VTCT SKILLS LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING

PRACTICE MARK SCHEME

FSRO213

Q		Marks	SoS
T1 1	Suggest one kind of person who might visit mountains for their biodiversity, based on information from Text 1. Candidate has suggested appropriate kind of person using relevant information from the footnote eg • someone interested in plant life/plants (accept specific kind of person - gardener/herbalist/botanist etc) • someone interested in animal life/animals (accept specific kind of person – biologist/zoologist etc) • someone who likes to photograph plants/animals. Accept any other valid suggestion based on the information from the text.	 1 1 1 **(max 1)**	15
2	Is the opening sentence of the first paragraph of Text 1 a fact or an opinion? Give a reason to explain how you know this. Candidate has identified that it is an opinion Candidate has given a valid explanation eg there is no proof that most people would find mountains inspiring/many people might find mountains frightening/uncomfortable/too challenging Accept any other valid explanation based on the information from the text.	 1 1 **(max 2)**	18b
3	Give a definition of perspective as stated in Text 1 and give an example of a positive or negative perspective which someone might have about mountains. Candidate defines perspective using information from footnote ie • point of view Candidate gives an example of a positive or negative example (positive) • provide water • provide hydroelectricity • act as defence in wartime • are good for health (accept specific examples from the text) • contribute to local economy through tourism (negative) • cause some land to be dry / uninhabitable • make travel / trade difficult • are barrier to telecommunications • cause isolation • are affected by avalanches/mudslides/forest fires Accept any other valid reason based on the information from the text.	 1 **(max 1)** 1 1 1 1 1 1 1 1 1 1 **(max 1)**	15

T2 4	How does the writer of Text 2 disagree with Peter Wessel Zapffe's opinion that life is meaningless? Identify one example from the text which shows that climbing gives his life meaning. Candidate has identified that the writer • calls PWZ's opinion "gloomy" • says he doesn't agree with PWZ's opinion Candidate has identified evidence (accept explanation or quotation) eg • he describes the feeling of achievement when he reaches the summit • he says it keeps him healthy • he says it is challenging • he says it brings him joy Accept any other valid example based on the information from the text.	1 1 **(max 1)** 1 1 1 1 **(max 1)**	18a
5	The writer of Text 2 says when he reaches the summit, he is "on top of the world, both literally and metaphorically". Explain both meanings. Candidate has explained the literal meaning eg • he is on top of the mountain/very high up (looking down on the world) Candidate has explained the metaphorical meaning eg • he is very happy Accept any other valid explanation based on the information from the text	1 1 **(max 2)**	13
6	Text 2 ends with a paragraph consisting of one short line. Give two reasons why you think the author does this. Candidate has given reasons why the author does this eg • it sums up his blog entry • it makes it very clear / straightforward / easy for readers to understand his feelings • it leaves the reader in no doubt how he feels about climbing • it answers the question many people ask him / the key question he is addressing Accept any other valid reasons based on the information from the text.	1 1 1 1 **(max 2)**	14
T3 7	Text 3 gives a lot of detail about the responsibilities of mountain rescue volunteers. Give two reasons why the writer has done this. Candidate has given reasons eg • so that the reader can appreciate what they are required to do • to emphasise to the reader that it is dangerous / hard work • to enable the reader to understand the variety of tasks involved • to show that the work isn't restricted to helping climbers Accept any other valid reason based on the information from the text.	1 1 1 1 **(max 2)**	11

8	Identify two organisational features used by the writer of Text 3. Give an example of information which each of these features helps you to find.		16
	Candidate has identified organisational features eg		
	• heading	1	
	• subheading	1	
	• bullet points	1	
	• bold font	1	
	• caption to images	1	
		(max 2)	
	Candidate has given examples of information this feature helps them to find eg		
	(heading helps you find)		
	• purpose of the text / that the SMRT is advertising for volunteers	1	
	• what the text is about	1	
	• who has written the text/that the SMRT has written it	1	
		(max 1)	
	(subheading helps you find)		
	• specific information	1	
	• information about responsibilities/skills/commitment/other opportunities	1	
		(max 1)	
	(bullet points help you find)		
	• specific responsibilities	1	
		(max 1)	
	(bold font helps you find)		
	• subheadings / specific information	1	
	• a sense of welcome/encouragement (in the final line)	1	
		(max 1)	
	(caption helps you find)		
	• that the pictures portray some of the work you might be doing	1	
		(max 1)	
	Accept any other valid example based of information found using selected features.	**(max 2)**	
9	In the "Other opportunities" section of Text 3, the writer gives alternative ways people might become involved if they "do not meet the above requirements". In what way might someone not meet the requirements?		13
	Candidate has suggested they might not be eg		
	• fit enough	1	
	• a mountaineer / not familiar with the local mountains	1	
	• knowledgeable about ropework	1	
	• trained to give first aid	1	
	• willing to be available day and night / able to abandon personal plans / have time to put in the training	1	
		(max 1)	
	Accept any other valid suggestion based on the information from the text.		

