

VTCT SKILLS LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING

MARK SCHEME

FSR102P

| Q | Response | Marks | SoS |
|---------|---|---|-----|
| T1 1 | <p>What does the text mean when it says “It is absolutely shameful”?</p> <p>Candidate has used appropriate strategy to explain the meaning of both parts of the phrase ie</p> <p><u>‘It’</u> means eg</p> <ul style="list-style-type: none"> wasting food when people are starving throwing away food which is good / edible / still OK / fresh not giving waste food to the hungry / needy <p><u>‘absolutely shameful’</u> means eg</p> <ul style="list-style-type: none"> completely unacceptable / not acceptable bad / wicked / wrong disgusting costly (for everyone) <p>NB Accept any other valid meanings based on information from the text.</p> | <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p> | 13 |
| 2 | <p>Identify one layout feature that makes the text easier for readers to understand and use this feature to find two pieces of information about reducing food waste.</p> <p>Candidate has identified a valid feature eg</p> <ul style="list-style-type: none"> heading subheadings bold type bullet pointed list images/photos <p>Candidate has used the feature to find information about reducing food waste eg</p> <ul style="list-style-type: none"> that the leaflet is about being socially responsible (heading) that it is a social responsibility to reduce food waste (heading) why you should reduce food waste (sub-headings / bold) how you can reduce food waste (sub-headings / bold) names of the apps themselves (bullet points / bold) that there are apps that can help you to reduce food waste (bullet points) that you can use your phone to help reduce waste (images / photos) a lot of good food is thrown away (images / photos) reducing food waste makes people happy (images / photos) <p>NB Accept any other valid responses based on information from the text.</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 2)</p> | 14 |
| 3 | <p>Identify one fact and one opinion from Text 1.</p> <p>Candidate has identified a fact eg</p> <ul style="list-style-type: none"> we throw away over 10 million tonnes of food 800 million people worldwide are starving a UK family bins on average 22% of their weekly food shop <p>NB Accept any other valid fact.</p> | <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p> | 11b |

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| | <p>Candidate has identified an opinion eg</p> <ul style="list-style-type: none"> • it is absolutely shameful • society is wasteful • Waste Not is the cleverest of food apps <p>NB Accept any other opinion.</p> | <p>1 1 1 (max 1)</p> | |
| 4 | <p>What does the image in Text 1 mean?</p> <p>Candidate has inferred some part of the overall meaning from the image correctly and briefly explained it.</p> <p>Candidate has inferred the overall meaning of the image correctly and explained it fully.</p> <p><u>Indicative content</u> Candidate might include consideration of: there is a lot of good food thrown away / thrown into bins which could actually be used. There are now apps on phones which enable this food to not be wasted but instead used and turned into nice meals, which would make the people eating it happy.</p> <p>NB Accept any other valid responses based on information from the text.</p> | <p>1 2 (max 2)</p> | 15 |
| 5 | <p>Identify three ways the writer uses language to persuade the reader to use the apps.</p> <p>The candidate has identified language features / ways language is used to persuade the reader to use the apps eg</p> <ul style="list-style-type: none"> • superlatives / emphatic words (the cleverest of apps / the best app) • negative phrases (an absolute shameful waste / This wasteful society) • addresses the reader directly / uses the imperative form (don't be part / just sign up...) • list of statistics / contrast the amount of food wasted with the benefit of the apps <p>NB Accept description of language used or examples of it. Accept any other valid ways identified.</p> | <p>1 1 1 1 (max 3)</p> | 12 |
| T2 6 | <p>Explain the meaning of the following words as used in Text 2.</p> <ul style="list-style-type: none"> • 'doggy bags' in paragraph 1 • 'reluctant' in paragraph 1 • 'leftovers' in paragraph 3 <p>The candidate has understood a range of specialist words in context ie that</p> <ul style="list-style-type: none"> • 'doggy bags' means bags / containers for food that a customer did not eat at a restaurant and wants to take home with them • 'reluctant' means not willing / unwilling / don't want to • 'leftovers' means food which has not been eaten <p>NB Accept any other valid explanations based on information from the text.</p> | <p>1 1 1 (max 3)</p> | 17 |

