Guidance to Centres

Functional Skills English
Reading Level 2

Updated - January 2017
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Introduction
This document is for centres and all those that deliver the Functional Skills English qualification.

It gives an overview of the new Sample Assessment Materials for the Pearson Functional Skills English Reading Level 2. It includes comments from senior examiners about how the live question papers are likely to be laid out and how the mark scheme will be applied. This aims to support centres in their preparation for assessment.

This document covers only Reading Level 2 assessments and should be read together with the FS English Specification.

Useful documents
Everyone involved in delivering the Functional Skills English Reading Level 2 assessment materials should be familiar with the following documents:

- FS English Levels 1 and 2 Specification (available on www.edexcel.com/fsenglish)
- Functional Skills Criteria for English available on the following link to the Ofqual website
- Improving Functional Skills Qualifications document on the following link to the Ofqual report
Functional Skills English
Reading Level 2

Question Paper with Examiner Comments
Learners may use an unannotated dictionary to help them understand unfamiliar words.

Each paper opens with the same familiar layout from the previous specification.
Guide to the Assessment: Reading Level 2

Context
You notice a new campaign in your local area about the control of litter. You decide to find out more about the litter situation.

Instructions
Read Text A, Text B and Text C, then answer questions 1 – 13.

The Examiner explains

Every paper contains a context.

Each paper allows learners to read and respond to a real-world scenario which is accessible and familiar.

There are three texts that relate to the same subject.

The learner should read them all carefully.
Text A

The bins are overflowing in litterbug Britain

The country is suffering from a litter crisis – thanks to our reliance on take-away food and a tendency to follow the crowd. Once you start looking for it, you see it everywhere from the overflowing rubbish bin by the bus stop, to half empty soft drinks dribbling on the seat cushions on the bus.

Every day, more than two million pieces of litter are dropped in the UK, along with an estimated 200 million cigarette butts. Since 1980, the amount we throw away has grown by 500 per cent – far faster than the population. Were it not for the efforts of an army of council workers, beavering away behind the scenes to scoop up the mess, we would be left with piles of filth as far as the eye can see.

Back in 1988, the “UK 2000” campaign was launched, chaired by Sir Richard Branson, with a remit to clean up the nation. “Bag it and bin it – that way we’ll win it” was the slogan then. But today litter is just something we put up with – something that other people will handle for us in the dead of night. And that could be causing us more difficulties than we realise. The growing litter problem was highlighted in statistics released this week by Keep Britain Tidy.

There is some good news: Britain, as a whole, is not getting dirtier. Within our homes, we are throwing away less and recycling more. Since the Keep Britain Tidy surveys started in 2001, the trend is one of gradual improvement, if only by the most modest of margins.

But this hopeful picture conceals a growing problem. After falling for several years, fly-tipping has spiked dramatically, with the total of 852,000 incidents in 2013/14 representing a 20 per cent increase within a year. And the proportion of litter made up of fast food has been rising relentlessly – from a fifth of the total a decade ago to almost a third today.

The Examiner explains

There will be around **950 to 1000** words across all three texts.

Examples of possible texts include: advertisements, articles, blogs, leaflets, letters, manuals, text books, transcripts, web comments, etc.

Texts may include images and/or tables depending on the subject or text type.
Keep Britain Tidy

**What we do**

Where we live and how we live matters. Cleaner streets, beaches and parks provide the backbone for strong communities. By preserving scarce resources, wasting less and recycling more, we create a healthier society and a healthier planet too.

We are an independent environmental charity, campaigning for people’s right to live and work in a place of which they can be proud. A single truth underpins our success — caring for the environment is the first step to a better society.

Sixty years ago, we started with litter. Today we do much more. We run the world’s largest environmental education programme for about five million English students. About 1,300 parks fly our Green Flag. Clean, safe beaches fly the Blue Flag. Our Waste Watch programme helps communities conserve resources. But our future depends entirely on your support. If you care about your family, and the world your grandchildren will inherit, join us in taking greater responsibility. Respect for the planet begins with respect for the neighbourhood.

Love where you live. Keep Britain Tidy.

**Get involved**

The work of Keep Britain Tidy has never been more important or the need more urgent.

Residents are ashamed to live in communities with litter, dog-fouling, fly-tipping, graffiti and fly-posting. People do not want to visit shopping streets, parks or beaches covered in rubbish and debris. Litter, vandalism and neglect are signs of a community in decline.

We know the quality of our public spaces has a huge impact on the health and well-being of our children and families. Everybody deserves to live in a clean, green community. Tidy neighbourhoods, parks and beaches are vital to our happiness. We want everyone to be able to live, work, relax and play in places that are pleasant and attractive, where we all want to spend time.

We need your help to achieve this.

Volunteering is at the heart of what Keep Britain Tidy does — from fundraisers and organisers to litter pickers and beach and park wardens. We need people who care about their communities to help us deliver our projects and programmes on the ground. Keep Britain Tidy wants to enable people to make community-led changes that will make the biggest difference to them.
Guide to the Assessment: Reading Level 2

Text C

Litter and Waste

£342 million a year is spent on litter clearing and street cleaning in England, so we must educate our children on the importance of reducing litter and waste from an early age.

Making Your Children Aware
School-age children will experience playground ‘litter patrols’ and rubbish clearing, but litter control should be a lesson that is taught even before their first days in reception class. Very young children can be educated about throwing things away responsibly – and most will love ‘grown up’ tasks to carry out!

Get Them Involved
A good way to start a conversation about the importance of reducing litter is on dustbin day. Small children are often fascinated by dustbin day so this is a fantastic opportunity to start talking about litter and waste control.

Ask Their Opinions
Ask your children about the waste and rubbish they spot in the park or on your street. How do they feel about it? Why is it there? You can open up a whole dialogue about ‘litterbugs’ and rubbish polluting our streets.

Activities
Get your children involved in litter picking projects in your local area. Weekend volunteers to help clear beauty spots and open spaces of litter and rubbish are always desperately needed.

Did You Know?
Using the litter based facts below, set a quiz according to your kids’ age.
1. Litterbugs can be fined at least £75 for dropping anything in the street, including chewing gum.
2. It’s thought that 7 out of 10 pieces of litter on our streets are food-related.
3. Rat, fox, pigeon and gull populations are increasing because of fast-food waste.
4. Beach visitors are huge litterbugs, dropping 37% more fast food wrappers and 17% more plastic bags than anyone else!

Make Litter Picking Fun – and Safe!
Obviously, great care should be taken when clearing and picking litter; gloves should be worn and sensible precautions should be taken. A beach or garden litter pick could be fun with clean ‘finds’ turned into arty sculptures.

What Else Can We Do?
Educate and encourage. The simplest thing we and our children can do to reduce litter is to reduce waste and make sure we dispose of it responsibly in a dustbin or recycle it.

The Examiner explains

Texts have been chosen to have language appropriate to Level 2.

Should a text contain a word that is more complex, then it will feature in a glossary at the bottom of the text.
Question 1 – Question Paper

1 According to Text A, the writer believes that:

☐ A people take insufficient responsibility for litter in public
☐ B litter campaigns have only been in place since 2001
☐ C the situation in the UK regarding litter is hopeless
☐ D the national statistics about litter need updating

(Total for Question 1 = 1 mark)

Examiner’s teaching tip

Question 1 on the Sample Assessment Materials is a multiple choice question.

Learners will need to be able to detect the main ideas. They must be taught to read texts carefully and be able to detect implicit meaning and bias.

The Examiner explains

In every paper, the first three questions will be based on Text A.

Although they are based on the same text, the standards addressed may be different.

For example, this question assesses standard L2.2.4 (detect point of view, implicit meaning and/or bias), but future questions could assess standard L2.2.3 (identify the purpose of the text and comment on how meaning is conveyed).
# Question 1 – Mark Scheme

<table>
<thead>
<tr>
<th></th>
<th>2.2.4</th>
<th>A – people take insufficient responsibility for litter in public</th>
<th>(1)</th>
</tr>
</thead>
</table>

1
The Examiner explains

The two example questions below are taken from Question 2 from the SAMs for paper-based and onscreen assessment.

The first example (from the paper-based SAM, displayed above) asks the learners to find a phrase and to provide an explanation of the view.

The second example (from the onscreen SAM, displayed below) gives the learners two phrases and asks them to provide the meaning or an explanation of the view expressed.

