

Functional Skills Level 1

ENGLISH

8720R

Paper 1 Reading

Mark scheme

March 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.

Further copies of this mark scheme are available from aqa.org.uk

Copyright information

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2023 AQA and its licensors. All rights reserved.

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 10 / 11, it is possible that candidates will transpose their answers. If there is any indication that this may be so escalate as appropriate or use whole response view to assess content in other space.

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 Fiona Pendry is **true** or **false**. Put a tick (✓) in the correct box.

	True	False
Worrying about the underage drinking stopped her from sleeping.		✓
She was one of the people protesting to the councils.	✓	
One of her cars was damaged.	✓	
She wanted to continue living in Newquay.		✓

[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
A – noisy	3.1.5

[1 mark]

0 3

Key	Scope of Study
D – There were not enough police on the streets.	3.1.7

[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 police were part of the Newquay Safe group.	✓	
Party nights in Newquay had to finish at a certain time.		✓
Teenagers coming to Newquay had their bags searched.	✓	
No one younger than 25 was allowed to drink alcohol.		✓

[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 – party-goers	3.1.5

[1 mark]

0 6

Key	Scope of Study
D – To inform readers how Newquay solved its problems.	3.1.4

[1 mark]

07

Source B talks about the experience of university students who stopped drinking alcohol when they were out with friends.

Identify **one worry** the students had about not drinking alcohol and **one positive effect** of not drinking alcohol.

07.1

Identification of any valid **worry** the students might have.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • Might spoil their social life • Miss out on fun • Peer pressure / pressure to join in // being the odd one out / different / left out 	<ul style="list-style-type: none"> • Underage / illegal drinking • Any of the mother's worries • A response which includes text which would form a valid answer to Q7.2 eg, <i>"They miss out on fun and sleep better"</i>

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

07.2

Identification of any valid **positive effect** the students found from not drinking:

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • Feeling of pride from resisting pressure // Feeling of pride from resisting urge to drink // from not drinking / saying "No" to a drink • Able to sleep soundly / better • Able to study better • Learning / knowing / realising you can still have fun without drinking / alcohol 	<ul style="list-style-type: none"> • Enjoy celebrating • You can still have fun without drinking / alcohol

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
C – There will be lots of alcohol available at the party.	3.1.9

[1 mark]

0 9

Key	Scope of Study
D – To show that the word needs to be spoken	3.1.10

[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 about alcohol / drinking / underage drinking // contain teenagers / school students drinking (alcohol) Both refer to end-of-exam celebrations / parties Both refer to problems caused by alcohol Both use coloured font Both have pictures / images / photos / graphics Both include worried mothers / parents / people // people trying to prevent children from drinking 	<ul style="list-style-type: none"> Both have a title Reference to paragraphs Reference to more than one presentational device Alcohol is dangerous / bad for you / damaging to young people / teenagers // both sources inform about the dangers of alcohol Both have two photos

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 (news) report / article / story; B is an online (advice) forum / chat / Q & A / blog / letter / email • A is informative / raises awareness; B is advisory • A has a picture of people protesting; B has a picture of a mother and daughter chatting • A has people protesting / taking action; B has someone worrying / seeking advice • A uses blue font; B uses purple / lilac font • A has teenagers / students behaving irresponsibly / drinking alcohol; B has students behaving sensibly / choosing not to drink alcohol • A has teenagers being unsafe / dying / getting injured; B the mother is trying to keep her daughter safe • The mother in A was trying to keep the whole town safe; the mother in B was just concerned with her own daughter // A involves a whole town / many people; B has a mother & daughter /two people • A is trying to stop kids from drinking; in B the teenager doesn't want to drink but feels pressured into it • A refers to bad experiences from drinking; B is preventing these bad experiences from happening 	<ul style="list-style-type: none"> • Any response which does not contain two valid elements eg; <i>Teenagers died in A but no-one died in B; A has a headline but B doesn't</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
B – To describe what alcohol does to the human body	3.1.8

[1 mark]

1 3

Key	Scope of Study
C – temporary	3.1.5

[1 mark]

1 4

Key	Scope of Study
A – The effects of drinking too much make you look very unattractive.	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
Alcohol contains vitamins and nutrients.		✓
The surface of the skin is called cellulite.		✓
Alcohol can be smelled in the sweat of people who drink.	✓	
A hangover results from drinking too much alcohol.	✓	

[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
Alcohol tastes delicious.		✓
5–10% of the alcohol that people drink leaves the body straight away.	✓	
The skin is the body's largest organ.	✓	
Hungover people don't smell too good.		✓

[2 marks]

2 marks for all four correct

1 mark for three correct

Scope of study: 3.1.3

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.

1 7

You are worried about a friend you feel is drinking too much alcohol. You want to warn them about the damage their drinking might be doing.

Use **Source C** to make a **list** of the ways alcohol can affect someone's **appearance**.

[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.

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)

Severe irrelevance is likely to be self-penalising but may require a 1 mark penalty.

Indicative content

Indicative content. NB: Only answers relevant to appearance are valid.

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

Accept	Do not accept
<ul style="list-style-type: none"> • A spotty face • Tired eyes • Pale / tired skin // pale face // look pale / like a ghost • Dry skin (because deprived of vitamins / nutrients) • Thin red streaks / marks on face // red face • Bloated / puffy face • (Build up of / more) fat cells / cellulite on legs / thighs // lumpy / dimpled / puffy skin on legs / thighs • Get fat / put weight on // alcohol is fattening / makes you chubbier 	<ul style="list-style-type: none"> • A sparkle in the eyes • Look / feel tired • Hungover / a hangover • Skin deprived of vitamins / nutrients (alone) // dry body • Offensive / bad smell // alcohol leaves the body in breath / sweat / urine • Fat cells / cellulite (alone)

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

Scope of study: 3.1.1, 3.1.6