



**PASS**  
**FUNCTIONAL**  
**SKILLS**

## **PRACTICE PAPER ANSWERS**

### **OPEN AWARDS**

### **RECYCLING**

### **30 Marks Total**

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#### **Question 1 (3 marks)**

Text 1 refers to 'greenwashing'. Write a definition of this term and indicate two ways it can emerge in the fashion industry.

#### **Answer**

Candidate defines 'greenwashing' using relevant information from the article, **e.g.**

- When sustainable practices are exaggerated or falsified to consumers.

-Accept any other valid definition based on text 1.

**(1 mark)**

Candidate indicates two ways greenwashing happens in the fashion industry using relevant examples from the text, **e.g.**

- Many clothes are of too poor quality **OR** designed too impractically to reuse, so cannot be recycled as effectively as advertised.
- Recycling practices are not always transparent.
- High-fashion upcycling is not a practical model at lower price points, but the concept of circularity greenwashes the fashion industry as a whole.
- '65%' of clothing is made from polyester, which is derived from unsustainable gas or oil', so although it could be reused it is not environmentally friendly.
- Clothes are recorded as being 'recycled' but often end up in landfill.
- Recycling bins are placed in shops but damaging supply chains are still in use.
- It can be used as a marketing tool by companies to boost sales.
- Consumers being 'misled' by companies about the recyclability of materials such as plastic.

-Accept any other valid explanations from the text.

**2 marks (1 mark for each valid example)**

## **Question 2 (3 marks)**

In Text 1, Jess Cartner-Morley writes:

“the fashion industry should capitalise upon high-spending consumers’ interest in sustainability to fund research into future regenerative fabrics.”

Is this a fact or opinion? Explain your answer.

### **Answer**

Candidate correctly identifies this statement as an opinion.

**1 mark**

Candidate explains why this statement is an opinion using valid examples from the text, **e.g.**

- The use of the modal verb ‘should’, indicates that it is a possibility, rather than something certain and provable, so is not a fact.
- Capitalise is an idiomatic term, persuasive and non-factual, markers consistent with an opinion, not a fact.
- Accept any other valid explanations from the text.

**2 marks**

**(1 mark for each valid example, or 2 marks for detailed explanation of one example)**

## **Question 3 (2 marks)**

Text 2 includes several questions. Explain why these are beneficial for the text.

### **Answer**

Candidate indicates the reason for the inclusion of multiple questions **e.g.**

- Rhetorical questions create a sense of dialogue with the reader.
- To indicate the style of text, as a question and answer format.
- As a textual device to give the reader information, in a way which feels immediate and interactive, makes text more engaging.

-Accept any other reasonable answers.

**2 marks**

**(1 mark for each valid example)**

#### **Question 4 (2 marks)**

“The purpose of Text 2 is to inform.”

Give two examples from the text which help to support this statement.

#### **Answer**

Candidate gives valid examples from the text to support the statement, **e.g.**

- Question and answer format is informative
- Humour makes information engaging and creates a personal tone, reader becomes more receptive to information, **e.g.** ‘even though they’re full of...’, ‘3D waste.’, ‘Right.’
- Emotive words such as ‘important’ and ‘valuable’ etc. increase persuasiveness of the text, make the information seem important.
- Some specialist language/vocabulary, **e.g.** ‘segregated bins’, ‘commingled bins’, ‘wish-cycle’, ‘aspirational recycling’, ‘the circular economy’, ‘recycling contamination’
- Balanced text, not too strong one way, staple of informative texts.

-Accept any other reasonable answers.

**2 marks**

**(1 mark for each valid example, or 2 marks for detailed explanation of one example)**

## **Question 5 (4 marks)**

Identify two linguistic features used by the author of Text 3. For each feature, explain the effect these have on how the reader interprets the text.

### **Answer**

Candidate indicates two linguistic features which are found in Text 3, **e.g.**

- Rhetorical questions
- Personification
- Idiom
- Emotive language
- Metaphor
- Imperatives/Instructional words
- Rhyme

-Accept any other linguistic features identified from the text.

**2 marks**

**(1 mark for each valid feature identified)**

Candidate gives an example for how one of how the features influence the reader's interpretation of the text, **e.g.**

**Rhetorical questions, e.g.** 'Can we really be a green city?',

'What do we propose?'

- Creates sense of dialogue, makes the reader feel involved and invested in the topic. Also starts them thinking about the subject and their own opinions, makes them want to keep reading to see if text agrees or disagrees with them.

**Personification, e.g.** 'The Tyneside incinerator is swallowing up...', 'so that Birmingham becomes a leader...'

- Reader feels more connected to Birmingham, and think of it as a person, which they can help become 'a leader', invokes sense of pride and emotional investment, a persuasive tactic.
- 'Swallowing' sounds sinister in itself, but also, when this human action is paired with the incinerator, a violent and destructive piece of machinery, it feels wrong and jarring. Throats are delicate and can get burned, juxtaposition of human and machine. Drives home the author's point that the incinerator is bad and needs to be gotten rid of.