In Text A, what do the following quotations suggest about people’s views of Sir Chris Hoy?

Type your answers in the boxes below.

“He hates anything that could reverse the sport’s huge growth in popularity.”

(1 mark)

“When I saw Chris walk out with that flag at the opening ceremony, something just switched in my head”

(1 mark)
# Question 2 – Mark Scheme

## Paper-Based SAM

<table>
<thead>
<tr>
<th>2</th>
<th>2.2.4</th>
<th>Award 1 mark for one of the following phrases. Award 1 mark for a relevant explanation linked to the chosen phrase.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phrase about council workers</th>
<th>Explanation of the writer’s view of council workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘were it not for the efforts of...’</td>
<td>They are very important / doing an essential job / saving us from litter</td>
</tr>
<tr>
<td>‘army of council workers’</td>
<td>They are well organised / disciplined / operate effectively as a team / are defending / protecting us from litter / fighting against litter / there are lots of them</td>
</tr>
<tr>
<td>‘beavering away’</td>
<td>They have to work very hard / keep at it / don’t give up</td>
</tr>
<tr>
<td>‘behind the scenes’</td>
<td>They do the work without making a fuss / unnoticed</td>
</tr>
</tbody>
</table>

**Do not accept:** generalised explanations eg He has a positive view of council workers.

## Onscreen SAM

<table>
<thead>
<tr>
<th>2</th>
<th>2.2.4</th>
<th>Award 1 mark for each relevant explanation to a maximum of 2 marks.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Explanations</th>
</tr>
</thead>
<tbody>
<tr>
<td>“He hates anything that could reverse the sport’s huge growth in popularity”</td>
<td>• dedicated / passionate • he is driven / determined • protective (of cycling)</td>
</tr>
<tr>
<td>“When I saw Chris walk out with that flag at the opening ceremony, something just switched in my head”</td>
<td>• an inspiration • (role) model • admired / respected</td>
</tr>
</tbody>
</table>

Accept any suitable synonym.
Question 3 – Question Paper

3 What is the main purpose of Text A?

(Total for Question 3 = 1 mark)

Examiner’s teaching tip

In the previous papers, this type of question was asked as both Questions 1 and 7. In the new papers, it will only be asked once. In this instance it is Question 3, but in future papers it could be Question 4 instead.

A correct answer requires the purpose and a phrase giving a holistic overview of the text. E.g. to inform the reader about litter problems in the UK.

Often learners simply write ‘to inform’, ‘to tell’ or ‘it is about…’. This is not sufficient for a mark to be awarded.
Question 3 – Mark Scheme

| 3 | 2.2.3 | Award 1 mark for identifying a valid purpose linked to the topic of the text. For example: • to inform / tell the reader about the litter problems in the UK • information about how much litter there is in this country Do not accept: 'to inform' or 'litter problems' on their own. | (1) |

The Examiner explains

When an oblique (/) is used in the mark scheme this indicates that there are different possible answers and the learner does not need to write everything for a mark to be awarded.

The bullet points in the mark scheme are examples of correct answers. Learners will also be awarded a mark(s) if they identify other valid purposes or give other valid responses.
Question 4 – Question Paper

4 Give one reason why Text B is the most suitable for a person who wants to be actively involved in tackling the problem of litter.

(Total for Question 4 = 1 mark)

The Examiner explains

Questions 4-6 may be based on Text B.

To answer this question successfully learners will need to select information from Text B as to why it is the most suitable in relation to audience needs (standard L2.2.5 – analyse texts in relation to audience needs and consider suitable responses).

Learners do not need to use a quotation to answer this question, but should provide a brief comment or interpretation as to why the text is most suitable.
Question 4 – Mark Scheme

| 4 | 2.2.5 | Award 1 mark for a valid reason, based on Text B e.g.  
|   |      | • it tells you about volunteering / working with a charity / Keep Britain Tidy  
|   |      | • it tells you the different roles / fundraisers / organisers / wardens / how to take part  
|   |      | **Do not accept:** ‘Keep Britain Tidy’ on its own. |

**The Examiner explains**

To be awarded a mark the learner needs to give a reason why the text is most suitable.

This is why ‘Keep Britain Tidy’ could not be awarded a mark if this is all the candidate writes and is noted as a ‘Do not accept’ in the mark scheme.
Question 5 – Question Paper

5 In Text B, the paragraph beginning ‘Residents are ashamed …’ implies that:

☐ A people who visit shopping streets, parks and beaches often spoil the area by leaving litter

☐ B litter can have a serious impact on people who live in the area and on its environment

☐ C people sometimes fail to recognise their responsibility for litter and vandalism in their area

☐ D litter in an area encourages people to carry out acts of vandalism and fly-tipping

(The Total for Question 5 = 1 mark)

The Examiner explains

This question is a multiple choice question on the Sample Assessment Materials.

In this instance the question addresses standard L2.2.4 (detect point of view, implicit meaning and/or bias), but it could be a standard L2.2.3 (identify the purpose of the text and comment on how meaning is conveyed) on other papers.

Learners will need to employ the same techniques to find the correct answer as for Question 1.
### Question 5 – Mark Scheme

| 5 | 2.2.4 | B - Litter can have a serious impact on people who live in the area and on its environment | (1) |
Question 6 – Question Paper

6 In Text B, ‘Litter, vandalism and neglect’ is an example of:
   □ A  direct address to the reader
   □ B  a rhetorical question
   □ C  the rule of three
   □ D  a slogan

(Total for Question 6 = 1 mark)

The Examiner explains

The two example questions below are taken from Question 6 from the SAMs for paper-based and onscreen assessment.

The first example (from the paper-based SAM, displayed above) asks the learners to match a phrase to one of the descriptors.

Alternatively, the second example (displayed below) may provide a descriptor and the learner needs to identify the correct example of it.

6 In Text B, which of the following quotations is an example of a rule of three:

   □ A  Litter, vandalism and neglect
   □ B  Keep Britain Tidy
   □ C  Love where you live related
   □ D  Other topics

(Total for Question 6 = 1 mark)
### Question 6 – Mark Scheme

<table>
<thead>
<tr>
<th>6</th>
<th>2.2.3</th>
<th>C – the rule of three</th>
<th>(1)</th>
</tr>
</thead>
</table>
Question 7 – Question Paper

7 Explain two ways the writer of Text C tries to convince the reader that learning about litter can be enjoyable.

Give an example to support each answer.

1 ..................................................................................................................................................................................

...........................................................................................................................................................................

...........................................................................................................................................................................

...........................................................................................................................................................................(2)

2 ..................................................................................................................................................................................

...........................................................................................................................................................................

...........................................................................................................................................................................

...........................................................................................................................................................................(2)

(Total for Question 7 = 4 marks)

The Examiner explains

Question 7 will always be about Text C. It addresses the standard L2.2.3 (identify the purpose of the text and comment on how meaning is conveyed). Learners may be asked to identify ways or methods that a writer uses to convey their ideas. Alternatively, they may be asked to identify language features or language and/or layout features.

Learners will get a mark for identifying each valid feature the writer uses to present ideas up to a maximum of two marks. They can get an additional mark by providing a linked example for each way identified.

This can be specific features such as:

- language (e.g. emotive language, commands, direct address etc.)
- content (e.g. statistics, opinions of experts, comparisons etc.)
- layout (e.g. pictures, table, bullet points, use of italics etc.).

Responses given must specifically answer the question. For example, the heading of Text C (‘Litter and Waste’) does not show how learning about litter can be enjoyable, and so the identification of a heading would not be awarded a mark. However, in future papers, the identification of a heading could be a valid response as long as it answers the question.

Answers cannot be learned by rote because they are text specific.
# Question 7 – Mark Scheme

| 7 | 2.2.3 | Award 1 mark for each valid way up to a maximum of 2 marks. Award 1 mark for each valid and linked example up to a maximum of 2 marks. 

eg:
- uses a picture of mother and child (1) – both smiling / suggests that what they are doing is fun (1)
- uses emotive / positive language (1) eg ‘Most will love grown up tasks to carry out!’ (1)
- uses chatty / informal language (1), eg ‘litterbugs’ (1)
- uses command / direct address to the reader (1) eg ‘make litter picking fun – and safe!’ (1)
- gives ways they can enjoy learning about litter (1) eg quizzes (1)
- gives creative ways they can deal with litter (1) eg ‘arty sculptures’ (1) |

**The Examiner explains**

In this mark scheme the bulleted answers are only examples. The learner can receive marks for other valid answers not listed above.

