LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING

PRACTICE ASSESSMENT SET 4 (FSR206P)

MARK SCHEME

Q	Response	Marks	SoS
T1 1	Text 1 contains no details about the personal experience of homeless people. Give two reasons why you think this is the case? Candidate has given reasons why T1 contains no details eg • it is an information leaflet / informative / fact sheet / factual • it is not a narrative / description / not about the personal experience of homeless people – the main point is about the issue itself • it is not important to have personal experience when the generic issue is being considered • the reader would not need to know about individual cases. Accept any other valid reason based on information from the text.	1 1 1 1 **(max 2)**	11
2	What is meant by 'affordable housing' in Text 1? Candidate explains the phrase using relevant information from footnote eg • housing that can be afforded by poor / people on a low income • housing that is affordable by that section of society whose income is below the average household income.	1 1 **(max 1)**	15
3	What is the purpose of Text 1? Give a reason to explain how you know this. Candidate identifies that the purpose is to eg • inform the reader about the state of homelessness • tell the reader what causes homelessness • explain the responsibilities of local councils towards the homeless. Candidate has given a reason to explain how they know this eg • the heading tells you the text is about homelessness • section 2 is headed 'Causes' and lists some of the causes of homelessness • Section 3 headed 'What is being done' and goes through what responsibilities councils do (and do not) have. Accept any other valid reason based on the information from the text.	1 1 1 **(max 1)** 1 1 1 **(max 1)**	13

T2 4	Identify two organisational features used by the author of Text 2. Give an example of information which each of these features helps you to find.
	
	Candidate has identified organisational features eg
	• heading
	• strapline
	• caption.
	
	Accept any other valid organisational feature identified from the text.
	
	Candidate gives examples of information these features help them to find eg
	• (heading helps you to find)
	   o summary of what the article is about
	   o the need to read on to find out what It means
	• (strapline helps you to find)
	   o who wrote the article
	   o the writer's purpose
	   o that it is about rough sleepers
	• (caption helps you to find)
	   o that the drawing is of the homeless person Ed was talking to.
	
	Accept any other valid explanation of selected features.
		1
		1
		1
		
		(max 2)
		
		1
		
		1
		
		1
		
		(max 2)
			16

5	Identify how the writer of Text 2 feels when he leaves in the morning. Explain how you know this. Candidate has identified feeling when he leaves eg • he feels sorry for the rough sleepers. Candidate has explained how they know this eg • he says he is 'painfully aware' that he doesn't have to experience having nowhere to sleep / he recognises that they have nowhere else to go. Accept any other valid explanation based on the information from the text.	 1 1 **(max 2)**	18a
6	What is meant by 'camaraderie', as used by Trevor in Text 2? Give a reason why you think rough sleepers have no 'camaraderie'. Candidate has defined 'camaraderie' using relevant information from footnote ie mutual trust and friendship between people sharing the same experience. Candidate has given a valid reason that rough sleepers don't have 'camaraderie' eg • they are afraid of being attacked/harmed • they steal from each other • they insult/verbally abuse each other.	 1 **(max 1)** 1 1 1	15

	Accept any other valid reason based on the information from the text.	**(max 1)**	
T3 7	In the fourth paragraph, the writer uses a rhetorical question. Give two effects this has on the reader. Candidate gives effects of using rhetorical questions on the reader eg • to make the MP think about the council's problem • emphasises the ridiculousness of the expectation • moves the blame onto the government, rather than the council. Accept any other valid response based on the information from the text.	1 1 1 **(max 2)**	14
8	What does the author mean when he talks about prioritising 'those with a local connection'? Candidate has identified implicit meaning eg • those who live or have relatives in the area would be given preference • the council has to look after first those for whom they are most directly responsible ie those who already live in the area. Accept any other valid meaning based on the information from the text.	1 1 **(max 1)**	13
9	Edward Jennings, in Text 3, gives his views on homelessness and who is responsible. Give one fact and one opinion he uses to support his point of view. Candidate gives a fact from T3 used to support his point of view eg • some 50 people sleep rough every night • the Homelessness Reduction Act 2017 requires the Council to do more to prevent homelessness • rough sleepers can be counted. Accept any other fact identified from the text used to support his point of view. Candidate gives an opinion from T3 used to support his point of view eg • It is with regret that I find myself obliged to write to you • It is unclear how • It …should be funded by the government. Accept any other opinion identified from the text used to support his point of view.	1 1 1 **(max 1)** 1 1 1 **(max 1)**	18b
AT 10	Compare the views of the writers of Texts 1 and 3 on homelessness, and how these views are conveyed. Views • Limited comparison of views from both texts. Comparison may be implicit eg through juxtaposition of related ideas or listing eg hidden homeless cannot be counted (T1) / hidden homeless are increasing/hard to identify (T3). • Clear and explicit comparison of views from both texts eg writer of T1 says local councils are being asked to do more to help /	1 2	12

