

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

LEVEL 2 FUNCTIONAL SKILLS ENGLISH

PRACTICE PAPER 4 – READING TASK AND ANSWER BOOKLET (BR10)

TIME: 55 MINUTES

Your surname or family name

Your first forename (if any)

Your second forename (if any)

Date of birth

Centre name

Centre number

Your OCR candidate number

FOR EXAMINER USE ONLY	
Question No	Mark
R1	/3
R2	/3
R3	/4
R4	/4
R5	/4
R6	/4
R7	/3
Total	/25

YOU NEED

- This task and answer booklet.
- A pen with black ink **OR** access to a computer and printer to print out your responses which should be firmly attached to this booklet.

You may use a dictionary and spell/grammar check facilities but you must not ask anyone to help you.

INSTRUCTIONS FOR CANDIDATES

Do **NOT** open this booklet until you are told to do so by the supervisor.

Fill in all the boxes above. Make sure your personal details are entered correctly. Use BLOCK LETTERS.

- Write your answer to each question in the space provided in this answer booklet or attach your printouts to this booklet before handing in.
- Additional answer space can be found on page 17.
- If you use extra paper, make sure that it has your name, candidate number, centre number and question number(s) on it and is securely attached to this booklet.
- When you have finished, hand this booklet to the supervisor.

This document consists of 18 pages. Any blank pages are indicated.

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RESOURCE DOCUMENTS

Document 1 (page 5) and Document 2 (page 7) and Document 3 (page 9) contain information to help you answer the Reading task.

- The resource documents are perforated along the left hand side or can be separated from the question paper. You can remove them from the Reading task and answer booklet.
- If perforated, please fold page 5, page 7 and page 9 along the perforated strip before removing them from the Reading task and answer booklet.
- You have **55 minutes** to read the resource documents and answer questions 1 to 7. You should spend about **5 – 10** minutes of this time reading the resource documents.

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Become a Fair Trader

What is Fair Trade?

Fair Trade is a way of reducing poverty in the developing nations. What it does is to build long-term partnerships between farmers and producers in the developing countries and the buyers and consumers in the developed world.

Fair Trade is good for everyone:

Farmers and producers in developing countries receive a guaranteed minimum price for their goods. They are taught how to work safely and they are given financial and technical support when they need it. Children are not allowed to work on Fair Trade products.

Buyers and consumers have the satisfaction of knowing that they are addressing the issue of poverty. They know that they are helping to end child labour and, of course, they are also buying excellent products.

The Earth also benefits - Fair Trade farmers are taught how to pursue sustainable farming techniques and how to sustain biodiversity.

What can you do?

At the very least, when you go shopping, look out for Fair Trade products – the labels will be clearly marked. You will see the Fair Trade mark in particular on such products as coffee, tea, chocolate, spices, honey, sugar, vanilla, rice, bananas and other tropical fruits.

Better still – come and join us:

Email eric@fairtrading.coz

Now!!

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Daily Independent

How fair is Fair Trade?

By Martin Wayless

We see the 'Fair Trade' label appearing on more and more of the food we buy in supermarkets and local shops. Many shoppers look for it and buy it in preference to other brands, even though it costs more – sometimes quite a lot more. And it's not just food; many clothes marketed by the leading high street chains are Fair Trade.

In the UK, more than 2,500 product lines carry the Fair Trade mark. The market is huge: last year we in Britain spent somewhere close to £300 million on Fair Trade products. It's also a rapidly growing market – we've seen an increase of 40% in just one year.

The aim of Fair Trade is clear – to get a better deal for farmers in the developing world.

Companies who use the Fair Trade logo pay farmers more than the market price for their products. But is this really such a good idea? There are a number of problems.

First, by guaranteeing a high price for the goods, the Fair Trade movement does not encourage farmers to develop more efficient ways of working. They are not encouraged to investigate the mechanisation and industrialisation of farming which would enable them to become more efficient and avoid the back-breaking work they currently do.

Second, how much does Fair Trade really help developing countries? It is true that the families of farmers in the developing world who have links with Fair Trading are happy with their situation.

The extra money they earn means that they can pay for clean water supplies or to send their children to school. But what about those farmers who have no such links? Their lot is not improved. Indeed, it is worsened by the fact that neighbouring communities have developed trade links – there is no one left to sell to. They end up even poorer. Fair Trade is a temporary and unfair way of addressing poverty.

