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

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

Paper number: P001273

Mark scheme

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| **1** |  | Why has the writer used footnotes in Document 1?  **[1 mark]** | | |
|  |  | **1 mark each for any of the following, up to 1 mark:**   * to indicate where the writer obtained facts disproving some commonly held beliefs about the increase in obesity (1) * to support statements about the causes of obesity made by Jay Gayle/the author (1) * to show readers that information on the topic can be found in International Journal of Surgery / Plymouth University / International Journal of Epidemiology (1) * to show that the facts about obesity in the article are not made up. (1)   **Accept** similar wording.  **Do Not Accept:** Answers which are not specific to the text. | 1 | 02.16 |

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| **2** |  | One of the main messages of Document 1 is that assumptions as to what is causing the ‘obesity epidemic’ are incorrect.  Give **three** examples from the document that support this message.  **[3 marks]** | | |
|  |  | **1 mark each for any of the following up to 3 marks:**   * People are actually eating fewer calories than in 1976 (1) * People with manual jobs are more likely to be classified as obese (1) * Children’s physical activity is the same as it was 50 years ago (1) * Some research shows no relationship between physical activity and weight (1) * We eat differently, not more. (1)   **Accept** similar wording. | 3 | 02.11 |

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| **3** |  | Jay Gayle asks ‘Who is really to blame here?’ What does this question imply? Give **two** possible meanings.  **[2 marks]** | | |
|  |  | **1 mark each for any of the following, up to 2 marks:**   * Implies it is not just sugar by itself that is the cause (1) * Suggests that the answer isn’t a simple one (1) * Implies that what is to blame isn’t the one usually given the blame by using the word ’really’ (1) * People who are obese are often thought to be guilty of something and deserving of blame (1) * We aren’t to blame or our food choices, it’s the manufacturers who are at fault. (1)   **Accept** any valid alternative response. | 2 | 02.13 |

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| **4** |  | According to the footnotes, what fact appears in the article based on research carried out by Plymouth University?  **[1 mark]** | | |
|  |  | **Answer:**   * The level of children’s physical activity is the same as it was 50 years ago. (1) | 1 | 02.15 |

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| **5** |  | What organisational feature has Jay Gayle used to provide examples of the changes in food consumption over time?  **[1 mark]** | | |
|  |  | **Answer**   * Bullet points. (1) | 1 | 02.16 |

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| **6** |  | Give **two** examples of **opinions** given in Document 2.  **[2 marks]** | | |
|  |  | **1 mark each for any of the following up to 1 mark:**   * Sugar is often criticised (1) * Here are 10 interesting facts (1) * Sugar is not the harmful product some people would have us believe (1) * This might surprise some people (1) * We at the SAC believe everyone should be aware of the full range of facts about sugar (1) * negative [facts] are most frequently given in newspapers and on the TV. (1)   **Accept** any other valid response. | 2 | 02.18 |

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| **7** |  | Give **two** words that **best** describe the style of Document 2.  **[2 marks]** | | |
|  |  | **1 mark each for any of the following, up to 2 marks:**   * Persuasive (1) * Defensive (1) * Informative (1) * Friendly/chatty. (1)   **Accept** any other valid style identified. | 2  2 | 02.19 |

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| **8** |  | The document presents a positive image of sugar. Give **two** examples of textual features and/or devices the writer has used to do this.  **[2 marks]** | | |
|  |  | **1 mark each for any of the following, up to 2 marks:**   * comparison (1) * emotive/positive language (1) * assumption (1) * negative comments about how sugar is [unfairly] presented (1) * scientific language) (1) * gives other uses. (1)   **Accept** any other valid response or example given. | 2 | 02.14 |

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| **9** |  | How does the numbered list in Document 2 help the reader?  **[1 mark]** | | |
|  |  | **1 mark each for any of the following, up to 1 mark:**   * Helps them to easily find interesting facts about sugar (1) * Separates out different facts about sugar (1) * Helps identify which point about sugar is being discussed. (1)   **Accept** similar wording. | 1 | 02.16 |

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| **10** |  | What is meant by the phrase, ‘..to get your teeth into’?  **[1 mark]** | | |
|  |  | **1 mark each for any of the following, up to 1 mark:**   * Facts for you to concentrate on (1) * Something that’s interesting/worth reading. (1)   **Accept** similar wording. | 1 | 02.15 |

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| **11** |  | What **best** describes the tone of Becci’s contribution?   1. Advisory 2. Sarcastic 3. Humorous 4. Defensive.   **[1 mark]** | | |
|  |  | **D** Advisory. (1) | 1 | 02.19 |

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| **12** |  | Give **two** reasons why Luke says he sometimes needs to eat more healthily.  **[2 marks]** | | |
|  |  | **1 mark each for any of the following, up to 2 marks:**   * To compensate for over-eating during Christmas (1) * Because they may be tempted by lots of delicious new foods on holiday (1) | 2 | 02.18 |

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| **13** |  | What does Pawel imply by saying that food manufacturers will ‘charm’ you’?  **[2 marks]** | | |
|  |  | **1 mark each for any of the following, up to 2 marks:**   * Food manufacturers will deliberately try to trick consumers (1) * Food manufacturers will make food look really attractive when possibly it may not be good for you (1) * Food manufacturers are only interested in selling food to you (1) * Makes the whole thing sound like a magic trick (1) * Implies that food manufacturers are not to be trusted. (1)   **Accept** similar wording. | 2 | 02.13 |

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| **14** |  | Chan repeats the word ‘They’ at the start of most sentences. Give **two** reasons why he has done this.  **[2 marks]** | | |
|  |  | **1 mark each for any of the following, up to 2 marks:**   * Repetition builds up/reinforce the negativity regarding kids and food (1) * Starting every sentence with the same word makes them seem short and staccato – almost hitting the reader/creates a sense of tension (1) * Repeated use of ‘they’ makes the kids very impersonal and faceless (1) * All kids are lumped together as a generic ‘they’ (over-generalisation). (1)   **Accept** any valid response. | 2 | 02.14 |

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| **15** |  | Compare the views of Pawel in Document 3 with the views expressed in 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 of Pawel’s views **and** oneof the views expressed in Document 1 but limited implicit comparison and no examples **(1 mark)** * compare at least one of Pawel’s views and one of the views expressed in Document 1 with some explicit comparison and provides one example of how the views are conveyed **(2 marks)** * have a clear and explicit comparison of Pawel’s views and the views expressed in Document 1, with examples from both sources of how these views are conveyed. **(3 marks)**.   **Do not accept** any other contributor from Document 3 or responses sourced from Document 2.  **0 marks should be given for no awardable content.** | 3 | 02.12 |

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| **16** |  | Analyse the different levels of formality **and** types of vocabularyused across Documents 1 **and** 2**,** and explain the effects these might have on the reader.  **[4 marks]** | | |
|  |  | (one of the following)  The learner’s response will:   * consider the levels of formality or type of vocabulary in one document **(1 mark)** * consider the levels of formality and type of vocabulary in both documents **(2 marks)** * consider the levels of formality and type of vocabulary in both documents with a brief explanation of the effect these have on the reader **(3 marks)** * consider the levels of formality and type of vocabulary in both documents with a detailed explanation of the effect these have on the reader. **(4 marks)**   **0 marks should be given for no awardable content.** | 4 | 02.17 |

**[Total 30 marks]**

**This is the end of the external assessment**