



# FUNCTIONAL SKILLS MATHS & ENGLISH

## LEVEL 1 & 2 EXAMS

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

**NCFE Level 2 Functional Skills Qualification in  
English: Reading**

Paper number: P001244

Mark Scheme

v1.0

PAST PAPER

## Pass Mark 16

**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.

<b>1</b>	What word <b>best</b> describes the tone of Document 1?			<b>[1 mark]</b>
	<b>A</b>	Descriptive		
	<b>B</b>	Instructive		
	<b>C</b>	Informative		
	<b>D</b>	Persuasive		
	<b>Answer:</b>			
	C. Informative (1)		1	02.19

<b>2</b>	<p>Give <b>one</b> reason why this writer has used <b>each</b> of the following organisational features:</p> <p>a) Subheadings</p> <p>b) Lettered list</p>	<b>[1 mark]</b>	
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	<p>a)</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 divide the different sections on the tree removal proposal in the report (1)</li> <li>• To make it easier to locate information on the proposal, the reasons for tree removal and how to appeal (1).</li> </ul> <p>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 make it easy to locate different information within each overall section, such as number of trees to be felled, number of traffic accidents, rules for the appeal procedure etc (1)</li> <li>• To sub-divide large pieces of information about tree removal (eg reasons for removal are split into the six main causes) (1).</li> </ul>	2	02.16
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<b>3</b>	<p>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?</p>	<b>[1 mark]</b>	
	<p><b>Answer:</b></p> <ul style="list-style-type: none"> <li>• Weyton Council District Plan 2016</li> </ul>	1	02.15

4	<p>Identify a group of people Weyton Council suggests would benefit from its plan to remove tree roots.</p>		<b>[1 mark]</b>
	<p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Pedestrians with mobility issues (1)</li> <li>• Pedestrians who are visually impaired (1)</li> <li>• Road users on motorbikes (1)</li> <li>• Road users on bicycles (1)</li> <li>• Road users on mobility scooters (1)</li> <li>• People using pushchairs (1)</li> <li>• People using wheelchairs (1)</li> </ul>	1	02.11

5	<p>What is the meaning of the word 'binding' as used in section 3a)? You may use a dictionary to help you answer this question.</p>		<b>[1 mark]</b>
	<p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• compulsory (1)</li> <li>• mandatory (1)</li> <li>• final/cannot be challenged (1).</li> </ul> <p><b>Accept</b> similar wording.</p>	1	02.15

6	<p>Della Tree Care (DTC) entitles their leaflet ‘Caring for You and Your Environment’. Give <b>two</b> examples from the document that demonstrates DTC’s care for the environment.</p>	<b>[2 marks]</b>
	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• We at DTC pride ourselves on our commitment to the environment... (1)</li> <li>• we never want to get rid of trees – we love them...(1)</li> <li>• environmentally friendly by recycling all the wood... (1)</li> <li>• a pleasant environment for all those who... (1)</li> <li>• no material from the trees will end up in a landfill site (1).</li> </ul> <p><b>Accept</b> similar wording.</p> <p>Direct quotes are not necessary for the marks to be awarded.</p> <p><b>Accept</b> any other valid response.</p>	2 02.11

7	<p>Identify <b>one</b> example of <b>each</b> of the following in Document 2:</p> <p>a) Fact</p> <p>b) Opinion</p>	<b>[2 marks]</b>
	<p>a)</p> <p><b>1 mark each for any of the following, up to 1 mark:</b></p> <ul style="list-style-type: none"> <li>• Trees have to be cut back or removed (1)</li> <li>• (any of the reasons given in the bulleted list) (1)</li> <li>• (our workers) are fully qualified (1)</li> <li>• we are carrying out essential work for Weyton Council (1)</li> <li>• No material from trees will end up in land fill (1)</li> </ul> <p><b>Accept</b> similar wording if response remains a fact.</p> <p><b>Accept</b> any other fact identified.</p> <p>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>• Our green and beautiful land (1)</li> <li>• We never want to get rid of trees – we love them (1)</li> <li>• Our great team of workers (1).</li> </ul> <p><b>Accept</b> similar wording if response remains an opinion.</p> <p><b>Accept</b> any other opinion identified.</p>	<p>2</p> <p>02.18</p>

8	<p>The writer of Document 2 has included two images. What problems relating to trees are illustrated by <b>each</b> of these images?</p> <p style="text-align: right;"><b>[2 marks]</b></p>
	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Trees have grown too big/blocking light into houses (1)</li> <li>• Tree roots are breaking/damaging pavement/road surface (1)</li> </ul> <p><b>Accept</b> similar wording.</p>
	<p style="text-align: center;">2</p> <p style="text-align: right;">02.13</p>

