

Functional Skills

English

Level 2

Mark Scheme

Paper 2

**Level 2 Functional Skills English: Reading
Mark Scheme**

Question Number	Response	Marks	Scope of Study (SoS) Reference
Text 1			
Q1	<p>What style of writing does the author of Text 1 use, and how is this conveyed?</p> <p>The student correctly identifies the style of text 1 as either:</p> <ul style="list-style-type: none"> • Formal • Informative <p>Accept any other reasonable identification of writing style.</p> <p>The student correctly explains how their selected style can be identified, e.g.</p> <ul style="list-style-type: none"> • Formal- <ul style="list-style-type: none"> -The use of specialist vocabulary, such as “legal framework”, and “DEFRA”. -The use of complex sentences. -The use of passive voice “a measure introduced by parliament.” -The overall use of an impersonal tone. 	<p style="text-align: center;">1 1 (max 1)</p> <p style="text-align: center;">1 1 1 1</p>	19

	<p>-The lack of emotive language.</p> <p>-The use of official terms and titles.</p> <p>• Informative-</p> <p>-The inclusion of lots of facts and figures.</p> <p>-The use of numbered bullet points and boxed text to indicate where significant information is.</p> <p>-Clear bullet points</p> <p>-Lack of emotive language.</p> <p>Accept any other reasonable explanation for the identification of writing style.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 2)</p>	
Q2	<p>Identify one organisational feature which has been used in this text.</p> <p>Provide an example of the information it has helped you to find.</p> <p>The student identifies one organisational feature, e.g.</p> <ul style="list-style-type: none"> • A Numbered List • Headings • Boxes • Images • Bold Text • Bullet Points • Paragraphs 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	16

	<p>Accept any other organisational feature identified in the text.</p> <p>The student also gives an example of the information it helps them to locate, e.g.</p> <ul style="list-style-type: none"> ● A Numbered List <ul style="list-style-type: none"> - That the Environment Act aims to improve water quality and availability. 1 - That the Environment Act aims to improve air quality. 1 - That the Environment Act aims to reduce waste and improve resource efficiency. 1 - That the Environment Act aims to improve biodiversity in sea and on land. 1 ● Headings <ul style="list-style-type: none"> - A summary of what the text is about. 1 - What the main aims of the Act are. 1 - Who produced the text. 1 - Where to look for the main areas of improvement. 1 - Where to look for basic information about the Act. 1 ● Boxes <ul style="list-style-type: none"> - The key points of the Act. 1 - The details of the Act. 1 - The contact information for the public feedback initiative, or 'consultation'. 1 - The tag-lines of the Act. 1 	(max 1)	
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	<ul style="list-style-type: none"> - The basic information on the Act. 	1	
	<ul style="list-style-type: none"> • Images <ul style="list-style-type: none"> - The topic of the Act. - The key focus of the Act. 	1	
		1	
	<ul style="list-style-type: none"> • Bold Text <ul style="list-style-type: none"> - How many main areas of improvement are targeted in the Act. - What the Act is called. - The contact details for the public feedback initiative, or 'consultation'. - Things which are the most important in the text. - How important the readers' opinions are. 	1	
		1	
		1	
		1	
	<ul style="list-style-type: none"> • Bullet Points <ul style="list-style-type: none"> -Basic information about the Act -What the Act hopes to achieve and target -Key points about the history behind the act -Some main features of the Act 	1	
		1	
	<ul style="list-style-type: none"> • Paragraphs <ul style="list-style-type: none"> -Where specific sections of the text end and begin. 	1	
	Accept any other reasonable explanation of the	(max 1)	