The mark scheme demonstrates how the marks are awarded. The learner will receive one mark for the way the text tries to convince the reader that learning about litter can be enjoyable (e.g. uses command) and a further mark for an example of the way (e.g. ‘make litter picking fun - and safe!’).
8 Your friend wants his children to understand the benefits of looking after the environment.

Using Text B and Text C, advise your friend on what he can say to his children about the benefits of looking after the environment.

(Total for Question 8 = 5 marks)

The Examiner explains

Questions 8-10 can cover any two of the three texts.

This example asks for information from Texts B and C, but combinations will vary. It is vital that learners take information from the correct texts.

In order to secure a good mark for this question, the learner must use information from both texts and support their points with examples, quotations or paraphrases.

To be awarded 4-5 marks the learner must link all points made back to the audience needs stated in the question. This question assesses standard L2.2.5 (analyse texts in relation to audience needs and consider suitable responses).

This is the first of two five-mark questions. The writing space given is sufficient for these questions and indicates that learners should write in sentences. However, the quality of written communication is not assessed.
Question 8 – Mark Scheme

Indicative content is meant to indicate what the learner could put to gain marks.
This is not an exhaustive list.

Learners can refer directly, paraphrase or use like-for-like examples to illustrate their points.

The Examiner explains

Questions 8-10 use a level-based mark scheme.

These do not mean a mark for each point made. Learners will be rewarded for the quality of their response and the engagement with the texts.

This means they could gain five marks without giving five examples.
Question 9 – Question Paper

9 Give one quotation from Text B and one quotation from Text C which convey the view that volunteers are very important.

Quotation from Text B

................................................................................................................................................................................. (1)

Quotation from Text C

................................................................................................................................................................................. (1)

(Total for Question 9 = 2 marks)

The Examiner explains

All this question requires are relevant quotations from the text.

The learner does not need to add any comment or explanation to accompany these quotations.
**Question 9 – Mark Scheme**

<table>
<thead>
<tr>
<th>9</th>
<th>2.2.4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Award 1 mark for one of the following quotations from Text B:</strong></td>
<td></td>
</tr>
<tr>
<td>• ‘our future depends entirely on your support’</td>
<td></td>
</tr>
<tr>
<td>• ‘volunteering is at the heart of what Keep Britain Tidy does’</td>
<td></td>
</tr>
<tr>
<td>• ‘we need people who care about their communities’</td>
<td></td>
</tr>
<tr>
<td><strong>Do not accept:</strong> ‘The work of Keep Britain Tidy has never been more important or the need more urgent.’</td>
<td></td>
</tr>
<tr>
<td>Award 1 mark for the following quotation from Text C:</td>
<td></td>
</tr>
<tr>
<td>• ‘Weekend volunteers (to help clear beauty spots and open spaces of litter and rubbish) are always desperately needed’</td>
<td></td>
</tr>
<tr>
<td><strong>Accept:</strong> minor copying errors and quotes without quotation marks.</td>
<td>(2)</td>
</tr>
</tbody>
</table>

**The Examiner explains**

When round brackets are used in the mark scheme the information inside the brackets is optional.

For example the learner could gain the mark for Text C by writing ‘Weekend volunteers are always desperately needed’.
Question 10 – Question Paper

10 Use Text B and Text C to answer this question.

Explain how these texts have similar ideas about the roles people can play when dealing with litter.

Give examples from both texts to support your answer.

(Total for Question 10 = 5 marks)

The Examiner explains

This example asks for information from Texts B and C, but the combinations will vary. It is vital that learners take information from the correct texts.

This question assesses standard L2.2.2 (read and summarise, succinctly, information/ideas from different sources).

Learners need to identify ideas that are in both texts. They can use quotations to support their answers.

Learners must refer to both texts to secure a good mark for this question.
### Question 10 – Question Paper

<table>
<thead>
<tr>
<th>10</th>
<th>2.2.2</th>
<th>Award marks according to the marking criteria with reference to the indicative content.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>General Guidance</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answers should explain relevant similar ideas, from Text B and Text C, about the roles people can play in dealing with litter, with supporting example(s).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Indicative content</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answers may refer to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• encouraging people to take an active part</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• volunteering to clear litter in open spaces</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• educating others in dealing with litter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• taking responsibility for own actions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Marking criteria</strong></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td></td>
<td>1 - 2</td>
<td>Imprecise idea(s), with limited example(s) or no examples</td>
</tr>
<tr>
<td></td>
<td>3 – 4</td>
<td>Relevant, reasonably precise idea(s) and linked example(s)</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Relevant, precise ideas, with well-selected, linked examples</td>
</tr>
</tbody>
</table>

**The Examiner explains**

This mark grid indicates that examples are required, but these can be paraphrases rather than direct quotations.
Question 11 – Question Paper

11 You are preparing a presentation about how the litter situation in Britain is getting worse.

Which text is the most useful when preparing your presentation?

Give one reason for your choice and one example to support your answer.

Text ............................................................................................................................................... (1)

Reason ........................................................................................................................................ (1)

Example ........................................................................................................................................ (1)

(Total for Question 11 = 3 marks)

The Examiner explains

This question assesses standard L2.2.1 (select and use different types of texts to obtain and utilise relevant information).

Learners are asked to identify the correct text for one mark. They need to give a valid reason for their choice for a second mark. A third mark is awarded for the example.

The reason and example given must refer specifically to the text chosen at the beginning of the answer.
**Question 11 – Mark Scheme**

<table>
<thead>
<tr>
<th>11</th>
<th>2.2.1</th>
<th>Award 1 mark for correctly identifying Text A. Award 1 mark for a correct reason. Award 1 mark for a linked example. Do not accept: statistics or emotive language on their own as a reason.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Reasons</strong>                                                                                              <strong>Examples</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses statistics / evidence about the increase in litter                                                  ‘what we throw away has grown by 500%’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘852,000 fly-tipping incidents in 2013/14’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘fly-tipping 20% increase in one year’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘proportion of litter from fast food is up from a fifth to a third in a decade’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Uses emotive language about the impact / increase in waste                                               ‘spiked dramatically’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘suffering from / litter crisis’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘rising relentlessly’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘piles of filth’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repeats the idea that there is a growing problem                                                          ‘spiked’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘has grown’</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘has been rising’</td>
</tr>
</tbody>
</table>

**The Examiner explains**

Even though there are multiple examples in the mark scheme, the learner only needs to identify one of these to be awarded the mark.
Question 12 – Question Paper

12 You are concerned that the problem of litter could get worse in the future.

Identify one piece of evidence from each of the three texts which will offer hope that litter may not be such a problem in the future.

Text A ........................................................................................................................................................................ (1)

Text B ......................................................................................................................................................................... (1)

Text C ......................................................................................................................................................................... (1)

(Total for Question 12 = 3 marks)

The Examiner explains

The learner needs to identify an example from each of the three texts. They need to be either full quotations or a close paraphrase. Minor copying errors and the appropriate use of ellipses (...) are allowed.

Care should be taken not to attribute a quotation to the wrong text as no marks will be awarded.
## Question 12 – Mark Scheme

<table>
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<tr>
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<th>2.2.1</th>
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<tbody>
<tr>
<td>12</td>
<td>Award 1 mark for each correct answer. Award a maximum of 1 mark for reference to each text. Text A – ‘not getting dirtier’ / ‘throwing away less’ / ‘recycling more’ / ‘gradual improvement’ Text B – ‘(there is) a charity Keep Britain Tidy working to deal with the problem of litter’ / ‘the charity has been growing’ / ‘the charity has been around for 60 years’ / ‘education programme’ / ‘waste watch programme conserves resources’ Text C – ‘encouraging early learning about litter’ / ‘get children to take responsibility for litter’</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**
Award a maximum of one mark for reference to each text.

**Accept:** minor copying errors and quotes without quotation marks. (3)

---

**The Examiner explains**

The learner can only be awarded one mark per text i.e. if they include two correct quotations from Text A they will only gain a maximum of one mark for these.
Question 13 – Question Paper

13 Which statement below is an accurate summary of points made in the texts?

- [ ] A  Texts A and C both argue that fast food litter causes problems.
- [ ] B  Texts A and B both claim that we are recycling more in the UK.
- [ ] C  Texts A and C both promote campaigns to clean up the nation.
- [ ] D  Texts A and B both state that clean parks and beaches are vital.

