

Functional Skills Level 1
ENGLISH
8720R

Paper 1 Reading

Mark scheme

November 2021

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 learners' 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 learners' 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 Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of learners' 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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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a learner's answer, read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start by reading the whole of the learner's response and then, using the mark scheme level descriptors and the standardisation scripts, place the response in the level which it matches or best fits.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the learner has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the learner's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Content descriptors in the mark scheme are provided as a guide for examiners in exemplifying the skills descriptors for the particular task.

An answer which contains nothing of relevance to the question must be awarded no marks. Annotate the response with "Nothing worthy of credit". DO NOT use the cross symbol.

FURTHER GUIDANCE

In all questions, use ticks to identify correct points and the Comments Bank for question-specific comments as needed.

For tick box questions, tick every correct space only. If all four points are correct there is no need to tick, simply use the “All four correct” comment from the bank.

If there is no attempt at a question, indicate using a dash (-) rather than a zero. Annotate the blank response space with “SEEN”. If a response is crossed out and there is a second attempt, ignore the crossed-out section. If there is no second attempt, mark the crossed-out response if it is legible.

With Questions 7.1 / 7.2 and Q10 / 11, it is possible that candidates will transpose their answers. If there is any indication that this may be so, use whole response view to check what is written in the other parts of the response and award marks / escalate as appropriate.

INDICATIVE CONTENT

Emboldened text must be included in the candidate’s response in order to secure the mark(s). Bracketed information indicates optional content ie does not need to be included to secure the mark but does not negate the mark if it is included.

Slashes indicate alternative options, only one of which may be accepted. Single slashes indicate synonymous ways of expressing the same word or idea; double slashes indicate alternative ways of expressing the same point eg

Free ticket for coach / bus drivers // coach / bus drivers are allowed free entry

Section A

0 1

Using the information in **Source A**, put a tick (✓) in the correct box to show whether each statement is **true** or **false**.

	True	False
Child labourers in West Africa get sweet treats.		
Ouare was not paid for working as a cocoa picker.	✓	
Many people know where the beans for our chocolate come from.		✓
Aly sends his son to school.		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study:3.1.1

0 2

Key	Scope of Study
A – promised.	3.1.5

[1 mark]

0 3

Key	Scope of Study
D – The raw cocoa beans are white.	3.1.7

[1 mark]

0 4

Using the information in **Source A**, put a tick (✓) in the correct box to show whether each statement is **true** or **false**.

	True	False
The young cocoa pickers work in safe conditions.		✓
The children have nowhere to sleep.		✓
The cocoa beans are picked for the chocolate companies.	✓	
Nearly two million children work on cocoa bean farms in Ivory Coast and Ghana.	✓	

[2 marks]

2 marks for all four correct
1 mark for three correct

Scope of study: 3.1.1

0 5

Key	Scope of Study
B – small.	3.1.5

[1 mark]

0 6

Key	Scope of Study
C – To give information about the cocoa bean industry.	3.1.8

[1 mark]

0 7 From **Source B**, identify **one way** eating chocolate can **improve** your health and **one way** eating chocolate may **harm** your health.

0 7 . **1** Identification of any valid **way** eating chocolate can **improve** your health.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • (The antioxidants can help) reduce blood pressure. • (The antioxidants can help) protect against cancer. • Brighten up your mood// make you feel happier • Improve memory / help to focus. 	<ul style="list-style-type: none"> • Contains antioxidants (alone). • Better than other sugary sweets. • Make you happy

Note: The above content is indicative and any other valid response should be credited.

0 7 . **2** Identification of any valid **way** eating chocolate may **harm** your health.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • (Can cause) addiction. • (Contains caffeine which) may interfere with sleep. • Bad for your teeth. 	<ul style="list-style-type: none"> • Rich in sugar and fat. • Contains caffeine (alone). • May not be good for us • Make you fat • Cause high BP

Note: The above content is indicative and any other valid response should be credited.

Scope of study: 3.1.1

0 8

Key	Scope of Study
B – Eating chocolate makes people feel better without any talking needed.	3.1.1

[1 mark]

0 9

Key	Scope of Study
D – She is telling us that she is going to answer this question.	3.1.10

[1 mark]

1 0

Compare **Source A** and **Source B**.

Identify **two** ways these sources are **similar to each other**.

[2 marks]

1 mark awarded for each valid similarity up to a maximum of 2 marks.

