



Functional Skills Level 1

ENGLISH

8720R

Paper 1 Reading

Mark scheme

January 2023

Version: 1.0 Final



2 3 1 A 8 7 2 0 R / M S

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.

Further copies of this mark scheme are available from aqa.org.uk

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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 a cross.

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 Questions 10 / 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 see what is written in the other space and award marks accordingly. Use the relevant comments in CMI+ to indicate this.

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

Use the information in **Source A** to decide whether each statement about Demi Stansted is **true** or **false**. Put a tick (✓) in the correct box.

	True	False
Demi Stansted is in Y13.		✓
Demi Stansted likes to wear her eyebrows really thick.		✓
Demi Stansted attends Hilton Valley Academy.	✓	
Demi Stansted missed two days of lessons.	✓	

[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
B – different.	3.1.5

[1 mark]

0 3

Key	Scope of Study
D – To show that 'Principal' is his job title.	3.1.10

[1 mark]

0 4

Use the information in **Source A** to decide whether each statement is **true** or **false**. Put a tick (✓) in the correct box.

	True	False
The Principal of Hilton Valley Academy said Demi's makeup was inappropriate.		✓
Demi's mum feels the school is acting unfairly.	✓	
Most people commenting on the story supported Demi.		✓
The school rules don't allow any makeup to be worn.		✓

[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
C – punished.	3.1.5

[1 mark]

0 6

Key	Scope of Study
A – To explain to newspaper readers what happened at the school.	3.1.4

[1 mark]

0 7

From **Source B**, identify **one** positive thing and **one** negative thing people say about men wearing makeup in modern times.

0 7

. 1 Identification of any valid positive thing.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • Can improve self-esteem / confidence // helps them to walk down the street with their head held high / feeling proud • Can allow men to express themselves. 	<ul style="list-style-type: none"> • There are many male beauty products. • Inclusion of a point which would be a valid answer for 7.2 eg <i>Can improve self-esteem and make you too feminine.</i> <p>This would negate the entire answer</p>

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

0 7

. 2 Identification of any valid negative thing.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • Can make a man too feminine. • (Some / many) men can be embarrassed / uncomfortable (to admit they wear makeup / use grooming products). • Some women don't want a partner who wears makeup // some women prefer a man who looks (a little more) rough / rugged. 	<ul style="list-style-type: none"> • Can make a man more feminine • Some men might feel weird • Men / people might get bullied • Could be imprisoned for wearing face powder. • Makeup is only for women <p>Inclusion of a point which would be a valid answer for 7.1 eg: <i>Can make a man too feminine and help him feel confident.</i></p> <p>This would negate the entire answer</p>

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
D – Makeup helps him to feel proud and confident.	3.1.1

[1 mark]

0 9

Key	Scope of Study
B – Some famous men are not embarrassed to wear makeup.	3.1.7

[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 failure to complete given sentence. If one valid similarity crosses both spaces, give one mark.

When evaluating responses, consider:

Is it from the source?

Is it true / correct?

Is the basis for comparison valid?

Accept	Do not accept
<ul style="list-style-type: none"> • Both about makeup / makeup products / cosmetics • Both contain pictures (of makeup). • Both contain headings / titles • Both refer to people being punished / getting criticised for wearing makeup // being unable to wear makeup freely • Both contain different opinions about wearing makeup // contain positives /negatives (about makeup) 	<ul style="list-style-type: none"> • Both are about beauty products • Both contain pictures of famous people • More than one comment about the way the sources look / presentational devices. • Both say wearing makeup makes you feel confident

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.

When evaluating responses, consider:

Is it from the source?

Is it true / correct?

Is the basis for comparison valid?

NB: a valid comparison may be expressed without naming either source as long as the basis of the comparison is clearly understandable and correct.

Accept	Do not accept
<ul style="list-style-type: none"> • A is a (news) report / story / article / website article; B is an extract from a podcast / interview / script / transcript / discussion / conversation / dialogue • A is about a female (wearing makeup); B is about men (wearing makeup) • A has a picture of a girl's makeup / eyeliner; B has a picture of a man / David Beckham looking at makeup • A refers to punishment by isolation; B refers to punishment by imprisonment. • A has comments from a school Principal; B has comments from a doctor. 	<ul style="list-style-type: none"> • Any response which does not cite detail from both sources eg <i>A is about a schoolgirl but B isn't</i>

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 – To explain what is involved in being a makeup artist.	3.1.8

[1 mark]

1 3

Key	Scope of Study
A – most important.	3.1.5

[1 mark]

1 4

Key	Scope of Study
B – Don't spend more than allowed on materials.	3.1.9

[1 mark]

1 5

Use the information in **Source C** to decide whether each statement is **true** or **false**. Put a tick (✓) in the correct box.

	True	False
Makeup was worn by Egyptian gods.		✓
Makeup artists are normally part of a team.	✓	
Makeup artists may be asked to wear contact lenses.		✓
Makeup artists work in different locations.	✓	

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.1, 3.1.6

1 6

Use the information in **Source C** to decide whether each statement is **fact** or **opinion**.
Put a tick (✓) in the correct box.

	Fact	Opinion
A junior makeup artist can earn £45 for a ten-hour day.	✓	
The work is exciting and demanding.		✓
...a fantastic event like London Fashion Week...		✓
All film and TV projects must work to a budget.	✓	

[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 holding a careers event. You have been asked to find out about careers in makeup.

Use **Source C** to make a **list** of the **tasks** a makeup artist might be asked to do.

[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.

Marking Grid

6+accurate items = 3m
 4/5 accurate items = 2m
 2/3 accurate items = 1m
 0/1 accurate items = 0m (1 item cannot constitute a list, as required by the question)

Severe irrelevance is likely to be self-penalising but may require a 1 mark penalty.

Indicative content

NB: Accept tasks only. Valid points will contain an imperative / action.

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

Accept	Do not accept
<ul style="list-style-type: none"> • Stay / keep up to date with beauty trends // make sure you have good knowledge of current trends • Apply / Do makeup. • Style / Do hair. • Fit wigs. • Fit special contact lenses / contacts • Read a film / TV script. • Create a suitable (makeup and hair) design (for a character). • Find and / order / buy materials. • (Make sure to) stay within / in line with the budget • Contact suppliers to find the best prices. 	<ul style="list-style-type: none"> • Whole of introductory sentence. • Apply / applying wigs / contact lenses • Watch a film / read a book

Above content is indicative: any other valid responses should be credited. Scope of study: 3.1.1, 3.1.6

When evaluating responses consider:

This is a Reading question – own knowledge may be correct but cannot be considered.

Is the candidate addressing the designated task?

This is not necessarily 1 mark per point / tick. Different qualities of response may well attract the same mark.

Take account of the balance of relevant / not relevant information included in the response.