



FUNCTIONAL SKILLS ENGLISH

AQA | Edexcel | City & Guilds | Open Awards | NCFE | Highfield

Level 2

Reading: Comparing Texts

Instructions

- Answer **all** questions.
- Answer questions on separate paper if required.

Information and Advice

- The marks for each question are shown in brackets – use this as a guide on how long to spend on each question.
- Read each question carefully before you answer it.
- Check your answers.

Source A:



Wellingborough
Council

The Environment Act 2021

INTEGRATION • PREVENTION • PRECAUTION • RECTIFICATION • POLLUTER PAYS

• ABOUT THE ACT •

The Environment Act, created this year, is a law introduced by parliamentary government.

It aims to hold the UK to the standards of environmental protection it had while it was a part of the European Union.

An addition to the Environment Act of 1995, the new legislation aims to improve water and air quality, tackle waste and improve the biodiversity of the UK.



As part of the new Environment Act, the government will be reviewing its environmental targets and commitments. It will also be thinking about whether meeting them would really improve England's natural environment.

The government are also holding an important public consultation, which will close at 11:45pm on the 27th June, 2022. This consultation will try to get opinions from the public about the new environmental targets in the Environment Act 2021.

The legal framework of the act also means that the government needs to publish the important data for us all to see. The progress of the pledges and goals made in the Act will be demonstrated by whether this data matches up to the targets set.

In addition, DEFRA (the Department of Agriculture, Environment, and Rural Affairs) in Northern Ireland needs to set out an Environmental Improvement Plan in line with the overarching schedule.

The aim of these targets is to leave the environment of the UK in a better state than when the current government came into power.

Your opinion is vital!

You can find details of how to get involved on our webpage, linked below.

4 Main areas of improvement

- 1 Improve water quality and availability
- 2 Improve air quality
- 3 Reduce waste and improve resource efficiency
- 4 Improve biodiversity in sea and on land

• A new body, the **Office for Environmental Protection (OEP)** has been created to help **ensure compliance** with the Act.

• To make sure the Act works, the government will keep **setting and re-evaluating** its **long-term environmental targets**.

• The Act will provide a **strong legal framework** for a future of UK-led environmental governing.

To learn more, go to www.WCC.gov.uk



Turn over ►

Source B:

August, 2021

Environment Supplement 

NEW ENVIRONMENT LEGISLATION: AN ACT?

Written by: Marius Zusak

The government's recent Environment Act has sparked significant debate amongst the academic community. The discussion within the top circles of environmental scientists is overwhelmingly critical.

Since the mid 1990s, specialists have advised the government that the climate crisis* is of the utmost severity. For many, the implementation of an Act which does little to stop the progress of climate breakdown, and in some cases worsens it, is an unwelcome addition.

The main issues with the act lie in the problematic aims it sets out, and looking at them, it is no wonder that some are in uproar.

The government's aim for air purity primarily concerns nitric oxide, a toxic gas which can trigger heart attacks and is strongly linked to increases in respiratory malfunction.

Whilst the ambition to reduce the presence of nitric oxide is a noble one, criticism has been made of the date set for the target to be achieved. In short, it is insufficient.

Researchers at Imperial College London and UCL have stated that the government's goal of lowering the percentage of NO gas in the air is achievable ten years before the set goal date.

However, the setting up of 'clean air zones' is a positive step forward. Established zones, in which air must remain at a certain level of purity, could well be an effective answer to the short-term issue of high pollution levels in urban cities.

As the inhalation of contaminated and heavily polluted air is a chief cause of death and respiratory complications, reducing the locations where individuals inhale such air is undeniably a positive step.

*A term used to describe the threat of climate change.



Conversely, the Act offers no provision of support or financial help to councils wishing to implement them. As a result, council areas which lack larger budgets for wellbeing and health, and the ability to put these measures in place, will be the last to benefit from this.

Overall, the intention of those who created it appears to have been progressive. Ultimately, it cannot be denied that what the government aimed for with the Act has unfortunately not been accomplished.

It is clear that too many weakening factors exist and, as a consequence, it will not be able to sufficiently protect forests, enable localised and human-focused environmental governance or to reduce air pollution as hoped.

Turn over ►

Q1 'Compare the views of the authors of Sources A and B on the subject of the Environment Act, and how these views are conveyed.'

Below is part of a model answer for this question. **Fill in the blanks** by selecting the correct words from the word bank below.

Source A conveys an unbiased and informative view on the new Environment Act. It aims to the reader about different aspects of the Act, and remains It does this through such as numbered bullet points, which clearly signpost to the reader the different parts of the Act. By contrast, Source B conveys a more view of the Environment Act. It develops a balanced argument through the use of paragraphs which the text up for the reader. A is reached at the end, shown in language such as "....."

Conclusion Overall Presentational features Inform Subjective
Break Objective

[7 marks]

Q2 Source **A** contains more presentational features than Source **B**.
Select the correct answer below which explains why this is the case.

- a) To make the text more accessible to the reader and because the purpose is to argue
- b) To make the text more accessible to the reader and because the purpose is to inform
- c) To make the text less accessible to the reader and because the purpose is to inform
- d) To make the text more organised and because the purpose is to persuade

[1 mark]

Q3 The **style** of writing in Source **A** is This is to the **style** of writing in Source **B**.

- a) Personal, similar
- b) Impersonal, different
- c) Formal, different
- d) Formal, similar

[2 marks]

Q4 The **purpose** of Source **A** is to....., whereas the **purpose** of Source **B** is to

- a) Inform, instruct
- b) Argue, inform
- c) Inform, argue
- d) Instruct, mock

[2 marks]

Q5 Sources **A** and **B** have the same but different

- a) Purpose, topics
- b) Purpose, styles
- c) Style, topics
- d) Topic, purposes

[2 marks]

Q6 How does the **point of view** of Source **A** differ from the **point of view** of Source **B**?

- a) Source A thinks the Environment Act is a good thing, Source B thinks it is boring
- b) Source A thinks the Environment Act is embarrassing, Source B thinks it is pointless
- c) Source A has an objective view on the Environment Act, Source B thinks it is good
- d) Source A has an objective view on the Environment Act, Source B thinks it is weak

[1 mark]