



# **NCFE Level 1 Functional Skills Qualification in English (603/5058/1)**

## **NCFE Level 1 Functional Skills Qualification in English: Reading**

Paper Number: P001724

Mark Scheme v1.0

Pass Mark: 17

## Section 1

1	Give <b>one</b> way in which the Active Bike scheme will change the town centre road layout.	<b>[1 mark]</b>	
	Maximum <b>1 mark</b> from: <ul style="list-style-type: none"> <li>• the High Street will become a single traffic lane (1)</li> <li>• the High Street will become one-way (1)</li> <li>• the painted bike lane will be replaced by a cycleway (1)</li> </ul> <b>Accept</b> similar wording. <b>Do not accept:</b> responses that are not specific, eg 'remodelled'.	1	2.09
2	In the second paragraph, what does the word 'cycleway' mean as used in the phrase 'a segregated cycleway'?	<b>[1 mark]</b>	
	Maximum <b>1 mark</b> from: <ul style="list-style-type: none"> <li>• a path/lane for cyclists (1)</li> <li>• a path/track that separates bikes from traffic (1)</li> </ul> <b>Accept</b> similar wording.	1	2.17
3	Read these <b>two</b> statements from Document 1. Identify whether <b>each</b> one is an example of <b>persuasive</b> or <b>explanatory</b> language.	<b>[2 marks]</b>	
	<b>Statement</b>	<b>Persuasive or Explanatory</b>	
	It's time for change!		
	...our town centre road layout will be transformed.		
	Maximum <b>2 marks</b> from:	2	2.16
	<b>Statement</b>	<b>Persuasive or Explanatory</b>	
	It's time for change!	Persuasive	
	...our town centre road layout will be transformed.	Explanatory	
4	Document 1 contains a photograph. What <b>extra</b> information does the image suggest to the reader that is <b>not</b> written in the text?	<b>[1 mark]</b>	
	Maximum <b>1 mark</b> from: <ul style="list-style-type: none"> <li>• the work will be disruptive (1)</li> <li>• it'll be a major job (1)</li> <li>• motorists will need to find an alternative route (1)</li> </ul> <b>Do not accept:</b> the road will be closed.	1	2.15

<b>5</b>	Using Document 1, give <b>two</b> adjectives that describe how the Active Bike scheme will have a positive effect.  <p style="text-align: right;"><b>[2 marks]</b></p>		
	Maximum <b>2 marks</b> from: <ul style="list-style-type: none"> <li>• greener (1)</li> <li>• attractive (1)</li> <li>• safer (1)</li> <li>• healthier (1)</li> </ul>	2	2.12

<b>6</b>	Why has the writer written YOU in capital letters in the subheading 'We've listened to YOU'?  <p style="text-align: right;"><b>[1 mark]</b></p>		
	Maximum <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• to emphasise/stress the scheme is based on what locals/readers want (1)</li> </ul> <p><b>Accept</b> similar wording. <b>Do not accept:</b> generic responses such as 'to involve the reader' – answers must refer to the scheme.</p>	1	2.18

<b>7</b>	Who will help drivers during the closure of the High Street?  <p style="text-align: right;"><b>[1 mark]</b></p>		
	Maximum <b>1 mark</b> for: <ul style="list-style-type: none"> <li>• traffic marshals/people advising drivers on where to go (1)</li> </ul> <p><b>Accept</b> similar wording.</p>	1	2.09

<b>8</b>	What does the word 'barrier' mean as used in the 'We've listened to YOU' section?  You may use a dictionary to help you answer this question.  <p style="text-align: right;"><b>[1 mark]</b></p>		
	Maximum <b>1 mark</b> from: <ul style="list-style-type: none"> <li>• obstacle/obstruction (1)</li> <li>• difficulty/hindrance (1)</li> <li>• impediment/deterrent (1)</li> </ul> <p><b>Accept</b> any other valid response/example/reason etc <b>Do not accept:</b> words unrelated to the context, eg 'fence', 'barricade', 'wall', 'blockade'.</p>	1	2.13

<b>9</b>	Read the timeline in Document 1 and answer the following:		
	a) When will work on the inner ring road cycleway be carried out?		[1 mark]
	b) What will the final stage involve?		[1 mark]
	a) Maximum <b>1 mark</b> for: • Spring 2022 (1)	1	2.14
	b) Maximum <b>1 mark</b> for: • Improved riverside access (1)	1	

<b>10</b>	Identify whether <b>each</b> of the following statements from Document 1 is a <b>fact</b> or an <b>opinion</b> .		
			[2 marks]
	<b>Statement</b>	<b>Fact or Opinion</b>	
	We all want a greener future...		
	...more than half of you told us you're keen to cycle more...		
	Maximum <b>2 marks</b> from:	2	2.11
	<b>Statement</b>	<b>Fact or Opinion</b>	
	We all want a greener future...	Opinion	
	...more than half of you told us you're keen to cycle more...	Fact	