	organisational feature identified in the text.		
Text 2			
Q3	<p>Reading the text carefully, provide a definition of the term 'Climate Crisis'.</p> <p>The student defines the climate crisis using relevant information from the footnotes, e.g.</p> <ul style="list-style-type: none"> • A term used to describe a threat to Earth's environment. • A term used to refer to climate change. • A term related to environmental breakdown. • A term used to describe the threat of climate change. <p>Accept any other reasonable definition using the footnotes.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p>	15
Q4	<p>Identify the main reasons why the author of Text 2 does not approve of the 2021 Environment Act.</p> <p>The student has successfully identified the reasons why the author of text 2 does not approve of the 2021 Environment Act, e.g.</p> <ul style="list-style-type: none"> • Too many weakening factors exist for the Act to achieve what it set out to. • The Act offers no financial support for areas to implement the regulations. • The aims are problematic. • The goals are set too far away. • It doesn't do enough to help prevent climate breakdown. • In some cases, the Act will exacerbate or worsen climate breakdown. 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	18a

	<ul style="list-style-type: none"> • It won't protect the things it needs too. • It won't protect forests, enable localised environmental decisions to be made, or adequately reduce air pollution. <p>Accept any other valid main point found in Text 2.</p>	<p>1</p> <p>1</p> <p>(max 2)</p>	
Q5	<p>Identify two language features used by the writer which show you whether this text is biased or not. Explain your answers.</p> <p>The student identifies two language features included by the author in text 2, e.g.</p> <ul style="list-style-type: none"> • Metaphor • Rhetorical Question • Hyperbole • Emotive Language • Adjectives • Imagery • Personification • Alliteration • Repetition • Rule of Three <p>Accept any other language features identified in the text.</p> <p>The student gives examples of how these can be used to demonstrate bias in the text, e.g.</p> <ul style="list-style-type: none"> • Metaphor- 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 2)</p>	14

	<p>- “circle of top environmental scientists”:</p> <p>A circle is enclosed, and ‘top’ indicates a belief that their opinions are very highly regarded, indicating positive bias towards the scientists’ views.</p>	1	
	<p>- “sparked some debate”:</p> <p>A spark is dangerous, frames the Act negatively as something that could cause damage, indicating negative bias against the Act.</p>	1	
	<ul style="list-style-type: none"> ● Rhetorical Question- <p>-“An Act?”:</p> <p>The Rhetorical question creates a mocking tone, and questions how good the Act is by creating a double meaning with a theatre act, which is a pretence. This indicates a negative bias towards the Act.</p> 	1	
	<ul style="list-style-type: none"> ● Hyperbole- <p>-“undeniably a positive step”:</p> <p>The hyperbole makes it seem unquestionable that improving air quality is positive. Indicates positive bias towards better legislation on it than is contained in the 2021 Act.</p> 	1	
	<p>-“utmost severity”:</p> <p>The hyperbole implies that they have not</p>	1	

	<p>been taking the climate crisis seriously. Indicates negative bias towards the government.</p> <ul style="list-style-type: none"> Emotive Language- <ul style="list-style-type: none"> - “unfortunately not been accomplished”: <p>‘Unfortunately’ expresses pre-existing disappointment, and indicates a negative bias in the article.</p> - “weakening factors”: <p>‘Weakening’ suggests that the act is actively damaging. Indicates negative bias against the Act.</p> - “as hoped”: <p>‘Hope’, and the disappointment of it suggests the government’s Act is deeply upsetting. Indicates negative bias towards the Act.</p> Personification- <ul style="list-style-type: none"> - “not sufficiently protect forests”: <p>That the act does not ‘protect’ forests, as though they are people indicates the depth of the author’s feeling of betrayal. Indicates negative bias.</p> 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	
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	<p>- “areas wishing to implement them”:</p> <p>The suggestion that the areas of land themselves want to make these changes presents them as sentient. Indicates negative bias against the act for failing to help them.</p>	1	
	<p>-“unwelcome addition”:</p> <p>Creates the feeling of the Act as an unwanted guest, an intruder. Indicates negative bias against it and any potential success.</p>	1	
	<p>● Alliteration-</p> <p>-“government’s goal”:</p> <p>Makes the goal seem childish and ill-thought out. Negative bias indicated towards the government and the Act.</p>	1	
	<p>● Repetition-</p> <p>-“offers no provision of support or financial help to councils or areas”:</p> <p>The repetition reinforces the emotion of the author, and indicates they had a long list of grievances before writing. Indicates negative bias.</p>	1	
	<p>● Rule of Three-</p> <p>-“it will not sufficiently protect forests, enable localised, human-focused</p>	1	