**Idiom, e.g.** '...on the other hand,'

- Familiar, casual tone of the idiom, when used after a sentence on the 'Top performing local authorities...' makes Birmingham seem unprofessional in comparison. Derogatory and resigned tone is conveyed, places Birmingham second in the paragraph also makes it seem behind and second best.

**Emotive language, e.g.** '...urgently needs to...', '...radical overhaul...',

- ‘urgently’ makes the issue of the incinerator and Birmingham’s status seem like a very pressing issue, reader takes on author’s panic and understand the how seriously they see the issue.
- ‘radical’ ensures the reader understands the scale of change the author thinks is necessary. Also, radical relates to rebellion, which is exciting and makes people feel united. The use here, makes reader see themselves as part of the fight, gets them on-side with the author.

**Metaphor, e.g.** ‘...the journey towards zero waste.’

- Journey metaphor familiar to readers, adventurous and makes their mission seem noble.
- Exciting and impresses how far there still is to go before the destination of a ‘Clean and Green City’ is reached.

**Imperatives/Instructional words, e.g.** ‘Look’, ‘Introduce’, ‘Adopt’, ‘Bring’, ‘Invest’

- Repeated use, reader sees author as authority figure on the subject, more likely to agree with what has been written.
- Simplifies the tasks to make the information less complex and more memorable.

**Rhyme, e.g.** ‘...clean and green...’

- Memorable slogan, also engages the reader, simple version of the message supports reader in understanding the meaning of more complex parts of text.
- Accept any other reasonable answers which describe effects from Text 3 on the reader.

**2 marks**

**(1 mark for each valid feature explanation)**

### **Question 6 (2 marks)**

Identify the most significant reason why 'brumguvnor', the author of Text 3, supports Birmingham abandoning waste incineration.

Explain your answer using an example from the text.

#### **Answer**

Candidate identifies that the author supports the abandoning of waste incineration in Birmingham because the incinerator is the largest barrier to the city becoming a 'Clean and Green City'.

**1 mark**

Candidate explains answer using a valid example from the text, **e.g.**

- With the incinerator, the city will struggle to achieve '70% of waste being recycled', or the 'CO2 emissions' getting down to 'net zero'.
- The incinerator could be replaced with an 'anaerobic digester' which produces 'more clean energy' and 'lower overall CO2 emissions'.
- An incinerator does not form part of a 'circular economy waste' system, which the author would like to implement.
- The council pays high 'gate fees' for its use of the incinerator. Without the incinerator, these funds could be reassigned to a greener waste collection system.
- Accept any other reasonable answers.

**1 mark**

### **Question 7 (2 marks)**

Text 3 gives more detail about recycling in UK cities than texts 2 and 1. Give two reasons why you think this is a suitable choice by the writer.

#### **Answer**

Candidate provides two reasons why Text 3 includes more detail than Text 1 and 2, **e.g.**

Text 3 aims to persuade and argue, rather than inform (text 2) or discuss etc (Text 1) so the use of detailed statistics gives the text credibility and makes it more persuasive.

- Text is a webpage from Birmingham Green Party, needs more detail as it is a formal/official source.
- The technical and specialist vocabulary in text 3 requires more detailed explanation than texts 1 and 2, which do not include as much specialist vocabulary.
- Accept any other reasonable answers.

**2 marks**

**(1 mark for each valid reason)**

## **Question 8 (4 marks)**

Using texts 1 and 2, compare two ways the author's views on the practicality of recycling are communicated.

### **Answer**

#### Views

- Basic and limited comparison of how the author's views on the practicality of recycling are communicated in both texts 1 and 2. **e.g.**  
Text 1 discusses the limited practicality of recycling in fashion, Text 2 discusses the limited practicality of household recycling.

**1 mark**

- Coherent and precise comparison of how the author's views on the practicality of recycling are communicated in both texts 1 and 2. **e.g.**  
Text 1 discusses the limited opportunity for circularity and recycling in the mass-produced clothing market, compared with high fashion. It shifts the focus onto developing more sustainable materials, and the pioneering high-fashion can do in this area. Text 2 also discusses the limitations of existing recycling practices, but in the household waste sector rather than fashion. , Text 2 however, provides no suggestion of how the current system of recycling could be improved, instead focusing on how the current system can be used properly.

- Accept any other reasonable answers.

**2 marks**

#### How views are conveyed

- Limited demonstration of the ways that views have been conveyed in both texts 1 and 2, but no comparison, **e.g.**  
Text 1's author uses long, complex sentences and quotes to make it more persuasive. Text 2's author uses rhetorical questions and humour to engage the reader and make them feel part of a bigger conversation.

**1 mark**

- Coherent and precise comparison of the ways that views have been conveyed in both texts 1 and 2, **e.g.**  
Whereas Text 1 provides statistics and quotes to back up its argument, Text 2 has a humorous, informal style and uses minimal statistics. Instead, Text 2 relies upon a conversational textual structure to suggest ways the system can be improved, which would not be suitable for the formal tone of Text 1.

-Accept any other reasonable answers.

### **Question 9 (4 marks)**

Determine the styles of writing used in texts 1 and 3. Select an example from both texts which demonstrate these writing styles.

