

Functional Skills Level 1
ENGLISH
8720R

Paper 1 Reading

Mark scheme

June 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 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

Use the information in **Source A** to decide whether each statement about what visitors to Sealife can do is **true** or **false**. Put a tick (✓) in the correct box.

	True	False
Visitors can go diving in the Underwater 4-D experience.		✓
Visitors learn about where penguins live.	✓	
Visitors can stroke the Asian short-clawed otters.		✓
Visitors walk through a tunnel surrounded by seawater.	✓	

[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
C – actions	3.1.5

[1 mark]

0 3

Key	Scope of Study
A – To warn visitors that jellyfish sting.	3.1.10

[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
The piranhas poison the dart frogs.		✓
The penguin-feeding experience lasts for 60 minutes.	✓	
A jellyfish does not have a skeleton.	✓	
Teachers pay for the lesson plans at Sealife Birmingham.		✓

[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 – meet	3.1.5

[1 mark]

0 6

Key	Scope of Study
C – To persuade schools and families to visit Sealife Birmingham.	3.1.4

[1 mark]

0 7 From **Source B**, identify **one** positive thing and **one** negative thing about keeping a fish as a pet.

0 7 . 1 Identification of any valid positive thing.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • They are fascinating / beautiful (creatures.) • They are interactive / interact // they communicate with each other // (rush to) greet the owner (when being fed) // They are entertaining (to watch) • Cheaper than other pets. • They teach children responsibility // children learn to care for a pet / animal • They are (fairly) undemanding 	<ul style="list-style-type: none"> • They are perfect as a child's first pet. • They are quiet / don't make much noise (<i>This is taken from the wrong source</i>) • An answer which contains a positive AND a negative (from 7.2). Use the comment "<i>incorrect portion invalidates mark</i>" to annotate this.eg • <i>Fish are beautiful but you can't cuddle them = 0 m</i> • Cheap (er)

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"> • You can't cuddle up with them / hug them • They can't sit on your lap. • You can't take them for a walk. • They need a lot of equipment // they are expensive at first 	<ul style="list-style-type: none"> • Not exactly a perfect pet. • Less interactive than other pets • Expensive • An answer which contains a negative AND a positive (from 7.2). Use the comment "<i>incorrect portion invalidates mark</i>" to annotate this.eg • <i>You can't take a fish for a walk but they're entertaining to watch = 0 m</i>

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
D – Fish are easy to look after.	3.1.9

[1 mark]

0 9

Key	Scope of Study
C – Different types of fish can live together.	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 have pictures (of fish / people with fish / children / families / tanks). • Both about fish / creatures that live in water / sea animals / sealife / animals • both about keeping / taking care of / caring for fish / animals • Both contain an educational aspect // refer to learning about fish • Both describe fish as beautiful / fascinating • Both written by people who love / like / care about fish // are positive about fish • Both quite persuasive. • Both use some blue font. 	<ul style="list-style-type: none"> • Both have a title • Both use paragraphs • Pets • Both are about: <ul style="list-style-type: none"> ➤ feeding fish – no reference to this in Source B ➤ children ➤ tanks

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.

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 leaflet / advertisement; B is an extract from a podcast / interview / conversation / Q&A / transcript • A is about visiting a place to watch fish; B is about having fish in your own home. • A needs people to pay to see the fish; B it's free to see the fish. • A features wildlife / non-domestic creatures; B is purely about pets / domestic creatures • A has a picture of a turtle; B has pictures of smaller fish // A has one picture; B has two pictures • A talks about other creatures; B just talks about fish. • A is persuading people to visit Sealife so they can make money; B is persuading people that fish make good pets // to get /buy fish • A uses bullet points; B is Q&A. 	<ul style="list-style-type: none"> • Any answer which does not contain two parts eg, B has a title but A does not. • Any other text types • Paragraphs • Comparisons of subject content of the two sources unless the essence of the point and comparison is clear. Eg <i>Source A talks about visiting an exciting place and Source B is about keeping a pet fish = 0 marks</i> <i>Source A talks about visiting a place where you can look at all types of fish and other animals but Source B is only about keeping a pet fish = 1m</i>

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
C – To explain the equipment needed to keep fish.	3.1.8

[1 mark]

1 3

Key	Scope of Study
B – improve	3.1.5

[1 mark]

1 4

Key	Scope of Study
D – Your fish should have the biggest tank or aquarium possible.	3.1.1

[1 mark]

1 5

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

	True	False
Lighting in the tank will help plants to grow.	✓	
Bacteria live in the gravel in fish tanks.	✓	
Only big fish need plenty of room to swim.		✓
Fish need oxygen in their tank water.	✓	

[2 marks]

2 marks for all four correct
1 mark for three correct

Scope of study: 3.1.1, 3.1.6

1 6

Use the information in **Source C** to decide whether each statement is **fact** or **opinion**. Put a tick (✓) in the correct box.

	Fact	Opinion
Fish are beautiful.		✓
If your fish are tropical, you will need a heater.	✓	
Fish benefit from moving water.	✓	
A goldfish bowl is a good way to start.		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.3

1 7

You want to start keeping pet fish and need to think about what to buy.

Use **Source C** to make a **list** of what you might use to set up a home for your fish.

[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.

When evaluating responses consider:

This is a Reading question – own knowledge may be correct but cannot be considered.

Is the candidate addressing the designated task?

This is not necessarily 1 mark per point / tick. Different qualities of response may well attract the same mark.

Take account of the balance of relevant / not relevant information included in the response.

Indicative content

<p>Marking Grid 6+ accurate items = 3m 4/5 accurate items = 2m 2/3 accurate items = 1m 0/1 accurate items = 0m (1 item cannot constitute a list, as required by the question)</p> <p>Severe irrelevance is likely to be self-penalising but may require a 1 mark penalty.</p>

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

Accept	Do not accept
<ul style="list-style-type: none"> • Tank / aquarium / goldfish bowl. • (decent) Filter • (right size) Air pump • Heater • Lighting • Gravel • Plants / greenery • Rocks • Ornaments • Net 	<ul style="list-style-type: none"> • Bacteria • Well-equipped, caring home

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

Scope of study: 3.1.1, 3.1.6

The bigger the **tank or aquarium** the better. Most fish may be small in size, but they still need plenty of room to swim, especially if you want more than one. A **goldfish bowl** is a good way to start but should contain only one fish.

Get a **decent filter**. This will keep the water in the tank cleaner for longer. Fish benefit from moving water so put **the right size air pump** in your tank. This will also make sure there is enough oxygen in the tank.

If your fish are tropical you **will need a heater** to keep the water at the correct temperature. **Lighting** will help any plant life in the tank to grow and will also show off the colours of your fish for you to enjoy.

Add some gravel to the tank. Some bacteria are beneficial to fish, and gravel gives them somewhere to live. It will also help to break down any waste that your fish creates.

Fish like somewhere to hide and play. **Plants and greenery** can provide hiding places and help them to feel safe. Putting **rocks and ornaments** in your tank can enhance this fish playground and also make your tank more interesting to look at. And **don't forget a net** for safe handling!

Fish are beautiful and make wonderful pets. So give your new fish a well-equipped, caring home and they will soon become part of the family!