

**LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN
ENGLISH: READING**

SAMPLE MARK SCHEME

TOTAL MARKS 30

Specimen

| Q | Response | Marks | Scope of Study Reference |
|---------|---|---|--------------------------|
| T1 1 | <p><i>Give a definition of Flow Stores as stated in Text 1, and explain two ways in which you can register to become a customer?</i></p> <p>Candidate defines Flow Stores using relevant information from footnotes, e.g.</p> <ul style="list-style-type: none"> • unmanned stores • no checkout tills • payment taken off card as you leave. <p>Candidate explains ways to register to become a customer using relevant information from footnotes, e.g.</p> <ul style="list-style-type: none"> • register on first visit • call the support team using the video phone • give customer service your name, address and credit or debit card details. | <p>1 1 1 (max 1)</p> <p>1 1 1 (max 2)</p> | 15 |
| 2 | <p><i>Question: What is the purpose of Text 1? Explain how you know this.</i></p> <p>Candidate identifies that the purpose is to:</p> <ul style="list-style-type: none"> • tell people about the arrival of flow stores • advertise flow stores • encourage people to use flow stores. <p>Do not accept 'to explain what a flow store is'.</p> <p>Candidate offers an explanation for their conclusion which might include: the first sentence announces the arrival of the stores almost like the arrival of a baby, the entire text promotes and is positive about the stores, and the last line says how they look forward to seeing new customers.</p> <ul style="list-style-type: none"> • Brief explanation with only one reason considered. • Thorough explanation of one reason, or brief explanation of more than one reason. | <p>1 1 1 (max 1)</p> <p>1 2 (max 2)</p> | 13 |
| T2 3 | <p><i>Jay Hawkes, in Text 2, describes his experience of Flow Stores. Give one fact and one opinion he uses to support his point of view.</i></p> <p>Candidate gives one fact from Text 2 used to support his point of view, e.g.</p> <ul style="list-style-type: none"> • your account is charged automatically • no more moving purchases from shelves to trolley • I checked for mistakes, but it was spot on. <p>Accept any other fact identified from the text used to support his point of view.</p> <p>Candidate gives one opinion from Text 2 used to support his point of view, e.g.</p> <ul style="list-style-type: none"> • posh boutiques are history • the shop had become my kitchen cupboard | <p>1 1 1 (max 1)</p> <p>1</p> | 18b |

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| | <ul style="list-style-type: none"> in a weird way it was “my” shop. <p>Accept any other opinion identified from the text used to support his point of view.</p> | <p>1 1</p> <p>(max 1)</p> | |
| 4 | <p><i>Question: Text 2 repeatedly uses short sentences. Explain why you think the author does this.</i></p> <p>Candidate identifies the reason why Text 2 repeatedly uses short sentences, e.g.</p> <ul style="list-style-type: none"> creates a feeling of speed easy to follow / clear meaning creates a feeling of excitement useful way of presenting lots of detailed facts. <p>Accept any other valid reason.</p> | <p>1 1 1 1</p> <p>(max 2)</p> | 14 |
| T3 5 | <p><i>Question: Identify the main reason why the author of Text 3 is against Flow Stores. Explain why you think this.</i></p> <ul style="list-style-type: none"> Candidate has identified the main reason he is against Flow Stores is because they will result in redundancies and job losses. Candidate has explained how they know this (e.g. title, boxed phrase, second half of document, linking other issues to job losses etc.). | <p>1 1</p> <p>(max 2)</p> | 18a |
| 6 | <p><i>Identify two organisational features used by the author of Text 3. For each feature, give an example of information which it helps you to find.</i></p> <p>Candidate identifies organisational features, e.g.</p> <ul style="list-style-type: none"> bullet points headings boxes bold capital letters. <p>Accept any other organisational feature identified from the text.</p> <p>Candidate gives examples of information this feature helps them to find e.g.</p> <ul style="list-style-type: none"> (bullet points help you to find) <ul style="list-style-type: none"> things about flow stores you should reject that flow stores have controlled access there is supervision by cameras there is silence you would see nobody there would be no hellos or goodbyes (headings help you to find) <ul style="list-style-type: none"> summary of what the text is about need to protest against flow stores / there will be a march who has sent the text / that it’s written by the People’s Campaign for Shopping Justice (boxes help you to find) <ul style="list-style-type: none"> the key argument against flow stores a reason for objecting to flow stores that flow stores will get rid of jobs | <p>1 1 1 1</p> <p>(max 2)</p> <p>1 1 1</p> | 16 |