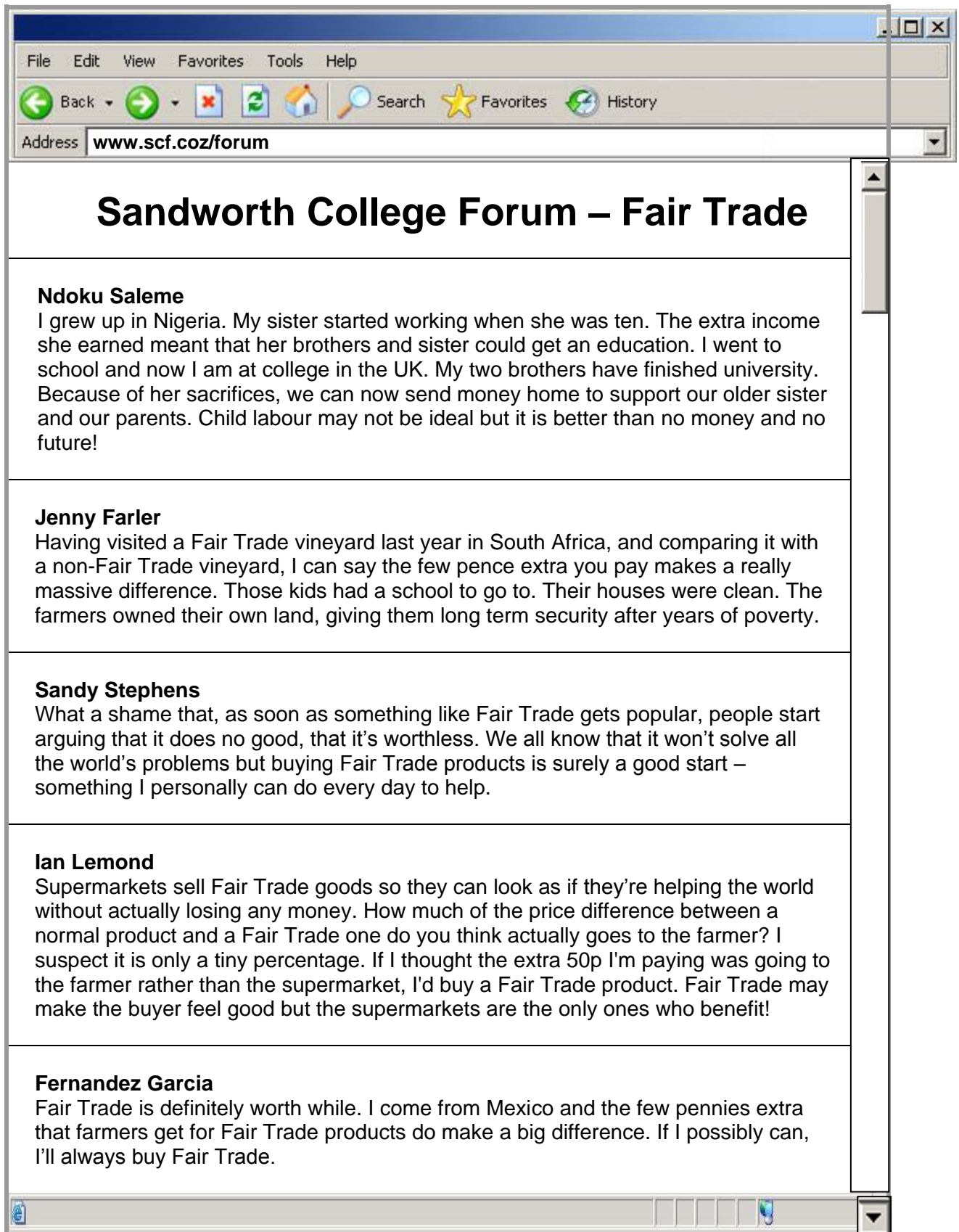
Finally, let us address the question of child labour. In the developing countries, it is a sad fact that children have always worked. It is something that we would all like to see changed. Fair Trade is trying to change it by saying that children cannot work. But if children don't work, children don't earn money. Families go hungry. Communities suffer. Children in these countries aren't working simply for extra pocket money. They are working because without that money they will starve. The way to tackle child labour is not to ban it. It is to make it unnecessary.