(Total for Question 13 = 1 mark)

The Examiner explains

Question 13 is a multiple choice question on the Sample Assessment Materials.

This question assesses standard L2.2.2 (read and summarise, succinctly, information/ideas from different sources).

The question provides four statements that summarise ideas from the different combinations of two out of the three texts. Learners need to identify the correct combination from the four given.
<table>
<thead>
<tr>
<th>Question 13 – Mark Scheme</th>
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</thead>
<tbody>
<tr>
<td>13</td>
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</tbody>
</table>
Guide to the Assessment: Reading Level 2 Exemplification

Functional Skills English
Reading Level 2

Exemplar

30/30 with Examiner Comments
Guide to the Assessment: Reading Level 2 Exemplification

2 Identify one phrase from Text A about council workers and explain what it suggests about the writer’s view of them.

Phrase: 'army of council workers'

Explanation of the writer’s view of council workers:
The writer views them as being an organised unit

(Total for Question 2 = 2 marks)

The Examiner explains

This learner is awarded two marks.

In the first answer space, the learner identifies the phrase ‘army of council workers’ and in the second answer space offers a valid explanation of the writer’s view of council workers.

The learner explains the phrase by using some of their own words, ‘views them as being an organised unit’.

The second mark is not awarded if the learner reworks the original phrase e.g. by saying ‘they are like an army’.
3 What is the main purpose of Text A?

To tell the readers about litter problems in the UK

(Total for Question 3 = 1 mark)

The Examiner explains

This learner is awarded one mark.

The learner has successfully identified the main purpose (‘about the litter problems in the UK’) together with an appropriate qualifying verb (‘to tell’).
The Examiner explains

This learner is awarded one mark.

The learner has successfully identified a valid reason which is in line with bullet point two in the mark scheme and is an acceptable synonym for ‘how to take part’.
The Examiner explains

This learner is awarded four marks.

In the first answer space, the learner succinctly identifies bullet point two in the mark scheme (‘positive language’) for one mark. This is supported with a relevant example (‘fantastic opportunity’) for a second mark.

In the second answer space, the learner correctly identifies bullet point six in the mark scheme (‘creative ways they can deal with litter’) and refers to a relevant example (‘turned into arty sculptures’).

Please note that answers do not have to be exactly the same as the mark scheme. This is an open question, which allows for individual responses based on the text.
8 Your friend wants his children to understand the benefits of looking after the environment.

Using Text B and Text C, advise your friend on what he can say to his children about the benefits of looking after the environment.

Your friend can tell his children how looking after the environment will lead to a healthier planet and a better society (Text B). It will also mean more pleasant and attractive parks and beaches (Text B). With cleaner parks and less rubbish on the streets there will be fewer rats and pigeons (Text C).

(Total for Question 8 = 5 marks)

The Examiner explains

This learner is awarded five marks.
The learner has referred to precise ideas from Texts B and C and uses evidence to support the points made.
The answer is focussed on audience needs throughout and the ideas are precise and relevant.
There is a mixture of direct quotation and paraphrase, both of which are relevant and appropriate.
Learners do not have to say which texts their examples come from, but it is very helpful for the examiner.
9 Give **one** quotation from Text B and **one** quotation from Text C which convey the view that volunteers are very important.

Quotation from Text B

'our future depends entirely on your support' (1)

Quotation from Text C

'volunteers...are always desperately needed' (1)

(Total for Question 9 = 2 marks)

**The Examiner explains**

This learner is awarded two marks.

The learner has correctly identified two quotations.

The use of ellipsis in the second answer space is acceptable because the learner has correctly identified the relevant area of text.

This learner has used inverted commas/quotation marks, but this is not a requirement to gain marks.
10 Use Text B and Text C to answer this question.

Explain how these texts have similar ideas about the roles people can play when dealing with litter.

Give examples from both texts to support your answer.

One way that these texts are similar is how they both encourage people to volunteer to pick up litter. Text B says how they need litter pickers. Text C talks about getting "children involved in litter picking projects."

Both texts talk about people educating others. Text C states how we must educate our children, and keep Britain Tidy from Text B. "runs the world's largest environmental education programme."

Lastly, they both state how people can "join in, taking greater responsibility" (Text B) and to make sure we dispose of rubbish responsibly.

(Total for Question 10 = 5 marks)

The Examiner explains

This learner is awarded five marks.

This response exceeds expectations as full marks would have been gained without the final paragraph.

The learner has successfully identified three points of comparison and expressed these precisely with well-selected examples. A learner can still gain five marks with two points of comparison if these are explained precisely.

The learner helpfully signposts the response by indicating which text is being referred to, which is helpful to the examiner, but is not required.
The Examiner explains

This learner is awarded three marks.

The learner correctly identifies Text A as the most relevant text.

In the second answer space the learner has given a valid reason for choosing Text A. For a reason the learner refers to the use of 'figures' which is an acceptable synonym for 'statistics'.

The example is a relevant example of how statistics are used within the text.
You are concerned that the problem of litter could get worse in the future.

Identify one piece of evidence from each of the three texts which will offer hope that litter may not be such a problem in the future.

Text A: "It says, 'we are throwing away less and recycling more." (1)

Text B: "It says how there are charities like Keep Britain Tidy dealing with litter" (1)

Text C: "It talks about getting children to take responsibility at an early age." (1)

(Total for Question 12 = 3 marks)

The Examiner explains

This learner is awarded three marks.

The learner has successfully identified relevant quotations and paraphrases and written them in the correct answer space.

In answer space one there is a reference to 'throwing away less'.

In answer space two there is a reference to 'Keep Britain Tidy'.

In answer space three there is a reference to 'getting children to take responsibility'.

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Functional Skills English
Reading Level 2

Exemplar

20/30 with Examiner Comments
2. Identify one phrase from Text A about council workers and explain what it suggests about the writer's view of them.

Phrase:
"beavering away behind the scenes..."

Explanation of the writer's view of council workers:
They have a great respect for animals.

(Total for Question 2 = 2 marks)

---

The Examiner explains

This learner is awarded one mark.

The learner has correctly identified a relevant phrase.

However, the explanation of the phrase is taken literally and does not refer directly to the context of the passage or the writer’s view of the council workers.
3 What is the main purpose of Text A?

The main purpose of Text A is to inform about the extent of the litter problem in the UK.

(Total for Question 3 = 1 mark)

The Examiner explains

This learner is awarded one mark.

The learner has successfully identified the main purpose ('about the extent of the litter problems in the UK') together with an appropriate qualifying verb ('to inform').
4 Give one reason why Text B is the most suitable for a person who wants to be actively involved in tackling the problem of litter.

Text B offers information about Keep Britain Tidy’s volunteering opportunities.

(Total for Question 4 = 1 mark)

The Examiner explains

This learner is awarded one mark.

The learner has successfully identified a valid reason which is in line with bullet point one in the mark scheme.
7 Explain two ways the writer of Text C tries to convince the reader that learning about litter can be enjoyable.

Give an example to support each answer.

1. The author suggests fun and creative ways of dealing with litter.  
   *eg.* Turn litter into *arty sculptures*.
   
   (2)

2. The author highlights the importance of being safe when handling litter.  
   *eg.* Gloves should be worn.
   
   (2)

**The Examiner explains**

This learner is awarded two marks.

In the first answer space, the learner correctly identifies bullet point six in the mark scheme (*creative ways they can deal with litter*) and refers to a relevant example (*‘turned into arty sculptures’*).

In the second answer space, the learner has identified a way, *‘the importance of being safe’*, and a linked example, *‘gloves should be worn’*. However, this is not a way in which the writer tries to convince the reader that learning about litter is enjoyable. Therefore, it is not relevant and no marks have been awarded.
8 Your friend wants his children to understand the benefits of looking after the environment.

Using Text B and Text C, advise your friend on what he can say to his children about the benefits of looking after the environment.

If you want your children to understand the benefits of caring for the environment, make sure they understand the impact it will have on creating a better society when they grow up.

As mentioned in text B, "caring for the environment is the first step to a better society.”

(Total for Question 8 = 5 marks)

---

The Examiner explains

This learner is awarded two marks.

