

Functional Skills Level 2

ENGLISH

8725R

Paper 1 Reading

Mark scheme

January 2023

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 5.1 / 5.2 it is possible that candidates will transpose their answers. If there is any indication that this may be so use whole script view to check what is written in the other answer space and award marks accordingly. Use the relevant comment in CMI+ for this purpose.

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**, where in London will the IMATS show be held?

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • London Olympia • (London) Olympia (Exhibition) Centre 	<ul style="list-style-type: none"> • London Exhibition Centre. • Exhibition Centre. • London.

Scope of study: 3.1.16

0 2

Key	Scope of Study
B – Expand.	3.1.15

[1 mark]

0 3

Key	Scope of Study
C – attending IMATS is essential for a career in the makeup industry.	3.1.13

[1 mark]

0 4

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

	True	False
The price of the trip will be £169.		✓
A visit to the London Eye is not included in the price of the trip.	✓	
The group size cannot be more than ten people.		✓
Students will spend two days at the IMATS show.		✓

[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 IMATS show **from the first main paragraph**.

[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 in one space, a response containing a qualitative adjective which constitutes an opinion, **as long as the response in the other space is a pure fact.**

eg

Fact 1: London's leading Media Makeup event has become a phenomenal learning experience

Fact 2: The event will showcase a variety of breathtaking live demonstrations
= 0 marks

Fact 1: Impressive discount on products...

Fact 2: There will be student competitions including Battle of the Brushes
= 1 mark

Accept	Do not accept
<ul style="list-style-type: none"> • (It offers students) the opportunity to develop (their) skills / network / work with professionals / sample some new developments / products // a learning experience • (It is) London's leading Media Makeup event • There will be discounts on new products // students will be able to supplement their kits. • There will be (a variety of) live demonstrations. • There will be student competitions / a competition called Battle of the Brushes. 	<ul style="list-style-type: none"> • Facts about the trip itself. • Anything from outside these paragraphs.

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

NB: Only material from the first main paragraph is valid.

0 5 . 2 Identify **two** opinions **from the content under Summary**.

[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"> • (This event) has all the media makeup tips you need. • Students will be inspired / learn new techniques. • The atmosphere is buzzing with creativity. • An unforgettable trip (to IMATS) • You can't afford to miss it / out /the event / show. • We'll be thrilled to help you. 	<ul style="list-style-type: none"> • Lifting of entirety of first two or three sentences

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

Scope of study: 3.1.18

0 6

Source A is advertising a trip to the IMATS show for students interested in becoming a makeup artist. Explain how the writer uses words and language techniques to **persuade** people to attend.

You should include quotes 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:

Persuasive descriptive language: a phenomenal learning experience; impressive discounts; newest developments; breath-taking live demonstrations; world-leading specialists; exciting student competitions; remarkable winning looks; atmosphere buzzing with creativity; unforgettable trip

Career-orientated appeal: supplement their kits; newest developments; world-leading specialists; use their creativity and skill; all the media makeup tips you need; be inspired; learn new techniques;

Persuasive techniques: direct address to engage the reader; listing to exaggerate the number / range of activities

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

Scope of study: 3.1.14 and 3.1.19

Section B

0 7

Key	Scope of Study
D – cold and wet.	3.1.15

[1 mark]

0 8

Key	Scope of Study
B – makeup artists need to be good at managing money.	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
London Fashion Week pays the highest wages.	✓	
It's easy to get into a career as a makeup artist.		✓
Servants in ancient Egypt wanted to look like the Gods.		✓
Makeup artists may need to travel abroad for work.	✓	

[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** challenging aspects of working as a makeup artist.

[3 marks]

Award 1 mark per clear point made, up to a maximum of 3 marks. Award one mark per space.

Accept	Do Not Accept
<ul style="list-style-type: none"> • The hours are long and unsocial • weekend work is common. • You might work in a variety of settings / environments // you might need to work in hot studios / cold outside locations. • The work is physically demanding. • You need to work within a (strict) budget / be good at handling money • You might need to travel abroad. • Competition is tough. 	<p>10-hour shifts / days</p> <p>You need an up-to-date knowledge of fashion / beauty trends</p> <p>“You need to identify, source / order necessary materials” – without reference to budget</p>

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** qualities or skills a makeup artist needs.

[3 marks]

Award 1 mark per clear point made, up to a maximum of 3 marks. Award 1 mark per space.

Indicative content

NB:

Answers may mention the following:

Accept	Do Not Accept
<ul style="list-style-type: none"> • (Be) Creative / flair. • Up-to-date knowledge of fashion / beauty (trends) <i>Need to include some reference to being current trends</i> • Good reputation. • (Good) interpersonal skills / teamwork. • Able to self-promote / self-promotion • Ability to budget / work within a (strict) budget / manage money 	<p style="text-align: center;">Knowledge of fashion / beauty</p>

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 – strict.	3.1.15

[1 mark]

1 3

From **Source C**, list **three** pieces of evidence that show men were using beauty products **before** the 20th century.

[3 marks]

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

NB. Responses must have some sense of being pre-20th century, either by specific reference eg in 3000 BC **OR** past tense verbs.

Do not penalise inaccuracy in citing historical periods eg *In the C17th men could be imprisoned for wearing face powder.*

Accept	Do Not Accept
<ul style="list-style-type: none"> • A collection of (colourful) ground up minerals // ingredients for foundation / blusher (in a Spanish cave). • Chinese and Japanese men wore nail polish (in 3000 BC). • The first (men’s) makeup tools were discovered in ancient China. <i>Either age reference needed – not both</i> • (In Britain), men wore / were wearing powdered wigs. • (In Britain), men wore / were wearing rouge. • (In Victorian times), men could be imprisoned for wearing face powder // men wore face powder (in Victorian times) 	<p>materials</p> <p>Makeup tools were discovered in China</p> <ul style="list-style-type: none"> • (In Britain), men wore makeup.

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 want 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: A simple contrast with supporting material from both sources (3 marks).</p> <p>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 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:

	Similarities	Differences
The information, ideas and opinions, including level of detail	Both about makeup; both about careers in makeup Both are aimed at students and/or teachers of make-up-related studies	A is persuasive / descriptive C is informative/ explanatory A is promoting a trip to a high-end makeup event; C is providing guidance to aspiring make-up artists
Presentation and language	Both use vibrant photos connected with makeup designs Both use a fairly high register of language	C has more colourful font to reflect the idea of bright colours in makeup;
Level of formality	Both are relatively formal	A is more formal than C .
Possible bias		A is biased towards its own self-interest as it's a company selling its services; C is impersonal and dispassionate in tone.
How the writers come across	Both very well-informed about their subjects	A is excited and somewhat exaggerated, passionate about the trip it's selling; C is more serious in tone, less involved with its subject matter

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