

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

NCFE Level 2 Functional Skills Qualification in English: Reading

Paper number: P001273

Mark Scheme

Pass Mark 17

Note: Pass marks for functional skills external assessments are set in an awarding meeting, in which a combination of statistical analysis and professional judgement is used to determine the minimum required standard to achieve a pass in the assessment. While different versions of the same assessment are designed to be of the same level of difficulty, variations in content can lead to the minimum required standard being represented by different marks across versions.

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) 	1	02.16
	Accept similar wording. Do Not Accept: Answers which are not specific to the text.		

2	One of the main messages of Document 1 is that assumptions as the 'obesity epidemic' are incorrect. Give three examples from the document that support this messag		s causing
			[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 Accept similar wording. 	3	02.11

3	Jay Gayle asks 'Who is really to blame here?' What does this question imply 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

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

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

			[2 marks]
 Sugar i Here ai Sugar i believe This mi We at t range of negative on the 	ight surprise some people (1) the SAC believe everyone should be aware of the full of facts about sugar (1) re [facts] are most frequently given in newspapers and	2	02.18

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	02.19

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 (fruit juice has more sugar than coke, starchy foods worse) (1) emotive/positive language (essential ingredient, purely natural) (1) assumption (you have sweet tooth, enjoy tasty food) (1) negative comments about how sugar is [unfairly} presented (bad press, scare-mongering, demon product) (1) scientific language (glucose, fructose, sucrose) (1) gives other useful uses (flowers, preservative, wounds etc) (1) Accept any other valid response or example given. 	2	02.14

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

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) It is a play on words (1). 	1	02.15
	Accept similar wording.		

11	What best describes the tone of Becci's contribution?		
	 A Advisory B Sarcastic C Humorous D Defensive 		
			[1 mark]
	A Advisory. (1)	1	02.19

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

13	What does Pawel imply by saying that food manufacturers will 'charm' yo	ou'?
		[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)	02.13
	Makes the whole thing sound like a magic trick (1)	
	 Implies that food manufacturers are not to be trusted (1). 	

14	Chan repeats the word 'They' at the start of most sentences. Give two reasons why he has done this.		
	1 mark each for any of the following, up to 2 marks:		[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' (overgeneralisation) (1) Accept any valid response.	2	02.14

Compare the views of Pawel in Document 3 with the views express and how these views are conveyed.			ument 1,
			3 marks]
	(one of the following) The learner's response will:		
	 have some mention of at least one of Pawel's views and one of 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). 	3	02.12
	Do not accept any other contributor from Document 3 or responses sourced from Document 2		
	0 marks should be given for no awardable content.		

16	Analyse the different levels of formality and types of vocabulary us Documents 1 and 2, and explain the effects these might have on t		
	 (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.



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