

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

Paper 1 Reading

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Mark scheme

June 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 to 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 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**, what is the **name** of the poison that collectors use to help catch tropical fish?

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> <li>• Cyanide</li> <li>• Misspellings / miscopyings</li> <li>• Additional words if it is clear that the candidate understands which is the correct word eg <i>douse coral reefs with cyanide;</i> <i>collectors use cyanide</i></li> </ul>	<ul style="list-style-type: none"> <li>• Poison</li> <li>• Additional words if sense unclear eg <i>coral reefs with cyanide</i></li> </ul>

Scope of study: 3.1.16

**0 2**

Key	Scope of Study
B – care	3.1.15

[1 mark]

**0 3**

Key	Scope of Study
C – the breeders and collectors who work in the industry.	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
All coral is protected by international agreements.		✓
Using poison to catch fish is against the law.	✓	
Goldfish are bred in giant tubs in zoos.		✓
Goldfish bowls and plastic bags provide insufficient oxygen for goldfish.	✓	

[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 way the collectors catch **tropical** fish.

[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>• Caught illegally.</li> <li>• Caught using poison / cyanide // fish ingest / eat the cyanide // 75% of fish poisoned with cyanide <b>die</b> (within hours of capture)</li> <li>• The fish are stunned, (making them easy to grab) // <b>because they are stunned</b> the fish are easy to grab // (caught) <b>by</b> hand(s) / net(s)</li> </ul>	<ul style="list-style-type: none"> <li>• The cyanide kills coral and other fish / microscopic animals.</li> <li>• 75% of fish <b>are</b> poisoned with cyanide</li> <li>• hand or net / hand / net (<i>need using, by, with, caught by, grabbed by etc</i>)</li> </ul>

Note: The above content is indicative; any other valid response should be credited.  
NB: Only material from the paragraph beginning 'Tropical fish' is valid.

**0 5**. **2** Identify **two** opinions about fish **from the last two paragraphs**.

[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>• (Freshwater fish suffer a different but equally) tragic fate.</li> <li>• Fish are beautiful.</li> <li>• Keeping them (fish) in tanks is not (beautiful).</li> <li>• (Many are) doomed to live in plastic bags or bowls.</li> </ul>	<ul style="list-style-type: none"> <li>• Opinions from elsewhere in the text.</li> </ul>

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 suffering of the fish.

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. Comments must relate to the suffering of the fish.**

**Answers may mention the following:**

**Emotive language:** to show contrast between description of fish in the wild and in captivity: *fragile tropical fish; born to dwell in the majestic seas; brilliantly coloured coral reefs; forage; ability to travel freely versus: suffer miserably; forced into glass tanks; denied the ability to travel freely; swim around endlessly; few cubic inches of water.*

**Language describing the way the industry treats fish:** *little regard; poisoned, stuns the fish; easy to grab; tragic fate; doomed; a life behind glass walls; Fish in tanks: No thanks*

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 gives lots of information about how many fish are caught every year – “more than 30 million fish”.* 0 marks – this is not “identification of relevant material” as it does not describe suffering of fish

*The writer says the fish suffer when they are “forced to spend their lives in glass tanks”.* 1 mark – id of relevant material

*The writer says the fish “suffer miserably” in glass tanks and they are caught using poison which makes them easy to catch because they are knocked out so this shows a lot of suffering.* 1 mark – what looks like an attempt to comment is paraphrasing the quotation and repeating the question

*The writer says the fish “suffer miserably” are “denied the ability to travel freely” and “doomed to live in a plastic bag”. 1 mark – several relevant quotations but identification only*

*The writer uses emotive language when he calls the fish “fragile” because it shows they are weak and makes you feel sorry for them. 2 marks – weak attempt to comment on effects of the word “fragile”*

*The writer shows the difference between their life in the wild and in a tank when he juxtaposes “majestic seas” to “glass tanks” and “a few cubic inches of water”. This gives a picture of how the fish suffer when they go from a beautiful free life to a prison*

Clear explanation 3 marks. Would still be 3 marks without reference to juxtaposition



**Section B**

0 7

Key	Scope of Study
A – plentiful	3.1.15

[1 mark]

0 8

Key	Scope of Study
D – fish are cheaper to keep than other pets.	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
Overfeeding is the only cause of problems in fish.		✓
Ammonia and nitrites are poisonous to fish.	✓	
Fish in tanks are completely silent.	✓	
Fish need a lot of looking after.		✓

[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** reasons why fish make good pets.

