

TQUK Functional Skills Qualification in English at Level 1

Reading Mark Scheme (Past Paper 6)

Mark scheme information

This mark scheme is intended to support the valid and consistent marking of the examination paper identified above. This mark scheme includes:

- the total mark available for each question
- the individual subject content coverage of each question
- further considerations which could or should be followed.

Information for the marker

- All marking must be completed consistently and the mark scheme must be applied fairly.
- Markers should award full marks if the candidate deserves full marks.
- Markers should be prepared to award zero marks if the candidate's response is not worthy of credit according to the guidance for that activity.
- Crossed-out work should be marked unless the candidate has replaced it with an alternative response.
- There are no marks for spelling, punctuation and grammar in Reading papers, therefore errors are not penalised.
- Unless indicated, quotations and candidates' own words are acceptable.

Key

SC	Subject Content Coverage (as identified in the Qualification Specification)
Text in brackets	May be included but is not essential to be awarded the mark

PASS MARK: 12

Q	Answer	Marks	SC
1.	<p><i>What is the main purpose of the newsletter?</i></p> <p>Award 1 mark for an appropriate main purpose linked to the text, for example:</p> <ul style="list-style-type: none"> to inform students about the art trips (1) to encourage students to sign up for the art trips (1). <p>Accept any other valid response linked to the text.</p>	1	9

Q	Answer	Marks	SC
2.	<p><i>The author of the newsletter uses organisational features. Identify two organisational features used.</i></p> <p>Award 1 mark for each correct feature identified from the text, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> heading (1) subheading (1) bold (text) (1) bullet points (1). <p>Accept any other valid response linked to the text.</p> <p>A maximum of 2 marks should be awarded for this question.</p>	2	14

Q	Answer	Marks	SC
3.	<p><i>Look at the section called What Will You Need to Bring With You? The author suggests that students should bring a particular mindset with them on the trip. Which phrase suggests this?</i></p> <p>Award 1 mark for identifying the correct phrase:</p> <ul style="list-style-type: none"> (Most importantly, your) creativity! (1). 	1	11

Q	Answer	Marks	SC
4.	<p>Look at the section called Trip Schedule. The author uses language features to persuade readers to sign up. Identify one language feature used.</p> <p>Award 1 mark for a correct answer from the relevant section, for example:</p> <ul style="list-style-type: none"> • direct address (1) • inclusive pronouns (1) • rhetorical question (1) • positive adjectives (1). <p>Accept any other valid response linked to the text.</p>	1	12

Q	Answer	Marks	SC
5.	<p>Look at the section called How to Sign Up. Identify one phrase used to instruct the reader what they need to do if they want to attend any of the trips.</p> <p>Award 1 mark for a correct answer linked to instructing readers, for example:</p> <ul style="list-style-type: none"> • Visit reception (to add your name to the list) (1) • add your name to the list (1) • take a permission letter (for your guardians to sign) (1) • (Please) name your preferred trip on the signing-up sheet (1). <p>Accept any other valid response linked to the text.</p>	1	16

Q	Answer	Marks	SC
6.	<p><i>The author of the newsletter states: 'photograph the wildlife while practising framing the perfect shot'. What does the word framing mean in this context?</i></p> <p>Award 1 mark for a suitable meaning linked to the context, for example:</p> <ul style="list-style-type: none"> • working out (1) • shaping (1) • setting up (1) • arranging (1) • creating (1). <p>Accept any other valid response linked to the text.</p>	1	17

Q	Answer	Marks	SC
7.	<p><i>The author of the newsletter uses images. What do the images suggest about student artwork?</i></p> <p>Award 1 mark for a suitable suggestion identified, for example:</p> <ul style="list-style-type: none"> • that students were able to / will be able to produce lots of artwork on the trips (1) • that the students can / will display the artwork they produce on the trips (1) • people can view the art the students produce on the trips (1). <p>Accept any other valid response linked to the text.</p>	1	15

Q	Answer	Marks	SC
8.	<p>Look at the section called The Journey. Give two issues that happened on the journey to Rome.</p> <p>Award 1 mark for each suitable example given, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • a rather hectic start (1) • the bus arrived 40 minutes late (1) • We rescued Mr Holland's rucksack (from being left in a café) (1) • we all tried to work out who was sitting where on the plane (1) • (after all the) chaos (1) • (after...the) long flight, we eventually arrived in Italy (thank goodness) (1) • (we'd FINALLY) sorted our rooms (1). <p>Accept any other valid response linked to the text.</p> <p>A maximum of 2 marks should be awarded for this question.</p>	2	9

Q	Answer	Marks	SC
9.	<p>Look at the section called Our First Day. Give one fact about the Colosseum.</p> <p>Award 1 mark for a correct fact identified from the relevant section, for example:</p> <ul style="list-style-type: none"> • 2000-year-old stadium (1) • the amphitheatre was the largest ever built (1) • (four levels in some places) (1) • held 50,000 people (1). <p>Accept any other valid response linked to the text.</p>	1	11

