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Functional Skills Level 2

ENGLISH

(8725R)

Paper 1 Reading

Mark scheme

March 2020

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.

Section A

0 1

What is the name of the Glastonbury Festival site?

[1mark]

Answer – Worthy Farm

Scope of study: 3.1.16

0 2

Key	Scope of Study
A – spreads through.	3.1.15

[1 mark]

0 3

Key	Scope of Study
D – the festival organisers care about the environment.	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
People must promise to leave nothing behind after the festival.	✓	
People can give their ticket to someone else.		✓
Visitors to Glastonbury can wear fancy dress.	✓	
Resold tickets are more expensive than those bought when they first go on sale.		✓

[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 **tickets** for Glastonbury Festival.

[1 mark]

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

Accept	Do not accept
<ul style="list-style-type: none"> • (tickets) can be bought from only one outlet/agency/See Tickets • (tickets) can be bought (at face value) when they go on resale • (tickets) are non-transferable • (tickets) will be checked by security staff • (tickets) are personalised to the (named) ticket holder / only the specified ticket holder will be admitted • (tickets) can be cancelled. 	<ul style="list-style-type: none"> • they are expensive • people need to sign the 'Love the Farm, Leave no Trace' pledge when they buy a ticket. • Security checks are carried out on arrival

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

0 5 . **2** Identify **two** opinions about Glastonbury Festival.

[1 mark]

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

Accept	Do not accept
<ul style="list-style-type: none"> • (the sight of....remains) utterly breathtaking • there is no festival like it • it feels like a safe place • it's friendly / everyone is lovely to each other • there's a lot of silliness / the scenes are crazy / it's chaotic • has all the best aspects of (being at) a festival (in one astonishing bundle). 	<ul style="list-style-type: none"> • It is the largest... • It is the template for all other festivals. • It is a safe place

Note: The above content is indicative and 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 **describe** the sights of Glastonbury Festival.

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	Fragmented points.
0 marks	Nothing written worthy of comment.

NB: Question specifically asks about “sights”, Be wary of answers which reference only atmosphere

Indicative content

Answers may mention the following:

Descriptive words: *a hundred thousand revellers crammed up a hillside; flying flags and firing flares (alliteration); utterly breathtaking; prams bedecked with floral bouquets and fairy lights; spectacle of sculptured metal animals (sibilance); cars parked in trees; wide-eyed; hippie healers; crystal massages; punks in Mad Max costumes; crazy scenes*

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

Scope of study: 3.1.14 and 3.1.19

Section B

0 7

Key	Scope of Study
B – changeable.	3.1.15

[1 mark]

0 8

Key	Scope of Study
D – the best way to learn the layout of the site is to explore.	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
Hanna Jones is not an only child.	✓	
Hanna prefers single-use plastic bottles.		✓
It's best to set up camp near a meeting place.		✓
Hanna did not enjoy Greenbelt.		✓

[2 marks]

2 marks for all four correct
1 mark for three correct

Scope of Study: 3.1.16

1 0

In **Source B**, Hanna Jones talks about her experience of festivals.

List **three** things Hanna Jones loves about festivals.

[3 marks]

Award 1 mark for each valid thing Hanna Jones loves about festivals up to a maximum of 3 marks.

NB: Maximum of 1 mark can be awarded in each answer space – no bunching allowed.

Accept	Do not accept
<ul style="list-style-type: none"> • the music • (how much) fun (they are) / great time • the freedom // (chance to) let hair down / let off steam • (the chance to) withdraw from the world • the unique festival vibe / the atmosphere. 	<ul style="list-style-type: none"> • going without parents / going with her older brother • the mud • being with thousands of other people. • different experience

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

Scope of study: 3.1.13

1 1

In **Source B**, Hanna Jones gives advice to festival-goers about staying safe and well.

List **three** ways people attending a festival can look after their **health**.

