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# Functional Skills Level 2

## ENGLISH

### 8725R

Paper 1 Reading

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Mark scheme

November 2022

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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](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. 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 Q10 / 11, it is possible that candidates will transpose their answers. If there is any indication that this may be so, 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**

Name the **two** ingredients from which fake meat can be made.

[1 mark]

| Accept  | Do not accept   |
|---|---|
| <ul style="list-style-type: none"> <li>Tofu and soya</li> </ul> | <ul style="list-style-type: none"> <li>Only one correct answer</li> </ul> |

Scope of study: 3.1.16

**0 2**

| Key       | Scope of Study |
|-----------|----------------|
| D – avoid | 3.1.15         |

[1 mark]

**0 3**

| Key  | Scope of Study |
|--|----------------|
| A – some people think becoming vegan is fashionable. | 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 |
|---|------|-------|
| You should not eat breakfast or dinner in the first week.                   |      | ✓     |
| If you're switching to a vegan diet, it's better to do so gradually.        | ✓    |       |
| Diets without meat, dairy and eggs may be lacking in vitamins and minerals. | ✓    |       |
| All vegetarian products are suitable for vegans.                            |      | ✓     |

[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 from the **Non-vegan Foods** section.

[1 mark]

**NB: No marks are awarded for only 1 correct fact. There is no penalty for lifting a sentence which contains both a fact and an opinion.**

| Accept   | Do not accept  |
|--|--|
| <ul style="list-style-type: none"> <li>• Vegans avoid all animal-derived foods / animal products // vegans avoid meat / fish / eggs / dairy / honey</li> <li>• Vegans don't eat animal by-products // they don't eat rennet / gelatine / <b>cochineal</b></li> <li>• Rennet is used in making cheese</li> <li>• Cochineal is a red food dye</li> <li>• Whey / casein / lactose come from milk</li> <li>• Some vegetarian products contain eggs</li> <li>• <b>Most</b> breads / pastries contain butter / milk / milk derivatives // vegans don't eat <b>some</b> pastries</li> </ul> | <ul style="list-style-type: none"> <li>• Get used to reading food labels</li> <li>• Red food colouring / dye (instead of cochineal)</li> </ul> |

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



**0 6**

Explain how the writer of **Source A** uses words and language techniques to **instruct** people how to begin living as a vegan.

You should provide examples from **Source A** in your answer.

**[3 marks]**

| <b>Marks</b> | <b>Descriptor</b>   |
|--------------|---|
| 3 marks      | Instructional 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:**

Instructions / advice :

Reassuring introduction – *We've got some helpful tips and guidance*

Gentle advice offering alternatives to make it seem less daunting eg: *'It's inadvisable to attempt going vegan overnight; Instead, gradually phase out; introduce vegan substitutes; Alternatively; try going; or; Experiment* – makes it sound exciting; *you may find you need* – downplaying any concern about insufficiency in the diet

Imperatives/ command words eg: *'Get used to; Don't assume; Remember; Ensure*

Use of second person "you" / direct address to personalise /make it sound more friendly

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

| Key              | Scope of Study |
|------------------|----------------|
| C – ingredients. | 3.1.15         |

[1 mark]

0 8

| Key  | Scope of Study |
|--|----------------|
| B – vegan diets are increasingly varied and enjoyable. | 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 |
|--|------|-------|
| Over 150 billion farmed animals are killed each day. |      | ✓     |
| Bradley Carter is developing type 2 diabetes.        |      | ✓     |
| Growing soya and oats has a carbon footprint.        | ✓    |       |
| Chickpeas and lentils are full of protein.           | ✓    |       |

[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** reasons why some people would **not** want to choose a vegan diet.

