**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)
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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)
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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. | 22 | 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)
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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**