

Functional Skills Level 1
ENGLISH
8720R

Paper 1 Reading

Mark scheme

January 2022

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. 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 7.1 / 7.2 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

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

	True	False
People were trying to escape in their cars.	✓	
The 2008 fire destroyed more than 200 buildings.	✓	
Lynn Pitman saw the fire at midnight.		✓
Paradise has had at least four fires in the past twenty years.	✓	

[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
D – country.	3.1.5

[1 mark]

0 3

Key	Scope of Study
A – was amazed at the idea of snow falling in a hot fire.	3.1.10

[1 mark]

0 4

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

	True	False
Lynn Pitman is a school teacher.	✓	
Ken Lowe said there were lights on the trees.		✓
Most of the homes in Paradise were destroyed by this fire.	✓	
It took 17 firefighters to bring the fire under control.		✓

[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
B – common.	3.1.5

[1 mark]

0 6

Key	Scope of Study
B – To inform people about the Paradise wildfire.	3.1.8

[1 mark]

0 7 From **Source B**, identify **one** positive thing and **one** negative thing about working as a firefighter.

0 7 . 1 Identification of any valid positive thing.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • (Lots) of job satisfaction • (Very) secure career • Decent pension • Lots of variety 	<ul style="list-style-type: none"> • Wearing a uniform • It's a popular job • Low chance of death • Get to help people // privilege of saving lives

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

0 7 . 2 Identification of any valid negative thing.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • It's dangerous // risk of death / injury • Need to be flexible • Working shifts // not working regular hours 	<ul style="list-style-type: none"> • Need a change of direction • It's a demanding job /it's demanding

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

NB: *In either part of this question, inclusion of an answer which would gain a mark in the opposite part of the question will negate a correct answer, regardless of the conjunction used eg:*

7.1 There's lots of job satisfaction and it's not regular hours = 0 marks
 There's lots of job satisfaction but it's not regular hours = 0 mark

7.2 It's dangerous and there's a decent pension = 0 marks
 It's dangerous but there's a decent pension = 0 mark

Scope of study: 3.1.1

0 8

Key	Scope of Study
D – carry out different tasks every day.	3.1.1

[1 mark]

0 9

Key	Scope of Study
C – Firefighters deal with floods.	3.1.7

[1 mark]

1 0

Compare **Source A** and **Source B**.

Identify **two** ways these sources are **similar to each other**.

[2 marks]

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

NB: No penalty for failure to complete given sentence. If one valid similarity crosses both spaces, give one mark.

When evaluating responses, consider:

Is it from the source?

Is it true / correct?

Is the basis for comparison valid?

Accept	Do not accept
<ul style="list-style-type: none"> • Both are something to do with fire • Both refer to firefighters • Both have pictures (of fires / natural disasters) • Both have a heading / headline / title • Both use statistics • Both have a woman contributing // include quotations from a woman • Both refer to danger / injuries / loss of life / risks of dying • Both have people talking about their experience of fires. • There's a risk of dying 	<p>Both are about wildfires</p> <p>Both have sub-titles / sub-headings</p> <p>Both are about risks (alone)</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

Compare **Source A** and **Source B**.

Identify **two** ways these sources are **different from each other**.

[2 marks]

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

NB: No penalty for failure to complete given sentence. If one valid difference crosses both spaces, give one mark.

When evaluating responses, consider:

Is it from the source?

Is it true / correct?

Is the basis for comparison valid?

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

Accept	Do not accept
<ul style="list-style-type: none"> • A is a newspaper report // story; B is a podcast / dialogue / interview/ Q&A / conversation • A is about a wildfire; B is about working as a firefighter • A is set in America; B is set in England / Britain / the UK • In A, the firefighter is a man; in B it's a woman • A's picture shows the fire blazing; B's picture shows firefighters at work // firefighters rescuing people from floods / car crashes • Source A is from the point of view of someone who was in a dangerous situation; Source B is from the point of view of someone promoting their profession 	<ul style="list-style-type: none"> • Any response which does not refer to both sources. • Any response which does not contain a valid comparison eg <i>B has blue font and A doesn't</i> • Have different pictures

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

Scope of study: 3.1.2, 3.1.4

Section B

1 2

Key	Scope of Study
B – explain how people renting a home can check that it's safe.	3.1.4

[1 mark]

1 3

Key	Scope of Study
A – homes.	3.1.5

[1 mark]

1 4

Key	Scope of Study
C – Furniture must be made of materials which won't catch fire.	3.1.9

[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
People who own their own home are less likely to have a fire.	✓	
Smoke alarms should be installed on the floor.		✓
Fire safety checks will prevent fires from happening.		✓
The law says landlords must fit a carbon monoxide detector.		✓

[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
Each year around 300 people die in fires in homes.	✓	
Moving into your own home is a wonderful experience.		✓
Your landlord must ensure that there is a safe way out of the property.	✓	
Fire in their home may well be the thing people fear most.		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.3

1 7

You are going to rent your first home. You have been advised to make sure your new home is safe from fire.

From **Source C**, make a list of **questions** to ask your landlord to ensure all the fire-safety requirements have been met.

[3 marks]

Marks	Descriptor
3 marks	Range of appropriate information located and transcribed accurately. Relevance is clear.
2 marks	Some appropriate information located, but insufficient and/or not relevant and/or inaccurately transcribed.
1 mark	Limited information located; relevance is unclear.
0 marks	Nothing written worthy of credit.

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"> • Is there a working smoke / fire alarm on each floor? • Has the gas (appliances / boiler / fire / cooker) been checked? • Has a properly qualified gas engineer done the check? //When does the gas-safe engineer come during the year? • Have the electrical appliances been checked? • Have you got safety certificates for the gas / electric appliances? // May I see the safety certificates for the gas / electric appliances? • Is the furniture fire-resistant? • Would you please fit a carbon monoxide detector? // Is there a carbon monoxide detector? 	<ul style="list-style-type: none"> • Is the property safe from fire? • Have you followed the fire laws? • Is the gas / electrical appliances safe? • Have you checked the gas / electrical appliances? • May I see the safety certificates? (alone)

<ul style="list-style-type: none">• Can you show me the / is there a safe exit / escape route?	
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Note: The above content is indicative and any other valid response should be credited.

Scope of study: 3.1.1, 3.1.6

Mark using a tick for an accurate point about fire-safety responsibilities of the landlord.

NB: Task requires questions but accept responses using different style of presentation such as:

Make sure, check, can you check, need to have etc

Indicative Standard

Do you have working smoke alarms?

Do you have fire-resistant furniture?

Do you have a safe way out of the property?

3 accurate points presented as questions – 3 marks

If the smoke alarms are working

To check if the boilers and cookers are safe

To see if there is a carbon monoxide detector.

2nd point generic – 2 marks

When was the fire alarm installed?

Boilers and cookers

Furniture

Fire door

Only first point is valid – 1 mark.