The learner has correctly identified some correct points from Text B and has given examples to support this.

There is no reference to Text C in the answer, so the learner can only achieve a maximum of two marks. In order for a response to be awarded three marks or more, the learner must refer to both texts.
9  Give **one** quotation from Text B and **one** quotation from Text C which convey the view that volunteers are very important.

**Quotation from Text B**

"The work of Keep Britain Tidy has never been more important or the need more urgent."

**Quotation from Text C**

"Weekend volunteers to help clean beauty spots and open spaces of litter and litter are always desperately needed."

(Total for Question 9 = 2 marks)

**The Examiner explains**

This learner is awarded one mark.

The learner has correctly identified one quotation from Text C.

The quotation selected from Text B is relevant to the work of Keep Britain Tidy, but does not refer directly to volunteers and so is not awarded a mark. In the mark scheme this is indicated as a 'Do not accept'.
10 Use Text B and Text C to answer this question.

Explain how these texts have similar ideas about the roles people can play when dealing with litter.

Give examples from both texts to support your answer.

Both texts highlight the importance of local communities participating and volunteering to clean litter in public open spaces.

Example from Text B:
'Volunteering is at the heart of what Keep Britain Tidy does.'

Example from Text C:
'Get your children involved in litter picking projects in your local area.'

(Total for Question 10 = 5 marks)

The Examiner explains

This learner is awarded four marks.

This is an example of a succinct middle band (3-4 mark) answer. The learner has successfully identified an idea which is in both texts, 'the importance of local communities participating and volunteering to clean litter'. This idea is clearly expressed and relevant examples are given from both texts.

This means this answer warrants four marks because the idea is expressed clearly and precisely. The answer cannot gain five marks as there needs to be more than one point of comparison.

The learner has identified which texts both of their chosen quotations come from. This is not required, but is helpful for the examiner.
The Examiner explains

This learner is awarded two marks.

The learner correctly identifies Text A as the most relevant text.

In the second answer space the learner has given a valid reason for choosing Text A.

The example has a number in it, but this is the name of a campaign rather than a statistic.
12 You are concerned that the problem of litter could get worse in the future.

Identify one piece of evidence from each of the three texts which will offer hope that litter may not be such a problem in the future.

Text A: 'the trend is one of gradual improvement.' (1)

Text B: 'The work of Keep Britain Tidy has never been more important or the need more urgent.' (1)

Text C: 'Very young children can be educated about throwing things away responsibly.' (1)

(Total for Question 12 = 3 marks)

The Examiner explains

This learner is awarded two marks.

The learner has successfully identified quotations from Text A and Text C, which provide hope that litter will not be such a big problem in the future.

However, the quotation from Text B identifies that there is a big issue with litter at the current time, but does not offer hope that the situation will improve.
Functional Skills English
Reading Level 2

Glossary of Terms

Applicable for Question 6
**Abbreviation**
Where a word has been shortened e.g. ltd (limited), etc (etcetera), rd (road) or tsp (teaspoon).

**Acronym**
An abbreviation consisting of the first letter of each word in the name of something, often pronounced as a word e.g. OFSTED, PETER (Point, evidence, technique, effect, reader).

**Adjective**
A word that describes a noun e.g. big, blue, beautiful.

**Adverb**
A word that describes a verb e.g. quickly, carelessly.

**Alliteration**
Repetition of a first letter or sound across two or more consecutive or close together words e.g. Peter Piper picked a peck of pickled peppers, busy as a bee.

**Caption**
A phrase explaining what an image is depicting e.g. a happy mother and child.

**Cliché**
An overused word or phrase e.g. sweet dreams.

**Colloquial expression**
The use of informal words or phrases in writing or speech e.g. spot on, whinge, one-off.

**Command / Order**
A sentence type using an imperative verb e.g. Eat your vegetables.

**Direct Address (To The Reader)**
When the text speaks directly to the reader by using second-person narrative ‘you’ e.g. great prices to suit you.

**Direct Speech**
A quotation of what someone has said written in quotation marks e.g. he said, ‘why am I eating this?’

**Exclamation**
An emphasised phrase point with a use of an exclamation mark e.g. Stop that!

**Exaggeration / Hyperbole**
Something that is overemphasised for effect e.g. it must be about a million degrees in here.

**Idiom**
A common expression that has a different meaning from the individual words on their own e.g. over the moon, best of both worlds.

**Logo**
A symbol that represents a company or organisation e.g. Pearson
Metaphor
Comparing something with something else by saying it is something else e.g. it is raining cats and dogs.

Noun
A naming word for common items e.g. dog, tree, milkman.

Question and Answer
A question that is followed by an answer e.g. Do you like sports? Of course you do.

Repetition
A word or phrase repeated for emphasis or effect e.g. low, low prices.

Reported Speech
A summary of what someone has said e.g. she said she liked ice cream.

Rhetorical Question
A question posed by the writer that is not intended to be answered e.g. ‘have you ever wondered how cheese is made?’

Rule Of Three
Three consecutive words or phrases used for effect e.g. I came, I saw, I conquered (Veni, Vidi, Vici)

Sibilance
A form of alliteration repeating the ‘s’ sound e.g. seven slippery seals.

Simile
When something is compared with something else by using ‘like a’ or ‘as a’ e.g. big as a house, jumped like a frog.

Slogan
A memorable phrase or catchphrase, usually associated with a company or campaign e.g. Keep Britain Tidy.

Statement
A sentence type that is neither an exclamation or a question e.g. This is a statement.

Verb
A ‘doing word’ e.g. run, play, fly.
Functional Skills English
Reading Level 2

Explanation of Standards
Interpretation of coverage and range points within Skills Standards

L2.2.1 Select and use different types of texts to obtain and utilise relevant information

This point is general and should be referring a general situation (as opposed to 2.2.5, which refers to a very specific and detailed situation). Questions targeting this point will draw on more than one text and should have a functional 'utilising' element.
Example: You are preparing an article about how the litter situation in Britain is getting worse. Which text is the most relevant to use for your article? Explain your choice and give an example to support your answer.

Key word: utilise

L2.2.2 Read and summarise, succinctly, information/ideas from different sources

This point is about summarising information and ideas from various texts. Questions will be drawn from across texts and should encourage learners to think about ideas and their similarities or differences in various texts.
Example: Use Text B and Text C to answer this question. Explain how both texts have similar ideas about the roles people can play in dealing with litter. Give examples from both texts to support your answer.

Key word: summarise, different sources

L2.2.3 Identify the purposes of texts and comment on how meaning is conveyed

This point focuses on the main purposes of texts and also on various features of the texts which help to convey meaning. These features can be layout, language or content, and those options should be tested in equal measure throughout the course of an academic year and across the various assessment models.
Examples: a ‘What is the main purpose of Text ...?’; ‘Explain two ways the writer of Text C tries to convince the reader that….’

Key words: identify, comment

L2.2.4 Detect point of view, implicit meaning and/or bias

Questions should be targeting a point of view either of the writer or of a person/people mentioned in the texts, implicit meaning and/or bias in more than one text.
Examples: Give one quotation from Text B and one quotation from Text C which convey the view that…., The paragraph beginning 'Residents are ashamed...' implies that…

Key words: detect

L2.2.5 Analyse texts in relation to audience needs and consider suitable responses

Unlike 2.2.1, this point is very specific and the key word in the phrase is 'audience'. This point needs a person or people in a very specific situation with very specific needs which need to be addressed.
Example: Your friend wants his children to understand why…
Key words: analyse, consider
Appendix 1

Sample Assessment Material
E202
Question Paper
Appendices

Instructions
- Use a **black** ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer all questions.
- Answer the questions in the spaces provided
  - there may be more space than you need.

Information
- The total mark for this paper is 30.
- The marks for each question are shown in brackets.
  - use this as a guide as to how much time to spend on each question.
- This question paper assesses your reading skills, not your writing skills.

Advice
- Read all three texts before you attempt to answer the questions.
- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.
Context
You notice a new campaign in your local area about the control of litter. You decide to find out more about the litter situation.

Instructions
Read Text A, Text B and Text C, then answer questions 1 – 13.
The bins are overflowing in litterbug Britain

The country is suffering from a litter crisis – thanks to our reliance on take-away food and a tendency to follow the crowd. Once you start looking for it, you see it everywhere from the overflowing rubbish bin by the bus stop, to half empty soft drinks dribbling on the seat cushions on the bus.

