

**Mark Scheme: Reading Level 2****Paper Code: FSQR211**

Reference	Subject Content
11.	Identify the different situations when the main points are sufficient and when it is important to have specific details
12.	Compare information, ideas and opinions in different texts, including how they are conveyed
13.	Identify implicit and inferred meaning in texts
14.	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes
15.	Use a range of reference materials and appropriate resources (e.g. glossaries, legend, keys) for different purposes, including to find the meanings of words in straightforward and complex sources
16.	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources
17.	Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias
18.	Follow an argument, identifying different points of view and distinguishing fact from opinion
19.	Identify different styles of writing and writer's voice

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Question	Subject Content	Marks available	Accepted Answers
1	13	1	<p><u>1 mark per correct answer, max 1 mark</u>                      People who are considering a career in the (mechanical/electrical) <b>engineering</b> industry.                      0 marks for stand-alone reference to                      'the industry/industry/mechanical/electrical'</p>
2	11	2	<p><u>1 mark per correct answer, max 2 marks</u>                      Answers include:                      a) pastoral support                      b) quality teaching                      c) employer links                      d) range of links and activities                      e) improved self-esteem and confidence                      f) discounts at stores, events and attractions                      g) high-achieving college                      h) excellent success rates                      Accept any other answer based on the text (VP)</p>
3	13	4	<p><u>1 mark per correct inference, max 2 marks</u>                      Answers include:                      a) implies that they are the preferred provider                      b) implies a potential chance of employment                      c) suggests they have a good reputation</p> <p><b>PLUS</b>  <u>1 mark per correct influence, max 2 marks</u>                      Answers include:                      • might encourage them to apply                      • local work may prompt interest                      • might be tempted by the inferred secure learning/working environment                      Accept any other answer based on the text (VP)</p>
4	14	3	<p><u>1 mark per correct purpose, max 1 mark</u>                      Answers include:                      a) To persuade people to apply for an apprenticeship/a teaching assistant apprenticeship.                      b) To persuade people to become a teaching assistant.</p> <p>0 marks for 'to persuade' without amplification                      0 marks for 'to inform/to describe'                      (Simple identification is a level 1 skill set and therefore answers without amplification are not expected or rewarded at level 2)</p> <p><b>PLUS</b></p>

			<p><u>1 mark per correct example of textual device, max 1 mark</u>  <u>1 mark per supporting justification, max 1 mark</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>c) statistics to emphasise and highlight employment opportunities</li> <li>d) facts providing evidence to emphasise/support the writer's viewpoint</li> <li>e) idioms to create interest (e.g. never dull)</li> <li>f) rhetorical questioning to generate personalised interest</li> </ul> <p><i>0 marks for example of textual device with no supporting justification</i></p> <p>Accept any other answer based on the text (VP)</p>
5	15	2	<p><u>1 mark per correct answer, max 1 mark</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>a) there is a strong chance of employment</li> <li>b) employment is possible given the high percentage of teaching assistants that progress into permanent positions</li> <li>c) there is a 95% chance of an apprentice securing work</li> </ul> <p><b>PLUS</b>  <u>1 mark per correct resource, max 1 mark</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>c) the writer has listed the data source (www.hfddatabank.co.biz) and included statistics (95%) within the footnote</li> </ul> <p>Accept any other answer based on the text (VP)  <i>NB: 'within the footnote' does not need to be stated for the mark</i></p>
6	17	3	<p><u>1 mark for correct answer of 'formal', max 1 mark</u>  <b>PLUS</b>  <u>1 mark per correct justification, max 2 marks</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>a) writer has used Standard English</li> <li>b) there are no omissions/contractions</li> <li>c) there is no use of slang</li> </ul> <p>Accept any other answer based on the text (VP)</p>
7	11	2	<p><u>1 mark per correct answer, max 2 marks</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>a) hands-on experience</li> <li>b) opportunity of full-time employment upon completion</li> <li>c) holiday pay</li> <li>d) a contract</li> </ul> <p>Accept any other answer based on the text (VP)</p>
8	19	2	<p><u>1 mark per correct style, max 1 mark</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>a) informal</li> <li>b) non-specialist</li> </ul> <p><b>PLUS</b>  <u>1 mark per correct impact, max 1 mark</u></p> <ul style="list-style-type: none"> <li>c) personalises the content and draws the reader in</li> <li>d) encourages empathy</li> <li>e) encourages personal choice (related to topic)</li> </ul>

