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# Functional Skills Level 2

## ENGLISH

### 8725R

Paper 1 Reading

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Mark scheme

January 2024

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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.

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 was the reason for the journalist to attend their first warehouse sale?

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> <li>To (learn about / find out about) buying / selling trainers <b>to make money</b> // to buy trainers <b>as an investment</b></li> </ul>	<ul style="list-style-type: none"> <li>To buy trainers (alone)</li> <li>to find good deals on trainers (alone)</li> </ul>

Scope of study: 3.1.16

**0 2**

Key	Scope of Study
A – make out	3.1.15

[1 mark]

**0 3**

Key	Scope of Study
A – anybody can buy trainers and sell them for a profit.	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
The journalist found the smell in the warehouse disgusting.	✓	
Some trainers are sold off more cheaply when they are no longer made.	✓	
Chris Koehler has collected trainers for ten years.		✓
90% of males are interested in buying trainers at sales.		✓

[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 investing in trainers.

[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>Some trainers sell for thousands / tens of thousands of pounds</li> <li>Can buy some trainers for / many warehouse sales offer discounts of more than 50% off price / you could buy great trainers at a fraction of their original cost</li> <li>Can buy overstocked / discontinued items?</li> <li>(I spoke to 20-year-old student) Liam said 'Trainers can be a great investment'</li> <li>The (resale) market has grown in the last 5 years</li> <li>Chris Koehler has been buying and selling / collecting trainers for nearly 10 years // Chris Koehler is a successful <b>trainer</b> collector / investor</li> <li>Chris Koehler bought AirMag trainers for £5k and sold them years later for £20k // trainers can sell years later for a lot <b>more</b> than they cost</li> </ul>	<ul style="list-style-type: none"> <li>Connect with other trainer enthusiasts</li> <li>Trainers can be a great investment</li> <li>Need to do research (before buying / investing)</li> <li>Need to plan ahead (before buying / investing)</li> <li>Reference to 90% of the attendees</li> <li>Do not accept "a lot (of money)" alone</li> </ul>

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

**0 5 . 2** Identify **two** opinions about buying trainers at a warehouse trainer sale.

**[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>Trainers can be a great investment</li> <li>Warehouse trainer sales can be (a) fun / exciting (way to find great deals) / (connect with other trainer enthusiasts) // can be an enjoyable experience</li> <li>Attending a warehouse trainer sale can be an <b>amazing</b> way to <b>find good deals</b> (on trainers) // great trainers at a great price</li> <li>The (distinctly / distinctive) <b>unpleasant</b> aroma of trainers // the smell was unpleasant NB: Accept alternative ways of referring to unpleasant smells</li> <li>Do your research / plan ahead (to ensure a successful / enjoyable experience)</li> </ul>	<ul style="list-style-type: none"> <li>I spoke to 20-year-old student Liam who said 'Trainers can be a great investment'</li> <li>I was astonished</li> <li>Sense of smell accosted</li> <li>Attending a warehouse sale can be amazing (alone)</li> </ul>

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

Scope of study: 3.1.18

0 6

The writer of **Source A** is describing their first visit to a warehouse trainer sale. Explain how they use words and language techniques to **describe** their experience.

You should include quotations from **the first two paragraphs of 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:**

**Sensory language:** 'the gloomy warehouse'; 'my sense of smell was accosted in a way it had never been before ...by the distinctive and distinctly unpleasant aroma of trainers!'; 'it was this mammoth collection which was emitting the smell'

**Use of adjectives:** dozens; first; huge, mammoth (size)

**Use of personal feelings:** not alone, astonished, ventured

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

***NB: Only material from the first two paragraphs is valid.***

Scope of study: 3.1.14 and 3.1.19



## Section B

0 7

Key	Scope of Study
B – unusual	3.1.15

[1 mark]

0 8

Key	Scope of Study
C – footwear from ancient times to the modern day is on show at the museum.	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
70 million pairs of boots were made in Northampton for World War I.		✓
Different towns in Northamptonshire specialised in making different boots.	✓	
The museum took part in an international cultural event in 2012.		✓
The museum has over 12 000 shoes on display.		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.16

1	0
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From **Source B**, list **the names of three** different displays that are in Northampton Museum and Art Gallery.

