



# FUNCTIONAL SKILLS MATHS & ENGLISH

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# Functional Skills Level 2

## ENGLISH

### (8725R)

Paper 1 Reading

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Mark scheme

January 2020

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Version: V1 Final Mark Scheme

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](http://aqa.org.uk)

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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.

### **IMPORTANT GUIDANCE**

There are generic comments in the Component Comment Bank

Use ticks to identify accurate points and the Related Parts Comment Bank for question-specific comments where needed.

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 necessary.

For tick box questions, tick each correct element and leave incorrect ticks unannotated. If there are no correct ticks, annotate with SEEN at end of response. Judge accuracy by the location of the symbol, regardless of the symbol used eg cross.

**Section A**

**0 1**

When were the prices at Cranborne Cattery last changed? **[1 mark]**

**NB: Ignore additional text in answer as long as correct date is clear.**

Accept	Do Not Accept
<ul style="list-style-type: none"> <li>• 1<sup>st</sup> January 2019 / 1<sup>st</sup> Jan 2019</li> <li>• 1 January 2019 / 1 Jan 2019</li> <li>• 1 January 19 / 1 Jan 19</li> <li>• January 1<sup>st</sup> 2019</li> <li>• 1/1/2019 OR any valid numerical form of the date</li> <li>• First (of) January 2019</li> <li>• First (of) January, two thousand and nineteen</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> January</li> <li>• January 2019</li> <li>• Jan 2019</li> <li>• January 19</li> <li>• Jan 19</li> </ul>

Scope of study: 3.1.16

Question	Key	Scope of Study
<b>02</b>	C – choosy.	3.1.15
<b>03</b>	C – family businesses provide the best service.	3.1.13

**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
Cranborne Cattery will collect your cat from anywhere for free.		✓
David and Sarah Simpson have worked only in this cattery.		✓
No more than three cats can share the same pen.	✓	
Cat owners will never be charged more than £38.		✓

**[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 pens** at Cranborne Cattery.

[1 mark]

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

**Accept one valid point per space.**

**No penalty for text lifts which incorporate both a fact and an opinion.**

Accept	Do Not Accept
Facts, for example: <ul style="list-style-type: none"> <li>• (they measure) 2.1 m x 1.8 m / 1.8m x 2.1m (accept metres) <i>NB Both dimensions needed</i></li> <li>• (they are) licensed to hold up to three cats / can accommodate no more than / a maximum of three cats</li> <li>• (they have) a (heated) <b>sleeping</b> box</li> <li>• (they are) double glazed</li> <li>• (they have a) fly screen.</li> </ul>	Facts about any other aspect of the cattery.

**0 5**. **2** Identify **two opinions about the pens** at Cranborne Cattery.

[1 mark]

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

**Accept one valid point per space.**

**No penalty for text lifts which incorporate both a fact and an opinion.**

Accept	Do Not Accept
Opinions, for example: <ul style="list-style-type: none"> <li>• each delightful pen</li> <li>• the pens are spacious</li> <li>• our pens are (uniquely) secure/ /comfortable / safe</li> <li>• the pens are the cat-version of a penthouse suite</li> <li>• the sleeping boxes are cosy.</li> </ul>	Opinions about any other aspect of the cattery.

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 **persuade** cat owners to use the services of Cranborne Cattery.

You should provide examples 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	Fragmented points / simple comment / relevant material identified
0 marks	Nothing written worthy of comment.

**Indicative content**

**Mark for quality not quantity**

Answers may mention the following:

- Persuasive words: “*spacious; discerning; top-class, superior and personalised service; (triple/rule of three) delightful pens; delicious menu choices*”; “*uniquely secure*”; “*cosy*”; “*small is best*”
- Detail: lots of detail about the cat accommodation – spacious pens – precise size given; three cats per pen maximum; heated sleeping boxes; double glazed for security, varied menu
- Language to reassure cat owners / provide confidence about staff: - “*wealth of experience and knowledge; can administer prescription medicine; happy for owners to bring...; “licensed”*– gives sense of official approval

Indicative standard:

*The staff are described as having “a wealth of experience and knowledge”. This would reassure cat owners that their cat would be looked after expertly by people who have cared for many different cats before.* = Clear explanation of effect

*The staff are described as having “a wealth of experience and knowledge”. This would tell the cat owners that their cat would be safe here.* = Attempt to explain effect.

Scope of study: 3.1.14 and 3.1.19

**Section B**

Question	Key	Scope of Study
07	C – shrinking.	3.1.15
08	A – active cats are healthier and happier.	3.1.13

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
Cats hunt because they are hungry.		✓
Cats can suffer from stress.	✓	
Cats can pick up fleas from other cats.	✓	
Outdoor cats will not become overweight.		✓

**[2 marks]**

2 marks for all four correct  
1 mark for three correct

Scope of Study: 3.1.16

1 0

**Source B** looks at reasons why cats should go outside.

List **three** ways in which **cats benefit** from going outdoors.

**[3 marks]**

Award 1 mark for each valid way in which cats benefit from going outside up to a maximum of 3 marks.