Many tens of thousands of people escaped poverty last year, most of them in India and China. However, this change was brought about by real market developments rather than small-scale Fair Trade deals. Those people were lifted out of poverty because they could sell their products on the open global market, rather than being sectioned off in the Fair Trade market.

So again I ask the question – is Fair Trade fair?

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Document 3



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Address www.scf.coz/forum

Sandworth College Forum – Fair Trade

Ndoku Saleme
I grew up in Nigeria. My sister started working when she was ten. The extra income she earned meant that her brothers and sister could get an education. I went to school and now I am at college in the UK. My two brothers have finished university. Because of her sacrifices, we can now send money home to support our older sister and our parents. Child labour may not be ideal but it is better than no money and no future!

Jenny Farler
Having visited a Fair Trade vineyard last year in South Africa, and comparing it with a non-Fair Trade vineyard, I can say the few pence extra you pay makes a really massive difference. Those kids had a school to go to. Their houses were clean. The farmers owned their own land, giving them long term security after years of poverty.

Sandy Stephens
What a shame that, as soon as something like Fair Trade gets popular, people start arguing that it does no good, that it's worthless. We all know that it won't solve all the world's problems but buying Fair Trade products is surely a good start – something I personally can do every day to help.

Ian Lemond
Supermarkets sell Fair Trade goods so they can look as if they're helping the world without actually losing any money. How much of the price difference between a normal product and a Fair Trade one do you think actually goes to the farmer? I suspect it is only a tiny percentage. If I thought the extra 50p I'm paying was going to the farmer rather than the supermarket, I'd buy a Fair Trade product. Fair Trade may make the buyer feel good but the supermarkets are the only ones who benefit!

Fernandez Garcia
Fair Trade is definitely worth while. I come from Mexico and the few pennies extra that farmers get for Fair Trade products do make a big difference. If I possibly can, I'll always buy Fair Trade.

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TASK AND ANSWER PAGES

READING TASK (25 marks)**INFORMATION**

You have **55 minutes** to read the resource documents and answer the questions 1 - 7. You should spend about **5 – 10** minutes of this time reading the resource documents.

Answer **all** the questions, using information from the resource documents.

You do **not** need to write in sentences.

Scenario

You have been given a leaflet on Fair Trade (Document 1) and would like to know more about it so that you can make an informed decision whether to buy Fair Trade goods or not. To help you understand the arguments you look at a newspaper article on Fair Trade (Document 2) and a college forum on Fair Trade (Document 3).

1 What is the purpose of **each** document?

(3 marks)

- 2 Explain what is meant by the term 'developing countries' as used in the documents. Identify **two** developing countries mentioned in the documents.

(3 marks)

- 3 Compare and contrast the views expressed in Document 1 with those of Ian Lemond in Document 3.

(4 marks)

- 4 a)** Which of the documents do you think contains the most evidence of bias? Give evidence to support your answer.

(3 marks)

- b)** Why is it important to be aware of bias when considering issues such as Fair Trade?

(1 mark)

5 Describe **two** techniques used by the writers to persuade the reader in:

a) Document 1

(2 marks)

and

b) Document 2

(2 marks)

6 Compare and contrast the opinions expressed in the newspaper article (Document 2) with those of Jenny Farler in Document 3.

(4 marks)

7 Do you think that people should buy Fair Trade goods? Give reasons for your views.

(3 marks)



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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

LEVEL 2 FUNCTIONAL SKILLS ENGLISH

PRACTICE PAPER 4 – READING TASKS (BR10)

Mark Scheme

The maximum mark for the Reading paper is 25

This document consists of 4 printed pages

[Turn over

Functional Skills English Level 2 Mark Scheme – Reading (25 marks)

Reading (25 marks)

