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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

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: • 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. a) Bullet points. [1 mark] b) Footnote. [1 mark]		
		a) **1 mark each for any of the following up to 1 mark:** • 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:** • 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	a) What is the **main** point made by Document 1? **[1 mark]** b) The writer believes that throwaway fashion is here to stay. Give **two** examples from the document that support this opinion. **[2 marks]**		
	a) **1 mark each for any of the following up to 1 mark:** • 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). **Accept** similar wording. b) **1 mark each for any of the following up to 2 marks:** • 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). **Accept** similar wording.	3	02.11

5	Give **two** words that identify the style of writing used in Document 2. **[2 marks]**		
	1 mark each for any of the following, up to 2 marks: • Persuasive (1) • Colloquial (1) • Chatty (1) • Personal (1). **Accept** any other valid style.	2	02.19

6	In paragraphs 2 the writer repeats questions beginning with 'what?' and 'why?' several times. Give **two** reasons why she has done this.		
			[2 marks]
	1 mark each for any of the following, up to 2 marks: • 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). **Accept** similar wording. **Do not accept:** • To ask readers what they think • Because they are rhetorical questions without further explanation.	2	02.14

7	Give **one** example of **each** of the following features being used to present a negative image of throwaway fashion. a) Emotive language. b) Personal experience.		
			[1 mark] **[1 mark]**
	a) **1 mark each for any of the following, up to 1 mark:** • 'shocked' (1) • 'ridiculous' (1) **b)** • 'Still has clothes…' (1) • 'I have a knitting machine' (1) **Accept** similar wording. **Accept** any other valid example.	2	02.14

8	What is the meaning of the word 'spilling' as used in Document 2?		
			[1 mark]
	1 mark each for any of the following, up to 2 marks: • Overflowing (1) • Unintentional escape of items (1) • Emphasises amount of waste there is (1). **Accept** similar wording.	1	02.15

9		Identify one example of **each** of the following in Document 2. a) Fact. b) Opinion. **[2 marks]**		
		a) **1 mark each for any of the following up to 1 mark:** • 'I was shocked' (1) • 'I still have clothes I bought when my son was a baby' (1) • 'My son is 35 now' (1). **Accept** similar wording if response remains a fact. **Accept** any other fact identified. b) **1 mark each for any of the following up to 1 mark:** • How utterly ridiculous (1) • The jumper will shrink in the wash (1) • Unethical practice (1). **Accept** similar wording if response remains an opinion. **Accept** any other opinion identified.	a) (1) b) (1)	02.18

10		When was the discussion forum started? **[1 mark]**		
		Answer: • 2010 (1).	1	02.15

11		Why does Shefali feel hurt by some of the comments which have been made? **[2 marks]**		
		1 mark each for any of the following, up to 2 marks: • She feels people are trying to make her unemployed / out of a job (1) • She's been doing her job (in throwaway fashion) for a long time (1) • She doesn't agree that cheap necessarily means poor quality (1) • People are insulting the job she does / place she works (1) • She takes the comments made personally (1) **Accept** any other valid reason.	2	02.18

12	What can be inferred from 'FashionQueen' about how she feels from her contribution to the discussion forum? [2 marks]		
	1 mark each for any of the following, up to 2 marks: • 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). **Accept** similar wording.	2	02.13

13	Give **one** example of information that bold text helps the reader to find. [1 mark]		
	1 mark each for any of the following, up to 1 mark: • 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) **Accept** similar wording.	1	02.16

14	Compare the views expressed in Document 3 with those of Document 1, and how these views are conveyed. [3 marks]		
	(one of the following) **The learner's response will** • 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)**. **Do not accept** responses sourced from Document 2. **0 marks should be given for no awardable content.**	3	02.12

15		Analyse all **three** documents and use examples to explain which document is the **least** biased. **[4 marks]**		
		(one of the following) **The learner's response will** • 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)** **Do not award marks** for responses that mention that Document 2 is the least biased. **0 marks should be given for no awardable content.**	4	02.17

[Total: 30 marks]