



## **NCFE Entry Level 3 Functional Skills Qualification in English (603/5052/0)**

### **Paper Title: Entry Level 3 Functional Skills Qualification in English: Reading**

Paper number: 2R

### **Mark Scheme**

v0.5

### **Marking guidelines**

#### *General guidelines*

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no relevant material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Internal Quality Assurer (IQA).

## Subject Content Statements (SCS)

### EL3.2.8

Read correctly words designated for Entry Level 3 (see Appendix)

Words in each source document must contain **12.5-15%** of those given in the Entry Level 3 Appendix. This SCS is notionally assessed through evidencing understanding of **EL2.2.9, EL3.2.10, EL3.2.11** and **EL3.2.12**

### EL3.2.9

Identify, understand and extract the main points and ideas in and from texts

### EL3.2.10

Identify different purposes of straightforward texts

### EL3.2.11

Use effective strategies to find the meaning of words (eg a dictionary, working out meaning from context, using knowledge of different word types)

### EL3.2.12

Understand organisational features and use them to locate relevant information (eg contents, index, menus, tabs and links)

Q no	Marking Guidance	Marks	Subject Content Ref
<b>Section 1</b>			
<b>1 (a)</b>	<ul style="list-style-type: none"> <li>B) Explain how Caring Pets helps</li> </ul>	<b>1</b>	<b>EL3.2.10</b>
<b>1 (b)</b>	Award <b>one</b> mark for each of the following: <ul style="list-style-type: none"> <li>Stroking pets</li> <li>Watching pets.</li> </ul>	<b>2</b>	<b>EL3.2.9</b>
<b>1 (c)</b>	Award <b>one</b> mark for the following: <ul style="list-style-type: none"> <li>To guarantee your chosen pet will be available</li> </ul>	<b>1</b>	<b>EL3.2.9</b>

	Credit any other similar response.		
<b>1 (d)</b>	<p>Award <b>one</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Full of life</li> <li>• Excitement</li> <li>• Excited.</li> </ul> <p>Credit any other similar response.</p>	<b>1</b>	<b>EL3.2.11</b>
<b>1 (e)</b>	<p>Award <b>one</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Long Lane Westhall NE60 1JJ</li> <li>• Westhall</li> </ul> <p>Credit any other similar response.</p>	<b>1</b>	<b>EL3.2.12</b>
<b>1 (f)</b>	<p>Accept any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Strange</li> <li>• Weird</li> <li>• Odd</li> </ul> <p>Credit any other similar response.</p>	<b>1</b>	<b>EL3.2.11</b>
<b>1 (g)</b>	<p>Award <b>one</b> mark for any of the following:</p> <ul style="list-style-type: none"> <li>• Children</li> <li>• Over 75s</li> <li>• Stressed adults</li> <li>• People who can't care for pets</li> <li>• Inactive people</li> <li>• People who aren't animated or social</li> </ul> <p>Credit any other similar response.</p>	<b>1</b>	<b>EL3.2.9</b>

Section 2			
<b>2 (a)</b>	<p>Accept any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Pet lovers</li> <li>• People who live in care homes</li> <li>• People who work in care homes</li> <li>• Relatives / friends of people in care homes</li> <li>• People researching if pets increase happiness</li> <li>• Vets/people who work with animals</li> </ul> <p>Credit any other similar response.</p>	<b>1</b>	<b>EL3.2.10</b>
<b>2 (b)</b>	<p>Accept any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Carried out by people who used animals as furry therapists (1 mark)</li> <li>• Didn't include enough people (1 mark)</li> <li>• Didn't look at long term studies (1 mark)</li> <li>• Didn't look at other possible explanations for results (1 mark)</li> </ul> <p>There are two possible marks in total.</p>	<b>2</b>	<b>EL3.2.9</b>
<b>2 (c)</b>	<p>Award <b>one</b> mark for the following:</p> <ul style="list-style-type: none"> <li>• Obscure or morally questionable</li> <li>• Unclear</li> </ul> <p>Credit any other similar response.</p>	<b>1</b>	<b>EL3.2.11</b>
<b>2 (d)</b>	<ul style="list-style-type: none"> <li>• A) Comment on research on animals and well-being</li> </ul>	<b>1</b>	<b>EL3.2.9</b>
<b>2 (e)</b>	<p>Accept any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• Footnote 1</li> <li>• 1<sup>st</sup> footnote</li> </ul>	<b>1</b>	<b>EL3.2.12</b>

	<ul style="list-style-type: none"> <li>In the footnotes</li> </ul> Credit any other similar response.		
<b>2 (f)</b>	Accept any <b>one</b> of the following: <ul style="list-style-type: none"> <li>The title / Do pets increase happiness</li> <li>The author/writer / Wes Calley</li> </ul> Credit any other similar response.	<b>1</b>	<b>EL3.2.12</b>
<b>2 (g)</b>	Award <b>one</b> mark for the following: <ul style="list-style-type: none"> <li>Pets have feelings too</li> </ul> Credit any other similar response.	<b>1</b>	<b>EL3.2.9</b>
<b>Total marks available:</b>		<b>16</b>	