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# Functional Skills Level 2

## ENGLISH

### 8725R

Paper 1 Reading

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Mark scheme

March 2023

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Version: 1.0 Final



2 3 3 G 8 7 2 5 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 5.1 / 5.2 and Questions 10 / 11, it is possible that candidates will transpose their answers. If there is any indication that this may be so escalate as appropriate or use whole response view to check content of parallel question.

## **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**

According to **Source A**, what were the teenagers who came to Newquay celebrating?

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> <li>• <b>Finishing / end of</b> exams / examinations / GCSEs / A-levels</li> <li>• <b>Passing</b> exams / examinations / GCSEs / A-levels</li> <li>• <b>Post-exams</b> (trips)</li> </ul>	<ul style="list-style-type: none"> <li>• Finishing school</li> <li>• Drinking</li> <li>• Partying</li> <li>• Clubbing</li> <li>• Parties / party going</li> </ul>

Scope of study: 3.1.16

**0 2**

Key	Scope of Study
D – tolerant	3.1.15

[1 mark]

**0 3**

Key	Scope of Study
C – the local residents of Newquay	3.1.13

[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
Teenagers can drink alcohol at the under-18s' club nights.		✓
Three teenagers fell from the cliffs.	✓	
Visitor numbers to Newquay have increased since 2009.	✓	
The nightclubs were solely responsible for the antisocial behaviour.		✓

[2 marks]

2 marks for all four correct  
1 mark for three correct

Scope of study: 3.1.16

**0 5** The writer of **Source A** presents both facts and opinions.

**0 5** . **1** Identify **two** facts about Fiona Pendry **from the first three paragraphs**.

[1 mark]

**NB: No marks are awarded for only 1 correct fact. There is no penalty for a response which has lifted a sentence containing both a fact and an opinion.**

Accept	Do not accept
<ul style="list-style-type: none"> <li>• She joined the protest / marched on Newquay Town and Cornwall councils // demanded an end to the permissive culture (in the town)</li> <li>• She (and her young family) lived in Newquay (town centre)</li> <li>• She had a young family / has a family</li> <li>• She struggled to sleep at night <b>because of the noise / parties // the noise / parties</b> kept her awake at night</li> <li>• She was trying to sell up / sell the house <b>and move away</b> / she was trying to move away (from Newquay)</li> </ul>	<ul style="list-style-type: none"> <li>• (Her) life was tough</li> <li>• The underage drinking / nightclubs</li> </ul>

Note: The above content is indicative; any other valid response should be credited.  
NB: *Only material from the first three paragraphs is valid.*

**0 5** . **2** Identify **two** opinions **from the section headed ‘Newquay today’**.

[1 mark]

**NB: No marks are awarded for only 1 correct opinion. There is no penalty for a response which has lifted a sentence containing both a fact and an opinion.**

Accept	Do not accept
<ul style="list-style-type: none"> <li>• Disorderly drunks</li> <li>• Unruly underage kids</li> <li>• (a magnet for) rowdy fun-seekers</li> <li>• (Transformed into a) modern resort</li> <li>• Family-friendly feel</li> <li>• Beautiful beaches</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical food shops</li> <li>• Tourism does not appear to have declined...</li> </ul>

Note: The above content is indicative; any other valid response should be credited.  
NB: *Only material from the section headed ‘Newquay Today’ is valid..*  
Scope of study: 3.1.18

0 6

Explain how the writer of **Source A** uses words and language techniques in the first two paragraphs to describe the problems in Newquay.

You should quote words and phrases from **Source A** in your answer.

[3 marks]

Marks	Descriptor
3 marks	Descriptive words and techniques are identified, with appropriate support from the text and a clear explanation of the intended impact.
2 marks	Identifies relevant material from the text, with an attempt to explain the intended effect.
1 mark	Simple comment/simple identification of relevant material.
0 marks	Nothing written worthy of credit.

