

# TQUK Functional Skills Qualification in English at Level 1

## Reading Mark Scheme (Sample Assessment Paper 1)

### 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 and mapping of each question
- further considerations which could or should be followed.

### Information for the marker

- The pass **mark** for this paper is **12 marks**.
- 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, quotation 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                 |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 1. | <p>Look at the section called <b><i>Thrill Seekers</i></b>. Give <b>one</b> example of the equipment people can use in the Adventure Play Park.</p> <p>Award <b>1 mark</b> for an appropriate answer from the relevant section, <b>linked to the Adventure Play Park</b>. For example:</p> <ul style="list-style-type: none"> <li>• (treetop) climbing frame (1)</li> <li>• (thrilling) slides (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 9  |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 2. | <p>The section called <b><i>Refuelling Station</i></b> states: 'fair prices and fantastic ingredients'. Replace <b><i>fantastic</i></b> 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 section.</p> <p>Award <b>1 mark</b> for a suitable meaning <b>linked to the context</b>. For example:</p> <ul style="list-style-type: none"> <li>• amazing (1)</li> <li>• great (1)</li> <li>• wonderful (1)</li> <li>• incredible (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 13 |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 3. | <p>Look at the section called <b><i>Why Visit?</i></b> Give <b>one opinion</b> from this section.</p> <p>Award <b>1 mark</b> for an <b>opinion</b> correctly identified from the relevant section, for example:</p> <ul style="list-style-type: none"> <li>• (and by far) its most beautiful! (1)</li> <li>• well-loved (1)</li> <li>• lovely flower garden (1)</li> <li>• (our Adventure Play Park) is perfect for little ones (1)</li> <li>• dogs will love playing in our doggy park (1)</li> <li>• there is something for everyone (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 11 |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 4. | <p><i>Give <b>one fact</b> about the Legacy Museum.</i></p> <p>Award <b>1 mark</b> for a <b>fact</b> correctly identified from the relevant section, for example:</p> <ul style="list-style-type: none"> <li>• (You can) find out about Plymouth Park's history (1)</li> <li>• our 'Back in Time' exhibition (1)</li> <li>• (we have several free-to-use) computers available (1)</li> <li>• (You can also choose from one of the many) texts available in our reference library (1)</li> <li>• opening times and prices can be found by following this link (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 11 |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 5. | <p><i>The author of the webpage uses language features to describe the park. Identify <b>two</b> language features used.</i></p> <p>Award <b>1 mark</b> for a correct answer, for example:</p> <ul style="list-style-type: none"> <li>• exaggeration / hyperbole (1)</li> <li>• emotive language (1)</li> <li>• rule of three (1)</li> <li>• exclamation(s) (1)</li> <li>• (rhetorical) question (s) (1)</li> <li>• alliteration (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 2     | 12 |

| Q  | Answer   | Marks | SC |
|----|--|-------|----|
| 6. | <p><i>Look at the section called <b>Furry Four-Legged Friends</b>. Identify <b>one</b> word or phrase used to <b>persuade</b> readers to bring their dogs to the park.</i></p> <p>Award <b>1 mark</b> for a word or phrase identified from the relevant section and <b>linked to persuading the reader to bring their dogs to the park</b>. For example:</p> <ul style="list-style-type: none"> <li>• specifically developed for all your pooches' ball-throwing and frisbee-catching needs! (1)</li> <li>• What else could they possibly need? (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 16 |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 7. | <p>The section called <b>Refuelling Station</b> uses an <b>image</b>. What does the image suggest to you about how people feel after visiting the Yummy Tummy Café?</p> <p>Award <b>1 mark</b> for a suitable suggestion identified from the relevant section, for example:</p> <ul style="list-style-type: none"> <li>• they are happy (with their experience) (1)</li> <li>• (that they think) the food is good (1)</li> <li>• they had a good time (1)</li> <li>• they want to share how enjoyable it was (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 15 |

| Q  | Answer   | Marks | SC |
|----|--|-------|----|
| 8. | <p>Identify <b>one</b> thing the reader needs to do to enter the Sports Day Big 5K Fun Run.</p> <p>Award <b>1 mark</b> for a suitable answer from the relevant section, for example:</p> <ul style="list-style-type: none"> <li>• visit the website (1)</li> <li>• go to <a href="http://www.ppark.org.uk/funrun">www.ppark.org.uk/funrun</a> (1)</li> <li>• fill out our online entry form (1)</li> <li>• pay £5 (to complete registration)</li> <li>• enter by Friday 11 March 2022 (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 9  |

| Q  | Answer   | Marks | SC |
|----|--|-------|----|
| 9. | <p>Look at the section called <b>Litter Picking</b>. What is the <b>main</b> point of the section?</p> <p>Award <b>1 mark</b> for a suitable response from the relevant section, for example:</p> <ul style="list-style-type: none"> <li>• to recruit volunteers (for the litter picking event) (1)</li> <li>• get people to help (with the litter picking event) (1)</li> <li>• (to get volunteers) to help clean the park (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 9  |