	<p>environmental governance, or the reduction of air pollution”:</p> <p>This emphasises the author’s sense of overwhelm at the amount the act fails to do. Indicates negative bias.</p> <p>Accept any other reasonable examples of language features being used to indicate bias in the text.</p>	(max 2)	
Text 3			
Q6	<p>What is the purpose of text 3? Explain why you think this.</p> <p>The student identifies the purpose of text 3, e.g.</p> <ul style="list-style-type: none"> • To persuade readers to agree with their opinions on the 2021 Environment Act • To discuss the benefits and failures of the 2021 Environment Act so that people are more informed • To mock the people who designed the 2021 Environment Act <p>Accept any other reasonable identification of purpose in the text.</p> <p>Do not accept “To talk about the Environment Act 2021”</p>	<p>1 1 1</p> <p>(max 1)</p>	13

	<p>The student also gives an explanation of why they believe their identified purpose is correct, e.g.</p> <p>-Emotive language creates a very strong impression of the Act, and doesn't leave much room for other opinions.</p> <p>-There is an effort to present a balanced argument in some of the texts.</p> <p>-The use of rhetorical questions, short, abrupt sentences, and excessive punctuation makes the text feel as though it is looking down on and making fun of the Act.</p> <ul style="list-style-type: none"> • Brief explanation with only one reason considered. • Thorough explanation of one reason, or brief explanation of more than one reason. <p>Accept any other reasonable identification of purpose in the text.</p>	<p>1</p> <p>2</p> <p>(max 2)</p>	
Q7	<p>The scientists in Text 3 describe their opinions on the Environment Act. Give one fact and one opinion that is used to support their points of view.</p> <p>The student provides one fact from Text 3 used by the scientists to support their point of view, e.g.</p> <ul style="list-style-type: none"> • People in local communities feel helpless 	<p>1</p>	18b

	<p>because of the lack of community input.</p> <ul style="list-style-type: none"> • The board which monitors the Act is under government jurisdiction. • Scientists had been warning politicians about climate change since the 1990's. <p>Accept any other fact identifiable in Text 3, and which is used to support the scientists' point of view.</p> <p>The student provides one opinion from Text 3 used by the scientists to support their point of view, e.g.</p> <ul style="list-style-type: none"> • You can't trust the Act when there is no accountability. • Leaders need to be more focused on science. • The monitoring board the government set up is a joke. • We depend on nature • Advice from the scientific community should not be ignored/'sniffed at' • The Act is an improvement on a few years ago. • Progress is progress. • The Act isn't what the scientists want. <p>Accept any other opinion identifiable in Text 3, and which is used to support the scientists' point of view.</p>	<p>1</p> <p>1</p> <p>(max 1)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p>	
Q8	The authors of the 'Scientists 4 Earth' forum posts have used rhetorical questions. Explain why you think they have done this.		14

	<p>The student successfully identifies the reason why the authors of Text 3 have used rhetorical questions, e.g.</p> <ul style="list-style-type: none"> • To make the reader feel more engaged in the discussion. • To make the reader feel like they are being spoken to directly. • To convey, and make the reader share, their frustration. • To emphasise their point. • To make the reader agree/empathise with their viewpoint. • It creates a feeling of frustration. <p>Accept any other valid reason why the authors have used rhetorical questions.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 2)</p>	
Texts 1, 2, 3			
Q9	<p>Which of these texts is the most formal? Use all three texts to explain your answer.</p> <p>The student has identified Text 2 as the most formal.</p> <p>The student has justified their selection of text 2 as the most formal, using information only from that text.</p> <p>The student has justified their selection of text 2 as the most formal, using information from text 2</p>	<p>1</p> <p>(max 1)</p> <p>1</p> <p>2</p>	17

