

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

Paper 1 Reading

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**Mark scheme**

June 2023

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Version: Final 1.0



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**, how is the Red Cross providing access to clean water and hygiene?

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> <li>Installing water treatment plants (in six districts)</li> </ul>	<ul style="list-style-type: none"> <li>Providing jerry cans</li> </ul>

Scope of study: 3.1.16

**0 2**

Key	Scope of Study
C – everywhere	3.1.15

[1 mark]

**0 3**

Key	Scope of Study
A – all countries need to start addressing climate change.	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
Pakistan’s water supplies have been disrupted by the floods.	✓	
The flood waters are soaked up by the hard-baked ground.		✓
UK families have lost their homes.		✓
There is no food available in the local markets.	✓	

[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 relief operation**.

[1 mark]

**NB: No marks are awarded for only one 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>• The Pakistan Red Crescent is involved / running the operation</li> <li>• <b>One</b> of its biggest relief operations // They are trying to reach (almost) 250,000 <b>people</b> // (almost) 250 000 <b>people</b> with emergency assistance</li> <li>• (The Red Cross) is helping out with diseases (like cholera and diarrhoea) // (giving out) free medicines (and treatment for diseases)</li> <li>• Providing access to <b>clean</b> water // installing water treatment plants</li> </ul>	<ul style="list-style-type: none"> <li>• There are waterborne diseases</li> </ul>

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

*NB: Only material from the paragraph headed The Relief Operation is valid.*

**0 5** . **2** Identify **two** opinions **from the whole text**.

[1 mark]

**NB: No marks are awarded for only one 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>• Devastating floods</li> <li>• The impact is unimaginable</li> <li>• This unfortunate country</li> <li>• Everyone is responsible</li> <li>• (Sooner or later) we are all going to be affected by it</li> </ul>	<ul style="list-style-type: none"> <li>• One of its biggest relief operations</li> <li>• Any comment about donation</li> <li>• <b>Lawrence Garland believes</b> everyone is responsible</li> </ul>

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

Scope of study: 3.1.18

0 6

The writer of **Source A wants to persuade** readers to sympathise with those affected by the floods and donate money to help them. Explain how they use words and language techniques to do this.

You should include quotations from **Source A** in your answer.

[3 marks]

Marks	Descriptor
3 marks	Persuasive 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:

**Emotive language about the scale of the damage:** *devastating floods; lost their homes, livelihoods / loved ones; the impact is unimaginable; people are in desperate need, unable to buy essential items; this unfortunate country; emergency life-saving assistance; cannot feed their families.*

**Factual language about the scale of the damage:** *33 million people impacted; over 100 bridges collapsed; thousands of kilometres of road destroyed; sewers overflowing; floating rubbish everywhere; waterborne diseases.*

**Persuasive language to raise funds:** *repeated reminders to ‘donate’; your gift will help; listing specifics of what money will do.*

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**

<b>Key</b>	<b>Scope of Study</b>
B – energising	3.1.15

[1 mark]

**0 8**

<b>Key</b>	<b>Scope of Study</b>
D – wild swimming can turn into an irresistible habit.	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.

	<b>True</b>	<b>False</b>
In the 1990s NASA experimented on wild swimmers.		✓
Older people do not find wild swimming stimulating.		✓
Rivers are now less polluted than in the 1960s.	✓	
Wild swimmers see the countryside in a new way.	✓	

[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** ways wild swimming can benefit health.

[3 marks]

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

Accept	Do not accept
<ul style="list-style-type: none"> <li>• Soothes muscles</li> <li>• <b>Boosts/ lifts / improves</b> the immune system</li> <li>• <b>Boosts / lifts / improves</b> mood // <b>relieves / decreases</b> depression // natural high // sense of elation // excites senses</li> <li>• Burns calories</li> <li>• Builds muscle tone</li> <li>• Helps to de-stress // <b>eases</b> anxiety // <b>improves</b> mental wellbeing / health</li> <li>• Keeps <b>older people / pensioners / the elderly</b> alert</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces sensation of coldness</li> <li>• Becomes addictive</li> <li>• Makes your body healthier</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 tips** to help a wild swimmer deal with **the cold**.