**[3 marks]**

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

Accept	Do not accept
<ul style="list-style-type: none"><li>• Walk this Way (shoes from Ancient Egypt to the present day)</li><li>• Life and Sole (history of shoemaking)</li><li>• Followers of Fashion (footwear through the centuries)</li><li>• Focus on Footwear (paintings of shoemakers and shoe-shiners)</li></ul>	<ul style="list-style-type: none"><li>• Dress the World</li><li>• Tommy</li><li>• British Alpine Hannibal Expedition</li><li>• Cultural Olympics</li></ul>

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

Scope of study: 3.1.13

1	1
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From **Source B**, list **three** different pairs of shoes or boots worn by people.

**[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>• Medieval pointy-toed boots</li><li>• <b>Queen Victoria's wedding</b> shoes</li><li>• (Elton John's) 'Tommy' boots</li><li>• (high fashion) stiletto shoes</li><li>• Jelly shoes</li><li>• Long boots</li><li>• Work boots</li></ul>	<ul style="list-style-type: none"><li>• Giant boots (made for Jumbo)</li><li>• Historical footwear</li><li>• Ancient Egyptians' shoes</li><li>• Boots (alone)</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

Key	Scope of Study
D – scheme	3.1.15

[1 mark]

1 3

From **Source C**, list **three good reasons** for donating shoes to the charity 'Sal's Shoes'.

[3 marks]

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

Accept	Do not accept
<ul style="list-style-type: none"> <li>Will know where shoes will be going after donation // to find new feet for your (pre-loved) children's shoes</li> <li>Over 4 million pairs of shoes have been given to other children / families // Sal's Shoes is very successful at redistributing shoes / helping to find homes for shoes</li> <li>Protects (children's) feet <b>from injury or infection</b> / helps stop spread of diseases <b>in areas of poor sanitation</b> / keep feet clean // help children / families / people <b>in other countries</b> (and the UK)</li> <li>To allow them to be re-used / reworn / recycled // children tend to outgrow their shoes before they outwear them</li> <li>Stops shoes going to landfill / avoids shoes decomposing over a long time / shoes are difficult to recycle</li> <li>Shoes can be given to other children <b>who need them</b> // helping <b>poor</b> families / people who can't afford them /</li> </ul>	<ul style="list-style-type: none"> <li>Collected 5000 pairs of shoes</li> <li>Have provided shoes in 59 countries</li> <li>Reference to new wellies / badly fitting / incorrect footwear</li> <li>Feet in shoes are protected feet (alone)</li> <li>Help people in poverty without reference to shoes</li> </ul>

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

Scope of study: 3.1.13

**1 4**

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	<p>A range of similarities / differences are identified and explained in detail, such as:</p> <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	<p>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).</p> <p>Some reference to:</p> <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	<p>Either: A simple contrast or difference identified Or: Fragmented points or unclear whether these are similarities or differences.</p>
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 footwear / shoes.	<b>A</b> is about buying / investing in shoes / trainers; <b>C</b> is about donating / giving away shoes.  <b>A</b> is about doing something for yourself; <b>C</b> focuses on helping others.
Presentation and language	Both have images / photos which exemplify the topic of their stories.  Both have first-person accounts of an experience.	<b>A</b> has an image showing a very expensive pair of Nike trainers; <b>C</b> has an image of several pairs of unbranded donated trainers.  <b>A</b> is about trying to learn something but not acting on it; <b>C</b> is about learning something but taking action afterwards.
Level of formality	Both are quite informal in tone.  Both use second person for effect.	<b>A</b> describes an event chronologically; <b>C</b> moves about in time from past to present.
Possible bias		<b>A</b> seems to be encouraging people to spend money by investing in trainers; <b>C</b> is encouraging people to donate money and / or shoes.
How the writers come across	Both are interested in the value of shoes / trainers.	The writer of <b>A</b> seems to be quite amused / entertained by the warehouse trainer sale and notion of investing; the writer of <b>C</b> is more serious and wants others to help people who are poorer.

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