Q	M/S Ref	Description	Type of Response	Mark allocation	Total marks
1	2R1	<p>Candidate has identified purposes eg</p> <p>Document 1:</p> <p>a) to encourage/persuade people to buy Fair Trade/join the Fair Trade movement</p> <p>b) to tell people about how Fair Trade works.</p> <p>Document 2:</p> <p>c) to question whether Fair Trade is really fair</p> <p>d) to tell us about the pros and cons of Fair Trade.</p> <p>Document 3:</p> <p>e) to share the views of different people about Fair Trade</p> <p>f) to give people the chance to say what they think about Fair Trade.</p>	Closed	<p>1</p> <p>1</p> <p>(Max 1)</p> <p>1</p> <p>1</p> <p>(Max 1)</p> <p>1</p> <p>1</p> <p>(Max 1)</p>	3
2	2R1	<p>‘Developing countries’ in this context means countries which generally have a lower income and standard of living than developed countries, and are largely dependent on farming.</p> <p>Examples:</p> <p>a) India</p> <p>b) China</p> <p>c) Nigeria</p> <p>d) Mexico</p> <p>e) South Africa.</p>	Closed	<p>1</p> <p>(Max 1)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Max 2)</p>	3
3	2R2	<p>Candidate has compared the views of Document 1 and Ian’s in Document 3:</p> <ul style="list-style-type: none"> Some identification of Document 1’s views or Ian’s views but no comparison. Some identification of Document 1’s and Ian’s views but little comparison. Reasonable comparison of the two views though at times implicit (eg by juxtaposing related points. For example, the leaflet suggests that farmers and producers benefit a great deal from Fair Trade. Ian thinks that only a tiny percentage of the money goes to farmers.). Good and explicit comparison of the two views including specific examples from each (eg both Document 1 and Ian agree that buying Fair Trade makes the purchaser feel good, but they disagree strongly about the amount that it benefits the farmers and producers in developing countries.). 	Open	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	4

Q	M/S Ref	Description	Type of Response	Mark allocation	Total marks
4a	2R3	<p>Candidate may focus on one document, or on more than one</p> <p>Document 1:</p> <ul style="list-style-type: none"> is a leaflet, therefore automatically one sided only gives positive views of Fair Trade. <p>Document 2:</p> <ul style="list-style-type: none"> provides statistics to appear independent appears to be impartial in the way it is written only gives negative views of Fair Trade. <p>Document 3:</p> <ul style="list-style-type: none"> gives range of views but each is biased and personal no evidence that these have been selected impartially. <p>Accept any justifiable answer.</p>	Open	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Max 3)</p>	3
4b	2R3	Accept explanation of why bias is important (eg to persuade the reader to adopt a particular point of view, only deals with one side/aspect etc)		1	1
5	2R3	<p>Candidate has described the persuasive techniques used by writers.</p> <p>Document 1:</p> <ul style="list-style-type: none"> contact point given use of bold to emphasis key words use of rhetorical questions use of large font to encourage people to join. <p>Document 2:</p> <ul style="list-style-type: none"> use of statistics and figures to reinforce messages use of short sentences to strengthen points (Families go hungry. Children suffer.) use if rhetorical questions to involve reader repetition of title at end to lend emphasis. 	Open	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Max 2)</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>(Max 2)</p>	4

Q	M/S Ref	Description	Type of Response	Mark allocation	Total marks
6	2R2	<p>Candidate has compared the opinions expressed in the Document 2 with those of Jenny Farler in Document 3:</p> <ul style="list-style-type: none"> • Some identification of the claims made by Document 2 or some identification of the views of Jenny Farler. • Some identification of the claims made by Document 2 and some identification of the views of Jenny Farler. • Reasonable explanation of the views expressed, though at times the explanation is implicit (eg by juxtaposing related views from both documents). • Good and explicit comparison of the views expressed, including specific examples from each document. 	Open	<p>1</p> <p>2</p> <p>3</p> <p>4</p>	4
7	2R3	<p>Candidate has given their opinion on whether they believe that people should buy Fair Trade goods, together with reasons from the documents and/or personal opinion.</p> <ul style="list-style-type: none"> • Opinion given with simple explanation. • Opinion given with developed explanation. • Opinion given with fully developed explanations. <p>Possible responses might be:</p> <p>In favour of Fair Trade:</p> <ul style="list-style-type: none"> • provides a guaranteed minimum price for goods • reduces poverty in developing countries • it is good for the environment because it promotes sustainable farming techniques. <p>Against:</p> <ul style="list-style-type: none"> • costs more for the consumer to buy goods • those not involved in Fair Trade production lose out • only applies to very small number of farmers. 	Open	<p>1</p> <p>2</p> <p>3</p>	3
		Total available for Reading			25

Note to markers:

- where a candidate does not meet the minimum required for the award of 1 mark, 0 marks should be awarded. This applies to all mark scheme references.
- accept other valid points not identified in the mark scheme but which occur within the resource documents.