a time'	'Avoid hidden sugar'	Gives (practical) suggestions / (step-by-step) instructions	'use a smaller juice glass in the morning'	'having less sugar on your cereal'	'making your own salad dressing'	(3)
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12	2.2.1	<p>Award 1 mark for each correct answer. Award a maximum of 1 mark for reference to each text.</p> <p>Text A – '(greater risk of) tooth decay' / 'weight gain (in children and teens)' / '(risk of type 2) diabetes' / 'health-destroying' / '(spiralling) obesity'</p> <p>Text B – '(Young) children are needing (multiple) teeth pulled out' / 'one in three kids is (now leaving primary school) overweight / obese'</p> <p>Text C – '(reduce your) risk of becoming overweight / getting diabetes' / 'It can be depressing (when you first start looking) to cut back on sugar' / 'use sugar as a way of coping with stress'</p> <p><b>Accept:</b> minor copying errors and quotations without quotation marks.</p>	(3)										
13	2.2.2	C - Texts A and C both advise on the recommended daily sugar intake.	(1)										

## Mapping to Functional Skills Cover and Range for English Level 2

Question	Fixed Marks	Open Marks	Mapping to standard Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions.				
			(L2.2.1) Select and use different types of texts to obtain and utilise relevant information	(L2.2.2) Read and summarise, succinctly, information /ideas from different sources	(L2.2.3) Identify the purposes of texts and comment on how meaning is conveyed	(L2.2.4) Detect point of view, implicit meaning and/or bias	(L2.2.5) Analyse texts in relation to audience needs and consider suitable responses
1	1					<b>x</b>	
2		2				<b>xx</b>	
3		1			<b>x</b>		
4		1					<b>x</b>
5	1					<b>x</b>	
6	1				<b>x</b>		
7		4			<b>xxxx</b>		
8		5					<b>xxxxx</b>
9	2					<b>xx</b>	
10		5		<b>xxxxx</b>			
11		3	<b>xxx</b>				
12		3	<b>xxx</b>				
13	1			<b>x</b>			
<b>Total marks:</b>			<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
Total percentage:			20%	20%	20%	20%	20%