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Functional Skills Level 2
ENGLISH
8725R

Paper 1 Reading

Mark scheme

January 2022

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

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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 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 check what is written in the other parts of the response and award marks / escalate as appropriate.

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

What is the **full** name of the teacher mentioned in **Source A**?

[1 mark]

Accept	Do not accept
<ul style="list-style-type: none"> Lynne/ Lynn Pitman Mrs/Ms/Miss Lynne Pitman 	<ul style="list-style-type: none"> Pitman Lynne (alone) Mrs/Ms/Miss Lynne

Scope of study: 3.1.16

0 2

Key	Scope of Study
B – poisonous	3.1.15

[1 mark]

0 3

Key	Scope of Study
D – it was almost impossible to prevent this wildfire.	3.1.13

[1 mark]

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
More than 200 homes were destroyed in 2008.		✓
The fire was moving more quickly than the traffic.	✓	
Paradise has had at least four fires in the past ten years.	✓	
The wildfire caused a volcano to erupt.		✓

[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 town of Paradise, apart from its fires.

[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	Do not accept
<ul style="list-style-type: none"> It's in California. <i>Accept the whole of the first sentence.</i> Only one main route into / out of the town. On a high ridge // between two deep valleys. 	<ul style="list-style-type: none"> It had a fire in 2018. Many people died there

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

0 5 . 2 Identify **two** opinions about the 2018 wildfire in Paradise.

[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"> It looked like midnight. It was panic // The situation quickly spiralled into something far more terrifying. Trees lighting up like matches // trees and homes went up like torches Embers skidding through the sky // like amber snowflakes Blizzard of ash was falling (from the sky) // as if from a volcano (it was) as if an eerie twilight were falling (at 9 am). Everyone was composed and calm. 	<p>A choking, swirling shroud</p>

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

Scope of study: 3.1.18

Q6 Indicative Standard

The writer uses lots of facts and statistics like “It took firefighters 17 days to bring the fire under control.

Not acceptable as relevant material for a describe task – 0 marks

The writer uses lots of facts and statistics like “It took firefighters 17 days to bring the fire under control. This shows how big the fire was and what a difficult job the firefighters had.

Factual/statistical information plus a comment – 1 mark

The writer uses a headline reading “Fire swallowed a town” to grab the attention of the reader.

Generic effect, therefore not an attempt; identification of relevant material = 1 mark

The writer uses a headline saying “Fire swallowed a town” to grab the reader’s attention and make them realise how huge and destructive the fire was.

Attempted effect = 2m

The writer uses a headline saying “Fire swallowed a town” to grab the reader’s attention and make them realise how huge and destructive the fire was. The use of “swallowed” gives an image of a huge monster gobbling everything up.

Clear effect – 3m

0 6

Explain how the writer of **Source A** uses words and language techniques to **describe** the wildfire.

You should provide examples 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:

Descriptive words: noxious orange atmosphere; chunks of burning wood falling from the sky; coating the pine trees; growing dark; eerie twilight; plumes of smoke; pitch black

Similes: as if from a volcano; looked like midnight; trees lighting up like matches all around; embers skidding through the air like amber snowflakes

Metaphors: Fire swallowed a town (personification); blizzard of ash; choking, swirling shroud – allusions to death;

Words relating to destructive power: swallowed a town; quickly spiralled into something far more terrifying; extreme winds; fire outpaced vehicles; power lines arcing

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

NB: Accept low level fx such as “horrible”, “terrible”

Do not accept statistical or factual information about the fire as “relevant material” to describe the fire, unless accompanied by a comment eg “This shows how dangerous the fire was” – see indicative standard on previous page.

Scope of study: 3.1.14 and 3.1.19

Section B

0 7

Key	Scope of Study
D – confused.	3.1.15

[1 mark]

0 8

Key	Scope of Study
A – Smoke alarms are a legal requirement in homes.	3.1.13

[1 mark]

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
Fires are more common in rented accommodation.	✓	
Landlords must supply furniture.		✓
The UK has 3000 deaths per year from fires in the home.		✓
Gas Safe engineers should supply safety certificates.	✓	

[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** questions a tenant should ask the landlord to check that they have met their legal obligations.