Every day, more than two million pieces of litter are dropped in the UK, along with an estimated 200 million cigarette butts. Since 1960, the amount we throw away has grown by 500 per cent – far faster than the population. Were it not for the efforts of an army of council workers, beavering away behind the scenes to scoop up the mess, we would be left with piles of filth as far as the eye can see.

Back in 1988, the “UK 2000” campaign was launched, chaired by Sir Richard Branson, with a remit to clean up the nation. “Bag it and bin it – that way we’ll win it” was the slogan then. But today litter is just something we put up with – something that other people will handle for us in the dead of night. And that could be causing us more difficulties than we realise. The growing litter problem was highlighted in statistics released this week by Keep Britain Tidy.

There is some good news: Britain, as a whole, is not getting dirtier. Within our homes, we are throwing away less and recycling more. Since the Keep Britain Tidy surveys started in 2001, the trend is one of gradual improvement, if only by the most modest of margins.

But this hopeful picture conceals a growing problem. After falling for several years, fly-tipping has spiked dramatically, with the total of 852,000 incidents in 2013/14 representing a 20 per cent increase within a year. And the proportion of litter made up of fast food has been rising relentlessly – from a fifth of the total a decade ago to almost a third today.
Appendices

Text C

Litter and Waste

£342 million a year is spent on litter clearing and street cleaning in England, so we must educate our children on the importance of reducing litter and waste from an early age.

Making Your Children Aware
School-age children will experience playground 'litter patrols' and rubbish clearing, but litter control should be a lesson that is taught even before their first days in reception class. Very young children can be educated about throwing things away responsibly – and most will love 'grown up' tasks to carry out!

Get Them Involved
A good way to start a conversation about the importance of reducing litter is on dustbin day. Small children are often fascinated by dustbin day so this is a fantastic opportunity to start talking about litter and waste control.

Ask Their Opinions
Ask your children about the waste and rubbish they spot in the park or on your street. How do they feel about it? Why is it there? You can open up a whole dialogue about 'litterbugs' and rubbish polluting our streets.

Activities
Get your children involved in litter picking projects in your local area. Weekend volunteers to help clear beauty spots and open spaces of litter and rubbish are always desperately needed.

Did You Know?
Using the litter based facts below, set a quiz according to your kids' age.

1. Litterbugs can be fined at least £75 for dropping anything in the street, including chewing gum.
2. It's thought that 7 out of 10 pieces of litter on our streets are food-related.
3. Rat, fox, pigeon and gull populations are increasing because of fast-food waste.
4. Beach visitors are huge litterbugs, dropping 37% more fast food wrappers and 17% more plastic bags than anyone else!

Make Litter Picking Fun – and Safe!
Obviously, great care should be taken when clearing and picking litter; gloves should be worn and sensible precautions should be taken. A beach or garden litter pick could be fun with clean 'finds' turned into arty sculptures.

What Else Can We Do?
Educate and encourage. The simplest thing we and our children can do to reduce litter is to reduce waste and make sure we dispose of it responsibly in a dustbin or recycle it.
Keep Britain Tidy

What we do

Where we live and how we live matters. Cleaner streets, beaches and parks provide the backbone for strong communities. By preserving scarce resources, wasting less and recycling more, we create a healthier society and a healthier planet too.

We are an independent environmental charity, campaigning for people’s right to live and work in a place of which they can be proud. A single truth underpins our success – caring for the environment is the first step to a better society.

Sixty years ago, we started with litter. Today we do much more. We run the world’s largest environmental education programme for about five million English students. About 1,300 parks fly our Green Flag. Clean, safe beaches fly the Blue Flag. Our Waste Watch programme helps communities conserve resources. But our future depends entirely on your support.

If you care about your family, and the world your grandchildren will inherit, join us in taking greater responsibility. Respect for the planet begins with respect for the neighbourhood.

Love where you live. Keep Britain Tidy.

Get involved

The work of Keep Britain Tidy has never been more important or the need more urgent.

Residents are ashamed to live in communities with litter, dog-fouling, fly-tipping, graffiti and fly-posting. People do not want to visit shopping streets, parks or beaches covered in rubbish and debris. Litter, vandalism and neglect are signs of a community in decline.

We know the quality of our public spaces has a huge impact on the health and well-being of our children and families. Everybody deserves to live in a clean, green community. Tidy neighbourhoods, parks and beaches are vital to our happiness. We want everyone to be able to live, work, relax and play in places that are pleasant and attractive, where we all want to spend time.

We need your help to achieve this.

Volunteering is at the heart of what Keep Britain Tidy does – from fundraisers and organisers to litter pickers and beach and park wardens. We need people who care about their communities to help us deliver our projects and programmes on the ground. Keep Britain Tidy wants to enable people to make community-led changes that will make the biggest difference to them.
Answer question 1 with a cross in the box ☐. If you change your mind about an answer, put a line through the box ☐ and then mark your new answer with a cross ☐.

1 According to Text A, the writer believes that:
   ☐ A people take insufficient responsibility for litter in public
   ☐ B litter campaigns have only been in place since 2001
   ☐ C the situation in the UK regarding litter is hopeless
   ☐ D the national statistics about litter need updating

(Total for Question 1 = 1 mark)

2 Identify one phrase from Text A about council workers and explain what it suggests about the writer's view of them.
   Phrase:
   
   Explanation of the writer's view of council workers:
   
   (Total for Question 2 = 2 marks)

3 What is the main purpose of Text A?

(Total for Question 3 = 1 mark)
4 Give one reason why Text B is the most suitable for a person who wants to be actively involved in tackling the problem of litter.

(Total for Question 4 = 1 mark)

Answer questions 5 and 6 with a cross in the box. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

5 In Text B, the paragraph beginning ‘Residents are ashamed …’ implies that:

☐ A people who visit shopping streets, parks and beaches often spoil the area by leaving litter
☐ B litter can have a serious impact on people who live in the area and on its environment
☐ C people sometimes fail to recognise their responsibility for litter and vandalism in their area
☐ D litter in an area encourages people to carry out acts of vandalism and fly-tipping

(Total for Question 5 = 1 mark)

6 In Text B, ‘Litter, vandalism and neglect’ is an example of:

☐ A direct address to the reader
☐ B a rhetorical question
☐ C the rule of three
☐ D a slogan

(Total for Question 6 = 1 mark)
7. Explain two ways the writer of Text C tries to convince the reader that learning about litter can be enjoyable.
   Give an example to support each answer.

   1. 

   2. 

   (Total for Question 7 = 4 marks)

8. Your friend wants his children to understand the benefits of looking after the environment.
   Using Text B and Text C, advise your friend on what he can say to his children about the benefits of looking after the environment.

   (Total for Question 8 = 5 marks)
9. Give one quotation from Text B and one quotation from Text C which convey the view that volunteers are very important.

Quotation from Text B


Quotation from Text C


(Total for Question 9 = 2 marks)

10. Use Text B and Text C to answer this question.

   Explain how these texts have similar ideas about the roles people can play when dealing with litter.

   Give examples from both texts to support your answer.


(Total for Question 10 = 5 marks)
11. You are preparing a presentation about how the litter situation in Britain is getting worse. Which text is the most useful when preparing your presentation? Give **one** reason for your choice and **one** example to support your answer.

<table>
<thead>
<tr>
<th>Text</th>
<th>Reason</th>
<th>Example</th>
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(Total for Question 11 = 3 marks)

12. You are concerned that the problem of litter could get worse in the future. Identify **one** piece of evidence from **each** of the three texts which will offer hope that litter may not be such a problem in the future.

<table>
<thead>
<tr>
<th>Text A</th>
<th>Text B</th>
<th>Text C</th>
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(Total for Question 12 = 3 marks)
Answer question 13 with a cross in the box ☒. If you change your mind about an answer, put a line through the box ☐ and then mark your new answer with a cross ☒.

13 Which statement below is an accurate summary of points made in the texts?

☐ A Texts A and C both argue that fast food litter causes problems.
☐ B Texts A and B both claim that we are recycling more in the UK.
☐ C Texts A and C both promote campaigns to clean up the nation.
☐ D Texts A and B both state that clean parks and beaches are vital.