9	<p>Document 2 gives a very positive image of DTC. Give <b>two</b> examples of how the writer of the document has done this.</p> <p style="text-align: right;"><b>[2 marks]</b></p>
	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• eg beautiful land, we love them (or any example of emotive language) (1)</li> <li>• eg making roads safe for everyone, (making) a pleasant environment (or any example of positive effects language) (1)</li> <li>• eg we pride ourselves on our commitment, (our workers) know what they are doing (or any reference to personal experience) (1)</li> <li>• eg she will have the answer, we look forward to working with your council (or any example of personal appeal to readers) (1)</li> <li>• eg go that extra mile (or any example of exaggeration) (1).</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Accept either a description or example of the way the writer presents a positive image.</b></p>
	<p style="text-align: center;">2</p> <p style="text-align: right;">02.14</p>

10	<p>What organisational feature has the writer of Document 2 used to give examples of why trees need to be felled?</p> <p style="text-align: right;"><b>[1 mark]</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>• Bullet points (1)</li> <li>• Bulleted list (1)</li> </ul> <p style="text-align: right;">1      02.16</p>
11	<p>Give <b>two</b> words that <b>best</b> describe the tone of Teresa Frank's letter.</p> <p style="text-align: right;"><b>[2 marks]</b></p>
	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• Angry (1)</li> <li>• Frustrated (1)</li> <li>• Annoyed (1)</li> <li>• Relieved (1)</li> <li>• Sarcastic (1)</li> </ul> <p><b>Accept</b> any other valid tone.</p> <p style="text-align: right;">2      02.19</p>
12	<p>What does Harri Singh imply by writing that DTC 'sound good on paper'?</p> <p style="text-align: right;"><b>[2 marks]</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>• The DTC workers may be good in theory but not in practice/in reality (1)</li> <li>• DTC workers are supposed to be 'good' but they make a noise early each morning (1)</li> <li>• What you read about DTC workers is not HS's experience (1).</li> </ul> <p><b>Accept</b> similar wording.</p> <p style="text-align: right;">2      02.13</p>

13	Anna Pukas likes trees and understands the council's policy, but has some concerns. Identify <b>two</b> of these concerns. <p style="text-align: right;"><b>[2 marks]</b></p>		
	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• That people could be killed from fallen branches if trees aren't cut back or felled (1)</li> <li>• She is appalled by the way DTC are carrying out the work (1)</li> <li>• She is upset that DTC has felled some healthy ones and left diseased ones standing (1).</li> <li>• She doesn't believe that DTC are fully qualified.</li> </ul> <p><b>Accept</b> any other valid reason.</p>	2	02.18

14	The letter from Mr E. Carruthers contains a number of rhetorical questions. Give <b>two</b> reasons why he has used these. <p style="text-align: right;"><b>[2 marks]</b></p>		
	<p><b>1 mark each for any of the following, up to 2 marks:</b></p> <ul style="list-style-type: none"> <li>• to introduce different aspects on the topic of urban trees (1)</li> <li>• To get the reader to engage with the topic of urban trees (1)</li> </ul> <p><b>Accept</b> similar wording.</p>		02.14

15	<p>Compare the views expressed by Teresa Frank in Document 3 with the information given in Document 1, and how these are conveyed.</p>		<b>[3 marks]</b>
	<p><b>(one of the following)</b></p> <p><b>The learner’s response will:</b></p> <ul style="list-style-type: none"> <li>• have some mention of at least one view expressed by TF in Document 3 AND one of the views expressed in Document 1, but limited <b>implicit</b> comparison and no consideration of how these views are conveyed <b>(1 mark)</b></li> <li>• compare at least one view expressed by TF in Document 3 and one of the views expressed in Document 1, with some <b>explicit</b> comparison, with limited consideration of how these views are conveyed in at least one document <b>(2 marks)</b></li> <li>• have a <b>clear and explicit</b> comparison of views expressed by TF in Document 3 and Document 1 with <b>examples</b> from both sources. There is clear comparison of how views are conveyed in both documents (eg the use of exclamation marks and personal experience by TF in Doc 3 and statistics, processes and formal language in Doc 1) <b>(3 marks)</b>.</li> </ul> <p><b>Do not accept</b> responses sourced from Document 2.</p> <p><b>0 marks should be given for no awardable content.</b></p>	3	02.12

16	<p>Analyse <b>all three</b> documents and explain which is the <b>most</b> biased. Provide examples from all three documents to support your decision.</p>		<b>[4 marks]</b>
	<p><b>(one of the following)</b></p> <p><b>The learner’s response will</b></p> <ul style="list-style-type: none"> <li>• make a clear choice of Doc 2 but only considers this document. Limited explanation given for choice <b>(1 mark)</b></li> <li>• make a clear choice of Doc 2 considering only this document with a detailed explanation <b>OR</b> considering only this document and one other with a reasonable explanation given for choice, although some reasoning may be implicit <b>(2 marks)</b></li> <li>• make a clear choice of Doc 2 considering all three documents. Choice supported by reasonable explanation <b>(3 marks)</b></li> <li>• make a clear choice of Doc 2 considering all three documents in detail. There is a comprehensive explanation, supported by examples <b>(4 marks)</b>.</li> </ul> <p><b>Do not award marks</b> for responses that mention that Documents 1 or 3 are the most biased.</p> <p><b>0 marks should be given for no awardable content.</b></p>	4	02.17

**[Total: 30 marks]**



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