

**VTCT SKILLS LEVEL 2 FUNCTIONAL  
SKILLS QUALIFICATION IN ENGLISH:  
READING**

PRACTICE MARK SCHEME

FSRO206

Q	Response	Marks	SoS
T1 1	<p>Text 1 contains no details about the personal experience of homeless people. Give two reasons why you think this is the case?</p> <p>Candidate has given reasons why T1 contains no details eg</p> <ul style="list-style-type: none"> <li>• it is an information leaflet / informative / fact sheet / factual</li> <li>• it is not a narrative / description / not about the personal experience of homeless people – the main point is about the issue itself</li> <li>• it is not important to have personal experience when the generic issue is being considered</li> <li>• the reader would not need to know about individual cases.</li> </ul> <p>Accept any other valid reason based on information from the text.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 2)</b></p>	11
2	<p>What is meant by 'affordable housing' in Text 1?</p> <p>Candidate explains the phrase using relevant information from footnote eg</p> <ul style="list-style-type: none"> <li>• housing that can be afforded by poor / people on a low income</li> <li>• housing that is affordable by that section of society whose income is below the average household income.</li> </ul>	<p>1</p> <p>1</p> <p><b>(max 1)</b></p>	15
3	<p>What is the purpose of Text 1? Give a reason to explain how you know this.</p> <p>Candidate identifies that the purpose is to eg</p> <ul style="list-style-type: none"> <li>• inform the reader about the state of homelessness</li> <li>• tell the reader what causes homelessness</li> <li>• explain the responsibilities of local councils towards the homeless.</li> </ul> <p>Candidate has given a reason to explain how they know this eg</p> <ul style="list-style-type: none"> <li>• the heading tells you the text is about homelessness</li> <li>• section 2 is headed 'Causes' and lists some of the causes of homelessness</li> <li>• Section 3 headed 'What is being done' and goes through what responsibilities councils do (and do not) have.</li> </ul> <p>Accept any other valid reason based on the information from the text.</p>	<p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p>	13

<p>T2 4</p>	<p>Identify two organisational features used by the author of Text 2. Give an example of information which each of these features helps you to find.</p> <p>Candidate has identified organisational features eg</p> <ul style="list-style-type: none"> <li>• heading</li> <li>• strapline</li> <li>• caption.</li> </ul> <p>Accept any other valid organisational feature identified from the text.</p> <p>Candidate gives examples of information these features help them to find eg</p> <ul style="list-style-type: none"> <li>• (heading helps you to find) <ul style="list-style-type: none"> <li>○ summary of what the article is about</li> <li>○ the need to read on to find out what it means</li> </ul> </li> <li>• (strapline helps you to find) <ul style="list-style-type: none"> <li>○ who wrote the article</li> <li>○ the writer's purpose</li> <li>○ that it is about rough sleepers</li> </ul> </li> <li>• (caption helps you to find) <ul style="list-style-type: none"> <li>○ that the drawing is of the homeless person Ed was talking to.</li> </ul> </li> </ul> <p>Accept any other valid explanation of selected features.</p>	<p>1 1 1</p> <p><b>(max 2)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 2)</b></p>	<p>16</p>
<p>5</p>	<p>Identify how the writer of Text 2 feels when he leaves in the morning. Explain how you know this.</p> <p>Candidate has identified feeling when he leaves eg</p> <ul style="list-style-type: none"> <li>• he feels sorry for the rough sleepers.</li> </ul> <p>Candidate has explained how they know this eg</p> <ul style="list-style-type: none"> <li>• he says he is 'painfully aware' that he doesn't have to experience having nowhere to sleep / he recognises that they have nowhere else to go.</li> </ul> <p>Accept any other valid explanation based on the information from the text.</p>	<p>1</p> <p>1</p> <p><b>(max 2)</b></p>	<p>18a</p>
<p>6</p>	<p>What is meant by 'camaraderie', as used by Trevor in Text 2? Give a reason why you think rough sleepers have no 'camaraderie'.</p> <p>Candidate has defined 'camaraderie' using relevant information from footnote ie mutual trust and friendship between people sharing the same experience.</p> <p>Candidate has given a valid reason that rough sleepers don't have 'camaraderie' eg</p> <ul style="list-style-type: none"> <li>• they are afraid of being attacked/harmed</li> <li>• they steal from each other</li> <li>• they insult/verbally abuse each other.</li> </ul> <p>Accept any other valid reason based on the information from the text.</p>	<p>1</p> <p><b>(max 1)</b></p> <p>1 1 1</p> <p><b>(max 1)</b></p>	<p>15</p>