[3 marks]

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

| Accept  | Do Not Accept  |
|---|--|
| <ul style="list-style-type: none"> <li>• Vegans must like /miss (the taste of) meat / bacon sandwiches.</li> <li>• Accept any valid reference to an absence of meat</li> <li>• A vegan diet does not provide <b>all</b> necessary nutrients // we can't get <b>all</b> the / <b>enough</b> nutrients we need without eating meat // miss out on nutrients / don't get / miss out on (Vitamin) B12 // need to / may not want to take tablets <b>to get B12</b></li> <li>• A vegan diet is boring // not enough variety // vegans eat only / nothing but vegetables // don't / may not like vegetables</li> <li>• Vegans are more at risk of disease // a vegan diet is unhealthy // eating meat is necessary for health.</li> <li>• (They think) it might be bad for the environment // a large amount of farmland is needed <b>to grow crops</b></li> </ul> | <ul style="list-style-type: none"> <li>• Vegans don't get / miss out on protein</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** ways in which veganism is ‘...better for the entire planet.’

[3 marks]

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

**Indicative content**

**Answers may mention the following:**

| Accept   | Do Not Accept   |
|--|---|
| <ul style="list-style-type: none"> <li>• Fewer animals <b>killed</b> // stop <b>killing</b> animals // <b>every</b> / <b>one</b> vegan saves <b>the lives</b> of 30 animals each year</li> <li>• Healthier <b>population</b> // vegans less likely to get diseases // less pressure on NHS // help reduce chances of <b>some</b> cancers / <b>Type 2</b> diabetes</li> <li>• Better for the environment // <b>reduced</b> carbon footprint // <b>fewer</b> / <b>lower</b> carbon emissions</li> <li>• Able to feed more people // solve world starvation.</li> </ul> | <ul style="list-style-type: none"> <li>• Animals badly treated</li> <li>• Saves animals (alone)</li> <li>• <b>No</b> animals killed</li> <li>• vegans save the lives of 30 animals each year</li> <li>• You will feel / be healthier.</li> <li>• Vegan diet has all the elements / components you need</li> </ul> |

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> |
|------------|-----------------------|
| D - copy.  | 3.1.15                |

**[1 mark]**

**1 3**

From **Source C**, list the **names of three food products created specifically for vegans**, in addition to the vegan sausage roll.

**[3 marks]**

**1 mark per valid name, up to a maximum of 3 marks**

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

***NB: Names of products required, not just generic names of food.***

| <b>Accept</b>   | <b>Do not accept</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Mexican bean <b>vegan</b> wrap</li> <li>• <b>vegan</b> coleslaw</li> <li>• <b>vegan</b> sourdough pizza</li> <li>• Shroomdogs</li> <li>• Quorn</li> <li>• (Tesco's) Beyond Burger</li> <li>• This Is Not Chicken</li> <li>• (Cauldron) <b>vegan</b> falafel</li> <li>• (Cauldron) <b>vegan</b> tandoori bites</li> </ul> | <ul style="list-style-type: none"> <li>• sausage roll</li> <li>• Plant Kitchen</li> <li>• salads</li> <li>• snacks</li> <li>• mushroom-based sausage.</li> </ul> |

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"> <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:<br/>At least one similarity/difference is identified and explained in detail<br/>Or:<br/>A number of similarities/differences are identified and set out clearly<br/>Or:<br/>A simple contrast with supporting detail from each text. (3 marks)<br/>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 mark  | <p>Either:<br/>A simple contrast or difference identified<br/>Or:<br/>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:**

|   | <b>Similarities</b>                                   | <b>Differences</b>  |
|---|---|---|
| The information, ideas and opinions, including level of detail. | Both about vegan diets.                               | <b>A</b> contains detail about veganism the movement as well as vegan diets / food; <b>C</b> is purely focused on vegan foodstuffs.   |
| Presentation and language                                       | Both use statistics.<br>Both contain visual elements. | <b>A</b> is a webpage article; <b>C</b> is an extract from a news report.<br><br><b>A</b> contains a blend of language to reassure, instruct and advise; <b>C</b> contains factual information about the Greggs vegan sausage roll and goes on to list other vegan dishes.  |
| Level of formality  | Both fairly informal.                                 |   |
| Possible bias   |   | <b>A</b> is biased towards a vegan lifestyle and its own recipes; <b>C</b> is more impersonal, simply reporting information.  |
| How the writers come across                                     |   | There is a sense of persuasion in <b>A</b> and a desire to 'convert' others to a vegan lifestyle as well as promoting its own recipes; <b>C</b> is more detached and it's difficult to say whether the writer is in favour of vegan alternatives or not, although there is a somewhat positive tone to the piece. |

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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