**NB: Maximum of 1 mark can be awarded in each answer space.**

Accept	Do Not Accept
<ul style="list-style-type: none"> <li>• they can express their natural behaviour (eg spraying, scratching)</li> <li>• allows them to explore / cats like exploring / natural tendency to explore</li> <li>• (provides) <b>mental</b> stimulation</li> <li>• reduces stress</li> <li>• (allows them to) hunt/stalk / catch prey</li> <li>• produces endorphins/happy hormones</li> <li>• (allows them to) exercise (more readily), (eg climbing trees/fences / having more space to run)</li> <li>• less likely to become obese / put weight on / suffer from health problems / be healthier.</li> </ul>	<ul style="list-style-type: none"> <li>• spraying / scratching (alone)</li> <li>• can catch rats/rodents</li> <li>• climbing trees/fences / have space to run (alone)</li> <li>• won't become obese / get fat / suffer from health problems</li> <li>• will lose weight</li> <li>• more space to run (alone)</li> </ul>

Scope of study: 3.1.13

1 1

**Source B** looks at arguments against cats going outside.

List **three** risks **cats face** when outdoors.

**[3 marks]**

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

**NB: Maximum of 1 mark can be gained in each answer space.**

**Indicative content** Answers may mention the following:

Accept	Do Not Accept
<ul style="list-style-type: none"> <li>• injury or death <b>on roads</b> // run over // hit <b>by vehicle</b></li> <li>• contracting (infectious) <b>diseases</b> (through contact/fighting with other cats)</li> <li>• pick up parasites/fleas/ticks/worms</li> <li>• can go missing / get lost</li> <li>• get trapped / get locked in a shed/garage.</li> </ul>	<ul style="list-style-type: none"> <li>• injury/death (alone)</li> <li>• fighting with other cats</li> <li>• go in someone's shed/garage.</li> </ul>

Scope of study: 3.1.13

**Section C**

Question	Key	Scope of Study
12	B – intruding.	3.1.15

**1 3**

From reading **Source C**, list **three** actions Mrs Barkley would like the law to take against irresponsible cat owners. **[3 marks]**

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

**Accept one valid point per space.**

**NB: Responses must be specific actions against cat owners**

**Indicative content**

Accept	Do Not Accept
<ul style="list-style-type: none"> <li>• Take action against cat owners when pets stray into other people’s property / go into other people’s gardens.</li> <li>• Make cat owners responsible for / pay for any damage their cat does // fine cat owners for any damage their cat does.</li> <li>• (change the law to) shift responsibility for cats on to their owners / people who choose to keep them as pets.</li> <li>• Fine cat owners <b>if their cat messes in someone else’s garden.</b></li> <li>• Make cat owners compensate people for loss of home-grown vegetables.</li> <li>• Make cat owners compensate people for loss of income due to cat-induced illness.</li> </ul>	<ul style="list-style-type: none"> <li>• Make cat owners keep their cats indoors/ in their own house / property.</li> <li>• Do not fine the person whose garden has been fouled / hold the garden owner responsible for cat mess from someone else’s cat.</li> <li>• Change the bye-laws re cats</li> </ul>

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"> <li>• level of detail in text (main points/specific details) / textual references / quotations)</li> <li>• the information, ideas or opinions and how these are conveyed</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><b>Either:</b> At least one similarity/difference is identified and explained in detail</p> <p><b>Or:</b> A number of similarities/differences are identified and set out clearly.</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</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>Fragmented points OR unclear whether these are similarities or differences OR Simple contrast identified</p>
0 marks	<p>Nothing written worthy of comment.</p>

**NB: If only one source addressed OR a wrong source used, response should be capped at 2 marks.**

**Mark using 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 cats.	<b>A</b> is presenting a favourable view of a business about cats; <b>C</b> is seeking a change in the law about cats / wants cat owners punished for their cats' behaviour.
	Both deal with health issues relating to cats.	<b>A</b> focuses on caring for cats; <b>C</b> is opposed to cats.
	Both are a mixture of fact and opinion.	<b>A</b> gives specific details about what they offer for cats; <b>C</b> give specific details about the law and also personal anecdote/experiences.
		<b>A</b> uses only positive or neutral language, whereas <b>C</b> focuses on the negatives.
Presentation and language	Both are attempting to persuade.	<b>A</b> is an advertisement; <b>C</b> is a complaint letter. <b>A</b> uses persuasive descriptive language; <b>C</b> uses forceful, critical language. <b>A</b> is largely factual and detached; <b>C</b> is emotional. <b>A</b> uses visual elements such as a photograph to help persuade; <b>C</b> puts no effort into visual presentation.
Level of formality		<b>A</b> is informal and persuasive. <b>C</b> is more formal and persuasive.
Possible bias	Both are biased.	<b>A</b> is written to persuade and sell a service so only mentions positive things. <b>C</b> is one-sided, because it focuses on the writer's concerns about cats.
How the writers come across		The writer of <b>A</b> loves cats and wants to look after them well on other people's behalf. The writer of <b>C</b> dislikes cats and is angry about the way some of their owners behave.

Scope of study: 3.1.11, 3.1.12, 3.1.13, 3.1.14, 3.1.17 and 3.1.19



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