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# Functional Skills Level 1

## ENGLISH

### 8720R

Paper 1 Reading

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Mark scheme

November 2022

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Version: 1.0 Final



2 2 B G 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](http://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 Q10 / 11, it is possible that candidates will transpose their answers. If there is any indication that this may be so, 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**

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

	<b>True</b>	<b>False</b>
Oat milk is less fattening than cow's milk.	✓	
When starting a vegan diet, you should eat nothing but breakfast in your first week.		✓
Nuts and lentils are a good source of protein.	✓	
A vegan diet does not provide vitamin B12.	✓	

**[2 marks]**

2 marks for all four correct  
1 mark for three correct

Scope of study:3.1.1

**0 2**

<b>Key</b>	<b>Scope of Study</b>
C – changes.	3.1.5

**[1 mark]**

**0 3**

<b>Key</b>	<b>Scope of Study</b>
B – Being a vegan involves much more than not eating meat.	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 number of vegan recipes is increasing.	✓	
Vegan groups are available only online.		✓
Becoming a vegan takes a long time.		✓
More women than men in Great Britain are vegans.	✓	

**[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
A – determined.	3.1.5

**[1 mark]**

**0 6**

Key	Scope of Study
C – To instruct non-vegans how to become vegan.	3.1.4

**[1 mark]**

**0 7** From **Source B**, identify **one** positive thing and **one** negative thing about being a vegan.

**0 7 . 1** Identification of any valid positive thing. **[1 mark]**

<b>Accept</b>	<b>Do not accept</b>
<ul style="list-style-type: none"> <li>• Stops animals being killed <b>for meat</b> // being a vegan saves <b>the lives</b> of (30) animals (per year) Accept names of specific farm animals.</li> <li>• It's a very varied / interesting diet.</li> <li>• It's better for your health // reduces one's chances of getting certain cancers // developing diabetes.</li> <li>• Vegan food / sausage roll is tasty.</li> </ul>	<p>Any reference to Lewis Hamilton or Ariana Grande.</p> <p>Better for animals // saving animals from extinction / saving animals / treating animals better</p> <p>150m farmed animals are killed</p> <p>Has all the elements you need</p> <p>It's better for the planet / eco-friendly</p> <p>A correct answer which also includes a response which would gain a mark in 7.2, <b>unless the conjunction makes the understanding clear</b> eg:</p> <p>It's a varied diet <b>and</b> some vegans look pale and thin. = 0 marks It's a varied diet <b>but</b> some vegans look pale and thin. = 1 mark</p>

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

**0 7 . 2** Identification of any valid negative thing.

<b>Accept</b>	<b>Do not accept</b>
<ul style="list-style-type: none"> <li>• It can be seen as a boring diet.</li> <li>• Vegans have / need to take tablets <b>to get their B12</b> // Vitamin B12 is found only in meat // vegan diet does not provide B12</li> <li>• <b>Some</b> vegans miss the taste of a bacon sandwich / meat // vegans don't get to eat meat</li> <li>• Vegans can get criticised <b>for being fussy eaters/ finicky</b>.</li> <li>• <b>Some / many</b> vegans look pale (and thin) // vegans <b>can</b> look pale (and thin)</li> </ul>	<ul style="list-style-type: none"> <li>• Only eating vegetables</li> <li>• Vegans look pale (and thin).</li> <li>• Certain vitamins</li> <li>• Vegans are unhealthy.</li> </ul> <p>A correct answer which also includes a response which would gain a mark in 7.1, <b>unless the conjunction makes the understanding clear</b> eg:</p> <ul style="list-style-type: none"> <li>• Some vegans miss the taste of meat <b>and</b> vegan sausage rolls are tasty = 0 marks</li> <li>• Some vegans miss the taste of meat <b>but</b> vegan sausage rolls are tasty = 1 mark</li> </ul>

**[1 mark]**

0 8

Key	Scope of Study
D – fussy.	3.1.5

[1 mark]

0 9

Key	Scope of Study
B – To show that the interviewer is making fun of vegans.	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 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"> <li>• Both about vegans // vegan diets // veganism // give examples of how to vary a vegan diet // talk about vegan diets being healthy / healthy to eat</li> <li>• Both are quite persuasive / advisory</li> <li>• Both reassuring / positive / encouraging in tone / approach.</li> <li>• Both refer to specific foodstuffs / tasty food // mention lentils / nuts</li> <li>• Both refer to Vitamin B12</li> <li>• Both refer to animals // helping animals // suggest veganism is good for animals.</li> <li>• Both contain a picture / image / headings</li> <li>• Both contain statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Both use paragraphs.</li> <li>• Both suggest / explain how a vegan diet is better for our health</li> <li>• Both seem like a conversation / use 'you' / direct address.</li> <li>• Both refer to protein</li> <li>• Both talk about saving the lives of animals.</li> <li>• Both contain statistics about vegans</li> </ul>

