



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

**Paper Title: Level 2 Functional Skills Qualification  
in English: Reading**

Paper number: P000XXX Sample Assessment Materials

Mark Scheme  
V4.2

SAMPLE

Q no	Marking Guidance	Marks	Subject Content Ref
<b>Section 1</b>			
1	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• To show these services belong to the people/you/taxpayers (1)</li> <li>• To give a sense of unity/‘all in it together’ (1)</li> <li>• These people should be working to help us and not themselves (1).</li> <li>• To stress that the money belongs to us/taxpayers (1).</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Do Not Accept:</b></p> <ul style="list-style-type: none"> <li>• Responses that simply state there is repetition</li> <li>• Responses which simply say the word is used to address the audience / relate directly to the reader but offer no explanation of the context in which it is used.</li> </ul>	2	02.14
2	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Title/Greedy Public Service Bosses (1)</li> <li>• Lining their own pockets (1)</li> <li>• Cheating the taxpayer (1).</li> </ul> <p><b>Accept</b> any other valid phrases that demonstrate the ‘selfishness’ of public sector managers.</p>	2	02.13
3a	<p><b>Sub-heading:</b></p> <p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• To split the text into different sections (regarding ‘what we have uncovered’ and ‘action’ (to take)) (1)</li> <li>• To indicate the topic of text that follows is about ‘what we have uncovered’/‘action’ (to take) (1).</li> </ul> <p><b>Accept</b> any other valid reason that is linked to the text.</p> <p><b>Do Not Accept:</b> Answers which are not specific to the text.</p>	1	02.16

3b	<p><b>Bullet points:</b>  <b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• To present various examples (ie about pay) succinctly (1)</li> <li>• To break up the text (ie text into information about different occupational areas) / make it easier to read (ie to differentiate between pay for different jobs) (1).</li> </ul> <p><b>Accept</b> similar wording.  <b>Accept</b> any other valid reason that is linked to the text.</p> <p><b>Bracketed information</b> are examples of specific responses.</p> <p><b>Do Not Accept:</b> Answers which are not specific to the text.</p>	1	02.16
4	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• To help the reader understand the points being made in the text about pay comparisons (1)</li> <li>• To make the reader believe/persuade the reader that the information about public sector pay is factual/objective (1)</li> <li>• To help the reader recognise that the points being made about public sector pay are based on research (1).</li> </ul> <p><b>Accept</b> any other valid reason that relates to the text.</p> <p><b>Do Not Accept:</b> Answers which are not specific to the text.</p>	2	02.11
5	<p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• They want/need to know more about public sector pay (1)</li> <li>• They are worried about inequalities in public sector pay (1).</li> </ul> <p><b>Accept</b> any other valid reason that is linked to the text.</p>	1	02.11
<b>Section 2</b>			
6	<p><b>Answer:</b>  A. Serious (1).</p>	1	02.19
7	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Factual (1)</li> <li>• Official (1)</li> <li>• Formal (1)</li> <li>• Informative (1).</li> </ul> <p><b>Accept</b> any other valid style identified.</p>	2	02.19
8	<p><b>Answer:</b>  ('Where to work') - International Economist magazine (Jan 2018) (1).</p> <p><b>Only the words outside of the brackets are required for the mark to be awarded.</b></p>	1	02.15
9	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Comparison (eg of pay of public sector managers with that of private sector / UK pay with that of other countries) (1)</li> <li>• Positive language (eg fair and equitable) (1)</li> </ul>	2	02.14

	<ul style="list-style-type: none"> <li>• Positive qualities (listed: skills, professionalism etc) (1)</li> <li>• Fear factor (eg negative results if advice / recommendations not acted upon) (1)</li> <li>• Reference to research (eg stats / other research quoted) (1).</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Only the words outside of the brackets are required for the mark to be awarded.</b></p>		
10	<p><b>Answer:</b> D. Summary (1).</p>	1	02.16
11	<p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• The phrase suggests that there is a concerted campaign against the high pay of senior managers (1)</li> <li>• There is a campaign against the high pay of senior managers (1)</li> <li>• That senior managers are being picked on because of their high pay (1).</li> </ul> <p><b>Accept</b> similar wording. <b>Accept</b> any other valid meanings.</p> <p><b>Do Not Accept:</b> Wording from the glossary.</p>	1	02.15
<b>Section 3</b>			
12	<p><b>Fact:</b> <b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• 33,000 nurses left the NHS last year (1)</li> <li>• Rahima is a student (1)</li> <li>• Nurses received a 1.2% pay increase (1).</li> </ul> <p><b>Opinion:</b> <b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Get rid of the parasites that are milking the system (1)</li> <li>• A miserly 1.2% pay increase (1)</li> <li>• Everyone benefits (1).</li> </ul> <p><b>Accept</b> any other valid fact/opinion from Doc 3.</p>	2	02.18
13	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• She will be able to get a well-paid job (1)</li> <li>• She might be able to work in the police/health service (1)</li> <li>• Debt is only/can be temporary (1)</li> <li>• There are benefits to paying taxes (1).</li> </ul> <p><b>Accept</b> any other valid reason.</p>	2	02.18
14	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Some people are complaining about high pay (1)</li> <li>• Some people are envious (1)</li> </ul>	2	02.13

	<ul style="list-style-type: none"> <li>Some people shouldn't complain about public sector managers' high wages (1)</li> <li>Some people are acknowledging that the managers are good (1)</li> <li>Some people are paying managers a backhanded compliment (1)</li> <li>Some people don't want managers to be paid this much (1).</li> <li>Cecil's contribution is aimed at some people who complain. He suggests they should stop complaining. (1)</li> </ul> <p><b>Accept</b> similar wording. <b>Accept</b> any other valid example.</p>		
<b>Section 4</b>			
15	<p><b>(one of the following)</b> <b>The learner's response will:</b></p> <ul style="list-style-type: none"> <li>have some mention of at least one of Ray's views AND one of the views expressed in Doc 1, but limited <b>implicit</b> comparison and no consideration of how views are conveyed <b>(1 mark)</b></li> <li>compare at least one of Ray's views and one of the views expressed in Doc 1 with some <b>explicit</b> comparison, with limited consideration of how views are conveyed in at least one document <b>(2 marks)</b></li> <li>have a <b>clear and explicit</b> comparison of Ray's views and the views expressed in Doc 1, with <b>examples</b> from both sources. There is clear comparison of how views are conveyed in both documents (eg Ray cites personal experience whereas Hannah in Doc 1 makes extensive use of rhetorical questions and stats/facts). <b>(3 marks)</b></li> </ul> <p><b>Do Not Accept:</b> Responses that are sourced from Document 2.</p> <p><b>0 marks should be given for no awardable content.</b></p>	3	02.12
16	<p><b>(one of the following)</b> <b>The learner's response will:</b></p> <ul style="list-style-type: none"> <li>make a clear choice but only consider the one document selected. Limited explanation given for choice <b>(1 mark)</b></li> <li>make a clear choice considering only the document selected and one other. Reasonable explanation given for choice, although some reasoning may be implicit <b>(2 marks)</b></li> <li>make a clear choice considering all three documents. Choice supported by a reasonable explanation. <b>(3 marks)</b></li> <li>make a clear choice considering all three documents in detail. There is a comprehensive explanation, supported by examples <b>(4 marks)</b>.</li> </ul> <p><b>0 marks should be given for no awardable content.</b></p>	4	02.17
<b>Total marks available:</b>			<b>30</b>