All 10	Compare the views of the writers of Text 1 and Text 2 on the benefits mountains bring to people, and how these views are conveyed.		12
	Views		
	• Limited comparison of views from both texts. Comparison may be implicit eg through juxtaposition or listing eg Text 1 says that mountains have beautiful scenery / Text 2 says you can enjoy nature's beauty.	1	
	• Clear and explicit comparison of views from both texts eg writer of T1 says mountains have a positive effect on health but only mentions physical health (weight/heart/respiratory problems) / whereas writer of T2 mentions both physical health (need to be fit/improve muscle tone/weight) but also that mental health (time is meaningless/stress free environment/no mobile phone).	2 (max 2)	
	How views are conveyed		
	• Some indication of how views are conveyed in both texts but no comparison eg T1 uses factual language / T2 uses personal experience.	1	
	• Clear and explicit comparison of how views are conveyed in both texts eg writer of T1 uses formal language and the 3rd person because it is a fact sheet whereas the writer of T2 uses informal language and the 1st person as he is writing from personal experience.	2 (max 2)	
	Accept any other valid response based on the texts		
11	Which text do you consider to be the most biased? Using all three texts, explain your selection.		17
	Candidate has selected Text 2.	1 (max 1)	
	Candidate has justified their selection of Text 2 as the most biased using information from only that text.	1	
	Candidate has justified their selection of Text 2 as the most biased using information from that text and one other text.	2	
	Candidate has justified their selection of Text 2 as the most biased using information from all three texts.	3 (max 3)	
	Indicative Content
Reasons might include: T1 mostly gives facts about mountains rather than a point of view; it includes both the benefits and dangers of being in mountains; the question at the end remains unanswered (so it is balanced). T2 gives the writer's own response to the experience of climbing mountains and what he personally gains from doing so; he acknowledges the dangers but dismisses them as being only due to carelessness (so he is biased in favour). T3 is giving factual information about what is entailed and the type of person required; it is advertising for volunteers so is presenting a positive impression of mountain rescue but also it acknowledges the difficulties/challenges of the job (so it is balanced).

Accept any other valid explanation | | |

12	The style of both Text 1 and Text 3 is formal. How else could you describe the styles of writing used in each of these texts? Give an example from each text which demonstrates that style of writing.		19
	T1's style is		
	• impersonal	1	
	• informative	1	
	• empathetic	1	
		(max 1)	
	T3's style is		
	• specialist	1	
	• assertive	1	
	• informative	1	
		(max 1)	
	Candidate has given an appropriate example of the style of writing they have selected eg		
	T1 impersonal		
	• few people would deny	1	
	• tourists visit mountains for their natural beauty	1	
	T1 informative		
	• mountains affect climate by blocking wind	1	
	• high altitudes have a positive effect on health	1	
	T1 empathetic		
	• travel to other settlements is difficult	1	
	• may cause communities to become isolated	1	
		(max 1)	
	T3 specialist		
	• call out(s)	1	
	• ropework/basic first aid	1	
	T3 assertive		
	• you will be a keen mountaineer	1	
	• you must be fit enough	1	
	T3 informative		
	• responsibilities include	1	
	• for further information or to apply, please visit the SMRT office	1	
		(max 1)	
	Accept any other valid examples of styles of writing the candidate has selected.		

VTCT SKILLS LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SETTING MATRIX (FSRO213)

Learning aims and outcomes	Ref	Scope of Study	Question numbers – marks available	Assessment weighting
Read a range of different text types confidently and fluently.	11	Identify the different situations when main points are sufficient and when it is important to have specific details.	Q7 (2)	2 marks
	12	Compare information, ideas and opinions in different texts, including how they are conveyed.	Q10 (4)	4 marks
	13	Identify implicit and inferred meaning in texts.	Q5 (2) Q9 (1)	3 marks
	14	Understand the relationship between textual features and devices and how they can be used to shape meaning for different audiences and purposes.	Q6 (2)	2 marks
	15	(Use a range of reference materials) and appropriate resources eg glossaries/legends/keys for different purposes, including to find the meaning of words in straightforward and complex sources.	Q1 (1) Q3 (2)	3 marks
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources.	Q8 (4)	4 marks
	17	Analyse texts of different levels of complexity, recognizing their use of vocabulary and identifying levels of formality and bias.	Q11 (4)	4 marks
	18a	Follow an argument, identifying different points of view.	Q4 (2)	4 marks
	18b	Follow an argument, distinguishing fact from opinion.	Q2 (2)	
	19	Identify different styles of writing and writer's voice.	Q12 (4)	4 marks
		TOTAL MARKS	30	30 marks