



**NCFE Level 2 Functional Skills Qualification in
English
(603/5054/4)**

**NCFE Level 2 Functional Skills Qualification in
English: Reading**

Paper number: P001243

Mark Scheme

v1.0

PAST PAPER

Pass Mark 16

Note: Pass marks for functional skills external assessments are set in an awarding meeting, in which a combination of statistical analysis and professional judgement is used to determine the minimum required standard to achieve a pass in the assessment. While different versions of the same assessment are designed to be of the same level of difficulty, variations in content can lead to the minimum required standard being represented by different marks across versions.

1	What best describes the tone of Document 1?			[1 mark]
	A	Amusing.		
	B	Balanced.		
	C	Sarcastic.		
	D	Righteous.		
	Answer: B. Balanced (1)		1	02.19

2	State two meanings that Sara Reilly could be implying by using the term 'fast' fashion instead of 'throwaway' fashion?			[2 marks]
	1 mark each for any of the following, up to 2 marks: <ul style="list-style-type: none"> • That it can change quickly (1) • That it is a good thing (1) • That it is not wasteful or negative (1) • It has connotations of cheap and cheerful like fast food (1) • It belongs to young/modern people (1). Accept similar wording.		2	02.13

3	Give one reason why the writer has used each of the following organisational features.			[1 mark]
	a) Bullet points.			[1 mark]
	b) Footnote.			[1 mark]
	a) 1 mark each for any of the following up to 1 mark: <ul style="list-style-type: none"> • To divide up examples of the EAC's findings (1) • To draw the reader to facts / statistics about the effects of throwaway fashion (1). b) 1 mark each for any of the following up to 1 mark: <ul style="list-style-type: none"> • To show the meaning of the letters GDP (1) • To explain the meaning of 'GDP' (1) • To show how GDP is commonly used / that GDP is used to show relative economic performance of countries (1). 		2	02.16

4	<p>a) What is the main point made by Document 1? [1 mark]</p> <p>b) The writer believes that throwaway fashion is here to stay. Give two examples from the document that support this opinion. [2 marks]</p>		
	<p>a)</p> <p>1 mark each for any of the following up to 1 mark:</p> <ul style="list-style-type: none"> • There are concerns about the growth of throwaway fashion (1) • There are advantages and disadvantages to throwaway fashion (1) • To explain how fashion negatively impacts the environment (1). <p>Accept similar wording.</p> <p>b)</p> <p>1 mark each for any of the following up to 2 marks:</p> <ul style="list-style-type: none"> • It would seem unlikely that throwaway fashion is going to disappear soon (1) • The days of people buying clothes and keeping them / wearing them for years have gone (1). <p>Accept similar wording.</p>	3	02.11

5	<p>Give two words that identify the style of writing used in Document 2. [2 marks]</p>	
	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • Persuasive (1) • Colloquial (1) • Chatty (1) • Personal (1). <p>Accept any other valid style.</p>	2 02.19

6	<p>In paragraphs 2 the writer repeats questions beginning with ‘what?’ and ‘why?’ several times. Give two reasons why she has done this.</p>	[2 marks]
	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • To show how strongly she feels about the waste (1) • To get the reader to think about the topic of throwaway fashion (1) • To emphasise her point of view (1) • To introduce new aspects of the problem with throwaway fashion (1). <p>Accept similar wording.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • To ask readers what they think • Because they are rhetorical questions without further explanation. 	2 02.14
7	<p>Give one example of each of the following features being used to present a negative image of throwaway fashion.</p> <p>a) Emotive language.</p> <p>b) Personal experience.</p>	<p>[1 mark]</p> <p>[1 mark]</p>
	<p>a)</p> <p>1 mark each for any of the following, up to 1 mark:</p> <ul style="list-style-type: none"> • ‘shocked’ (1) • ‘ridiculous’ (1) <p>b)</p> <ul style="list-style-type: none"> • ‘Still has clothes...’ (1) • ‘I have a knitting machine’ (1) <p>Accept similar wording. Accept any other valid example.</p>	2 02.14
8	<p>What is the meaning of the word ‘spilling’ as used in Document 2?</p>	[1 mark]
	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • Overflowing (1) • Unintentional escape of items (1) • Emphasises amount of waste there is (1). <p>Accept similar wording.</p>	1 02.15

12	What can be inferred from ‘FashionQueen’ about how she feels from her contribution to the discussion forum? [2 marks]		
	<p>1 mark each for any of the following, up to 2 marks:</p> <ul style="list-style-type: none"> • She feels pressurised into using throwaway fashion (1) • She is angry at social media for fuelling this (1) • She is upset by the comments people made about her (1) • She is sad that she has upset / lost friends (1). <p>Accept similar wording.</p>	2	02.13

13	Give one example of information that bold text helps the reader to find. [1 mark]		
	<p>1 mark each for any of the following, up to 1 mark:</p> <ul style="list-style-type: none"> • The name of the publication/website (1) • That the text is a discussion forum (1) • The names of contributors (1) • Where you can find the views of individual contributors(1) <p>Accept similar wording.</p>	1	02.16

14	Compare the views expressed in Document 3 with those of Document 1, and how these views are conveyed. [3 marks]		
	<p>(one of the following) The learner’s response will</p> <ul style="list-style-type: none"> • have some mention of at least one view expressed in Document 3 AND one of the views expressed in Document 1, but limited implicit comparison and no consideration of how these views are conveyed (1 mark) • compare at least one view expressed in Document 3 and one of the views expressed in Document 1, with some explicit comparison, with limited consideration of how these views are conveyed in at least one document (2 marks) • have a clear and explicit comparison of views expressed in Document 3 and Document 1 with examples from both sources. There is clear comparison of how views are conveyed in both documents (eg the use of colloquial language and personal experience in Doc 3 and statistics and quotations in Doc 1) (3 marks). <p>Do not accept responses sourced from Document 2.</p> <p>0 marks should be given for no awardable content.</p>	3	02.12

15	Analyse all three documents and use examples to explain which document is the least biased.	[4 marks]
	<p>(one of the following) The learner's response will</p> <ul style="list-style-type: none"> • make a clear choice of either Doc 1 or Doc 3 but only considers the one document selected. Limited explanation given for choice (1 mark) • make a clear choice of either Doc 1 or Doc 3 considering only the document selected and one other. Reasonable explanation given for choice, although some reasoning may be implicit (2 marks) • make a clear choice of either Doc 1 or Doc 3 considering all three documents. Choice supported by reasonable explanation (3 marks) • make a clear choice of either Doc 1 or Doc 3 considering all three documents in detail. There is a comprehensive explanation, supported by examples (4 marks) <p>Do not award marks for responses that mention that Document 2 is the least biased.</p> <p>0 marks should be given for no awardable content.</p>	4 02.17

[Total: 30 marks]