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"> <li>• <b>A</b> is a leaflet / article; <b>B</b> is a (an extract from) conversation / interview / Q&amp;A / transcript / talkshow</li> <li>• <b>A</b> instructs people how to become vegan; <b>B</b> focuses mainly on explaining a vegan diet (and the benefits to humans and animals) // Bradley’s experience of becoming vegan</li> <li>• <b>A</b> is more detached and generalised than <b>B</b>; <b>B</b> offers a very personal, first-person account</li> <li>• <b>A</b> uses a picture <b>to show that there is more to being a vegan</b> than just the diet // that vegans can choose clothes not made from animal products; the only image in Source <b>B</b> is a sort of cartoon picture suggesting people speaking.</li> <li>• <b>A</b> contains a photograph / picture; <b>B</b> contains a cartoon image / graphic depiction / animation;</li> <li>• <b>A</b> uses subheadings; <b>B</b> uses Q&amp;A format.</li> <li>• <b>A</b> is persuasive / wants people to become vegan; <b>B</b> is more balanced / tries to include both sides / refers to more negatives</li> </ul>	<ul style="list-style-type: none"> <li>• Any other text type</li> <li>• Script</li> <li>• Any response which refers specifically to <b>only one</b> source, eg Source <b>A</b> contains a picture but Source <b>B</b> does not.</li> <li>• Source B says being a vegan is easy</li> <li>• Responses which are completely generic or do not clearly indicate <b>somewhere in the answer</b>, to which text the comments refer.</li> </ul>

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**

<b>Key</b>	<b>Scope of Study</b>
B – To give instructions for making vegan brownies.	3.1.8

[1 mark]

**1 3**

<b>Key</b>	<b>Scope of Study</b>
D – rich	3.1.5

[1 mark]

**1 4**

<b>Key</b>	<b>Scope of Study</b>
C – They are finished and ready to eat.	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.

	<b>True</b>	<b>False</b>
Brownies were created by a Chicago hotel owner.		✓
The vegan brownies contain coffee.	✓	
You take the brownies out of the baking tin while they are warm.		✓
These brownies take 40 minutes to prepare.		✓

[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.

	<b>Fact</b>	<b>Opinion</b>
The brownies are easy to make.		✓
The brownies will keep for a week in an airtight container.	✓	
The brownies taste utterly divine.		✓
The brownies are made without milk.	✓	

**[2 marks]**

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.3

1 7

A relative who has never cooked before wants to make these brownies but they are not sure if they have all the kitchen tools they need. They have asked for your help.

From **Source C**, list the **names of the equipment** your relative would need to make these brownies. **[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. Ignore copying / listing of ingredients **if presented separately from the equipment list.**

**Indicative content**

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

*NB: Only **names of equipment/tools** are relevant. See next page for limits of acceptable content.*

*Mark using a tick for an accurate name.*

Accept	Do not accept
<ul style="list-style-type: none"> <li>• (20cm)(square) tin / (baking) tin – accept ‘tray’ for ‘tin’ if in correct context</li> <li>• <b>baking</b> parchment</li> <li>• bowl / mixing bowl</li> <li>• measuring jug / cup</li> <li>• whisk</li> <li>• spoon / tablespoon / teaspoon</li> <li>• skewer</li> <li>• oven / cooker</li> <li>• scales</li> <li>• saucepan</li> </ul>	<ul style="list-style-type: none"> <li>• parchment (alone)</li> <li>• airtight container</li> <li>• freezer</li> <li>• <b>Additional lifted information: Question specifically asks for ‘names’. Any text beyond these names cannot be rewarded. Use the guidance on the next page to see what is acceptable in terms of names only.</b></li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Some candidates may offer 'knife' from the instruction to 'cut into squares'.</li> </ul> |  |
|---|--|

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

Scope of study: 3.1.1, 3.1.6

### ADDITIONAL GUIDANCE FOR Q 17

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.*

Anything outside the highlighted text cannot be accepted. Allow inclusion of articles.

Heat oven to 170 °C /150 °C fan. Grease and line a (20 cm square) tin with baking parchment. Combine the flaxseed with 6 tbsp water and set aside for at least 5 mins.

Melt 120 g chocolate, the coffee and margarine with 60 ml water on a low heat. Allow to cool slightly.

Put the flour, almonds, cocoa, baking powder and ¼ tsp salt in (a) bowl and stir to remove any lumps. Using a **hand** whisk, mix the sugar into the melted chocolate mixture, and beat well until smooth and glossy. Stir in the flaxseed mixture, vanilla extract and remaining chocolate, then the flour mixture. Spoon into the prepared tin.

Bake for 35–45 mins until (a) skewer inserted in the middle comes out clean. Allow to cool in the tin completely, then cut into squares and serve: perfect brownies done and dusted in less than an hour! Will keep for 7 days in an airtight container.