

Functional Skills Level 2
ENGLISH
8725R

Paper 1 Reading

Mark scheme

November 2021

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".

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 Q10 / 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

According to **Source A**, which **two** countries grow cocoa beans?

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> Ghana and Ivory Coast. 	<ul style="list-style-type: none"> Only one of the correct answers. Western Africa. Mali. Guinea.

Scope of study: 3.1.16

0 2

Key	Scope of Study
D – abolish.	3.1.15

[1 mark]

0 3

Key	Scope of Study
C – unaware of the problem of child labour.	3.1.13

[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
Some chocolate producers have admitted using child labour.	✓	
Farmers in Western Africa get a fair share of profits.		✓
Child labourers in Western Africa like the taste of chocolate.		✓
Divine is a brand of Fairtrade chocolate.	✓	

[2 marks]

2 marks for all four correct
1 mark for three correct

Scope of study: 3.1.16

0 5 The writers of **Source A** present both facts and opinions.

0 5. **1** Identify **two** facts about the cocoa bean industry **from the first two paragraphs of Source A**.

[1 mark]

NB: No marks are awarded for only 1 correct fact.

Accept	Do not accept
<ul style="list-style-type: none"> • Child slaves / child labour is used // some children are taken from their homes (countries) / separated from their families / set to work on the cocoa plantations / children are exploited. • Chocolate is made from cocoa beans. • 70% of cocoa beans are grown in Western Africa // Ghana and Ivory Coast. • The chocolate industry is worth (around) \$100 billion. • Farmers earn only (about) 6% of the profits. 	<ul style="list-style-type: none"> • They may be ignorant of the negative impact. • Any other facts about chocolate itself.

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

0 5 . 2 Identify **two** opinions about chocolate **from the last two paragraphs of Source A.**

[1 mark]

NB: No marks are awarded for only 1 correct opinion.

Accept	Do not accept
<ul style="list-style-type: none"> • (In developed countries) chocolate is a luxury. • (In developed countries,) chocolate is a pleasure // satisfies cravings // symbolises love • (To the children who produce it,) chocolate represents a wretched life of hardship / misery / the end of their childhood. • We cannot allow multi-billion-dollar companies to keep making profits from the labour of poor children. • Not all chocolate companies act unfairly // Sadly, none of the major chocolate brands have joined the Fairtrade movement.. • Everyone loves (a bit of delicious) chocolate. 	

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 lives of child labourers in Western Africa.

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

Answers may mention the following:

- Pejorative / negative words about enforcement: *exploits as free labour; taken from their homes; separated from their families; set to work; making profits from the labour of poor children.*
- Graphic descriptions of treatment and tasks: *must work long hours; horrific conditions; carrying heavy bags; using sharp knives; climbing tall trees without safety equipment; punished; unreasonable daily work targets.*
- References to psychological damage: *separated from their families; deprived of their childhood; never tasted chocolate; a wretched life of hardship, misery and end of their childhoods; help to let West African children be children.*
- Headline: metaphor of “*Hidden Cost*” suggests the secretive nature of the shady practice of using child labour and the cost to those children’s lives and wellbeing.

Note: The above content is indicative; any other valid response should be credited.
Full mark answers would be expected to include figurative aspects of language.

Scope of study: 3.1.14 and 3.1.19

Section B

0 7

Key	Scope of Study
D – numerous.	3.1.15

[1 mark]

0 8

Key	Scope of Study
B – Easter eggs are the least common chocolate treat.	3.1.13

[1 mark]

0 9

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

	True	False
Dark chocolate is better for us than milk chocolate.	✓	
Chocolate raises people’s stress levels.		✓
The writer believes we should not eat chocolate.		✓
Chocolate is the most popular sweet in the world.		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.16

1 0

Source B states that eating chocolate has both benefits and risks to health.

List **three** ways in which eating chocolate can benefit health.

[3 marks]

Award 1 mark for each valid way in which eating chocolate can benefit health up to a maximum of 3 marks.

NB: Maximum of 1 mark can be awarded in each answer space – no bunching allowed.

Accept	Do not accept
<ul style="list-style-type: none"> • Enhance / lift mood. • Help to combat raised blood pressure // lower blood pressure. • Improve memory. • Psychological lift / lower stress levels. • Improve vision. 	<ul style="list-style-type: none"> • Delicious taste. • Contribute to overall health. • Mood / memory / vision Alone • Any reference to a risk included in same point as a benefit will disallow the mark.

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

Scope of study: 3.1.13

1 1

Source B states that eating chocolate has both benefits and risks to health.

List **three** ways in which eating chocolate can be a health risk.

[3 marks]

Award 1 mark per valid health risk from eating chocolate up to a maximum of 3 marks.

NB: Maximum of 1 mark can be gained in each answer space – no bunching allowed.

Indicative content

Answers may mention the following:

Accept	Do not accept
<ul style="list-style-type: none"> • Diabetes. • Heart disease. • Weight gain. • Disrupted sleep. • Tooth decay / bad for teeth. 	<ul style="list-style-type: none"> • Raised blood pressure. • Caffeine / high caffeine content • Any reference to a benefit included in same point as a risk will disallow the mark.

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

Scope of study: 3.1.13

Section C

1 2

Key	Scope of Study
A – relieve.	3.1.15

[1 mark]

1 3

Source C sets out some advice for undertaking the Dechox Challenge.

From reading **Source C**, list **three** tips to help keep you going once you've started the Dechox Challenge.

[3 marks]

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

NB: most responses are likely be presented as an imperative / include a verb.

Indicative content

Accept	Do not accept
<ul style="list-style-type: none"> • (Use) choc-free recipes (to alleviate cravings.) • (Use) snack swaps (to alleviate cravings). • Share your efforts on social media. • Include a link to your JustGiving page. • Monitor your progress using the progress badges. • (Access) fundraising tools. • (Access) survival kit 	<ul style="list-style-type: none"> • Gloat about your goals. • Share your efforts online

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** in terms of 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"> • level of detail in text (main points/specific details) • the information, ideas or opinions and how these are conveyed, including text type • style of writing/writer’s voice/tone/level of formality/potential bias • implicit and inferred meanings • use of textual features/devices • vocabulary.
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 Simple contrast with supporting details from each source. Some reference to:</p> <ul style="list-style-type: none"> • level of detail in text (main points/specific details) • the information, ideas or opinions and how these are conveyed, including text type • style of writing/writer’s voice/tone/level of formality/potential bias • implicit and inferred meanings • use of textual features/devices • vocabulary.
1–2 marks	<p>Either: A simple contrast or difference identified Or: Fragmented points and 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:

	Similarities	Differences
The information, ideas and opinions, including level of detail	Both about chocolate Both persuasive	A is a news article; C is a web page A is critical of the chocolate industry; C is neutral A wants to highlight the issue of child labour and get people to buy chocolate to help their plight; C wants to persuade people to raise funds for research into heart disease
Presentation and language	Both use colour and images Both use statistics	A uses a picture to shock and add weight to the issues raised in the text; C uses a photograph more for aesthetic purposes
Level of formality		A is formal; C is more friendly and chatty
Possible bias	Both are biased	A is biased against the chocolate companies who exploit the farmers and against the farmers who exploit the children; C is biased in favour of the people who suffer from heart disease and would benefit from life-saving research
How the writers come across	Both sources are trying to get readers to change their behaviour	A wants people to buy Fairtrade chocolate rather than well-known brands; C asks readers to stop eating chocolate for a month A is serious and critical in tone but positive about the Fairtrade brand; C is appealing and reassuring about the benefits of undertaking the Dechox Challenge; C is much more light-hearted in 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