	<p>and one other text.</p> <p>The student has justified their selection of text 2 as the most formal, using information from all three texts.</p> <p><u>Indicative Content</u></p> <p>Reasons given by the student may include:</p> <p>Text 2 uses sophisticated, specialist vocabulary/uses very limited emotive language. It uses impersonal tone and is written in a balanced way.</p> <p>Text 3 uses colloquial, emotive language/ expressive and excessive punctuation/ Uses rhetorical questions and short sharp sentences/ is full of incomplete grammar/It has a very personal tone, and uses humour to make its points.</p> <p>Text 1 uses emotive language and bullet points/ Informal language and direct address to the reader, resulting in a personal tone.</p> <p>Accept any other valid explanation for the selection of text 2 as the most formal.</p>	<p>3</p> <p>(max 3)</p>	
Q10	<p>Consider the level of detail in the three texts. Which author has included more detail than the others? Explain why you think they have done this.</p> <p>The student has identified text 1 as the text with the most detail.</p>	<p>1</p>	11

	<p>The student explains why text 1 includes the most detail, e.g.</p> <ul style="list-style-type: none"> • The reader of text 1 needs to be informed about the details of the Act, so they can respond in the public consultation. • The reader of text 1 hasn't heard about the act before, so specific detail helps to give them a clear idea of it. • The reader of text 2 does need the inclusion of detail, but less than text 1, as it discusses opinions and evaluates. • The reader of text 2 does not need as much detail, as they are reading for opinions rather than facts exclusively. • The reader of text 3 does not need as much detail, as they are chiefly interested in opinion, rather than fact. • The reader of text 3 does not need specific detail, as the authors are mainly debating general failings, rather than specific. <p>Accept any other valid explanation for why Text 1 includes the most detail out of the three texts.</p>	<p>(max 1)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 2)</p>	
Q11	Compare the opinions of the authors of Texts 2 and 3 on the subject of the 2021 Environment Act, and how they are conveyed.		12

	<p>Views</p> <ul style="list-style-type: none"> • Limited comparison of views from both texts. Comparison may be implicit through the juxtaposition of related ideas or listing, e.g. Text 2, overall, attempts to be balanced, text 3, overall, does not try to be balanced. • Clear and explicit comparison of views from both texts, e.g. The author of text 2 presents both sides of the argument, pointing out the merits of the Act, and how some of the changes it makes are a step in the right direction, whilst acknowledging the shortcomings and critiquing it. The authors of text 3 however, are much more critical, and discuss the history of failure which has been solidified by the new Act, rather than just focusing on the present. It widens the argument to include the secondary effects of the act, like people feeling unheard and unimportant. <p>How views are conveyed</p> <ul style="list-style-type: none"> • Some indication of how views are conveyed in both documents, but no comparison, e.g. Text 2 uses formal language and long complex sentences to make its argument seem credible. Text 3 uses colloquial, emotive language to make you agree with their viewpoints. • Clear and explicit comparison of how views are conveyed in both documents, e.g. 	<p>1</p> <p>2</p> <p>(max 2)</p> <p>1</p>	
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	<p>Text 3 uses short sentences filled with emotive language and punctuation to convince the reader to agree with them. This creates a sense of urgency and heightened emotion in the reader, persuading them that alternative viewpoints are not valid.</p> <p>Text 2 is the opposite. It uses long, complex sentences with lots of detail, facts, and a serious tone. This gives the author credibility, and convinces the reader by the strength of its balanced argument, rather than relying on their emotions and colloquial language, as in Text 3.</p> <p>Accept any other valid response based on the texts.</p>	<p>2</p> <p>(max 2)</p>	

