AQA

Functional Skills Level 2
ENGLISH
8725R

Paper 1 Reading

Mark scheme

November 2023

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 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 check what is written in the other parts of the response and award marks / 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 According to **Source A**, in which ocean is the largest floating island of garbage?

[1 mark]

Accept	Do not accept
• Pacific	• Atlantic • Arctic • Pacific Garbage Patch

Scope of study: 3.1.16

0 2

Key	Scope of Study
A – equipment	3.1.15

[1 mark]

0 3

Key	Scope of Study
C – everyone can do something to stop plastic ending up in the oceans.	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
Garbage islands are growing by ten times every five years.		✓
India and Mexico have combined to clean up the oceans.		✓
People could be poisoned by eating fish which feed on garbage.	✓	
The floating garbage is all sucked in and held by whirlpools.	✓	

[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 garbage islands from the section **What is the problem?** |

[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**
• Several garbage islands (in the oceans) • Largest (garbage island) is the Pacific Garbage patch • Made up of plastic, debris and chemical sludge • Collection of waste coming from surrounding countries	• Rise in population has increased the amount of garbage we generate • Rubbish is brought to the location by currents • The garbage islands are growing

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

NB: Only material from the section What is the problem is valid.

| 0 | 5 | . | 2 | Identify **two** opinions about the garbage islands from the section **What is the problem?** |

[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**
• (We believe) inefficient waste management • Uncaring humanity (has created these toxic islands) • (The size cannot be pinned down since it's**) thought** to be constantly growing • It's a shocking and disturbing sight // it's shocking / disturbing // shocking / disturbing **sight**	

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

NB: Only material from the section What is the problem is valid.

Scope of study: 3.1.18

0 6 The writer of **Source A** is worried about the growing size of the garbage islands. Explain how words and language techniques are used to **describe** the islands and the problems they are causing.

You should provide examples 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:

Emotive language: "It's a shocking and disturbing sight"; phrases like 'chemical sludge', 'toxic chemicals' 'collection of waste', 'filling ourselves with toxins' to emphasise how unpleasant the islands are / create a feeling of disgust. 'No country is taking responsibility for the clean-up' to show how disappointing that is and how needed.

Repetition: use of 'toxic / toxin' to show the poison level; emphasis on 'plastic' as main culprit for the creation of the islands and poisoning of fish; 'garbage' to draw attention to the fact they are made of waste products; *stop our planet from turning into a plastic planet* (alliteration / metaphor)

Use of lists: 'plastic, chemical sludge and debris', 'bits of plastic, toothbrushes, bottlecaps and plastic bags', 'fishermen's paraphernalia, the sludge disposed of by factories and trash' to show how much material makes up the islands.

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

Scope of study: 3.1.14 and 3.1.19

Q6 INDICATIVE STANDARD

The writer describes the island in a way to grab your attention and uses rhetorical questions to make you think. This makes you carry on reading because you are intrigued and want to find out more.
 Not a simple comment because no specific reference to language 0m

The writer uses words like "garbage island" to make you want to carry on reading.
Identification of relevant material 1m

The writer uses words like "garbage island" to make you want to carry on reading. He also calls the people responsible for thee problem "uncaring humanity" and says we are creating a "plastic planet". He calls the rubbish "debris" and "chemical sludge" to clearly describe the problem.
Several instances of "relevant material" identified but still only 1m.

The writer says several islands in the ocean "including the Atlantic and Arctic". So there is more than one country having problems about garbage in the oceans.
Simple comment based on language which informs. Not relevant material for "describe". 1m

The writer uses words like "garbage island" to make you want to carry on reading. He also calls the people responsible for the problem "uncaring humanity" and says we are creating a "plastic planet". "Uncaring humanity" suggests he thinks we are all to blame for the problem of litter and we are irresponsible with our planet.
Attempted explanation based on the connotations of "uncaring" 2m

The writer uses words like "garbage island" to make you picture a huge pile of rubbish. He also calls the people responsible for the problem "uncaring humanity" and says we are creating a "plastic planet". "Uncaring humanity" suggests he thinks we are all to blame for the problem of litter because people are too lazy to deal with waste carefully. The alliteration in "plastic planet" draws attention to the writer's warning that our whole world is in danger of becoming covered in plastic if we don't change our ways.
Clear explanation of language 3m

Section B

0 7

Key	Scope of Study
C – harmless	3.1.15

[1 mark]

0 8

Key	Scope of Study
B – eating in the street is a major cause of litter.	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
Volunteers collected over 3000 bags of litter in November 2022.	✓	
Sharp objects are not safe to pick up.		✓
You can only clear up litter if you register as a #LitterHero.		✓
The safety advice can be used by anyone picking up litter.	✓	

[2 marks]

2 marks for all four correct
1 mark for three correct

Scope of study: 3.1.16

| 1 | 0 |

From **the first three paragraphs of Source B**, list **three** problems caused by litter.