[3 marks]

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

NB: Maximum of 1 mark can be gained in each answer space – no bunching allowed.

Indicative content

Answers may mention the following:

Accept	Do not accept
<ul style="list-style-type: none"> • locate / find the (toilets and) medical tent // go to the medical tent if you are feeling ill • stay hydrated / don't forget to take water • protect yourself from the sun/UV rays/ (take / use) sunscreen • (take / use) insect repellent. • (get) treatment for bites / stings 	<ul style="list-style-type: none"> • locate the toilets • get attention with general illness (alone) • get treatment for bites and stings • don't forget that the weather is unpredictable.

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

Scope of study: 3.1.13

Section C

1 2

Key	Scope of Study
B – leading.	3.1.15

[1 mark]

1 3

Source C states that the AIF want to ban single-use tents to help reduce the amount of plastic at festivals.

From reading the source, list **three other ways** in which some festivals have reduced their plastic usage.

[3 marks]

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

Accept	Do not accept
<ul style="list-style-type: none"> • ditched / banned / stopped using plastic straws / no plastic straws // used paper straws • banned the sale of drinks in single-use plastic (cups) • replaced single-use (bar) cups (with reusable cups) // used / introduced reusable cups • sold (branded) reusable drinks bottles • promoted / encouraged / used reusable bottles. 	<ul style="list-style-type: none"> • any reference to (single-use) tents • pledged to cut down on plastic • committed to eliminating all single-use plastic by 2021. • banned plastic / single-use bottles • banned single-use plastic

Note: The above content is indicative and 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	A range of similarities/differences are identified and explained in detail, such as: <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 • 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.</p> <p>Or: A number of similarities/differences are identified and set out clearly.</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 • style of writing/writer’s voice/tone/level of formality/potential bias • implicit and inferred meanings • use of textual features/devices • vocabulary.
1–2 marks	Fragmented points and unclear whether these are similarities or differences.
0 marks	Nothing written worthy of comment. Answer entirely on wrong source
	NB: If only one valid source addressed in response, cap at 2 marks.

Indicative content
Answers may mention the following:

	Similarities	Differences
The information, ideas and opinions, including level of detail.	Both about festivals.	A is presenting a favourable, persuasive picture of festivals; C is concerned solely with the issues of re-usable tents and associated impact of plastic.
	Both make reference to being environmentally conscious in terms of keeping the site clear.	A makes a passing reference to being green and repeats the Glastonbury motto of 'Leave no trace'; C reports on drastic measures to reduce plastic and litter and focuses on the campaign to ban single-use plastic tents.
	Both include detailed information.	A gives a number of facts about obtaining tickets / ticket rules; C gives information about the problems of plastics at festivals.
	Both use a mixture of fact and opinion.	A has factual information about tickets and opinions from a reviewer; C has a range of facts and statistics about plastics and tents; the call to ban single-use plastic tents is arguably opinion.
Presentation and language	Both have an element of persuasion.	A 's positive review implies that people should consider going to Glastonbury; C is attempting to persuade readers not to buy single-use tents and to agree with the pressure on retailers not to market them as such.
		A uses a mixture of informative and descriptive language; C uses information and statistics. A is emotive in places; C is detached and factual.
	Both use visual elements.	A includes an image of a poster to reinforce the "Leave no Trace" pledge; C uses a picture of discarded tents and a litter-strewn field to support its case about disposable tents.

Level of formality		A has formal information about tickets and an informal review; C is formal throughout.
Possible bias	Both are biased.	A is written to 'sell' Glastonbury Festival and contains a very positive review; C is written to persuade festival-goers to support a ban on single-use tents and/or buy reusable tents themselves.
How the writers come across		A clearly has different elements – one merely conveying information in a straightforward manner, the other describing Glastonbury in a very positive way; C is clearly determined to reduce the usage of plastic and committed to persuading readers of its case against retailers.

Note: The above content is indicative and 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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