Indicative content

**NB: Mark for quality not quantity.**

Answers may mention the following:

**Negative/critical language to show overall unattractive scene:** *image was in tatters; a hardcore resort where anything went; no-go area after dark; permissive culture*

**Strong aggressive language suggestive of invasion:** *thousands of teenagers; gangs of partygoers; roamed* - connotations of pillaging

**Factual information:** *two teenagers died / fell from the cliffs; seriously injured*

**Language to show strength of residents' reaction:** *marched on the councils; demanding an end to the permissive culture*

**Strong temporal references to indicate urgency:** *immediately.*

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

Scope of study: 3.1.14 and 3.1.19

Indicative Standard

*Underage drinkers were going to Newquay and drinking till they passed out. They were trashing cars and stopping people sleeping with their noise and bad behaviour.*

**Nothing to credit 0 marks**

*The writer says Newquay's image was "in tatters" which means Newquay was spoiled.*

**L1 Identification of relevant material 1m**

*The writer says Newquay's image was "in tatters" which means people thought the town was spoiled and didn't want to go on holiday there.* **L2 attempted explanation 2m**

*The writer says Newquay's image was "in tatters". The phrase "in tatters" suggests that the town's reputation as a good place to go on holiday had been ruined by the drinkers and all the trouble.* **L3 clear explanation 3m**

**Section B**

0 7

Key	Scope of Study
D – unpleasant	3.1.15

[1 mark]

0 8

Key	Scope of Study
A – contains poisonous ingredients	3.1.13

[1 mark]

0 9

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

	True	False
Skin needs nutrients in order to stay healthy.	✓	
Alcohol causes blood vessels to burst.		✓
People with hangovers lose their sense of smell.		✓
It takes years for alcohol to affect your appearance		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.16



1 0

From **Source B**, list **three** ways alcohol can affect someone’s face.

[3 marks]

**Award 1 mark per clear point made, up to a maximum of 3 marks. Award one mark per space.**

Accept	Do not accept
<ul style="list-style-type: none"> <li>• spots / spotty face</li> <li>• Tired <b>eyes</b></li> <li>• Skin / face looks pale / grey / tired / look pale / look like a ghost // dehydrated /dry <b>skin / face</b></li> <li>• Enlarged blood vessels // red skin // thin red streaks / <b>red</b> bumps</li> <li>• Bloating / bloats / puffy</li> </ul>	<ul style="list-style-type: none"> <li>• Look tired</li> <li>• Deprives skin of nutrients</li> <li>• Dehydrates your body</li> </ul>

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

Scope of study: 3.1.13

1 1

From **Source B**, list **three other ways** drinking alcohol can affect someone’s body.

[3 marks]

**Award 1 mark per clear point made, up to a maximum of 3 marks. Award 1 mark per space.**

**Indicative content - Answers may mention the following:**

Accept	Do not accept
<ul style="list-style-type: none"> <li>• Put weight on // make you fat(ter) // fattening</li> <li>• Dehydrate you / your body // dry skin // deprive skin of vitamins / nutrients</li> <li>• Bloating <b>stomach</b></li> <li>• Build <b>up of / increase in</b> cellulite / fat cells below the skin</li> <li>• Offensive / unpleasant smell (in breath / sweat / urine)</li> </ul>	<ul style="list-style-type: none"> <li>• A few drinks are equivalent to a few bars of chocolate</li> <li>• Pale /grey / tired</li> <li>• High calorie content</li> <li>• Bloating (alone)</li> <li>• 5-10% of the alcohol you drink leaves the body straightaway through your breath, sweat and urine</li> </ul>

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

Scope of study: 3.1.13

**Section C**

**1 2**

<b>Key</b>	<b>Scope of Study</b>
C – wise	3.1.15

**[1 mark]**

**1 3**

From **Source C**, list **three** ways in which modern life encourages young people to socialise without drinking alcohol.