		have a duty to those in priority need while / just as the writer of T3 says the council has for a long time had a duty to help those in priority need/are now required to do more.	(max 2)	
		How views are conveyed • Some indication of how points are conveyed in both texts but no comparison eg the writer of T1 uses subheadings to indicate how the text is structured / the writer of Text 3 uses strong / emotive language to emphasise his points.	1	
		• Clear and explicit comparison of how points are conveyed in both documents eg the writer of T1 starts with a question then answers it whereas the writer of T3 asks a rhetorical question to involve reader.	2 (max 2)	
		Accept any other valid response based on the texts.		
11	Which text is the least biased? Using all three texts, explain your selection.			17
	Candidate has identified T1 as the least biased.		1 (max 1)	
	Candidate has justified their selection of T1 as the least biased using information only from that text.		1	
	Candidate has justified their selection of T1 as the least biased by using information from that text and one other text.		2	
	Candidate has justified their selection of T1 as the least biased, using information from all three texts.		3 (max 3)	
	<u>Indicative Content</u> Reasons might include: T1 is mostly fact based and mostly gives facts about homelessness, rather than points of view. T2 is very personal and uses strong language to justify strong views about homelessness from a personal point of view. T3 is written by a local politician who is clearly at odds with the views of the government and so writes from only his / his council's perspective. Accept any other valid explanation.			

12	Identify the styles of writing used in Text 2 and Text 3. Give one example from each text which suggests that style of writing.		19
	Candidate identifies the styles of writing in T2 and T3.		
	• T2's style is		
	○ personal	1	
	○ informal	1	
	○ journalistic.	1	
		(max 1)	
	• T3's style is		
	○ impersonal	1	
	○ formal	1	
	○ persuasive / pleading.	1	
		(max 1)	
	Accept any other valid identification of styles of writing.		
	Candidate provides an example of the style of writing they have selected eg		
	T2 Personal		
	• I felt lucky (that I was only spending one night sleeping rough)	1	
	• I gingerly joined the end of the row	1	
	• [I] went home, painfully aware that….	1	
	T2 Informal		
	• wasn't waterproof	1	
	• I'd had to go	1	
	• Ditched	1	
	T2 Journalistic		
	• To see what life means for rough sleepers	1	
	• My disguise seemed to have worked	1	
	• Suffering of people who have no place to go.	1	
		(max 1)	
	T3 Impersonal		
	• The desperate problem that the local council has with…	1	
	• This is impractical for the council.	1	
	• It is a national crisis	1	
	T3 Formal		
	• It is with regret	1	
	• I find myself obliged	1	
	• I urge you to raise this issue	1	
	T3 Persuasive / pleading		
	• I urge you to raise this issue	1	
	• the desperate problem	1	
	• national crisis... should be funded by government, not local rates.	1	
		(max 1)	
	Accept any other valid examples of styles of writing the candidate has selected.		

(AO CONSORTIUM) LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SETTING MATRIX (Homelessness)

Learning aims and outcomes	Ref	Scope of Study	Question numbers – marks available	Assessment weighting
Read a range of different text types confidently and fluently.	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q1(2)	2 marks
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q10(4)	4 marks
	13	Identify implicit and inferred meaning in texts.	Q3(2) Q8(1)	3 marks
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q7(2)	2 marks
	15	Use a range of reference materials and appropriate resources (eg glossaries/legends/keys) for different purposes, including to find the meaning of words in straightforward and complex sources.	Q2(1) Q6(2)	3 marks
	16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.	Q4(4)	4 marks
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q11(4)	4 marks
	18a	Follow an argument, identifying different points of view.	Q5(2)	4 marks
	18b	Follow an argument, distinguishing fact from opinion.	Q9(2)	
	19	Identify different styles of writing and writer's voice.	Q12(4)	4 marks
		TOTAL MARKS	30	30 marks