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| 7 | <p>According to Text 2, why are doggy bags popular in America?</p> <p>The candidate has identified the reasons why doggy bags are popular in America eg</p> <ul style="list-style-type: none"> • portions are big • people know they can get two meals from one • handed out by restaurants / part of the service <p>NB Accept any other valid reasons based on information from the text.</p> | <p>1</p> <p>1</p> <p>1</p> <p>(max 2)</p> | 9 |
| 8 | <p>Compare the attitudes of the British with the attitudes of people in other countries (except America) towards doggy bags.</p> <p>Candidate has briefly described the attitudes of the British and / or people in other countries towards doggy bags but has not compared them.</p> <p>Candidate has described and compared the attitudes of the British and of people in other countries towards doggy bags.</p> <p><u>Indicative Content</u></p> <p>Candidate might include consideration of the British are embarrassed / reluctant / ashamed to ask for a doggy bag whereas in China, Malaysia, the Philippines and South Africa, it is common practice and they often wrap leftovers up very nicely.</p> <p>Again, unlike in the UK, the Chinese regularly take home their leftovers to make a stir-fry the next day. However, it seems as if the French are similarly reluctant as it has needed a new law to encourage the use of doggy bags.</p> | <p>1</p> <p>2</p> <p>(max 2)</p> | 10 |
| 9 | <p>What is a common misunderstanding about doggy bags and the law in Britain?</p> <p>The candidate has identified that a common misunderstanding is that the British (wrongly) believe doggy bags are against health and safety laws.</p> | <p>1</p> <p>(max 1)</p> | 9 |
| 10 | <p>What could make doggy bags more popular in the UK?</p> <p>The candidate has identified what could make doggy bags more popular in the UK eg</p> <ul style="list-style-type: none"> • a change of name • call it a 'to go box' or 'carry out box' as they do in America • get restaurants to offer doggy bags to customers (so customers aren't embarrassed by asking) <p>NB Accept any other valid responses based on information from the text.</p> | <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p> | 11a |
| 11 | <p>What type of punctuation does the writer use to express his annoyance at the British attitude towards doggy bags?</p> <p>Candidate has used knowledge of how punctuation is used to aid understanding by identifying that exclamation marks were used to show annoyance.</p> | <p>1</p> <p>(max 1)</p> | 18 |

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| T3 12 | <p>What three things prompted Julia Ramy to write the letter to the manager of her local food store?</p> <p>Candidate has identified what prompted Julia Ramy to write the letter to the manager of her local food store eg</p> <ul style="list-style-type: none"> • (she watched) a TV programme (on food waste) • (she often sees) the store's bins overflowing (with edible food) • (she can see) no evidence that the store supports a charity • she is the manager of a food bank so has a vested interest <p>NB Accept any other valid reasons based on information from the text.</p> | <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(max 3)</p> | 9 |
| 13 | <p>What does Julia Ramy want the manager of the food store to do and what could happen if the store manager does not agree to Julia Ramy's request?</p> <p>Candidate has identified that Julia Ramy wants the manager eg</p> <ul style="list-style-type: none"> • to assure her that he/she donates unsold surplus food to a local charity • to put a notice in the window saying which charities they are supporting • to contact her (so that she can organise for surplus food to be taken away to the food bank) <p>Candidate has understood what could happen if the store manager does not agree to Julia Ramy's request eg</p> <ul style="list-style-type: none"> • that Julia will not continue to shop at the store • the manager could lose a customer / customers <p>NB Accept any other valid responses based on information from the text.</p> | <p>1</p> <p>1</p> <p>1</p> <p>(max 1)</p> <p>1</p> <p>1</p> <p>(max 1)</p> | 11a |
| 14 | <p>Identify two phrases in the text which convey Julia Ramy's disapproval of food waste.</p> <p>Candidate has identified language used to express disapproval eg</p> <ul style="list-style-type: none"> • the shocking investigation • the appalling food waste • shamefully binned <p>NB Accept any other valid examples based on information from the text.</p> | <p>1</p> <p>1</p> <p>1</p> <p>(max 2)</p> | 16 |
| 15 | <p>How can Julia Ramy help the store manager?</p> <p>Candidate has identified how Julia Ramy can help the store manager eg</p> <ul style="list-style-type: none"> • she can arrange the collection of surplus food • prevent the store losing customers <p>NB Accept any other valid ways based on information from the text.</p> | <p>1</p> <p>1</p> <p>(max 1)</p> | 11a |

VTCT SKILLS LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SETTING MATRIX (FSR102P)

| Learning aims and outcomes | Ref | Scope of Study | Question numbers – marks available | Assessment weighting |
|--|-----|--|------------------------------------|----------------------|
| Read a range of different text types confidently and fluently. | 9 | Identify and understand the main points, ideas and details in texts. | Q7(2), Q9(1) Q12(3) | 6 marks |
| | 10 | Compare information, ideas and opinions in different texts. | Q8(2) | 2 marks |
| | 11a | Identify meanings in texts. | Q10(1) Q13(2) Q15(1) | 4 marks |
| | 11b | Distinguish between fact and opinion. | Q3(2) | 2 marks |
| | 12 | Recognise how language and other textual features have been varied to suit audience and purpose. | Q5(3) | 3 marks |
| | 13 | (Use reference materials and) appropriate strategies for a range of purposes, including to find the meaning of words. | Q1(2) | 2 marks |
| | 14 | Understand organisational and structural features and use them to locate relevant information (in a range of straightforward texts). | Q2(3) | 3 marks |
| | 15 | Infer meanings from images (not explicit in accompanying text). | Q4(2) | 2 marks |
| | 16 | Recognise vocabulary typically associated with specific types and purposes of texts. | Q14(2) | 2 marks |
| | 17 | Read and understand a range of specialist words in context. | Q6(3) | 3 marks |
| | 18 | Use knowledge of punctuation to aid understanding of straightforward texts. | Q11(1) | 1 mark |
| TOTAL MARKS | | | 30 | 30 marks |