<p>T3 7</p>	<p>In the fourth paragraph, the writer uses a rhetorical question. Give two effects this has on the reader.</p> <p>Candidate gives effects of using rhetorical questions on the reader eg</p> <ul style="list-style-type: none"> <li>to make the MP think about the council's problem</li> <li>emphasises the ridiculousness of the expectation</li> <li>moves the blame onto the government, rather than the council.</li> </ul> <p>Accept any other valid response based on the information from the text.</p>	<p>1 1 1  (max 2)</p>	<p>14</p>
<p>8</p>	<p>What does the author mean when he talks about prioritising 'those with a local connection'?</p> <p>Candidate has identified implicit meaning eg</p> <ul style="list-style-type: none"> <li>those who live or have relatives in the area would be given preference</li> <li>the council has to look after first those for whom they are most directly responsible ie those who already live in the area.</li> </ul> <p>Accept any other valid meaning based on the information from the text.</p>	<p>1  1  (max 1)</p>	<p>13</p>
<p>9</p>	<p>Edward Jennings, in Text 3, gives his views on homelessness and who is responsible. Give one fact and one opinion he uses to support his point of view.</p> <p>Candidate gives a fact from T3 used to support his point of view eg</p> <ul style="list-style-type: none"> <li>some 50 people sleep rough every night</li> <li>the Homelessness Reduction Act 2017 requires the Council to do more to prevent homelessness</li> <li>rough sleepers can be counted.</li> </ul> <p>Accept any other fact identified from the text used to support his point of view.</p> <p>Candidate gives an opinion from T3 used to support his point of view eg</p> <ul style="list-style-type: none"> <li>It is with regret that I find myself obliged to write to you</li> <li>It is unclear how</li> <li>It ...should be funded by the government</li> </ul> <p>Accept any other opinion identified from the text used to support his point of view.</p>	<p>1 1  1 (max 1)   1 1 1 (max 1)</p>	<p>18b</p>
<p>AT 10</p>	<p>Compare the views of the writers of Texts 1 and 3 on homelessness, and how these views are conveyed.</p> <p>Views</p> <ul style="list-style-type: none"> <li>Limited comparison of views from both texts. Comparison may be implicit eg through juxtaposition of related ideas or listing eg hidden homeless cannot be counted (T1) / hidden homeless are increasing/hard to identify (T3).</li> <li>Clear and explicit comparison of views from both texts eg writer of T1 says local councils are being asked to do more to help / have a duty to those in priority need while / just as the writer of T3 says the council has for a long time had a duty to help those in priority need/are now required to do more.</li> </ul>	<p>1   2  (max 2)</p>	<p>12</p>

	<p>How views are conveyed</p> <ul style="list-style-type: none"> <li>Some indication of how points are conveyed in both texts but no comparison eg the writer of T1 uses subheadings to indicate how the text is structured / the writer of Text 3 uses strong / emotive language to emphasise his points.</li> <li>Clear and explicit comparison of how points are conveyed in both documents eg the writer of T1 starts with a question then answers it whereas the writer of T3 asks a rhetorical question to involve reader.</li> </ul> <p>Accept any other valid response based on the texts.</p>	<p>1</p> <p>2</p> <p><b>(max 2)</b></p>	
11	<p>Which text is the least biased? Using all three texts, explain your selection.</p> <p>Candidate has identified T1 as the least biased.</p> <p>Candidate has justified their selection of T1 as the least biased using information only from that text.</p> <p>Candidate has justified their selection of T1 as the least biased by using information from that text and one other text.</p> <p>Candidate has justified their selection of T1 as the least biased, using information from all three texts.</p> <p><u>Indicative Content</u> Reasons might include: T1 is mostly fact based and mostly gives facts about homelessness, rather than points of view. T2 is very personal and uses strong language to justify strong views about homelessness from a personal point of view. T3 is written by a local politician who is clearly at odds with the views of the government and so writes from only his / his council's perspective.</p> <p>Accept any other valid explanation.</p>	<p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>2</p> <p>3</p> <p><b>(max 3)</b></p>	17

12	<p>Identify the styles of writing used in Text 2 and Text 3. Give one example from each text which suggests that style of writing.</p> <p>Candidate identifies the styles of writing in T2 and T3.</p> <ul style="list-style-type: none"> <li>• T2's style is <ul style="list-style-type: none"> <li>○ personal</li> <li>○ informal</li> <li>○ journalistic.</li> </ul> </li> <li>• T3's style is <ul style="list-style-type: none"> <li>○ impersonal</li> <li>○ formal</li> <li>○ persuasive / pleading.</li> </ul> </li> </ul> <p>Accept any other valid identification of styles of writing.</p> <p>Candidate provides an example of the style of writing they have selected eg</p> <p>T2 Personal</p> <ul style="list-style-type: none"> <li>• I felt lucky (that I was only spending one night sleeping rough)</li> <li>• I gingerly joined the end of the row</li> <li>• [I] went home, painfully aware that....</li> </ul> <p>T2 Informal</p> <ul style="list-style-type: none"> <li>• wasn't waterproof</li> <li>• I'd had to go</li> <li>• Ditched</li> </ul> <p>T2 Journalistic</p> <ul style="list-style-type: none"> <li>• To see what life means for rough sleepers</li> <li>• My disguise seemed to have worked</li> <li>• Suffering of people who have no place to go.</li> </ul> <p>T3 Impersonal</p> <ul style="list-style-type: none"> <li>• The desperate problem that the local council has with...</li> <li>• This is impractical for the council.</li> <li>• It is a national crisis</li> </ul> <p>T3 Formal</p> <ul style="list-style-type: none"> <li>• It is with regret</li> <li>• I find myself obliged</li> <li>• I urge you to raise this issue</li> </ul> <p>T3 Persuasive / pleading</p> <ul style="list-style-type: none"> <li>• I urge you to raise this issue</li> <li>• the desperate problem</li> <li>• national crisis... should be funded by government, not local rates.</li> </ul> <p>Accept any other valid examples of styles of writing the candidate has selected.</p>	<p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p>	19
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**VTCT SKILLS LEVEL 2 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SETTING MATRIX (FSRO206)**

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.	Q1(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.	Q3(2) Q8(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.	Q7(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.	Q2(1) Q6(2)	3 marks
	16	Understand organisational features and use them to locate relevant information (in a range of straightforward and complex sources.	Q4(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.	Q5(2)	4 marks
	18b	Follow an argument, distinguishing fact from opinion.	Q9(2)	
	19	Identify different styles of writing and writer's voice.	Q12(4)	4 marks
TOTAL MARKS			30	30 marks