

General Marking Guidance

- If a learner has crossed out a response to a question, the work should still be marked unless the learner has replaced it with an alternative answer.
- Markers should apply the mark scheme consistently across all papers marked. Standardisation will take place to ensure this takes place.
- Markers should mark according to the mark scheme and should apply it positively awarding full marks where the answer meets the mark scheme.
- Where the answers do not meet the mark scheme, markers should be prepared to award zero marks.
- The mark scheme gives guidance as to how to allocate marks where an answer is graded according to candidate performance. Where the response does not meet the requirements of the minimum mark, zero marks should be awarded.
- Where the mark scheme allows a mark for 'any (other) valid response', the marker should judge the response's merits based on the information provided in the assessment materials.
- Where the marker is unsure of how to apply the mark scheme, guidance from the PE must be sought.

**NOCN Functional Skills English Reading
Level 2 Festivals – Reform Sample Paper 1
Mark Scheme**



PART OF **nocn** GROUP

Skill Standards	Scope of study	Task															Total		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
Reading Text: this should include a range of straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	11. Identify the different situations when the main points are sufficient and when it is important to have specific details.	2															1	3	
	12. Compare information, ideas and opinions in different texts, including how they are conveyed.				4														4
	13. Identify implicit and inferred meaning in texts.								3		1								4
	14. Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes.		2			2													4
	15. Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources.			1													3		4
	16. Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources.						3	1											4
	17. Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias.									2		2							4
	18. Follow an argument, identifying different points of view and distinguishing fact from opinion.												4						4
	19. Identify different styles of writing and writer's voice.													4					4
Total:																	35		

Assessment Mark Sheet – Reading

Reading Tasks			
Q	Acceptable Responses	Mark Available	SOS
1	<p>You are writing a report for a company that is considering developing a number of new, small music venues. What information from Document One would help that company decide on whether to make that investment?</p> <p>Learner identifies the specific details.</p> <ul style="list-style-type: none"> • there was a sharp fall in the amount of money being spent • rising costs • pressures from property developers • strict health and safety laws <p>Accept similar wording.</p>	1 mark each to max 2	11
2	<p><i>Give two reasons why the writer of Document One includes quotations from Michael Dugher and Juliette Carter.</i></p> <p>Learner identifies two reasons why the writer of Document One includes quotations from Michael Dugher and Juliette Carter, e.g.</p> <ul style="list-style-type: none"> • because Michael Dugher is the Chief Executive of UK Music • because Juliette Carter is a venue/music manager • to provide an expert opinion • they are experts in the music industry • allow/enable the writer to support their argument with convincing evidence (about the growing popularity of live music festivals) • allow/enable the writer to make comparisons (between larger and smaller venues) • help to prove what the writer is saying • add factual weight/authority to the writer's argument. <p>Accept similar wording.</p>	1 mark each to max 2	14
3	<p>Document One states that without smaller venues 'the whole music industry will be less diverse.' The word 'diverse' means:</p> <p>Multiple choice</p> <p>Learner identifies the meaning of the given word.</p> <p>C – varied</p>	1 mark	15
4	<p><i>Compare the ideas and opinions of the writers of Document One and Document Two on the subject of music festivals. Explain how these views are conveyed.</i></p> <p>Comparison of one idea/opinion (1 mark) Comparison of two or more ideas/opinions (2 marks)</p>	4 marks max	12

	<ul style="list-style-type: none"> • says increasingly popular e.g. (Doc 1) / says are tired and lack freshness (Doc 2) • believes people willing to pay high prices e.g. (Doc 1) / believes ticket prices too expensive (Doc 2) • claims they make a massive contribution to culture, general wellbeing, economy e.g. (Doc 1) / believes they fail to promote new music musicians (Doc 2) <p>Accept other valid answers based on the text.</p> <p>Accept similar wording.</p> <p>Comparison of one way ideas/opinions are conveyed (1 mark) Comparison of two or more ways ideas/opinions are conveyed (2 marks) e.g</p> <ul style="list-style-type: none"> • uses evidence from a (UK Music) report (Doc 1)/uses personal experience, anecdote (Doc 2) • uses evidence from music industry experts (Doc 1)/speaks directly as Y-Festival founder about the Y-family (Doc 2) • talks about music festivals in general (Doc 1)/concentrates on one specific festival (Doc 2) <p>Accept other valid answers based on the text.</p> <p>Accept similar wording.</p>		
5	<p><i>Identify and give examples of two language features used in Document Two.</i></p> <p>Learner identifies and gives examples of language features used by the writer of Document Two, e.g.</p> <ul style="list-style-type: none"> • personal address - 'You have all heard' • exclamations - 'So much for the once in a lifetime unforgettable experience promised on the ticket!' • examples - 'Glastonbury and Reading' • questions - 'Would you like to get involved?' • quotation - 'The last time I went ...' • power/list of three - 'They were free, they were fun and just maybe you would hear a band that would really rock your world' • polite request - 'Please click here', 'Please email' • inclusion – 'Most of us ... but we at ...' • exaggeration – 'miles away'. <p>Accept similar wording.</p>	1 mark each to max 2	14
6	<p><i>Identify three organisational features used by the writer of Document Two. Explain how these make it easier to understand the text.</i></p> <p>Learner identifies organisational features used by the writer of Document Two and explains how these make it easier to understand the text, e.g.</p>	1 mark each to max 3	16