**Level 2 Functional Skills English: Writing
Mark Scheme**

**Writing Composition
Total Marks Available- 18
60%**

Marks Available	3	2	1	0
SOS23 – clarity Communicate information, ideas and opinions clearly, coherently and effectively	<p>The answer is clear throughout with no ambiguity present.</p>	<p>The answer is mostly clear and would be understood by those reading it.</p> <p>However, there may be occasional ambiguity or slight loss of meaning / clarity</p>	<p>The answer has occasional clarity but overall lacks enough clarity to be functional.</p>	<p>The answer lacks clarity to the extent that it does not make sense.</p>
SOS24 – detail Write text of an appropriate level of detail (and, where word count is stated, of appropriate length) to meet the needs of purpose and audience	<p>There is enough detail to fully meet the needs of purpose and audience.</p> <p>The answer considers all aspects of the question and addresses any bullet point advice given.</p> <p>Where a word count is given in the task, the length of the answer is within this word count.</p>	<p>There is enough detail to meet the needs of purpose and audience, although some non-essential detail may have been omitted.</p> <p>Where a word count is given in the task, the length of the answer is within 20 words of this word count.</p>	<p>There is a real effort made to include relevant detail but there is insufficient detail in the answer to meet the needs of purpose and/or audience.</p> <p>Where a word count is given in the task, the length of the answer is insufficient i.e. more than 50 words above</p>	<p>The answer lacks any relevant detail.</p>

			or below this word count.	
SOS25 – format Organise writing for different purposes using appropriate format and structure	See Appendix 1.	See Appendix 1.	See Appendix 1.	There is no real effort to format, or the incorrect format has been used.
SOS26 – visual organisation Convey clear meaning and establish cohesion using organisational markers effectively	The answer uses a range of fitting organisational / visual markers (e.g. bullet pointed lists, captions, display boxes, tables, sections, spacing etc) to help convey meaning.	The answer uses some organisational / visual markers.	There is a real effort made to use one or more organisational / visual markers	There is no real effort to use organisational markers in the answer.
SOS27 – register/ language Use different language and register suited to audience	The response uses appropriate language and register which is completely suited to the audience specified in the question.	The response uses mostly fitting language and register which would be acceptable to the audience specified in the question.	The response includes some fitting language and is in a register which would not affront the audience specified in the question.	The language and/or register is inappropriate throughout the answer.
SOS28 – construction	The response includes	The response includes some	There is a real effort	There is no real

Construct complex sentences consistently and accurately, using paragraphs where appropriate	complex sentences consistently and accurately. The response has used paragraphs fittingly throughout.	complex sentences. There is a real effort made to divide content into fitting paragraphs	made to write at least one complex sentence. There is a real effort made to put related text together in paragraphs.	effort to use complex sentences or paragraphs.



Spelling, Punctuation and Grammar (SPaG) Total Marks Available- 12 40%					
Marks Available	4	3	2	1	0
SOS21 Spell words use in work, study and daily life including	The student's spelling is consistently accurate, including complex and irregularly spelled words. Candidate has used a broad	The student's spelling is mostly accurate, although there may be some flaws in complex and irregularly spelt words.	The student's spelling of simple straightforward words is accurate throughout. There are flaws in less	Some simple words are spelt correctly by the student.	The student's spelling is mostly faulty and affects the meaning of the text considerably.