## Section 2

11	Give <b>one</b> reason why shop traders should <b>not</b> worry about losing business due to the Active Bike scheme, according to Jacqui D. <span style="float: right;"><b>[1 mark]</b></span>
	<p>Maximum <b>1 mark</b> from:</p> <ul style="list-style-type: none"> <li>• the streets will be busier (1)</li> <li>• there'll be more pedestrians (1)</li> </ul> <p><b>Accept</b> similar wording.  <b>Do not accept:</b> responses related to pollution.</p> <div style="text-align: right; margin-right: 20px;">1      2.09</div>
12	Document 2 contains a photograph of people. What <b>extra</b> information does this photograph suggest to the reader that is <b>not</b> written in the text? <span style="float: right;"><b>[1 mark]</b></span>
	<p>Maximum <b>1 mark</b> from:</p> <ul style="list-style-type: none"> <li>• cycleways are safe for families (1)</li> <li>• it's not just students and workers who use cycleways (1)</li> <li>• people of all ages cycle/can use the cycleway (1)</li> </ul> <p><b>Accept</b> similar wording.</p> <div style="text-align: right; margin-right: 20px;">1      2.15</div>
13	What does the word 'emissions' mean as used by Annie R in the phrase 'shifting the emissions elsewhere'? <span style="float: right;"><b>[1 mark]</b></span>
	<p>Maximum <b>1 mark</b> from:</p> <ul style="list-style-type: none"> <li>• fumes (1)</li> <li>• car/exhaust gases (1)</li> <li>• Pollution (from cars/traffic) (1)</li> </ul> <p><b>Accept</b> any other valid response.</p> <div style="text-align: right; margin-right: 20px;">1      2.17</div>

<b>14</b>	<p>In Document 2, the contributors use language features to express their opinions.</p> <p>Identify the language feature used in <b>each</b> of the following quotations:</p> <p>a) ‘...what about us workers?’</p> <p>b) ‘Cyclists are taking over the town...’</p>	<b>[1 mark]</b>	
	<p>a) <b>Answer:</b></p> <ul style="list-style-type: none"> <li>• rhetorical question/alliteration (1)</li> </ul> <p>b) <b>Answer:</b></p> <ul style="list-style-type: none"> <li>• exaggeration/hyperbole (1)</li> </ul>	1	2.12
		1	

<b>15</b>	<p>One of the purposes of Document 2 is to persuade the reader that the Active Bike scheme will improve air quality.</p> <p>Give <b>two</b> quotations to support this.</p>	<b>[2 marks]</b>	
	<p>Maximum <b>2 marks</b> from:</p> <ul style="list-style-type: none"> <li>• rather than cars and their fumes (1)</li> <li>• you can breathe without choking (1)</li> <li>• there'll be less pollution (1)</li> </ul>	2	2.16

<b>16</b>	<p>What does the word ‘monitor’ mean as used by Adam S?</p> <p>You may use a dictionary to help you answer this question.</p>	<b>[1 mark]</b>	
	<p>Maximum <b>1 mark</b> from:</p> <ul style="list-style-type: none"> <li>• observe/keep an eye on/survey (1)</li> <li>• watch/check (1)</li> <li>• supervise/oversee (1)</li> </ul> <p><b>Accept</b> any other valid response.</p>	1	2.13

17	Look at Sule Q's comments in Document 2.		
	a) What benefit does Sule Q see in the scheme?		[1 mark]
	b) How will the scheme cause a problem for him?		[1 mark]
	a) Maximum <b>1 mark</b> from: <ul style="list-style-type: none"><li>health gains (1)</li><li>people/cyclists will be healthier (1)</li></ul>	1	2.09
	b) Maximum <b>1 mark</b> from: <ul style="list-style-type: none"><li>further traffic/congestion (1)</li><li>he may not get to see some of his patients (1)</li></ul> <b>Accept</b> any other valid response.	1	

18	What should the reader do to add their own comment to the forum?		
	Maximum <b>1 mark</b> from: <ul style="list-style-type: none"><li>click on the hyperlink 'Click here (to have your say)' (1)</li></ul> <b>Accept</b> similar wording. <b>Do not accept</b> 'CLICK HERE TO HAVE YOUR SAY!' on its own	1	2.14

19	Using Document 2, identify whether <b>each</b> of the following statements is <b>true</b> or <b>false</b> .		
			[2 marks]
	<b>Statement</b>	<b>True or False</b>	
	Marta P thinks there should be more cycleways in Hartwall.		
	Annie R thinks the scheme will make her job easier.		
	Maximum <b>2 marks</b> available from:	2	2.11
	<b>Statement</b>	<b>True or False</b>	
	Marta P thinks there should be more cycleways in Hartwall.	True	
	Annie R thinks the scheme will make her job easier.	False	

### Section 3

20	Compare the information, ideas and opinions given in Document 1 about the Active Bike scheme with what is said about this in Document 2.	<b>[3 marks]</b>	
	<p><b>(one of the following)</b>  <b>The learner's response will</b></p> <ul style="list-style-type: none"> <li>• <b>mention both documents but with very little comparison</b> – e.g. Document 1 says it'll be good for cyclists/Hartwall. In Document 2 Jacqui and Marta agree <b>[1 mark]</b></li> <li>• <b>mention both documents with a brief, possibly implicit comparison</b> – e.g. Document 1 states the air will be cleaner and Jacqui says Becton now has less pollution. Document 1 says residents are in favour, but in Document 2 Sule and Annie disagree <b>[2 marks]</b></li> <li>• <b>use both documents to compare information, ideas and opinions clearly and effectively</b> - eg Document 1 says the air will be cleaner and in Document 2 Adam/Jacqui support this, although Annie contradicts it. Document 1 says there'll be diversions/less room for traffic, and Document 2 shows how this will affect working people. <b>[3 marks]</b>.</li> </ul> <p><b>0 marks should be given for no awardable content.</b></p>	3	2.10

**[Total: 30 marks]**