[3 marks]

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

NB: No penalty for lack of precise question format. No penalty for omission of question mark.

Responses which offer only statements rather than questions should be capped at 1.

Standardisation meetings will exemplify how to deal with non-specific responses.

Accept	Do Not Accept
<p>CHECKING/REGISTERED ENGINEER</p> <ul style="list-style-type: none"> Have the gas appliances been checked by a registered engineer? // When was the gas appliance (last) checked by a registered engineer? <p>ELECTRICAL APPLIANCES</p> <ul style="list-style-type: none"> Have the electrical appliances been safety tested / checked? // When were the electrical appliances (last) checked? // Do the electrical appliances carry the British Safety Sign? <p>CERTIFICATES</p> <ul style="list-style-type: none"> Can I see the gas (safety) certificates? // Do the gas / electrical appliances have a safety certificate? // Whether the gas / electric appliances have a safety certificate // About the gas / electric (appliance) safety certificate Is the furniture fire-retardant? // Does the furniture meet safety standards? Is there safe / fire exit from the property? // Where is the safe / fire exit? <p>Alternative question formats such as “If, Check, Need to find out” etc</p>	<ul style="list-style-type: none"> Precise lifts of relevant information eg <i>Gas appliances must carry a safety certificate = 0 marks Do the gas appliances have a safety certificate? = 1 mark</i> See above for further guidance Have you fitted a smoke alarm (s) // is there a smoke alarm? Generic references to checking of gas/electric (supply) Safety certificate (alone)

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** important actions to make sure you can escape safely if a fire occurs.

[3 marks]

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

Indicative content

Answers may mention the following:

Accept	Do Not Accept
<ul style="list-style-type: none"> • Plan your escape route (and make sure everyone knows it) // Make sure everyone knows the escape route. • Make sure you know where the (fire / safe) exits are. • Never use the lift // use the stairs. • Count how many doors you need to go through. • Keep door and window keys where everyone can find them. 	<ul style="list-style-type: none"> • Your landlord should ensure that there is a safe exit. • Go out of the safe / fire exit • It can be hard to see in smoke // you might become disorientated.

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
B – adaptable.	3.1.15

[1 mark]

1 3

A firefighter’s main job is to put out fires. From **Source C**, list **three other** tasks a firefighter might do.

[3 marks]

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

Accept	Do not accept
<ul style="list-style-type: none"> • Deal with / attend chemical spillages • Deal with / attend road traffic accidents (including using cutting equipment) // Freeing trapped drivers / passengers (using cutting equipment) • Educate people about fire prevention (in their own homes) • Rescue people from burning buildings • Advise people about things like smoke alarms • Help people to plan an escape route (in the event of a fire) • Train fire wardens (in schools, community centres and libraries) // work with the community to prevent fires 	<ul style="list-style-type: none"> • Put out fires • Use cutting equipment (alone) • Help prevent fires (from happening).

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** 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"> • 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.</p> <p>OR: A simple contrast with supporting detail from each text (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 fires / both refer to firefighters / both have firefighters speaking. Both are informative. Both include statistics relating to deaths in fires.	A is a newspaper report; C is an extract from a podcast. A concentrates on describing the fire and some of its consequences; C describes the duties of a firefighter.
Presentation and language		C has some more light-hearted comments from the Presenter; A is a more serious tone about the fear and destruction. A is very descriptive in its account of the fire; C is more detached and impersonal. A uses some figurative language; C is more factual and formal. A supports its account with an evocative, powerful picture of the blaze; C 's only visual element is a blue title.
Level of formality	Both fairly informal.	
Possible bias		C is biased in favour of firefighters and the work they do; A is a fairly objective report with no real bias.
How the writers come across		The writer of A seems moved by the events he's narrating; the writer of C is more objective, making informative statements about the job of firefighter. C also has a feel of persuasion – selling the role of firefighter as a positive.

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



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