Q	Answer	Marks	SC
10.	<p>Look at the sections called Day Two and Our Final Day. The author uses direct address in these sections. Name one other language feature the author uses in these sections. Why has the author used this language feature?</p> <p>Award 1 mark for a correct answer. This must not be direct address. For example:</p> <ul style="list-style-type: none"> • rule of three (1) • alliteration (1) • descriptive language / adjectives (1) • hyperbole / exaggeration (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a valid reason linked to the chosen feature and the text, for example:</p> <ul style="list-style-type: none"> • rule of three: to provide more detail about all the types of places they visited (1) • alliteration: to emphasise how beautiful the author believes the buildings are (1) • descriptive language / adjectives: to emphasise how beautiful the author believes the things they have seen are (1) • hyperbole / exaggeration: to emphasise the strength of the author's positive reaction to the sites of Rome (1). <p>Accept any other valid response linked to the text.</p> <p>A maximum of 2 marks should be awarded for this question.</p>	2	12

Q	Answer	Marks	SC
11.	<p>The author uses images on their webpage. What do the images suggest about Rome?</p> <p>Award 1 mark for a suitable suggestion identified, for example:</p> <ul style="list-style-type: none"> • there are many tourists in Rome (1) • Rome is a very busy place (1) • Rome is a very popular tourist destination (1). <p>Accept any other valid response linked to the text.</p>	1	15

Q	Answer	Marks	SC
12.	<p>In the section called Day Two, the author of the webpage states: 'we all came away inspired for our projects.' Replace inspired with a word or phrase that means the same thing. Your word or phrase must keep the meaning the same in the context of the webpage.</p> <p>Award 1 mark for an appropriate word or phrase used from the relevant section, for example:</p> <ul style="list-style-type: none"> excited (1) enthused (1) with lots of ideas (1) prepared (1). <p>Accept any other valid response linked to the text.</p>	1	13

Q	Answer	Marks	SC
13.	<p>Look at the section called Thanks to the Amazing Teachers! Some of the comments use formal language. Give one example of formal language used.</p> <p>Award 1 mark for a suitable example of formal language given, for example:</p> <ul style="list-style-type: none"> I am extremely grateful for this valuable experience (1) The Colosseum was incredible (1). <p>Accept any other valid response linked to the text.</p>	1	16

Q	Answer	Marks	SC
14.	<p>Look at the section called Our First Day. Why are there brackets around the phrase 'four levels in some places'?</p> <p>Award 1 mark for a suitable explanation given, for example:</p> <ul style="list-style-type: none"> it provides additional detail about the particular place (1) to give extra detail about the size of the landmark (1). <p>Accept any other valid response linked to the text.</p>	1	18

Q	Answer	Marks	SC
15.	<p><i>Compare the information about college art trips in Document 1 and Document 2. In your answer you should:</i></p> <ul style="list-style-type: none"> • <i>give one opinion about the art trips that is the same in each document</i> • <i>give one example from Document 1 and one example from Document 2 which supports this opinion.</i> <p>Award 1 mark for an opinion that is same in the documents, linked to recent and future college art trips. For example:</p> <ul style="list-style-type: none"> • both say students will benefit and learn / have benefitted and learned from the trips (1) • both say that the trips can improve artistic skills (1) • both say that the trips provide inspiration and ideas for art projects (1) • both discuss how popular the recent or coming trips are (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a valid example from Document 1 and 1 mark for a valid example from Document 2, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • Document 1: 'They have benefited many students in past years' (1) Document 2: 'I am extremely grateful for this valuable experience' (1) • Document 1: 'help you practise and improve your artistic skills' (1) Document 2: 'We then took photos as the architecture links to our "ancient worlds" art project' (1) • Document 1: 'The aim of the field trips is to use our local environment to inspire your art and photography projects' (1) Document 2: 'I'm now buzzing with ideas for my final exam art piece!' (1) • Document 1: 'Back by popular demand' (1) Document 2: 'students went on the ever-popular annual trip' (1). <p>Accept any other valid response linked to the text.</p> <p>A maximum of 3 marks should be awarded for this question.</p> <p>Example response awarded 3 marks:</p> <p>Both say that the trips can be valuable experiences (1). Document 1 says these trips have 'benefited many students in past years' (1). Document 2 says 'this valuable experience' (1).</p>	3	10

Mapping Matrix

Subject Content Area		Marks
9	Identify and understand the main points (MP), ideas (ID) and details (DT) in texts	3
10	Compare information, ideas and opinions in different texts	3
11	Identify meanings in texts and distinguish between fact and opinion	2
12	Recognise that language and other textual features can be varied to suit different audiences and purposes	3
13	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	1
14	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	2
15	Infer from images meanings not explicit in the accompanying text	2
16	Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	2
17	Read and understand a range of specialist words in context	1
18	Use knowledge of punctuation to aid understanding of straightforward texts	1
TOTAL		20

End of Mark Scheme