a range of specialist words	<p>variety of words used in work, study and daily life, including a range of specialist words</p> <p>Any errors stand out as unrepresentative, one-off errors.</p>	<p>Candidate has used a reasonable variety of words to suit the task.</p> <p>There may be occasional repeated mistakes.</p>	<p>common or irregularly spelt words, which may be repeated throughout.</p>		
SOS22 Punctuation correctly using a wide range of punctuation markers	<p>The student's punctuation is accurate throughout.</p> <p>Candidate has used complex punctuation (e.g. colons, commas, inverted commas, apostrophes and quotation marks)</p> <p>Any flaws stand out as unrepresentative, one-off errors.</p>	<p>The student's punctuation is mostly accurate.</p> <p>Candidate has endeavoured to use more complex punctuation (e.g. colons, commas, apostrophes), although there may be errors.</p> <p>There are few or no flaws in sentence separation and the use of upper case for personal pronouns.</p>	<p>The student's punctuation at the beginning and end of sentences is mostly accurate.</p> <p>There are minimal attempts made to use more complex punctuation.</p> <p>Any flaws in the use of upper case for the personal pronoun stand out as unrepresentative errors</p>	<p>The student's punctuation of some simple sentences is correct.</p> <p>Some endeavour to use upper case for the personal pronoun.</p>	<p>The student's punctuation is mostly faulty and affects the meaning of the text considerably.</p>
SOS20 Use	<p>The student's grammar is accurate</p>	<p>The student's grammar is mostly</p>	<p>The student's basic grammar is correct e.g.</p>	<p>Some grammar is correct</p>	<p>The student's grammar is</p>

correct grammar and modality devices	<p>throughout.</p> <p>Candidate has used complex grammar accurately (e.g. subject-verb agreement, consistent use of a variety of tenses, definite and indefinite articles) and modality devices appropriately (e.g. to express probability or desirability).</p> <p>Any errors stand out as unrepresentative, one-off errors.</p>	<p>accurate.</p> <p>Candidate has endeavoured to ensure subject-verb agreement is mostly accurate.</p> <p>There might not be a variety of tenses used but those that are correct, including the use of definite and indefinite articles. The candidate may not have used modality devices or not used them fittingly.</p>	<p>the formation of the present tense and subject-verb agreement of straightforward simple nouns.</p> <p>There is some endeavour to use articles correctly but there might be flaws, inconsistencies and occasional omissions.</p>	<p>but there are frequent flaws or omissions.</p>	<p>mostly faulty and affects the meaning of the text considerably.</p>

**Level 2 Functional Skills English: Writing
Appendix**

Writing Appendix				
	Marks Available			
Format Required	3	2	1	0
Letter	<ul style="list-style-type: none"> -Sender's address (without name) -Recipient address -Date -Greeting & matching close followed by name of sender 	<ul style="list-style-type: none"> Sender's address (with or without name) and any two of the following formatting features: -Recipient address -Date -Greeting & matching close followed by name of sender 	<ul style="list-style-type: none"> -Sender's address (with or without name) only 	<ul style="list-style-type: none"> -No real effort made to at format OR incorrect format used OR no sender's address (with or without name)
Formal Report	<ul style="list-style-type: none"> -Fitting title -Fitting subheadings -Any one of the following formatting features -Numbered sections -Bullet points 	<ul style="list-style-type: none"> Fitting title and any two of the following formatting features: -Fitting sub-heading/s -Numbered sections -Bullet points -Progressive indentation 	<ul style="list-style-type: none"> -Fitting title 	<ul style="list-style-type: none"> -No real effort made to format OR incorrect format used OR no title.

	-Progressive indentation			
Newspaper Article	-Fitting title -Attribution -Strapline -Subheading/s	Fitting title and any two of the following formatting features: -Attribution -Strapline -Subheading/s	-Fitting title	-No real effort made to format OR incorrect format used OR no title.
Email	-To (email address) -Subject -Fitting greeting and close -Name of sender at end	To (email address) and any two from the following: -Subject -Fitting greeting and close -Name of sender at end	-To (email address)	-No real effort made to format OR incorrect format used OR no inclusion of who the email is to.
Leaflet	-Fitting title -Subheadings -Sections / paragraphs -Contact details	Fitting title and any two of the following formatting features: -Subheadings -Sections/paragraphs	-Fitting title	-No real effort made to format OR incorrect format used OR no sender's address (with or without name)