

Functional Skills Level 1
ENGLISH
(8720R)

Paper 1 Reading

Mark scheme

March 2020

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.

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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.

Section A

0 1

Using the information in **Source A**, put a tick (✓) in the correct box to show whether each statement about last year’s Glastonbury Festival tickets is **true** or **false**.

	True	False
The tickets cost £1.		✓
The tickets have the person’s name on them.	✓	
People can use each other’s tickets.		✓
Tickets are sold by only one authorised agency.	✓	

[2 marks]

2 marks for all four correct
1 mark for three correct

Scope of study: 3.1.1

0 2

Key	Scope of Study
A – spreading.	3.1.5

[1 mark]

0 3

Key	Scope of Study
C – Refillable water bottles are preferred.	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 about Glastonbury Festival is **true** or **false**.

	True	False
There is an extra charge for camping.		✓
Jimi Hendrix died at the first Glastonbury Festival.		✓
Glastonbury Festival affects the environment.	✓	
People are allowed to drive to the festival.	✓	

[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
D – the best.	3.1.5

[1 mark]

0 6

Key	Scope of Study
C – gives important information about visiting Glastonbury Festival.	3.1.8

[1 mark]

0 7 From **Source B**, identify **one** positive thing and **one** negative thing Hanna Jones says about festivals.

0 7 . **1** Identification of any valid positive thing.

[1 mark]

Accept	Do not accept
Positive, for example: <ul style="list-style-type: none"> • Fun / great time • the music • the freedom • the chance to escape. 	<ul style="list-style-type: none"> • on the wish list of most teenagers • it's sunny • there's a map.

Note: The above content is indicative and any other valid response should be credited.
Accept text lifts or paraphrase as long as sense is clear

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

[1 mark]

Accept	Do not accept
Negative, for example: <ul style="list-style-type: none"> • changeable/ unpredictable weather // can't tell what the weather will be • site is (huge and) confusing // it's confusing / complicated to find your way round // it's confusing so you need a map • alcohol can be a problem. Accept lift of the sentence "Alcohol flows freely..." • people can behave badly. 	<ul style="list-style-type: none"> • mud • too hot/too cold/rainy • confusing (alone) • weather (alone)

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

Scope of study: 3.1.1

0 8

Key	Scope of Study
C – It's easy to drink a lot of alcohol at festivals.	3.1.9

[1 mark]

0 9

Key	Scope of Study
A – this text is for people who have never been to a festival.	3.1.10

[1 mark]

1 0

Identify **two** similarities between **Source A** and **Source B**.

[2 marks]

1 mark awarded for each valid similarity up to a maximum of 2 marks.
Be lenient with text types and purposes

Accept	Do not accept
<p>For example:</p> <ul style="list-style-type: none"> • both are about festivals / give information about festivals • both refer to festival sites / music • both use direct address/second person/ speak directly to the reader • both are fairly informal • both contain advice / rules about attending festivals, (though Source A is specifically relating to Glastonbury) • both use a cartoon picture/image / drawing to... 	<p>Both are about Glastonbury (Festival)</p> <p>Generic comments about presence of picture/image: some comment on content or effect required.</p> <p>Photographs</p> <p>...to make the text more interesting</p>

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

Identify **two** differences between **Source A** and **Source B**.

[2 marks]

1 mark awarded for each valid difference up to a maximum of 2 marks.

Take care with text types

NB: a valid comparison may be expressed without naming either source as long as the basis of the comparison is clearly understandable and correct. See indicative standard below.

Accept	Do not accept
<p>For example:</p> <ul style="list-style-type: none"> • Source A is specifically about Glastonbury; Source B is about festivals generally • Source A is largely informative; Source B is largely instructive/advisory • Source A is a website / leaflet / information text; Source B is an extract from an interview / conversation / dialogue / Q&A format • Source A is targeted more at adults; Source B is targeted more at teenagers/young adults • Source A sounds quite detached; Source B sounds more positive and excited • Source A uses sub-headings and hyperlinks; Source B uses Q&A format • Source A uses pictures of posters showing how to behave at Glastonbury; Source B has a cartoon image of people talking, showing that the text is based on an interview/discussion 	<p>Generic comments about presence of picture/image: some comment on content or effect required.</p> <p>Source B is a story</p>

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

Indicative Standard

Source B is more positive than Source A = 1m

One is more positive than the other - 0m

One is an extract from a conversation and the other is a leaflet = 1m

One is an extract from a conversation and the other one isn't = 0m

Scope of study: 3.1.2, 3.1.4

Section B

1 2

Key	Scope of Study
C – explain to visitors the best way to enjoy the Festival of Light.	3.1.4

[1 mark]

1 3

Key	Scope of Study
D – high point.	3.1.5

[1 mark]

1 4

Key	Scope of Study
D – The girls had enough energy to stay awake and see all the lanterns.	3.1.1

[1 mark]

1 5

Using the information in **Source C**, put a tick (✓) in the correct box to show whether each statement is **true** or **false**.

	True	False
The family went to Longleat just for the Festival of Light.		✓
In the formal gardens, the lanterns can be viewed in any order.		✓
The Piazza restaurant was busier at 4.30pm than at 1pm.	✓	
There were no tickets left for the Sunday.	✓	

[2 marks]

2 marks for all four correct 1 mark for three correct

Scope of study: 3.1.1, 3.1.6

1 6

Using the information in **Source C**, put a tick (✓) in the correct box to show whether each statement is **fact** or **opinion**.

	Fact	Opinion
The whole lantern trail is outdoors.	✓	
The trail is buggy friendly.		✓
The crowds were manageable.		✓
Buggies are not allowed in Longleat House.	✓	

[2 marks]

2 marks for all four correct ;1 mark for three correct

Scope of study: 3.1.3

1 7

A family friend is thinking of taking his young children to Longleat Festival of Light. He has asked you to look up information about the event.

From **Source C**, make a list of **useful instructions** to help your friend enjoy the visit.

[3 marks]

Marks	Descriptor
3 marks	Appropriate information located and transcribed accurately. Minimum of three accurate points, at least one of which presented as an instruction.
2 marks	Some appropriate information located, but insufficient and/or non-essential and/or inaccurately transcribed.
1 mark	Limited information located, relevance is unclear. Two paragraphs lifted.
0 marks	Nothing written worthy of credit. More than two paragraphs lifted.

Indicative content

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

Accept	Do not accept
<ul style="list-style-type: none"> • wrap up warm • there is a one-way system round the formal gardens / follow the one-way system in the formal gardens • arrive early / get there in good time • leave plenty of time to dine or bring some snacks // if you want to eat at Longleat, get there in good time / before it gets busy // the restaurants get busy after 4.30 • there are plenty of food outlets there • take a slow walk round // take your time to admire the illuminations // • soak up the atmosphere • trail is buggy friendly but you cannot take your buggy into Longleat House // you will need to leave your buggy/pushchair outside if you go into Longleat House. 	<ul style="list-style-type: none"> • the lantern trail is outdoors (alone) • both leave plenty of time to dine AND bring some snacks • admire the illuminations (alone) • remember to leave your buggy/pushchair outside (alone). • Any reference to 1pm, 4pm or going dark

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

Scope of study: 3.1,1, 3.1.6

