

**Functional Skills Level 2**  
**ENGLISH**  
**8725R**

Paper 1 Reading

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**Mark scheme**

March 2022

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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, use whole response view to check what is written in the other parts of the response and award marks / escalate as appropriate.
- If a response contains material which clearly belongs to a different question, use the escalate function.

## **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**, why is sleep important?

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> <li>• (Vital) for mental / physical health.</li> <li>• Impacts <b>every part</b> of the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Any additional content: this would negate a correct answer.</li> </ul>

Scope of study: 3.1.16

**0 2**

Key	Scope of Study
C – healing	3.1.15

[1 mark]

**0 3**

Key	Scope of Study
A – the Calm app is good value for money.	3.1.13

[1 mark]

**0 4**

Use the information in **Source A** to decide whether each statement about the Calm app is **true** or **false**. Put a tick (✓) in the correct box.

	True	False
You must have a mobile phone to use the Calm app.		✓
Users of the Calm app can change the background sounds.	✓	
There are 40 tranquil nature settings in the app.		✓
An annual subscription to Calm costs £28.99.	✓	

[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 **sleep stories** in the Calm app.

[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>• They last between 15 and 45 minutes.</li> <li>• They are narrated / read <b>by</b> celebrities / famous people / any correct name(s).</li> <li>• They are <b>designed to</b> help focus / quiet the mind.</li> <li>• One of the titles is 'Close Your Eyes Sleepy Paws'</li> </ul>	<ul style="list-style-type: none"> <li>• They help you to / you can drift off into peaceful / restorative slumber.</li> <li>• They are narrated / read alone</li> </ul>

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

**0 5 . 2** Identify **two** opinions about the **sleep stories** in the Calm app.

[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>• (They help you to drift off into) peaceful / restorative slumber // they help you to fall asleep / drift off <b>to sleep</b></li> <li>• Help to focus / quiet your mind</li> <li>• (They are) calming tales.</li> <li>• (They provide / we got a) childish pleasure (from these stories).</li> <li>• They helped us unwind (in the evenings).</li> <li>• They brought back happy memories (of bedtime stories) // they reminded us of being read a bedtime story when we were children.</li> <li>• Some titles are / Sleepy Paws' is especially suitable for children</li> </ul>	<ul style="list-style-type: none"> <li>• Opinions about any other aspect of the app.</li> <li>• They help you to stay asleep</li> <li>• <b>Designed to</b> help focus and quiet your mind</li> <li>• If you struggle with falling asleep or staying asleep // play a sleep story</li> </ul> <p>They / the titles / it are / is suitable for children</p>

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

Scope of study: 3.1.18

0 6

Explain how the writer of **Source A** uses words and language techniques to **describe** the effects of the Calm app. 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:**

***Descriptive soothing language:*** Greeted (metaphorical); take a deep breath; be still in your moment; gentle reminder; calming scene and soundscape (sibilance); **peaceful** nature settings; flowing river; garden rain, tropical beach, crackling fireplace; feel at ease; soothing sounds; drift off; gentle sound of the outdoors; helped us unwind; childish pleasure; happy memories of a bedtime story; quiet your mind; joyful memories

***Factual information:*** *NB this selection unlikely to deliver a valid attempt to comment on language:* array of stress-relieving tools; help you reset, reduce anxiety; meditation; Mindfulness

Note: The above content is indicative; any other valid response should be credited.  
Scope of study: 3.1.14 and 3.1.19

**Indicative Standard**

*The writer says the app is “just under £2.50 a month”, so it doesn’t cost much.*

0 marks – this is not “*identification of relevant material*” in terms of a language comment

*The writer says “calming scene and soundscape”.* 1 mark – id of relevant material

*The writer says “calming scene and soundscape” which tells you the app has nice scenes to help keep you calm.* 1 mark – what looks like an attempt to comment is simply paraphrasing the quotation.