[3 marks]

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

Indicative content

**NB: Question requires instructions not just information. Valid answers will contain a verb / imperative.**

Answers may mention the following:

Accept	Do not accept
<ul style="list-style-type: none"> <li>• <b>Wear / wearing / put on</b> (lots of) warm clothes (before / after swimming)</li> <li>• <b>Plan / planning / have / having</b> a brisk walk <b>before swimming</b> // <b>arrive / arriving</b> feeling really warm</li> <li>• <b>Do / doing</b> some exercise <b>after swimming / when you get out</b></li> <li>• <b>Get / getting</b> out before starting to shiver / only <b>stay / staying</b> in 20 minutes // don't stay in so long that you start to shiver</li> <li>• <b>Go / going cold</b> swimming <b>more often</b></li> <li>• <b>Once you are in the water / after you get in, persevere</b> in the cold water</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Wear old footwear</li> <li>• Swim more (alone)</li> <li>• Generally the more you swim in cold water the less you will feel the cold</li> </ul> <p><b>Rationale:</b> <i>Presented as above, this is pure information which does not tell the swimmer <b>how to deal with the cold</b>, as the question requires.</i></p>

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 – enforced	3.1.15

[1 mark]

**1 3**

From **Source C**, list **three** ways to reduce water usage **in the kitchen**.

[3 marks]

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

<b>Accept</b>	<b>Do not accept</b>
<ul style="list-style-type: none"> <li>• <b>Cut / cutting down</b> on food wastage // minimising the (7 million tonnes of) food and drink wasted (by UK households each year))</li> <li>• <b>Boil / boiling</b> only the amount of water needed (in the kettle)</li> <li>• <b>Fill / filling</b> the dishwasher completely</li> <li>• <b>Do / doing</b> a full load of washing in the washing machine</li> </ul> <ul style="list-style-type: none"> <li>• <b>1. Steam / steaming</b> vegetables (rather than boiling them)</li> <li>• <b>2. use leftover vegetable</b> water (to make stock / soup / water the plants)</li> <li>• <b>3 Steam vegetables rather than boiling them</b></li> </ul> <p><i>Immediately followed by (in next answer space)</i></p> <ul style="list-style-type: none"> <li>• <b>If you boil</b>, use the leftover water (to make stock / soup / water the plants)</li> </ul> <p>If presented as Option 3 shows, the sense of which water to reuse is clear and both points may be credited</p>	<ul style="list-style-type: none"> <li>• Points presented simply as information</li> <li>• Anything relating to the bathroom</li> <li>• Don't use a hosepipe</li> <li>• Don't wash-up / wash the dishes by hand (alone) // get / use a dishwasher</li> <li>• Use leftover water (alone)</li> <li>• Don't wash-up / wash the dishes by hand (alone) // get / use a dishwasher</li> </ul>

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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 marks	<p>Either: A simple contrast or difference identified Or: Fragmented points or unclear whether these are similarities or differences.</p> <p><b>If only one source text referred to, cap the mark at 1</b></p>
0 marks	Nothing written worthy of credit.

**Use ticks to identify valid points, contrasts, details, textual references etc, then select summative comment identifying level achieved from Related Parts Comment 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 water Both about how climate change is affecting water supplies Both imply the need for action on the part of individuals and governments / organisations	<b>A</b> is about flooding / excess water; <b>C</b> is about how to save water in periods of drought; <b>A</b> has people suffering enormously – lives lost, homes destroyed, health and life badly affected; <b>C</b> just has people undergoing minor inconvenience in terms of water restrictions.
Presentation and language	Both contain images Both use statistics Both have elements of persuasion	<b>A</b> uses a serious photograph showing the devastation of the flood; <b>C</b> uses a more cartoon-like image to remind readers not to use hosepipes; <b>A</b> uses emotive language to persuade people to donate; <b>C</b> uses instructional / advisory language but is also persuading that people need to be more responsible about water usage.
Level of formality	Both fairly formal	<b>A</b> is more formal than <b>C</b> .
Possible bias		<b>A</b> is clearly biased towards people suffering in Pakistan and implies global responsibility for the crisis; <b>C</b> is more localised and lower impact.
How the writers come across		<b>A</b> is more serious and negative, dealing with a weightier issue; <b>C</b> is more light-hearted but carries warnings about people's attitude to water.

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