**[3 marks]**

**Award 1 mark per clear point made, up to a maximum of 3 marks. Award one mark per space. Mark only the first three points offered and ignore any additional attempts.**

Accept	Do not accept
<ul style="list-style-type: none"> <li>• They help humans relax.</li> <li>• You always know where they are // they have a fixed area of the room</li> <li>• Space-saving // don't take up much room // they have a fixed area of the room</li> <li>• Don't make any noise / are silent</li> <li>• Don't cost as much as other pets // cheap to keep / no big food costs / vet bills // don't need a lot of food</li> <li>• Fairly low maintenance // don't need much attention // easy to care for</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 instructions** people should follow to care for fish properly.

[3 marks]

**Award 1 mark per space. Mark only the first three points offered and ignore any additional attempts.**

**NB: Question requires instructions not just information. Valid answers will contain a verb / imperative. For responses presented as information ONLY rather than instructions, award 1m irrespective of the number of information points made. Annotate using the specific comment for this purpose.**

**Award 1 mark per clear instruction, up to a maximum of 3 marks. For responses containing a mix of instruction and information, reward the instruction(s) and ignore the information.**

**Instructions could take the form of:**

**You** should.. NOT People should  
 You must.. NOT people must  
 You will need... NOT people will need  
 Make sure... NOT people must make sure

**Indicative Content: Answers may mention the following:**

Accept	Do not accept
<ul style="list-style-type: none"> <li>• (Allocate time to) clean the tank // keep the tank / water clean.</li> <li>• Keep the water in good condition (by maintaining a constant temperature) // maintain a constant temperature</li> <li>• clean or change the filter (regularly)</li> <li>• Make sure they have enough space // allow three gallons of water <b>for one inch of fish.</b></li> <li>• Treat (tap) water (to get rid of chlorine).</li> <li>• Provide a properly working air pump.</li> <li>• Don't overfeed // provide only as much food as your fish can eat in 30 seconds.</li> </ul>	<ul style="list-style-type: none"> <li>• Points presented as information only</li> <li>• Don't use chlorine</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>
C – massive	3.1.15

**[1 mark]**

**1 3**

From **Source C**, list **three experiences or projects** visitors can enjoy at Sea Life Birmingham.

**[3 marks]**

**Award 1 mark per valid point, up to a maximum of 3 marks. Mark only the first three points offered and ignore any additional attempts.**

**NB: Names of experiences or projects required, not just names of creatures.**

<b>Accept</b>	<b>Do not accept</b>
<ul style="list-style-type: none"> <li>• Underwater 4-D experience // Underwater world</li> <li>• Penguin Ice Adventure // feeding penguins</li> <li>• Gentoo Penguin Breeding Programme</li> <li>• 360-degree Ocean Tunnel // Underwater world</li> <li>• Jelly Invaders (Zone)</li> <li>• Interactive / hands-on sessions in the <b>Rockpool</b></li> </ul>	<ul style="list-style-type: none"> <li>• Names of creatures alone</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 fish in captivity	<b>A</b> is against keeping fish in tanks; <b>C</b> is promoting visits to an attraction with fish in tanks. <b>C</b> refers to its association with conservation and rescue programmes for marine life; <b>A</b> just wants to stop the fish trade.
Presentation and language	Both use coloured font Both contain pictures of fish Both use statistics	<b>A</b> uses emotive language to persuade against keeping fish; <b>C</b> uses persuasive language to attract visitors.
Level of formality	Both fairly informal	<b>A</b> is more formal than <b>C</b> .
Possible bias		<b>A</b> is clearly biased against those in the fish industry and against people who choose to keep fish.
How the writers come across		<b>Both</b> are quite passionate about their particular subjects. <b>A</b> is more serious and negative; <b>C</b> is more light-hearted with a positive, excited tone.

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