

# **ncfe.**

**NCFE Level 1 Functional Skills Qualification in  
English  
(603/5058/1)**

**NCFE Level 1 Functional Skills Qualification in  
English: Reading**

Paper number: P001234

Mark Scheme v1.0

PAST PAPER

## Pass Mark: 18

**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 is the <b>main</b> purpose of Document 1?		<b>[1 mark]</b>
	<b>Answer:</b> <b>c</b> To encourage people to make time for a hobby (1)	1	2.16

<b>2</b>	According to Document 1, why do people go to comic book conventions?		<b>[1 mark]</b>
	<b>1 mark each for any of the following, up to 1 mark:</b> <ul style="list-style-type: none"> <li>• meet their favourite superhero (1)</li> <li>• take selfies (with their favourite superhero) (1)</li> <li>• meet the writers and artists (1)</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Accept</b> any other valid response/example/reason etc.</p>	1	2.09

<b>3</b>	What does the phrase ‘fast-paced world’ mean as used in the first paragraph of the document?  You may use a dictionary to help you answer this question.		<b>[1 mark]</b>
	<b>1 mark each for any of the following, up to 1 mark:</b> <ul style="list-style-type: none"> <li>• no time / lack of time (1)</li> <li>• a busy life (1)</li> <li>• lots of things to do (1)</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Accept</b> any other valid response/example/reason etc.</p>	1	2.13

4	Using the document, give <b>two</b> examples of how hobbies can improve people's well-being.  <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>• switch off and relax (1)</li> <li>• key part of social life (1)</li> <li>• make new friends (1)</li> <li>• discover new talents (1)</li> <li>• improve mental and / or physical health (1)</li> <li>• help children to learn (1)</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Accept</b> any other valid response/example/reason etc.</p>

5	Document 1 contains <b>two</b> images. What does the image on the left-hand side suggest to the reader?  <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>• that cycling is sociable/fun (1)</li> <li>• that you can cycle at any age (1)</li> </ul> <p><b>Accept</b> similar wording.</p> <p><b>Accept</b> any other valid response.</p>

<b>6</b>	Identify whether each of the following statements from Document 1 is a <b>fact</b> or an <b>opinion</b> .  <b>[2 marks]</b>						
	<table border="1"> <thead> <tr> <th>Statement</th> <th>Fact or Opinion</th> </tr> </thead> <tbody> <tr> <td>A recent survey found that some of the most popular hobbies in the UK are cycling, golf, fishing and walking.</td> <td></td> </tr> <tr> <td>They should be a priority for all of us.</td> <td></td> </tr> </tbody> </table>	Statement	Fact or Opinion	A recent survey found that some of the most popular hobbies in the UK are cycling, golf, fishing and walking.		They should be a priority for all of us.	
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	<table border="1"> <tr> <td><b>1 mark each for any of the following, up to 2 marks:</b></td> <td>2</td> <td>2.11</td> </tr> </table>	<b>1 mark each for any of the following, up to 2 marks:</b>	2	2.11			
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A recent survey found that some of the most popular hobbies in the UK are cycling, golf, fishing and walking.	Fact						
They should be a priority for all of us.	Opinion						

<b>7</b>	Identify the textual features the writer has used within the following quotations to explain her ideas: a) 'beyond all recognition!' <b>[1 mark]</b> b) 'After all, what child doesn't love playing?' <b>[1 mark]</b>			
	<table border="1"> <tr> <td>           a)  <b>1 mark each for any of the following up to 1 mark:</b> <ul style="list-style-type: none"> <li>Exaggeration/hyperbole (1)</li> </ul>           b)  <b>1 mark each for any of the following up to 1 mark:</b> <ul style="list-style-type: none"> <li>(rhetorical) question (1)</li> </ul> <b>Accept</b> any other valid response.         </td> <td>2</td> <td>2.12</td> </tr> </table>	a) <b>1 mark each for any of the following up to 1 mark:</b> <ul style="list-style-type: none"> <li>Exaggeration/hyperbole (1)</li> </ul> b) <b>1 mark each for any of the following up to 1 mark:</b> <ul style="list-style-type: none"> <li>(rhetorical) question (1)</li> </ul> <b>Accept</b> any other valid response.	2	2.12
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<b>11</b>	Look at these <b>two</b> phrases from Document 2. Identify whether <b>each</b> one is an example of <b>advisory</b> or <b>descriptive</b> language.			<b>[2 marks]</b>
	<b>1 mark each for any of the following, up to 2 marks:</b>	2	2.16	
	<b>Statement</b>	<b>Advisory or Descriptive</b>		
	'Children who read are often happier, healthier and more confident.'	Descriptive		
	'Parents and carers can help a child by giving them comic books to read.'	Advisory		

<b>12</b>	Give <b>two</b> quotations from Document 2 where the writer uses language to explain the benefits of learning to read and write.			<b>[2 marks]</b>
	<b>1 mark each for any of the following, up to 2 marks:</b>			
	<ul style="list-style-type: none"> <li>• helps us to understand the world (1)</li> <li>• learn about subjects like science and history (1)</li> <li>• are happier, healthier and more confident (1)</li> <li>• so that we can get a job (1)</li> <li>• understand documents like contracts and official letters (1)</li> </ul>	2	2.12	
	<b>Accept</b> similar wording. <b>Accept</b> any other valid response.			