[3 marks]

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

Accept	Do not accept
• Costly / costs over (£)1 billion per year **to clear up / clean the streets** • Takes years to degrade / disappear • Causes **harm t**o / **damages** wildlife / habitats • (Discarded food **/** half-eaten burgers / chips / apple cores attract(s)) vermin / pigeons / rats • Unsightly / spoils the look of the area // makes the area look untidy / neglected • Increases crime rate in the area // people feel more vulnerable (to crime)	• Incorrect amounts of money • Doesn't clear itself away • Habitats (alone) • "affects" habitats / environments

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

NB: Only material from the first three paragraphs is valid.   Scope of study: 3.1.13

| 1 | 1 |

From **Source B**, list **three** types of litter which should not be collected.

[3 marks]

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

Accept	Do not accept
• Dead animals / roadkill • Clinical waste / syringes / needles • **Unidentified** cans / canisters / containers • • Oil drums / chemical containers • Building waste / rubble / fly tipping / asbestos	• Sharp objects / broken glass • Disposable BBQs

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
C – cooperative	3.1.15

[1 mark]

| 1 | 3 |

From **Source C**, list **three** things Clanachan has done to reduce waste in her household.

[3 marks]

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

Accept	Do not accept
• (Adopted) 'reduce, re-use, recycle' philosophy // avoid creating waste // tries not to accumulate anything • NB Accept reduce / re-use / recycle as single words • Ditched / avoids supermarkets // uses farmers' markets // buys from farmers / local grocers // buys in bulk // no weekly shops // • Avoids pre-packaged foods / buys less packaging // uses own containers **to buy goods at markets / for food / grains /rice //** uses own food containers • Saves / re-uses (egg) cartons for other people (with chickens) • Composts waste	• Re-usable (alone) • Recycles **all** her rubbish • Not taken the family's bin out for two years • Taken a long time • Does not drive a car / uses bike or public transport // making it harder for big weekly supermarket shops • Feels a failure when putting recycling bin out • Takes her own containers **without reference to their purpose**

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 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:

	Similarities	Differences
The information, ideas and opinions, including level of detail	Both about garbage disposal / rubbish / trash	**A** is about a problem with rubbish in the ocean; **C** is about one person's attempts to reduce rubbish.
		A suggests several countries are responsible for the creation of the garbage islands; **C** is trying to show how an individual can make a difference to how much is thrown away.
		A is set in the Pacific Ocean; **C** is set in Adelaide, Australia.
Presentation and language	Both have images / photos which exemplify the topic of their stories	**A** has an image showing the size of the garbage at sea; **C** has an image of the bin the woman took out after two years.
	Both use a coloured font linked to the story	**A** has blue font to reflect the colour of the sea; **C** has green font to show it's linked to the environment.
	Both use lists	**A** has lists of things which are created by industry and work as well as domestically; **C** has lists of items usually found at home or linked to DIY projects.
	Both are descriptions of garbage disposal	**A** is a description of a specific garbage patch, its creation and the problems associated with it; **C** describes the steps someone has taken to reduce their environmental impact.

Level of formality	Both are quite formal in tone	**A** uses sub-headings to break up the text; **C** only has a headline for the whole story.
	Both are aimed at people concerned about the environment	**A** is trying to engage people in reducing plastic use; **C** is aimed at showing readers how they could reduce their overall garbage levels.
	Both contain encouragement to do something to address the garbage levels	**A** gives direct instructions 'do your share' and has underlined ideas to get people started; **C** offers advice about how to engage others as well as taking steps individually.
	Both use 'Recycle and Reuse'	**A** states the phrase as part of an instruction; **C** mentions it as a philosophy that the woman has adopted over years.
Possible bias	Both are biased in favour of addressing the garbage issue	**A** describes the international problems and the worldwide consequences of not doing anything; **C** is focused on a single person and her commitment to reducing waste.
How the writers come across	Both are passionate about their particular subjects	The writer of **A** wants the description to motivate change; the writer of **C** wants to encourage people to consider their own garbage habits.

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