			Accept any other answer based on the text (VP)
9	18	2	<p><u>1 mark per correct answer, max 1 mark</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>a) Karen thinks Helen should do an apprenticeship</li> </ul> <p><b>PLUS</b></p> <p><u>1 mark per correct fact, max 1 mark</u></p> <ul style="list-style-type: none"> <li>a) You get paid while you learn</li> <li>b) In 18 months I'll be fully qualified</li> <li>c) I can go on to study at a higher level</li> </ul> <p>Accept any other answer based on the text (VP)</p>
10	14	2	<p><u>1 mark per correct textual feature, max 1 mark</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>a) use of underlining</li> <li>b) use of italics</li> <li>c) use of icons/emojis</li> </ul> <p><b>PLUS</b></p> <p><u>1 mark per correct supporting example, max 1 mark</u>                  Answers include:</p> <ul style="list-style-type: none"> <li>d) underlining –adds emphasis to important words/terms</li> <li>e) italics –adds emphasis to important words/terms</li> <li>f) icons/emojis –reinforces meaning and/or adds personality to the writer's comments</li> </ul> <p>Accept any other answer based on the text (VP)</p>
11	12	4	<p><u>Compare the information about studying in Texts A and B, max 2 marks</u>                  2 marks</p> <ul style="list-style-type: none"> <li>a) 2 correct comparisons given (but not from the same text)</li> </ul> <p>1 mark</p> <ul style="list-style-type: none"> <li>b) 1 correct comparison given (but not from the same text)</li> </ul> <p>Answers may include:</p> <ul style="list-style-type: none"> <li>i) You have to have at least 4 GCSEs grade C or above to study a diploma/the apprenticeship has no formal entry requirements.</li> <li>ii) The diploma is a two-year course/the apprenticeship is (shorter at) approximately 18 months.</li> <li>iii) You get paid when you do an apprenticeship/you do not get paid whilst studying for a diploma (despite having work placements).</li> </ul> <p>0 marks                  Information given from one text only</p> <p>Accept any other answer based on the text (VP)</p> <p><b>PLUS</b></p> <p><u>1 mark per explanation about how the information is conveyed, max 2 marks</u>                  Answers may include:</p> <p>Text A</p> <ul style="list-style-type: none"> <li>a) Personalisation using first-person pronouns</li> <li>b) Punctuation to emphasise points</li> <li>c) Use of facts to support opinions</li> </ul>

			<p>d) Persuasive and descriptive language e) Rhetorical questions</p> <p>Text B</p> <p>f) Use of facts to support opinions g) Use of statistics h) Minimal persuasive language i) Rhetorical questions j) Lack of punctuation emphasis</p> <p>Accept any other answer based on the text (VP)</p>
12	16	3	<p><u>1 mark per organisational feature with supporting explanation per Text, max 3 marks</u></p> <p>Answers include (with example explanations):</p> <p><b>Text A</b></p> <p>a) title- advises what the text is about/engages the learner b) subheadings - introduces different parts of the text/organises the text/summarises sections of the text c) paragraphs - collates related content/enables easy reading/flow of content/structures text d) navigation bar/tabs – identifies the relevant area of the website</p> <p><b>Text B</b></p> <p>e) title - advises what the text is about/ engages the learner f) strapline - provides a succinct summary of what text is about g) paragraphs - collates related content/enables easy reading/flow of content/structures text h) columns – allows focused reading of a concentrated area/enables easy reading</p> <p><b>Text C</b></p> <p>i) navigation bar/tabs – identifies the relevant area of the website/helps the learner locate the information they need j) names listed - helps identify who is writing/chatting/enables easy reading/flow of content/helps to keep track of the ‘conversation’</p> <p>Accept any other answer based on the text (VP)</p>