<b>13</b>	State <b>one</b> word or phrase that could be used to replace the phrase 'build their skills' as used in the 'Can hobbies help?' section.			
	You may use a dictionary to help you answer this question.			<b>[1 mark]</b>
	<b>1 mark each for any of the following, up to 1 mark:</b>			
	<ul style="list-style-type: none"> <li>• improve (1)</li> <li>• get better (1)</li> <li>• learn (1)</li> </ul>	1	2.13	
	<b>Accept</b> similar wording. <b>Accept</b> any other valid response/example			

<b>14</b>	Using Document 2, state whether <b>each</b> of the following statements is <b>true</b> or <b>false</b> .			<b>[2 marks]</b>
	<b>1 mark each for any of the following, up to 2 marks:</b>	2	2.11	
	<b>Statement</b>	<b>True or False</b>		
	Reading and writing will help you all your life.	True		
	Children should not play computer games.	False		

15	Is the language used in this quotation formal or informal?  <i>'Research shows that hobbies can help children to learn.'</i>		<b>[1 mark]</b>
	<b>1 mark each for any of the following, up to 1 mark:</b> <ul style="list-style-type: none"> <li>• formal (1)</li> </ul>	1	2.16

16	What does the word 'literacy' mean in the context of Document 2?		<b>[1 mark]</b>
	<b>1 mark each for any of the following, up to 1 mark:</b> <ul style="list-style-type: none"> <li>• reading (1)</li> <li>• writing (1)</li> <li>• reading and writing (1)</li> </ul> <b>Accept</b> similar wording. <b>Accept</b> any other valid response.	1	2.17

17	a) Using Document 2, how can computer games help a child's literacy skills? b) What does the report say will keep a child's mind healthy?		<b>[1 mark]</b>
	a) <b>1 mark each for any of the following up to 1 mark:</b> <ul style="list-style-type: none"> <li>• learn new words (1)</li> <li>• read books about their favourite characters (1)</li> </ul> b) <b>1 mark each for any of the following up to 1 mark:</b> <ul style="list-style-type: none"> <li>• a mix of activities (1)</li> </ul> <b>Accept</b> similar wording.	2	2.09



18	<p>State why <b>each</b> of the following organisational features has been used.</p> <p>a) Sub-heading '<i>Aim</i>'</p> <p>b) Bullet-pointed list:</p> <ul style="list-style-type: none"> <li>• <i>say the alphabet</i></li> <li>• <i>write our names</i></li> <li>• <i>sound out words.</i></li> </ul>	<b>[1 mark]</b>	<b>[1 mark]</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>• introduces the idea that hobbies can be linked to literacy (1)</li> <li>• explains what the report will discuss how hobbies can help children to learn (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>• explains what we learn when we are young (1)</li> <li>• to list what you need to know to read/write</li> </ul> <p><b>Accept</b> similar wording.  <b>Accept</b> any other valid response.</p>	2	2.14

19	<p>The writer has included a picture in Document 2. Why do you think this picture has been used?</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>• To show a parent enjoying reading with a child (1)</li> <li>• To show that reading can be fun (1)</li> </ul> <p><b>Accept</b> similar wording.  <b>Accept</b> any other valid response/reason.</p>	1	2.15

20	<p>Compare the information, ideas and opinions given in Document 1 about how hobbies can help build literacy skills with what is said about this in Document 2.</p> <p style="text-align: right;"><b>[3 marks]</b></p>		
	<p>The learner's response will:</p> <ul style="list-style-type: none"> <li>• mention both documents but there is very little comparison - e.g. Document 1 says children enjoy comic books, Document 2 says computer games can teach children new words (1 mark)</li> <li>• mention both documents with a brief possibly implicit comparison - e.g. Document 1 says children enjoying dressing up as their favourite superhero, Document 2 says children like reading comics (2 marks)</li> <li>• use both documents to compare information, ideas and opinions clearly and effectively - e.g. Document 1 says children like to dress up and recreate the superhero stories they have read, Document 2 says children learn better when they are reading about topics that interest them such as superheroes (3 marks)</li> </ul> <p><b>0 marks should be given for no awardable content.</b></p>	3	2.10

**[Total: 30 marks]**