FUNCTIONAL SKILLS
ENGLISH – READING
LEVEL 2

MARK SCHEME

Text 1 (11 marks)

1. From text 1, summarise three points made by each side involved in the collision (6 marks)

Any three of the following for each side. 1 mark for each (6 marks)

SSCS
- It was hit by the Shonan Maru 2
- They were trying to get out of the way/they tried to back out of the way
- They were ‘sliced in half’/took off a section at the front/boat damaged
- The group claims to have saved hundreds of whales

Japanese Security
- Protestors caused the collision
- Sea Shepherd activists interfere with the whaling
- Everybody was rescued/is safe
- They have it all on film

Open question – learners need to identify the two sides and points made by them.
Commercial whaling is illegal in the Southern Ocean.

a Why is Cetacean Research permitted to kill the whales? (1 mark)

**Legal loophole allows them to continue whaling for “scientific purposes”**

*Fixed response – requires detailed reading of text (required for next part of question).*

b Do you think this is the real reason for killing the whales and why does the text make you think this? (2 marks)

**This is not the real reason – implicit meaning indicated in the text is that this is not true – identified by use of inverted commas.**

*Open question – learners need to use knowledge of implicit meaning and use of inverted commas to respond.*

3 a Give one example of someone who would be interested in this article. (1 mark)

Can give any example as long as supported by reason given in (b). Most common choice will probably be people interested in environmental issues.

*Open question – learners need to use knowledge of texts and of this text to identify audience.*

b Explain why it would be of interest to them. (1 mark)

**Reason should support example above e.g. the article is about an environmental campaign/endangered wildlife etc.**

*Open question – learners need to apply knowledge of purpose identify answer.*
Text 2 (4 marks)

4  a  Who do you think the audience might be for the text?  (1 mark)

Female audience/young people/image conscious individuals

Open question - Learners need to read text closely and apply knowledge of audience to identify answer.

b  Choose two features from the text that support your answer  (2 marks)

Any two of the following:
- Uses Emily as the subject
- ‘Women’ mentioned in url
- Picture of a woman
- Mentions young people/young professionals
- Talks about style and fashion/looking good

Open question - Learners need to use knowledge of audience and purpose to identify appropriate features.

5  Why does the writer of text 2 use statistics e.g. almost 20% increase in support?  (1 mark)

To persuade the audience/give authority to the article

Open question – learners need to apply knowledge of styles and features of texts to provide answer.
Complete this flow chart to show what usually happens to a petition after an MP has received it.

**Open question – Learners need to process and organise information in the text**

You have presented a petition for the Government to try and stop the Japanese whaling to your MP. Your MP has agreed to present the petition. Does this mean he or she supports it?

Give a reason to support your answer.

**It doesn’t necessarily mean the MP supports it.**

**Open question – learners need to apply information in the text to a given situation.**
All texts (10 marks)

8 Consider the three texts (2 marks)
   a Which text would help you in taking action to support the anti-whaling lobby?

   Should choose text 3 (text 1 acceptable with a valid reason)

   Fixed response – only one possible / correct answer to this multiple choice question

   b Give one reason why you have chosen this text

   Tells you how to present a petition (the question talks about taking action)
   (Text 1: could say it presents information about whaling that may be useful)

   Open question - learners need to link reason to last question

9 Consider the three texts (2 marks)
   May choose any text but should be properly supported with valid reasons.
   a Which text did you find most useful?

   Open question – learners need to choose based on texts.

   b Give two reasons why you found this text the most useful?

   Open question – learners need to give own reasons for choice

10 Select two of the texts and comment on the differences between them in: (3 marks)
    Example answers given below.
    a Style of writing

    Text 1: balancing different viewpoints; presenting information; news style.
    Text 2: chatty informal; personal viewpoint.
    Text 3: instructional; fact sheet.

    b Intended audience

    Text 1: general public; people interested in
environmental issues; readers of newspaper.
Text 2: women; young professionals; magazine readers.
Text 3: anyone who would like to know how to present a petition; general public.

c Purpose
Text 1: Interest; newspaper article; news
Text 2: magazine article; entertainment.
Text 3: to give information.

Open question – learners need to apply knowledge of style, audience, purpose to given texts.

11 Consider the three texts (3 marks)

a Which of the three texts should show no bias?
Text 3

Fixed response – only one correct answer to this multiple choice question.

b Select a phrase from each of two of the texts that indicates bias
Any two of:
- “sliced in half”
- tried to back away
- activist have been harassing the Japanese fleet
- claim to have saved the lives of hundreds of whales
- regularly used…..
- only the hottest, sexiest causes for Emily
- look-at-me frocks and trendy parkas.

Learners need to apply knowledge of bias to identify examples.

END OF EXAM