#### **Answer**

Candidate correctly identifies the styles of writing in Text 1 as

- Discursive/to discuss
- Informative
- Formal

**1 mark**

**(1 mark for a valid style identification)**

Candidate correctly identifies the styles of writing in Text 3 as

- Persuasive/ to persuade
- Argumentative
- Formal

-Accept any other reasonable answers.

**1 mark**

**(1 mark for a valid style identification)**

Candidate has justified their identification of style in Text 1 by using an example from this text, **e.g.**

- Discursive  
-Organisational markers, **e.g.** 'While' and 'But' used frequently in the text to contrast ideas and create a detailed and complex line of argument.
- Informative  
-Statistics **e.g.** 'Approximately 65% of clothes on sale today are made of polyester,' puts focus on facts and information, not emotive.
- Formal  
-Long, complex sentences, some specialist words, **e.g.** 'Circularity', 'greenwashing', 'neoprene', 'upcycled', 'embellishments', 'recycling bin', 'regenerative fabrics'. Paragraphs and formal language, **e.g.** 'capitalise', 'effective', etc.

-Accept any other reasonable answers.

**1 mark**

**(1 mark for a valid example)**

Candidate has justified their identification of style in Text 3 by using an example from this text, **e.g.**

- Persuasive  
- Rhetorical questions used as an emotive and persuasive language device, **e.g.** 'How can we really be a clean and green city?'

- Argumentative
    - Brusque tone **e.g.** 'However, it is obvious this approach is not working'.
    - Author writes that the city council 'should feel ashamed' for the way it has dealt with recycling and waste management in the past.
    - Use of 'ashamed' is inflammatory emotive word.
  - Formal
    - Sophisticated language, **e.g.** 'propose' rather than 'suggest'.
    - Long, complex sentence structures.
    - Extended line of argument.
- Accept any other reasonable answers.

**1 mark**

**(1 mark for a valid example)**

### **Question 10 (4 marks)**

Which of these texts is the most biased? Explain your choice using examples from texts 1, 2 and 3.

#### **Answer**

Candidate has chosen Text 3

**1 mark**

Candidate has justified their choice of Text 3 as the most biased, using only examples from this text.

**1 mark**

#### **OR**

Candidate has justified their choice of Text 3 as the most biased, using examples from text 3 and one other text.

**2 marks**

#### **OR**

Candidate has justified their choice of Text 3 as the most biased by using examples from all three texts.

**3 marks**

### **Indicative content**

Reasons could include:

- **Text 3** uses
  - Strong emotive language, **e.g.** 'ashamed', 'important', 'pitiful', 'transformational', 'urgently', 'easy', 'important', 'long overdue'- plays on the emotions of the reader to make them empathise with the writer's point of view.

- Use of imperatives such as 'must', 'should be', 'needs'- leaves little room for debate and makes the reader feel there is no other option or way of looking at the issue. Authoritative tone creates bias by presenting the writer as an expert.
- The instructional tone, **e.g.** 'invest' 'look' 'adopt', 'bring', 'introduce' gives the text a strong voice and makes alternative viewpoints seem silly. Very persuasive.
- Use of imagery, **e.g.** 'dirty' 'outdated', gives negative impression of the current system, without counter imagery for other side.
- The metaphor, **e.g.** 'journey towards zero waste' makes recycling seem adventurous, noble, and exciting, playing on emotions rather than unembellished facts.
- Scientific facts to support one side and give legitimacy to argument, whilst not presenting any positive facts about the incinerator, or alternative options.
- Text 3 is written by a member of the Green Party, has their own political beliefs, not an unbiased author.
- Written for an audience who will agree as is on the Birmingham Green Party website.

- Accept any other reasonable answers.

- **Text 2** uses

- Personal experience of Adam Herriot is used to balance the negative points about the current recycling system.
- The writer centres the article on the question of the pizza box, symbolises the middle ground in the text, as an ambiguous item of recycling. Says those who left the box were 'unsure' of 'where it could or should fit in', rather than lazy or evil. This balance allows both sides to be treated sympathetically in the text and does not demonise those who do not know better.
- Writer explains specialist language,
- Although there are problems with 'All sorts. Firearms. Animals.' Being left in bins, Herriot states that 'anecdotally, it sounds as if we recycled more' in the pandemic. This creates a balanced text by discussing both sides, and by using humour through 'All sorts' and very short sentences to diffuse blame or bias.
- Conversational tone and structure gives sense of balance and equality to the discussion.
- -Author is an unbiased journalist, but Adam Herriot, the interviewee, is a 'resource management specialist' at a charity that 'focuses on recycling and the circular economy...', so not an unbiased individual.

- Accept any other reasonable answers.

- **Text 1** uses

- Quotes which support both sides of the discussion, **e.g.** 'Circularity is an exciting opportunity, where it is genuine- but it has been hijacked.'" The text explains that in high fashion the concept can work, but that it is not always practical in 'mass-produced clothes, which account for the vast majority of the fashion industry.'
- The text is written for a reputable newspaper by an impartial journalist who has no clear bias towards either side of the debate on circular fashion.

- Accept any other valid choice of content from the three texts.