**[3 marks]**

**Award 1 mark per valid point, up to a maximum of 3 marks. Award one mark per space.**

<b>Accept</b>	<b>Do not accept</b>
<ul style="list-style-type: none"> <li>• Dry January</li> <li>• Drink-free challenges</li> <li>• Alcohol-free raves</li> <li>• Conscious clubbing</li> <li>• Café culture // <b>safe spaces</b> to socialise without alcohol // going to a café</li> <li>• <b>Not drinking</b> is becoming much more visible / acceptable // the ability / confidence / strength to say “No”</li> </ul>	<ul style="list-style-type: none"> <li>• Don't buy alcohol for your underage child</li> <li>• Staying in control</li> <li>• A recent survey of university students found almost 44% choosing to socialise without consuming alcohol</li> </ul>

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

Scope of study: 3.1.13

1	4
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Compare **Source A** and **Source C**. Write about what they say and how the material is conveyed.

You may wish to refer to the level of detail, presentation and language, formality, possible bias and how the writers come across.

**[6 marks]**

Marks	Descriptor
5–6 marks	A range of similarities/differences are identified and explained in detail, such as: <ul style="list-style-type: none"> <li>• level of detail in text (main points/specific details)</li> <li>• the information, ideas or opinions and how these are conveyed, including text type</li> <li>• style of writing/writer’s voice/tone/level of formality/potential bias</li> <li>• implicit and inferred meanings</li> <li>• use of textual features/devices</li> <li>• vocabulary.</li> </ul>
3–4 marks	Either: At least one similarity/difference is identified and explained in detail Or: A number of similarities/differences are identified and set out clearly. Or: A simple contrast with supporting material from both sources (3 marks).  Some reference to: <ul style="list-style-type: none"> <li>• level of detail in text (main points/specific details)</li> <li>• the information, ideas or opinions and how these are conveyed, including text type</li> <li>• style of writing/writer’s voice/tone/level of formality/potential bias</li> <li>• implicit and inferred meanings</li> <li>• use of textual features/devices</li> <li>• vocabulary.</li> </ul>
1–2 mark	Either: A simple contrast or difference identified Or: Fragmented points or unclear whether these are similarities or differences.
0 marks	Nothing written worthy of credit.

**Mark using ticks to identify valid points, contrasts, details, textual references etc. Then select summative comment identifying level achieved from Related Parts Comments Bank.**

**Indicative content**
**Answers may mention the following:**

	<b>Similarities</b>	<b>Differences</b>
The information, ideas and opinions, including level of detail	Both about alcohol / underage / teenage drinking	<p><b>A</b> is reporting on how to deal with the problem of underage drinking in a particular town; <b>C</b> giving advice to a parent about ways to socialise without alcohol</p> <p><b>A</b> no longer has a problem with teenage drinking; <b>C</b> wants to help her daughter deal with pressure to drink / enjoy life without alcohol</p> <p><b>A</b> is a descriptive / narrative news report / story; <b>C</b> is an online advice forum / chat / blog / letter / email</p> <p><b>A</b> is aimed at the general public; <b>C</b> is aimed at parents</p>
Presentation and language	Both use coloured font Both use statistics	<b>A</b> uses emotive language to describe the problems Newquay had; <b>C</b> uses more dispassionate advisory language
Level of formality	Both fairly informal	
Possible bias	Both have an underlying disapproval of (excess) alcohol	<b>A</b> seems to be approving of Newquay's action to clean up its image; <b>C</b> approves of the initiatives to help young people to socialise without alcohol
How the writers come across		<p><b>Both</b> are quite passionate about their particular subjects</p> <p><b>A</b> is self-congratulatory about what the town has achieved; <b>C</b> is more neutral with a sensible, pragmatic tone</p>

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

Scope of study: 3.1.11, 3.1.12, 3.1.13, 3.1.14, 3.1.17 and 3.1.19