AQA

Functional Skills Level 2
ENGLISH
8725R

Paper 1 Reading

Mark scheme

March 2024

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

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 it is possible that candidates will transpose their answers. If there is any indication that this may be so use whole script view to check what is written in the other answer space and award marks accordingly. Use the relevant comment in CMI+ for this purpose.

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 name of the project to promote lawns being left to grow wild?

[1 mark]

Accept	Do not accept
• No Mow May	• Any other response

Scope of study: 3.1.16

0 2

Key	Scope of Study
B - annoying	3.1.15

[1 mark]

0 3

Key	Scope of Study
D - the council may have done damage to the environment in the area.	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
Not all of the wildflower meadow had been mowed.	✓	
The environmental group is full of praise for the council.		✓
The council were trying to display the wildlife area.		✓
The grass is usually mowed by the council before June.		✓

[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 the meadow area that was mowed by the council.

[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**
• Near Matlock Leisure Centre	• It was a beautiful meadow
• On a steep slope	• It was vandalism
• Not usually a wildflower meadow / looked like a wildflower meadow	• The council were proud of the meadow
• Has been used as a picnic area (by local people)	
• Had lots of insects / bumblebees and birdlife / swifts // **There were so many insects,** it was full of life" // some areas left for wildlife // at least eight wildflower species / bumblebees and swifts // all flowers gone by June 1	• It was full of life (alone)
• Been left uncut to provide for pollinators / stopped mowing as part of No Mow May	
• Was cut on June 1 // always planned to mow at **start of June**	
• The middle part was cut	

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

0 5 . 2 Identify **two** opinions about the actions of the council.

[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
- It / they was / were exasperating / annoying (Everyone is sick of excuses) for this sort of vandalism - Council should have been proud of the meadow / l**etting** a beautiful meadow grow // "I was hugely impressed by the wildflower meadow" - Too little and too slow (to promote biodiversity) - Making some positive steps (to promote biodiversity) - I see no reason why it couldn't have been left until the summer	- Any response where the speaker of quoted words is named as having said them, eg: - Chris Packham said "This is exasperating!". *Inclusion of the speaker's name renders this a fact. The same would apply if "thought / thinks" were substituted for "said", eg:* Robert Bunting thinks / thought the wildflower meadow was impressive

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** presents an argument about the mowing of a wildflower meadow.

Explain how the words and language techniques in the **last two paragraphs** show criticism of the council.

You should include quotations from the **last 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:

Strong language: 'exasperating'; rhetorical questions: 'When will they learn? Who is responsible and why has this happened?'; crisis; sick of excuses; vandalism; urging.

Use of adjectives: so many; full of life; hugely impressed; too little and too slow; proud.

Personal feelings: indicated by use of rhetorical questions; able to suggest positive strategy to address concerns ie leave uncut till August; admiring of the 'display' and impact on nature; very critical – use of vandalism and crisis.

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

NB: Only material from the last two paragraphs is valid.

Scope of study: 3.1.14 and 3.1.19

Section B

0 7

Key	Scope of Study
A - widespread	3.1.15

[1 mark]

0 8

Key	Scope of Study
B - humankind has foraged for food for thousands of years.	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
Nettles and roses can only be picked to eat in the summer.		✓
Plants that can be picked and eaten grow in parks.	✓	
Guided walks can help people who want to start foraging.	✓	
Local experts will know the best things to pick in their area.	✓	

[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 **the names of three** different edible plants that can be found by the coast.

[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
• **Sea** kale	• Kale
• **Sea** lettuce	• Lettuce
• **Sea** buckthorn	• Buckthorn
• (Rock) samphire	• Any other plants
• Laver	

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 instructions** for safe foraging.

[3 marks]

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

Indicative content
NB: Question requires instructions not just information. Valid answers will contain a verb / imperative.

Answers may mention the following:

Accept	Do not accept
• **Don't** abandon / use your senses / instincts	• It's seldom worth the risk
• **Use** your eyes / nose / fingers to identify plants	• Pick three or four plants and try them
• **Don't** taste / eat / try plants unless you're absolutely certain	
• **Go** on an (organised) expert-led walk	
• **Find** a local guide / trusted forager // **Consult** the Association of Foragers **to find a local guide**	• Consult the Association of Foragers (alone)

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 – persistent	3.1.15

[1 mark]

1 3   From **Source C**, list **three ways** that a wildflower garden can **benefit the environment**.

[3 marks]

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

Accept	Do not accept
• Attracts pollinators	• Cut back flowers to encourage healthier growth
• Supply **food / seeds** for insects / animals / birds	• Keep insects and animals abundant (alone)
• Provide **shelter** for birds	• Cost little / reduce maintenance
• Support biodiversity / encourage diverse growth (elsewhere)	• Adds natural beauty
• **Takes in** carbon dioxide / promotes a cleaner atmosphere	• Good for nature
	• Wildflowers need / use carbon dioxide (to grow)

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	A range of similarities / differences are identified and explained in detail, such as: • level of detail in text (main points / specific details) • the information, ideas or opinions and how these are conveyed, including text type • style of writing / writer's voice / tone / level of formality / potential bias • implicit and inferred meanings • use of textual features / devices • vocabulary.
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: • level of detail in text (main points / specific details) • the information, ideas or opinions and how these are conveyed, including text type • style of writing / writer's voice / tone / level of formality / potential bias • implicit and inferred meanings • use of textual features / devices • vocabulary.
1–2 marks	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.

NB: A response which deals with only one of the named sources should be capped at 1 mark.

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:

	Similarities	**Differences**
The information, ideas and opinions, including level of detail	Both about wildflowers.	**A** is an article in a local newspaper; **C** is a webpage. **A** is complaining about cutting down wildflowers; **C** is trying to encourage planting of wildflower gardens.
	Both emphasise how good for the environment wildflowers can be.	**A** suggests that the local council could do more; **C** is encouraging individuals to plant the flowers.
Presentation and language	Both have images / photos which exemplify the topic of their stories.	**A** has a photo showing the original view and the effect of the mowing; **C** shows what wildflowers left alone look like.
	Both appear to be passionate about the benefits of wildflowers on the environment.	**A** uses strong, critical language to express feelings of disappointment and anger; **C** uses more descriptive, positive language to encourage readers.
	Both use language which describes the appearance and attractive qualities of expanses of wildflowers.	
Level of formality		**A** is formatted in standard paragraphs; **C** uses numbered sections. **A** is quite formal as it is reporting by a third party; **C** is more informal.

Possible bias		**A** has an environmental group / spokesperson /Chris Packham who is biased in favour of the wildflower meadow and against the council actions; **C** is written by someone biased strongly in favour of planting more wildflowers. **A** is slightly more balanced as it presents both views; **C** is partisan in favour of gardens.
How the writers come across	Both are commenting on an environmental issue.	**A** the writer seems more impartial as it is a report so has both the council and the complainant comments; **C** the writer presents only one point of view.

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