(Total for Question 13 = 1 mark)

TOTAL FOR PAPER = 30 MARKS
Appendix 2

Sample Assessment Material
E202
Mark Scheme
Mark Scheme

Sample Assessment Materials

Functional Skills English

Reading Level 2
E202
General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme, not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e., if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate’s response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification/indicative content will not be exhaustive.
- When examiners are in doubt regarding the application of the mark scheme to a candidate’s response, a senior examiner must be consulted before a mark is given.
- Crossed out work should be marked **unless** the candidate has replaced it with an alternative response.
<table>
<thead>
<tr>
<th>Question Number</th>
<th>Coverage and range</th>
<th>Answer</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.2.4</td>
<td>A – people take insufficient responsibility for litter in public</td>
<td>(1)</td>
</tr>
<tr>
<td>2</td>
<td>2.2.4</td>
<td>Award 1 mark for one of the following phrases. Award 1 mark for a relevant explanation linked to the chosen phrase.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Phrase about council workers</strong></td>
<td><strong>Explanation of the writer’s view of council workers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘were it not for the efforts of...’</td>
<td>They are very important / doing an essential job / saving us from litter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘army of council workers’</td>
<td>They are well organised / disciplined / operate effectively as a team / are defending / protecting us from litter / fighting against litter / there are lots of them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘beavering away’</td>
<td>They have to work very hard / keep at it / don’t give up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘behind the scenes’</td>
<td>They do the work without making a fuss / unnoticed</td>
</tr>
<tr>
<td>3</td>
<td>2.2.3</td>
<td>Award 1 mark for identifying a valid purpose linked to the topic of the text.</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• to inform / tell the reader about the litter problems in the UK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• information about how much litter there is in this country</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Do not accept</strong>: ‘to inform’ or ‘litter problems’ on their own.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.2.5</td>
<td>Award 1 mark for a valid reason, based on Text B eg</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• it tells you about volunteering / working with a charity / Keep Britain Tidy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• it tells you the different roles / fundraisers / organisers / wardens / how to take part</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Do not accept</strong>: ‘Keep Britain Tidy’ on its own.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2.2.4</td>
<td>B - Litter can have a serious impact on people who live in the area and on its environment</td>
<td>(1)</td>
</tr>
<tr>
<td>6</td>
<td>2.2.3</td>
<td>C – the rule of three</td>
<td>(1)</td>
</tr>
</tbody>
</table>
### Award for each valid way up to a maximum of 2 marks.

Award 1 mark for each valid and linked example up to a maximum of 2 marks.

- Uses a picture of mother and child (1) – both smiling / suggests that what they are doing is fun (1)
- Uses emotive / positive language (1) eg 'Most will love grown up tasks to carry out!' (1)
- Uses chatty / informal language (1), eg 'litterbugs' (1)
- Uses command / direct address to the reader (1) eg 'make litter picking fun – and safe!' (1)
- Gives ways they can enjoy learning about litter (1) eg quizzes (1)
- Gives creative ways they can deal with litter (1) eg 'arty sculptures' (1)

### Award marks according to the marking criteria with reference to the indicative content.

#### General guidance

Answers should advise a friend on what he can say to his children on the benefits of looking after the environment, using Text B and Text C.

#### Indicative content

Answers may refer to:
- Strong community / better society (Text B)
- Happier society (Text B)
- Healthier society / planet (Text B)
- Important for future generations (Text B)
- Money saved on litter clearing (Text C)
- Rubbish will not be polluting streets (Text C)
- Decrease in vermin (Text C)
- Beauty spots are being preserved (Text C)

#### Marking criteria

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material</td>
</tr>
<tr>
<td>1 - 2</td>
<td>Imprecise idea(s) from the text(s) showing limited or no awareness of audience needs</td>
</tr>
<tr>
<td>3 - 4</td>
<td>Relevant, reasonably precise idea(s) from both texts, showing awareness of audience needs</td>
</tr>
<tr>
<td>5</td>
<td>Relevant, precise ideas from both texts, showing consistent awareness of audience needs</td>
</tr>
</tbody>
</table>
9 2.2.4 Award 1 mark for one of the following quotations from Text B:
- ‘our future depends entirely on your support’
- ‘volunteering is at the heart of what Keep Britain Tidy does’
- ‘we need people who care about their communities’

Do not accept: ‘The work of Keep Britain Tidy has never been more important or the need more urgent.’

Award 1 mark for the following quotation from Text C:
- ‘Weekend volunteers (to help clear beauty spots and open spaces of litter and rubbish) are always desperately needed’

Accept: minor copying errors and quotes without quotation marks.

10 2.2.2 Award marks according to the marking criteria with reference to the indicative content.

<table>
<thead>
<tr>
<th>General Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers should explain relevant similar ideas, from Text B and Text C, about the roles people can play in dealing with litter, with supporting example(s).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicative content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers may refer to:</td>
</tr>
<tr>
<td>- encouraging people to take an active part</td>
</tr>
<tr>
<td>- volunteering to clear litter in open spaces</td>
</tr>
<tr>
<td>- educating others in dealing with litter</td>
</tr>
<tr>
<td>- taking responsibility for own actions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marking criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 No rewardable material</td>
</tr>
<tr>
<td>1 - 2 Imprecise idea(s), with limited example(s) or no examples</td>
</tr>
<tr>
<td>3 – 4 Relevant, reasonably precise idea(s) and linked example(s)</td>
</tr>
<tr>
<td>5 Relevant, precise ideas, with well-selected, linked examples</td>
</tr>
</tbody>
</table>
## Appendices

### 2.2.1

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses statistics / evidence about the increase in litter</td>
<td>‘what we throw away has grown by 500%’</td>
</tr>
<tr>
<td></td>
<td>‘852,000 fly-tipping incidents in 2013/14’</td>
</tr>
<tr>
<td></td>
<td>‘fly-tipping 20% increase in one year’</td>
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<td></td>
<td>‘proportion of litter from fast food is up from a fifth to a third in a decade’</td>
</tr>
<tr>
<td>Uses emotive language about the impact / increase in waste</td>
<td>‘spiked dramatically’</td>
</tr>
<tr>
<td></td>
<td>‘suffering from / litter crisis’</td>
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<tr>
<td></td>
<td>‘rising relentlessly’</td>
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<tr>
<td></td>
<td>‘piles of filth’</td>
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<tr>
<td>Repeats the idea that there is a growing problem</td>
<td>‘spiked’</td>
</tr>
<tr>
<td></td>
<td>‘has grown’</td>
</tr>
<tr>
<td></td>
<td>‘has been rising’</td>
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</tbody>
</table>

### 2.2.2

A - Texts A and C both argue that fast food litter causes problems.
### Mapping to Functional Skills Cover and Range for English Level 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Fixed Marks</th>
<th>Open Marks</th>
<th>Mapping to standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(L2.2.1) Select and use different types of texts to obtain and utilise relevant information</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>(L2.2.2) Read and summarise, succinctly, information/ideas from different sources</td>
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<tr>
<td></td>
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<td>(L2.2.3) Identify the purposes of texts and comment on how meaning is conveyed</td>
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<td></td>
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<td>(L2.2.4) Detect point of view, implicit meaning and/or bias</td>
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<td></td>
<td></td>
<td></td>
<td>(L2.2.5) Analyse texts in relation to audience needs and consider suitable responses</td>
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<p>| | | | | | |</p>
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<thead>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td></td>
<td>x</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
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<td>x</td>
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<td>x</td>
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<td></td>
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<tr>
<td>13</td>
<td>1</td>
<td></td>
<td>x</td>
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</tbody>
</table>

**Total marks:** 6 6 6 6 6 6

**Total percentage:**
Appendix 3

Exemplar - 30/30
Appendices

Answer question 1 with a cross in the box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

1. According to Text A, the writer believes that:
   ☒ A  people take insufficient responsibility for litter in public
   [ ] B  litter campaigns have only been in place since 2001
   [ ] C  the situation in the UK regarding litter is hopeless
   [ ] D  the national statistics about litter need updating

   (Total for Question 1 = 1 mark)

2. Identify one phrase from Text A about council workers and explain what it suggests about the writer's view of them.

   Phrase: army of council workers'
   Explanation of the writer's view of council workers:
   The writer views them as being an organised unit

   (Total for Question 2 = 2 marks)

3. What is the main purpose of Text A?

   To tell the readers about litter problems in the UK

   (Total for Question 3 = 1 mark)
4 Give one reason why Text B is the most suitable for a person who wants to be actively involved in tackling the problem of litter.