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| | <ul style="list-style-type: none"> the reader of Text 3 doesn't need specific detail – the author wants them to protest against them, not find out more about them. | <p>1 (max 2)</p> | |
| 9 | <p><i>Question: Identify the styles of writing used in Text 1 and Text 2. Give one example from each text which suggests that style of writing.</i></p> <p>Candidate identifies the style of writing of Text 1 and Text 2, e.g.</p> <ul style="list-style-type: none"> Text 1's style is: <ul style="list-style-type: none"> formal persuasive. Text 2's style is: <ul style="list-style-type: none"> informal informative humorous. <p>Accept any other valid identification of styles of writing.</p> <p>Candidate provides an example of the style of writing they have selected, e.g.</p> <p>Text 1 Formal:</p> <ul style="list-style-type: none"> Quick Buy are delighted to announce the arrival of their first "Flow Store" customers can relax in the knowledge that they are not alone. <p>Text 1 Persuasive:</p> <ul style="list-style-type: none"> a world where shopping is no longer a chore, where buying food is a relaxing, restful experience. <p>Text 2 Informal:</p> <ul style="list-style-type: none"> posh boutiques are history online is old hat. <p>Text 2 Humorous:</p> <ul style="list-style-type: none"> cunningly hidden cameras observe what you take and charge your account. If you put something back again, it sees that too – you won't be charged two competitors racing to see who can move groceries around fastest. <p>Accept any other valid example of the style of writing the candidate has selected.</p> | <p>1 1 (max 1)</p> <p>1 1 1 (max 1)</p> <p>1 1 (max 1)</p> <p>1 1</p> <p>1 1 (max 1)</p> | 19 |
| 10 | <p><i>Question: Which text do you consider to be the least biased? Use all three texts to explain your selection.</i></p> <p>Candidate has selected Text 2.</p> <p>Candidate has justified their selection of Text 2 as the least biased, using information only from that text.</p> <p>Candidate has justified their selection of Text 2 as the least biased by reference to Text 2 and one other text.</p> <p>Candidate has justified their selection of Text 2 as the least biased by reference to all three texts.</p> | <p>1 (max 1)</p> <p>1</p> <p>2</p> <p>3</p> | 17 |

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| | <p><u>Indicative Content</u></p> <p>Reasons might include: T2 is impartial / written by a journalist who has no axe to grind / puts forward both sides of the argument. T1 is written by the supermarket opening these stores / T1 only puts forward positive points. T3 is written by a protest group / T3 is full of emotive language to persuade you to their point of view / The purpose of T3 is to get you to march against flow shops.</p> <p>Accept any other valid explanation.</p> | <p>(max 3)</p> | |
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Specimen

LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SAMPLE SETTING MATRIX

| Learning aims and outcomes | Ref | Scope of Study | Question numbers – marks available | Assessment weighting | |
|--|--------------------|--|------------------------------------|----------------------|----------|
| Read a range of different text types confidently and fluently. | 11 | Identify the different situations when main points are sufficient and when it is important to have specific details. | Q8 (2) | 2 marks | |
| | 12 | Compare information, ideas and opinions in different texts, including how they are conveyed. | Q7 (4) | 4 marks | |
| | 13 | Identify implicit and inferred meaning in texts. | Q2 (3) | 3 marks | |
| | 14 | Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes. | Q4 (2) | 2 marks | |
| | 15 | (Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources. | Q1 (3) | 3 marks | |
| | 16 | Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources. | Q6 (4) | 4 marks | |
| | 17 | Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias. | Q10 (4) | 4 marks | |
| | 18a | Follow an argument, identifying different points of view. | Q5 (2) | 4 marks | |
| | 18b | Follow an argument, distinguishing fact from opinion. | Q3 (2) | | |
| | 19 | Identify different styles of writing and writer's voice. | Q9 (4) | 4 marks | |
| | TOTAL MARKS | | | 30 | 30 marks |

Question 9

(4 marks)

Identify the styles of writing used in Text 1 and Text 2. Give **one** example from each text which suggests that style of writing.

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Question 10

(4 marks)

Which text do you consider to be the least biased? Use all three texts to explain your selection.

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[END OF ASSESSMENT]