*The writer says “calming scene and soundscape” which is sibilance and makes a pleasant soft sound.* 2 marks – weak attempt to comment on effects of the sibilance.



The writer says “calming scene and soundscape” which is sibilance and makes a pleasant soft sound similar to someone whispering soothing comments in your ear. 3 marks – clear comment

**Section B**

0 7

Key	Scope of Study
B – harmful	3.1.15

[1 mark]

0 8

Key	Scope of Study
D – sleep-deprived people are more at risk of accidents.	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
The patient with the problem sleeping is a man in his forties.	✓	
Leptin is a type of weight-loss medication.		✓
Overwork is the main cause of sleeping problems.		✓
This patient will be seen by a doctor before advice is given.	✓	

[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 **three** ways lack of sleep can affect **mood and mental health**.

[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>• (Make you) grumpy / The next day, I'm grumpy</li> <li>• (Make it) difficult to focus (at work) // cause brain fog.</li> <li>• (Cause) depressed / <b>low</b> mood // depression</li> <li>• (Cause) poor decision-making (owing to constant tiredness).</li> <li>• (Make) you <b>more likely to</b> have accidents.</li> </ul>	<ul style="list-style-type: none"> <li>• Make you feel like a zombie.</li> <li>• Constantly feel tired (alone).</li> <li>• Any reference to physical effects.</li> </ul>

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** benefits of good quality sleep.

[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>• Boosts immunity // helps us to fight off viruses / infections.</li> <li>• Can help people <b>stay</b> slim // keeps you slim // stops you eating too much.</li> <li>• <b>Reduces</b> risk of Type 2 diabetes // helps the body to process glucose.</li> <li>• Helps people trying for a baby // improves fertility.</li> </ul>	<ul style="list-style-type: none"> <li>• A long and healthy life.</li> <li>• <b>Makes you // helps you to get slim //</b> Helps you lose weight // makes you feel full.</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**

<b>Key</b>	<b>Scope of Study</b>
B – prevents.	3.1.15

**[1 mark]**

**1 3**

From **Source C**, list **three** things a teenager should do to improve the quality of their sleep.

**[3 marks]**

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

**NB: Valid responses will contain an imperative or verb.**

**Points must be completely accurate to secure the mark**

<b>Accept</b>	<b>Do not accept</b>
<ul style="list-style-type: none"> <li>• Limit screen use <b>in the bedroom</b> // limit use of devices with screens / TVs / tablets / mobile phones <b>in the bedroom</b>.</li> <li>• Switch screens off <b>1 hour before bedtime</b>.</li> <li>• No caffeinated drinks / cola / tea / coffee <b>after midday</b>.</li> <li>• Don't binge(eat) <b>before bedtime</b> // don't eat too <b>close to bedtime</b>.</li> <li>• Keep your (bed)room <b>cool / quiet / comfortable</b>.</li> <li>• Keep your room dark // Have blackout blinds <b>in your (bed)room</b>.</li> <li>• No (weekend) lie-ins.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve your sleeping habits / choose good sleep hygiene habits.</li> <li>• Create the right sleeping environment.</li> <li>• Get 8 to 10 hours' sleep on school nights.</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 sleep	<b>A</b> is also about mindfulness, anxiety etc; <b>C</b> is just about sleep
Presentation and language	Both use statistics Both contain pictures	<b>A</b> is explaining and describing features of the Calm app, mainly sleep stories and is aimed at anyone interested; <b>C</b> is advice for improving sleep routines and aimed solely at teenagers  <b>C</b> has a title and coloured font; <b>A</b> has neither  <b>A</b> is a review article; <b>C</b> is a help / advice sheet
Level of formality	Both fairly informal	
Possible bias		<b>A</b> is positive about the Calm app but no persuasive elements; <b>C</b> is fairly neutral
How the writers come across		Both seem quite passionate about their particular subjects but in a selfless way, just wishing to impart useful knowledge and advice

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