NB: No penalty for not completing given sentence. If one valid similarity crosses both spaces, give one mark.

Accept	Do not accept
<ul style="list-style-type: none"> • Both about chocolate / both are informative. • Both use statistics about how much chocolate people eat // talk about how much chocolate is eaten (in UK) • Both have a title // (sub) headings • Both use images / photographs // show you what chocolate looks like • Both use coloured font. • Both talk about health risks / harm / negative / bad aspects 	<ul style="list-style-type: none"> • Both use colour.

Note: The above content is indicative and any other valid response should be credited.

Scope of study: 3.1.2, 3.1.4

1 1

Compare **Source A** and **Source B**.

Identify **two** ways these sources are **different from each other**.

[2 marks]

1 mark awarded for each valid difference up to a maximum of 2 marks.

NB: No penalty for not completing given sentence. If one valid difference crosses both spaces, give one mark.

Accept	Do not accept
<ul style="list-style-type: none"> • A is a news report; B is a magazine article. • A is negative about the way cocoa is produced in some countries; B has quite a positive view of chocolate. • The picture in B shows how many varieties of chocolate are available; the one in A uses images to show children being exploited / made to work. • The picture in A shows some of the stages of producing chocolate; the one in B shows chocolate ready to eat. • A tries to make the reader feel angry; B just gives some light-hearted advice • A talks about how chocolate is obtained; B talks about how chocolate is consumed. 	<ul style="list-style-type: none"> • Any response which does not comment on both texts eg B has a sub-heading but A does not. <p>Responses which do not clearly identify to which text the comments refer.</p>

Note: The above content is indicative and any other valid response should be credited.

Scope of study: 3.1.2, 3.1.4

Section B

1 2

Key	Scope of Study
C – provide tips for success to people taking the Dechox challenge.	3.1.4

[1 mark]

1 3

Key	Scope of Study
A – treat.	3.1.5

[1 mark]

1 4

Key	Scope of Study
D – gradually eat less chocolate to get your body ready for Dechox.	3.1.9

[1 mark]

1 5

Using the information in **Source C**, put a tick (✓) in the correct box to show whether each statement is **true** or **false**.

	True	False
Seven million people in the UK did the Dechox challenge.		✓
Jo Pullin manages the Dechox campaign.	✓	
JustGiving deals with the Dechox donations.	✓	
A healthy diet should contain chocolate.		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.1, 3.1.6

1 6

Using the information in **Source C**, put a tick (✓) in the correct box to show whether each statement is **fact** or **opinion**.

	Fact	Opinion
40% of Brits confess to being chocoholics.	✓	
Dechox is the perfect way to help.		✓
...our delicious choc-free recipes.		✓
Chocolate isn't an essential part of a healthy diet.	✓	

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.3

1 7

Your school or college is encouraging students to take part in Dechox. You have been asked to create a PowerPoint presentation about the Dechox challenge.

From **Source C**, make a list of **instructions** which should be followed **during** Dechox.

[3 marks]

Marks	Descriptor
3 marks	Range of appropriate information located and transcribed accurately. Relevance is clear.
2 marks	Some appropriate information located, but insufficient and/or not relevant and/or inaccurately transcribed.
1 mark	Limited information located; relevance is unclear.
0 marks	Nothing written worthy of credit. Relevance very unclear

Indicative content

Answers must be specifically taken from the source text and may mention the following:

NB: Only content from during Dechox is relevant. Question asks for a list of tips and instructions: look for imperatives / instructional verbs.

Mark using a tick for an accurate relevant point. Accept synonyms / paraphrase as long as point remains accurate.

Accept	Do not accept
<ul style="list-style-type: none"> • (To help with chocolate cravings) try / use / learn/ find out / some choc-free recipes / snack swaps. • Download fundraising tools. • Use / have / access the survival kit • Don't do it in secret / share your efforts / journey / experience / what you're doing on social media / Instagram • Include a link to your JustGiving pages. • Let your sponsors know how you are doing. • Share your progress (badges) with your sponsors. • Make sure everyone knows you've done it as final point 	<ul style="list-style-type: none"> • Anything relating to before Dechox. • Our survival kit will help you keep your hands off chocolate. • Set up JustGiving page

Note: The above content is indicative and any other valid response should be credited.

Scope of study: 3.1.1, 3.1.6