

Functional Skills Level 1
ENGLISH
8720R

Paper 1 Reading

Mark scheme

June 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 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, use whole response view to see what is written in the other space and award marks accordingly. Use the relevant comments in CMI+ to indicate this.

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

	True	False
Almost 1 billion people were affected by the hosepipe ban.		✓
It was the first hosepipe ban for ten years.	✓	
The ban finished before the end of October.		✓
The ban applied only to customers of Solent Water.	✓	

[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
B – limit	3.1.5

[1 mark]

0 3

Key	Scope of Study
C – Solent Water customers were allowed to use watering cans.	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
A power shower uses 17 litres of water per hour.		✓
A garden sprinkler saves up to 5000 litres of water per year.		✓
2022 was unusually hot and dry.	✓	
An efficient shower head can save money.	✓	

[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
C – waste	3.1.5

[1 mark]

0 6

Key	Scope of Study
A – To give instructions for how to save water.	3.1.8

[1 mark]

0 7

From **Source B**, identify **one** problem caused by a lack of clean water and **one** way The Water Project is helping to provide clean water.

0 7

1

Identification of any valid problem caused by a lack of clean water.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • (Dirty) water carries / causes disease // disease(s) • Children have to walk miles to fetch the water • Children miss school / education • People get ill / have poor health // time is lost to sickness • Crops die // harvests fail // people go hungry // lack of / not enough food // starvation // food can't be grown without water 	<ul style="list-style-type: none"> • No access to clean water • It's not safe

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

0 7

2

Identification of any way Water Project is helping to provide clean water.

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> • Catching / storing rain • Repairing / fixing / mending a neglected pump • (Digging) a new well // digging a well 	<ul style="list-style-type: none"> • Find best / efficient solutions • People can donate to these projects • A well (alone) • Fixing a well // building / digging a pump

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
A – Water should be available to everyone.	3.1.9

[1 mark]

0 9

Key	Scope of Study
D – The writer is going to answer the question in the next paragraph.	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 1 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 water • Both talk about a range of uses for water • Both talk about there not being enough water • Both talk about solutions for water shortages // how people can help // try to use rain water • Both have photos // show / have images of children • Both have a title / headline // heading // subheadings • Both are non-fiction • Both refer to a company / organisation being involved • Both refer to water being needed for plants / green growth 	<ul style="list-style-type: none"> • Both use paragraph • Both use bold • Both are about saving water • Two comments about formatting or visual aspects • Both about growing crops

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; B is a charity leaflet / advertisement • A is instructional / advisory; B is persuasive • A is set in England / Britain; B is set in Africa • A has water brought to people’s houses by a company; B the children / people of the villages have to find the water themselves • A is about clean water; B is about dirty water • A people need to be told to stop wasting water / are saving water; B people have difficulty finding water // don’t have enough water • A has pictures of people watering their garden; B has a picture of children collecting water from a river // A has four (two) / multiple / several pictures; B has one • NB: Accept any valid, accurate description of contents of pictures 	<ul style="list-style-type: none"> • Both comments about formatting or visual features. • Any response which does not contain specific material from one of the texts eg “<i>A is set in the UK but B isn’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
C – To persuade readers that drinking enough water is important.	3.1.8

[1 mark]

1 3

Key	Scope of Study
D – sufficient	3.1.5

[1 mark]

1 4

Key	Scope of Study
A – Thirsty people think they need to eat something sweet.	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
Sparkling water may help the digestive system.	✓	
Water is made up of nitrogen and oxygen.		✓
People can last weeks without drinking water.		✓
Athletes have researched the effects of not drinking 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
Our bodies are made up of 60% water.	✓	
Spring water may contain minerals like calcium.	✓	
No-one these days drinks enough water.		✓
Drinking water is the best thing an athlete can do.		✓

[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

Your school or college is planning a special healthy living event focusing on diet. You have been asked to find out about the importance of drinking water.

Use Source C to make a list of the health benefits of drinking enough water. **[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

5+ accurate items = 3m
 4 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.

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

Accept	Do not accept
<ul style="list-style-type: none"> • (May) improve mood / temper • (May) improve memory • (May) reduce risk of becoming anxious // decrease anxiety • Reduce risk of / stop / prevent headaches • (Helps with keeping a) healthy weight // reduces appetite / fills you up / prevents overeating • (May) improve performance in sports • (May help with) digestion / going to the toilet • Reduces risk of bladder infections • Reduces / decreases risk of developing kidney stones 	<ul style="list-style-type: none"> • Provides minerals like calcium • Try a glass of water • It's the best thing an athlete can do

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

Scope of study: 3.1.1, 3.1.6

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