| Q   | Answer  | Marks | SC |
|-----|---|-------|----|
| 10. | <p>Look at the section called <b>Sports Day, Big 5k Fun Run</b>.</p> <p>What do the words <b>stitch</b> and <b>warm-up</b> mean in the context of the section?</p> <p>Award <b>1 mark</b> for a suitable meaning <b>linked to the context</b>. For example:</p> <p><b>stitch:</b></p> <ul style="list-style-type: none"> <li>• pain caused by running (1)</li> <li>• cramp (in the side of the body) (1)</li> <li>• aching (caused by running) (1).</li> </ul> <p><b>warm-up:</b></p> <ul style="list-style-type: none"> <li>• doing light exercise (1)</li> <li>• preparing for the race (1)</li> <li>• stretching (to get ready for the race) (1)</li> <li>• getting the body ready (to take part in the race) (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>2 marks</b> should be awarded for this question.</p> | 2     | 17 |

| Q   | Answer  | Marks | SC |
|-----|---|-------|----|
| 11. | <p>The author uses an organisational feature to show volunteers what jobs need to be done at the Litter Picking event. Identify the organisational feature used.</p> <p>Award <b>1 mark</b> for the correct answer, for example:</p> <ul style="list-style-type: none"> <li>• bullets / bullet points (1).</li> </ul> | 1     | 14 |

| Q   | Answer   | Marks | SC |
|-----|--|-------|----|
| 12. | <p>Look at this phrase used in the section called <b>Sports Day, Big 5K Fun Run</b>: <i>It's sure to be a big success!</i> Why has the author used an <b>exclamation mark</b> in this phrase? Look at the section called <b>Plymouth Park Fair</b>. Give <b>one</b> example of an exclamation mark that is used in the <b>same way</b>.</p> <p>Award <b>1 mark</b> for a suitable reason for using an exclamation mark, for example:</p> <ul style="list-style-type: none"> <li>• it makes readers excited (about the run) (1)</li> <li>• get readers interested in attending (1)</li> <li>• to show enthusiasm about the event (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for identifying an example of an exclamation mark <b>from the relevant section</b>, for example:</p> <ul style="list-style-type: none"> <li>• Calling all fun seekers, fear lovers and speed demons! (1)</li> <li>• Be sure to come along and have some fabulous fairground fun! (1).</li> </ul> <p>A maximum of <b>2 marks</b> should be awarded for this question.</p> | 2     | 18 |

| Q   | Answer  | Marks | SC |
|-----|---|-------|----|
| 13. | <p>The author uses organisational features to make it clear that people must book online to attend Plymouth Park Fair. Identify <b>one</b> organisational feature used.</p> <p>Award <b>1 mark</b> for a correct answer from the relevant section, for example:</p> <ul style="list-style-type: none"> <li>• bold (text) (1)</li> <li>• underlining (1).</li> </ul> | 1     | 14 |

| Q   | Answer   | Marks | SC |
|-----|--|-------|----|
| 14. | <p>Look at the section called <b>Plymouth Park Fair</b>. In this section, the author uses language features to persuade the reader that the fair is exciting. Identify <b>one</b> language feature used.</p> <p>Award <b>1 mark</b> for a language feature identified from the relevant section, <b>linked to persuading the reader that the fair is exciting</b>. For example:</p> <ul style="list-style-type: none"> <li>• emotive language (1)</li> <li>• (positive) adjectives (1)</li> <li>• rule of three (1)</li> <li>• exclamation(s) (1)</li> <li>• alliteration (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> | 1     | 12 |

| Q   | Answer  | Marks | SC |
|-----|---|-------|----|
| 15. | <p><i>Compare the information about Plymouth Park in Document 1 and Document 2. In your answer you should:</i></p> <ul style="list-style-type: none"> <li><i>give <b>one</b> idea about Plymouth Park that is the same in each document</i></li> <li><i>give <b>one</b> example from Document 1 <b>and one</b> example from Document 2 which support this idea.</i></li> </ul> <p>Award <b>1 mark</b> for an idea that is the same in the documents, linked to Plymouth Park. For example:</p> <ul style="list-style-type: none"> <li>both say you can do sports there (1)</li> <li>both documents talk about other activities you can do (1)</li> <li>both say there is a flower garden (1)</li> <li>both documents say there are things for children to do (1)</li> <li>both talk about fun things people can do in the park (1)</li> <li>both documents say what things cost to do in the park (1).</li> </ul> <p>Award <b>1 mark</b> for a valid example from Document 1 and <b>1 mark</b> for a valid example from Document 2, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>Document 1: hosts a variety of sports (1)<br/>Document 2: Our Big 5k Fun Run is back (1)</li> <li>Document 1: variety of...activities and many major outdoor events (1)<br/>Document 2: We have the fastest rides here at Plymouth Park (1)</li> <li>Document 1: We have a lovely flower garden (1)<br/>Document 2: cleaning the fields and flower garden (1)</li> <li>Document 1: our Adventure Play Park is perfect for little ones who want to let off some steam (1)<br/>Document 2: children of all ages are welcome to try them (1)</li> <li>Document 1: Our fantastic Skate Park (1)<br/>Document 2: How about spinning on the carousel ride? (1).</li> <li>Document 1: free-to-use computers available (1)<br/>Document 2: pay £5 to complete registration (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>3 marks</b> should be awarded for this question.</p> <p>Example response awarded 3 marks:</p> <p>Both documents say that there are sports events that happen in Plymouth Park (1). Document 1 says that the park 'hosts a variety of sports' (1) and Document 2 tells readers about the 'Sports Day, Big 5k Fun Run' (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 (eg 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   | 1         |
| 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   | 2         |
| 18                   | Use knowledge of punctuation to aid understanding of straightforward texts   | 2         |
| <b>TOTAL</b>         |  | <b>20</b> |

**End of Mark Scheme**