(Total for Question 4 = 1 mark)

Answer questions 5 and 6 with a cross in the box. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

5 In Text B, the paragraph beginning ‘Residents are ashamed…’ implies that:

- A people who visit shopping streets, parks and beaches often spoil the area by leaving litter
- B litter can have a serious impact on people who live in the area and on its environment
- C people sometimes fail to recognise their responsibility for litter and vandalism in their area
- D litter in an area encourages people to carry out acts of vandalism and fly-tipping

(Total for Question 5 = 1 mark)

6 In Text B, ‘Litter, vandalism and neglect’ is an example of:

- A direct address to the reader
- B a rhetorical question
- C the rule of three
- D a slogan

(Total for Question 6 = 1 mark)
7. Explain two ways the writer of Text C tries to convince the reader that learning about litter can be enjoyable.

Give an example to support each answer.

1. Positive language - "fantastic opportunity"

2. Gives fun ways to use the picked up litter - they can be turned into arty sculptures

(Total for Question 7 = 4 marks)

8. Your friend wants his children to understand the benefits of looking after the environment.

Using Text B and Text C, advise your friend on what he can say to his children about the benefits of looking after the environment.

Your friend can tell his children how looking after the environment will lead to a healthier planet and a better society (Text B). It will also mean more pleasant and attractive parks and beaches (Text B). With cleaner parks and less rubbish on the streets there will be fewer rats and pigeons (Text C).

(Total for Question 8 = 5 marks)
9 Give one quotation from Text B and one quotation from Text C which convey the view that volunteers are very important.

Quotation from Text B

'Our future depends entirely on your support' (1)

Quotation from Text C

'Volunteers are always desperately needed' (1)

(Total for Question 9 = 2 marks)

10 Use Text B and Text C to answer this question.

Explain how these texts have similar ideas about the roles people can play when dealing with litter.

Give examples from both texts to support your answer.

One way that these texts are similar is how they both encourage people to volunteer to pick up litter. Text B says how they need litter pickers, Text C talks about getting children involved in litter picking projects. Both texts talk about people educating others.

Text C states how we must educate our children and keep Britain tidy. From Text B, 'runs the world's largest environmental education programme.

Lastly, they both state how people can join in taking greater responsibility (Text B) and to make sure we dispose of rubbish responsibly.

(Total for Question 10 = 5 marks)
11 You are preparing a presentation about how the litter situation in Britain is getting worse.

Which text is the most useful when preparing your presentation?

Give one reason for your choice and one example to support your answer.

<table>
<thead>
<tr>
<th>Text</th>
<th>Reason</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Text A uses figures to show how litter is increasing.</td>
<td>Fly-tipping has seen a 20 per cent increase within a year</td>
</tr>
</tbody>
</table>

(Total for Question 11 = 3 marks)

12 You are concerned that the problem of litter could get worse in the future.

Identify one piece of evidence from each of the three texts which will offer hope that litter may not be such a problem in the future.

| Text A | It says we are throwing away less and recycling more |
| Text B | It says how there are charities like Keep Britain Tidy dealing with litter |
| Text C | It talks about getting children to take responsibility at an early age |

(Total for Question 12 = 3 marks)
Answer question 13 with a cross in the box. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

13 Which statement below is an accurate summary of points made in the texts?

- [ ] A. Texts A and C both argue that fast food litter causes problems.
- [ ] B. Texts A and B both claim that we are recycling more in the UK.
- [ ] C. Texts A and C both promote campaigns to clean up the nation.
- [ ] D. Texts A and B both state that clean parks and beaches are vital.

(Total for Question 13 = 1 mark)

TOTAL FOR PAPER = 30 MARKS
Appendix 4

Exemplar - 20/30
Answer question 1 with a cross in the box ☑️. If you change your mind about an answer, put a line through the box ☒️ and then mark your new answer with a cross ☑️.

1. According to Text A, the writer believes that:
   ☑️ A people take insufficient responsibility for litter in public
   ☒️ B litter campaigns have only been in place since 2001
   ☒️ C the situation in the UK regarding litter is hopeless
   ☒️ D the national statistics about litter need updating

   (Total for Question 1 = 1 mark)

2. Identify one phrase from Text A about council workers and explain what it suggests about the writer's view of them.

   Phrase: "Beaver away behind the scenes..."

   Explanation of the writer's view of council workers:
   "They have a great respect for animals.

   (Total for Question 2 = 2 marks)

3. What is the main purpose of Text A?

   The main purpose of Text A is to inform about the extent of the litter problem in the UK.

   (Total for Question 3 = 1 mark)
4 Give one reason why Text B is the most suitable for a person who wants to be actively involved in tackling the problem of litter.

Text B offers information about Keep Britain Tidy's volunteering opportunities.

(Total for Question 4 = 1 mark)

Answer questions 5 and 6 with a cross in the box. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

5 In Text B, the paragraph beginning 'Residents are ashamed...' implies that:

☐ A people who visit shopping streets, parks and beaches often spoil the area by leaving litter

☒ B litter can have a serious impact on people who live in the area and on its environment

☐ C people sometimes fail to recognise their responsibility for litter and vandalism in their area

☐ D litter in an area encourages people to carry out acts of vandalism and fly-tipping

(Total for Question 5 = 1 mark)

6 In Text B, 'Litter, vandalism and neglect' is an example of:

☐ A direct address to the reader

☐ B a rhetorical question

☒ C the rule of three

☐ D a slogan

(Total for Question 6 = 1 mark)
7 Explain two ways the writer of Text C tries to convince the reader that learning about litter can be enjoyable.

Give an example to support each answer.

1. The author suggests fun and creative ways of dealing with litter.
   e.g. turn litter into art sculptures.

2. The author highlights the importance of being safe when handling litter.
   e.g. gloves should be worn.

(Total for Question 7 = 4 marks)

8 Your friend wants his children to understand the benefits of looking after the environment.

Using Text B and Text C, advise your friend on what he can say to his children about the benefits of looking after the environment.

If you want your children to understand the benefits of caring for the environment, make sure they understand the impact it will have on creating a better society when they grow up.

As mentioned in Text B, caring for the environment is the first step to a better society.

(Total for Question 8 = 5 marks)
9. Give **one** quotation from Text B and **one** quotation from Text C which convey the view that volunteers are very important.

Quotation from Text B:

"The work of Keep Britain Tidy has never been more important or the need more urgent."

(1)

Quotation from Text C:

"Weekend volunteers to help clean beauty spots and urban spaces of litter and rubbish are always desperately needed."

(1)

(Total for Question 9 = 2 marks)

10. Use Text B and Text C to answer this question.

   Explain how these texts have similar ideas about the roles people can play when dealing with litter.

   Give examples from both texts to support your answer.

Both texts highlight the importance of local communities participating and volunteering to clean litter in public open spaces.

Example from text B:

"Volunteering is at the heart of what Keep Britain Tidy does."

Example from text C:

"Get your children involved in litter picking projects in your local area."

(Total for Question 10 = 5 marks)
11 You are preparing a presentation about how the litter situation in Britain is getting worse.

Which text is the most useful when preparing your presentation?

Give one reason for your choice and one example to support your answer.

Text A

Reason It uses statistics as evidence that the litter crisis is growing

Example UK 2000

(Total for Question 11 = 3 marks)

12 You are concerned that the problem of litter could get worse in the future.

Identify one piece of evidence from each of the three texts which will offer hope that litter may not be such a problem in the future.

Text A 'the trend is one of gradual improvement'

Text B 'The work of Keep Britain Tidy has never been more important as the need more urgent'

Text C 'Very young children can be educated about throwing things away responsibly'

(Total for Question 12 = 3 marks)
Answer question 13 with a cross in the box. If you change your mind about an answer, put a line through the box and then mark your new answer with a cross.

13 Which statement below is an accurate summary of points made in the texts?

- [x] A  Texts A and C both argue that fast food litter causes problems.
- [ ] B  Texts A and B both claim that we are recycling more in the UK.
- [ ] C  Texts A and C both promote campaigns to clean up the nation.
- [ ] D  Texts A and B both state that clean parks and beaches are vital.

(Total for Question 13 = 1 mark)

TOTAL FOR PAPER = 30 MARKS