	<ul style="list-style-type: none"> bold text – draws reader’s attention to important words and phrases tabs – allows reader access to other related documents/information paragraphs – helps organise the text into main idea/cause/effect italics – give emphasis to writer’s experience/quote sub-headings – give the reader an idea of what to expect/what information they will learn about in that section text boxes – shows the reader that the information contained therein is important/interesting. <p>Accept similar wording.</p>		
7	<p><i>What organisational feature in Document Two identifies information given by the founder of Y-festival?</i></p> <p>Italics/Italicised text</p>	1 mark max	16
8	<p><i>Give three reasons why the writer of Document Two is so enthusiastic about Y Festival.</i></p> <p>Learner identifies why the writer of Document Two is so enthusiastic about Y Festival, e.g.</p> <ul style="list-style-type: none"> he is the founder believes it is the most exciting new festival idea able to keep prices down promotes exciting new musicians believes it will bring new music to new audiences first year was a great success environment was relaxed and friendly being able to see important artists at the start of their careers – before they are famous. <p>Accept similar wording.</p>	1 mark each to max 3	13
9	<p><i>Using Document Two, identify two examples of bias.</i></p> <p>Learner identifies and gives examples of bias from Document Two.</p> <ul style="list-style-type: none"> without doubt, the most exciting new festival idea to hit the music scene in a generation Sad to say, they also come with ticket prices that can only be described as outrageous. rather than just recycle 60+ fading rock stars and their tired music. they weren’t manufactured by money-grabbing promoters. so much for the once in a lifetime unforgettable experience promised on the ticket! 	1 mark each to max 2	17

10	<p>Document Two implies that:</p> <p>Multiple choice</p> <p>Learner identifies implicit meaning in the text.</p> <p>A – some music festival organisers are only interested in making a profit</p>	1 mark	13
11	<p>Which two words in Document Three does the writer use to tell us that people are likely to remember their festival experiences?</p> <p>Learner recognises the writer’s use of vocabulary:</p> <ul style="list-style-type: none"> • memories • recollections 	1 mark each to max 2	17
12	<p>Identify two facts and two opinions in Document Three.</p> <p>Learner identifies two facts in Document Three, (max 2) e.g.</p> <ul style="list-style-type: none"> • there are over 700 festival events held annually • the average festival goer spends almost £400 • I've been to festivals all over the United Kingdom • Hay Festival of Literature and Arts - an annual festival held in Wales • there’s also a variety of accommodation from glamping to a tent <p>Learner identifies two opinions in Document Three, (max 2) e.g.</p> <ul style="list-style-type: none"> • there's a festival for every occasion and every interest • today's festival calendar really does have something for everyone • it's easy to see how important festivals are to both local and the national economies • the experience can be life-changing • The festival experience brings people together <p>Accept other valid answers based on the text. Accept similar wording.</p>	4 marks max	18
13	<p>Identify the different styles of writing used in Document One and Document Three. Give one example from each text which suggests that style of writing.</p> <p>Learner identifies the style of writing in Document One as:</p> <ul style="list-style-type: none"> • formal/factual/impersonal <p>e.g. ‘Almost 1 million people travelled to the UK from abroad especially to attend concerts and festivals, a rise of 20% on previous years.’ (1 mark)</p> <p>Learner identifies the style of writing in Document Three as:</p> <ul style="list-style-type: none"> • persuasive/informal/personal/chatty 	4 marks max	19

