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

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

Paper number: P001244

|  |  |
| --- | --- |
| To be completed by the examiner | Mark |
| Section 1 | / 6 |
| Section 2 | / 9 |
| Section 3 | / 8 |
| Section 4 | / 7 |
| TOTAL MARK | / 30 |

**Time allowed:** 1 hour

**Learner instructions**

* Use black or blue ink.
* Answer **all** questions.
* Read each question carefully.
* Write your responses in the spaces provided.
* All of the work you submit **must** be your own.

**Learner information**

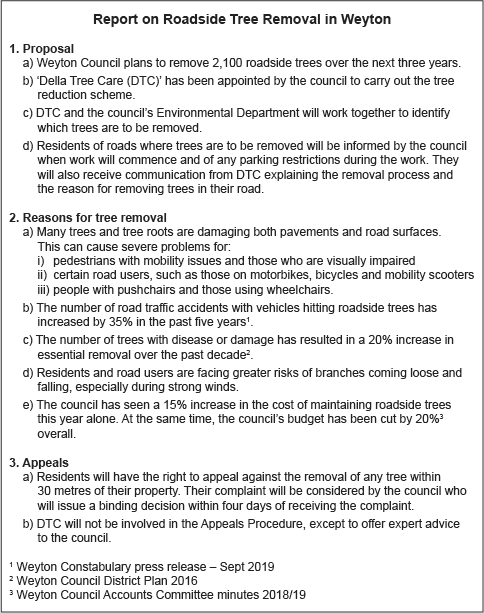
* The marks available for each question are shown in brackets.
* The maximum mark for this paper is 30.
* The use of a dictionary is permitted.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learner name | |  | | | |
| Centre name | |  | | | |
|  | | | | | |
| Learner number |  | | Centre number |  |  |
|  | | | | | |

Please complete the details below clearly and in BLOCK CAPITALS.

## Do not turn over until the invigilator tells you to do so.

**Document 1**

****

## Section 1

## The questions in this section refer to Document 1.

## This section has a possible 6 marks available.

## Answer all questions in the spaces provided.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **1** | |  | Which word **best** describes the style of Document 1?  **[1 mark]** | | | | |
|  |
|  | |  | | | | |
|  |  | **A** | Descriptive | | |  |
|  |  | **B** | Instructive | | |  |
|  |  | **C** | Informative | | |  |
|  |  | **D** | Persuasive | | |  |
|  |  |  | | | | |
|  |  | Answer | |  |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **2** | |  | Give **one** reason why this writer has used **each** of the following organisational features:   1. Subheadings   **[1 mark]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | |  | 1. Lettered list   **[1 mark]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Please turn over**

|  |  |  |  |
| --- | --- | --- | --- |
| **3** | |  | Section 2 states that there has been a 20% increase in tree removal over the past decade. Where has the writer taken this information from?  **[1 mark]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **4** | |  | Identify a group of people Weyton Council suggests would benefit from its plan to remove tree roots.  **[1 mark]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5** | |  | What is the meaning of the word ‘binding’ as used in Section 3a)?  You may use a dictionary to help you answer this question.  **[1 mark]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |

**Please turn over for the next section.**

**Document 2**

****

**Please turn over**

## Section 2

## The questions in this section refer to Document 2.

## This section has a possible 9 marks available.

## Answer all questions in the spaces provided.

|  |  |  |  |
| --- | --- | --- | --- |
| **6** | |  | Della Tree Care (DTC) entitles their leaflet ‘Caring for You and Your Environment’. Give **two** examples from the document that demonstrates DTC’s care for the environment.  **[2 marks]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **7** | |  | Identify **one** example of **each** of the following in Document 2:  a) Fact  **[1 mark]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | |  | b) Opinion  **[1 mark]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

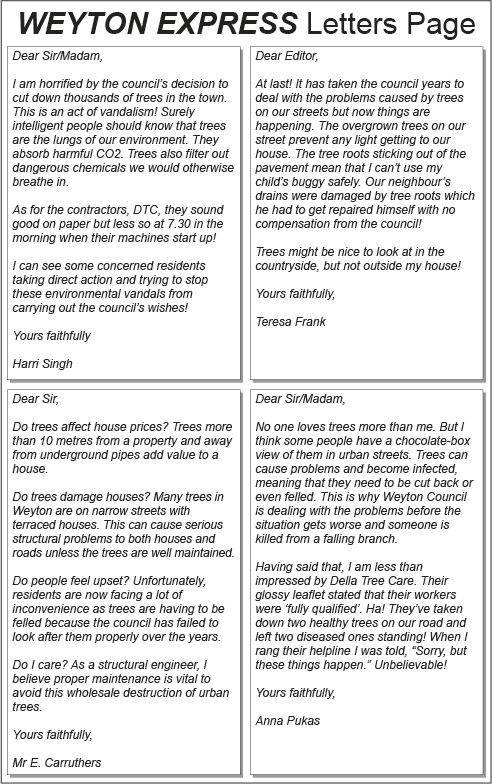
|  |  |  |  |
| --- | --- | --- | --- |
| **8** | |  | The writer of Document 2 has included two images. What problems relating to trees are illustrated by **each** of these images?  **[2 marks]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **9** | |  | Document 2 gives a very positive image of DTC. Give **two** examples of how the writer of the document has done this.  **[2 marks]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **10** | |  | What organisational feature has the writer of Document 2 used to give examples of why trees need to be removed?  **[1 mark]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |

**Please turn over**

**Document 3**

****

## Section 3

## The questions in this section refer to Document 3.

## This section has a possible 8 marks available.

## Answer all questions in the spaces provided.

|  |  |  |  |
| --- | --- | --- | --- |
| **11** | |  | Give **two** words that **best** describe the tone of Teresa Frank’s letter.  **[2 marks]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **12** | |  | What does Harri Singh imply by writing that DTC ‘sound good on paper’?  **[2 marks]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **13** | |  | Anna Pukas likes trees and understands the council’s policy, but has some concerns. Identify **two** of these concerns.  **[2 marks]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Please turn over**

|  |  |  |  |
| --- | --- | --- | --- |
| **14** | |  | The letter from Mr E. Carruthers contains a number of rhetorical questions. Give **two** reasons why he has used these.  **[2 marks]** |
|  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Section 4

## The questions in this section refer to multiple documents.

## This section has a possible 7 marks available.

## Answer all questions in the spaces provided.

|  |  |  |  |
| --- | --- | --- | --- |
| **15** | |  | Compare the views expressed by Teresa Frank in Document 3 with the information given in Document 1, and how these are conveyed.  **[3 marks]** |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |

**Please turn over**

|  |  |  |  |
| --- | --- | --- | --- |
| **16** | |  | Analyse **all three** documents and explain which is the **most** biased. Provide examples from all three documents to support your decision.  **[4 marks]** |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |
|  |  |  |  | |

**[Total: 30 marks]**

**This is the end of the assessment.**