

TQUK Functional Skills Qualification in English at Level 1

Reading Mark Scheme (Sample Assessment Paper 2)

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

- 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, 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

Q	Answer	Marks	SC
1.	<p>Look at the section called The first meeting. How old were the children the author met?</p> <p>Award 1 mark for an appropriate answer, for example:</p> <ul style="list-style-type: none"> • five- to seven-year-olds (1) • 5-7 (1). <p>Accept any other valid response linked to the text.</p>	1	9

Q	Answer	Marks	SC
2.	<p>The author of the blog post explains what activities they do as a volunteer. Identify the subheading of the section that shows this.</p> <p>Award 1 mark for the correct answer:</p> <ul style="list-style-type: none"> • My role as a volunteer (1). <p>Accept any other valid response linked to the text.</p>	1	14

Q	Answer	Marks	SC
3.	<p>Look at the section called The beginning. What does the word exhilarating mean in this context?</p> <p>Award 1 mark for a suitable meaning linked to the context. For example:</p> <ul style="list-style-type: none"> • thrilling (1) • exciting (1) • adrenaline-filled (1). <p>Accept any other valid response linked to the text.</p>	1	17

Q	Answer	Marks	SC
4.	<p>Look at the section called The first meeting. Identify one word or phrase used to describe the author's feelings.</p> <p>Award 1 mark for a word or phrase identified from the relevant section, linked to describing the author's feelings. For example:</p> <ul style="list-style-type: none"> • (a bit) nervous (1) • (I was) instantly reminded (1) • (My) nerves transformed into enthusiasm (1) • (I was) hooked (1). <p>Accept any other valid response linked to the text.</p>	1	16

Q	Answer	Marks	SC
5.	<p>The author of the blog post uses informal language. Give one example of informal language used.</p> <p>Award 1 mark for a suitable example of informal language. For example:</p> <ul style="list-style-type: none"> • The time has flown by! (1) • (When I was a) kid (1) • (best) mates (1) • (a) stroke of luck (1) • hooked (1) • lending an ear (1). <p>Accept any other valid response linked to the text.</p>	1	16

Q	Answer	Marks	SC
6.	<p>Look at the section called The beginning. Give two facts from this section about the author's childhood.</p> <p>Award 1 mark for each correct fact identified from the relevant section, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • (when I was a kid,) I went to the youth group (in my town) (1) • I moved through the different age groups (1) • didn't leave until I was fifteen (1) • I met (some of my best) mates outside of school (1). <p>Accept any other valid response linked to the text.</p>	2	11

Q	Answer	Marks	SC
7.	<p><i>What is the name of the youth group the author went to when they were younger? What is the name of the organisational feature that helps the reader find this information?</i></p> <p>Award 1 mark for the correct answer:</p> <ul style="list-style-type: none"> • Southton Youth Zone (in Southton) (1) <p>Award 1 mark for identifying the correct organisational feature, for example:</p> <ul style="list-style-type: none"> • footnote / footer (1) <p>A maximum of 2 marks should be awarded for this question.</p>	2	14

Q	Answer	Marks	SC
8.	<p><i>What is the main purpose of the leaflet?</i></p> <p>Award 1 mark for an appropriate main purpose, for example:</p> <ul style="list-style-type: none"> • to persuade readers to volunteer for Northtown Youth Group (1) • to persuade readers to get involved (1). <p>Accept any other valid response linked to the text.</p>	1	9

Q	Answer	Marks	SC
9.	<p><i>Name one skill the reader can share as a volunteer with Northtown Youth Group.</i></p> <p>Award 1 mark for a correct answer. For example:</p> <ul style="list-style-type: none"> • arts (and) / crafts (1) • sports (1) • outdoor skills / adventures (1) • music (1) • drama (1) • story-writing (1) • life skills (1). <p>Accept any other valid response linked to the text.</p>	1	9

Q	Answer	Marks	SC
10.	<p><i>The author of the leaflet states children will have experiences that: ‘they will remember for a lifetime’. Is this a fact or an opinion?</i></p> <p>Award 1 mark for the correct answer. For example:</p> <ul style="list-style-type: none"> opinion (1) 	1	11

Q	Answer	Marks	SC
11.	<p><i>The author uses an image in the leaflet. What does the image suggest about activities offered by Northtown Youth Group?</i></p> <p>Award 1 mark for a suitable suggestion identified, for example:</p> <ul style="list-style-type: none"> that there are many different activities on offer (1) that there are indoor and outdoor activities (1). <p>Accept any other valid response linked to the text.</p>	1	15

Q	Answer	Marks	SC
12.	<p><i>The author of the leaflet says: ‘We can’t wait to hear from you!’ Why has the author used an exclamation mark in this phrase?</i></p> <p>Award 1 mark for a suitable response linked to the use of an exclamation mark, for example:</p> <ul style="list-style-type: none"> to show strong emotion (1) to express enthusiasm (1) to add emphasis to the point (1). <p>Accept any other valid response linked to the text.</p>	1	18

Q	Answer	Marks	SC
13.	<p><i>The author of the leaflet states: ‘Our group helps them to have diverse experiences’ Replace diverse 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 article.</i></p> <p>Award 1 mark for a suitable meaning linked to the context. For example:</p> <ul style="list-style-type: none"> very different (1) a variety of (1) varied (1) wide range (1). <p>Accept any other valid response linked to the text.</p>	1	13

Q	Answer	Marks	SC
14.	<p><i>The author uses rheterical questions in the leaflet. Name one other language feature the author uses in the leaflet. Why has the author used this language feature?</i></p> <p>Award 1 mark for a correct answer. This must not be rhetorical questions. For example:</p> <ul style="list-style-type: none"> • emotive / positive language / adjectives (1) • hyperbole / exaggeration (1) • rule of three (1) • commands (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"> • emotive language / positive language / adjectives: to persuade readers of the benefits / to persuade readers to join the group (1) • hyperbole / exaggeration: to show how strongly they feel about the benefits (1) • rule of three: to show just how many different things volunteers can do (1) • commands: to make people feel like they cannot say no / to encourage them to have to join (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
15.	<p><i>Compare the information about the benefits of volunteering with young people 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 benefits of volunteering with young people 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 the same in the documents, linked to the benefits of volunteering with young people. For example:</p> <ul style="list-style-type: none"> • both documents say how it can make a difference (1) • both say that volunteering gives young people different experiences (1) • both say that volunteers can do different things (1) • both give reasons why volunteering is important to young people (1). <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: Making a difference (1) Document 2: make a difference (1) • Document 1: exciting trips, messy crafts and exhilarating outdoor adventures (1) Document 2: helps them to have diverse experiences (1) • Document 1: I've organised trips and festivals and planned giant craft projects (1) Document 2: Help us organise events, fundraisers and other projects (1) • Document 1: made some amazing memories (1) / inspire, support and empower these young minds (1) Document 2: can make a lasting impact on their lives, helping them gain confidence and a sense of belonging (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 authors believe that volunteering with young people makes a difference (1). The blog post says that the author 'see the immeasurable impact we're having on their confidence' (1) and the leaflet says that 'Together, we can inspire the next generation and build a stronger, brighter community.' (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	3
12	Recognise that language and other textual features can be varied to suit different audiences and purposes	2
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	3
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	1
18	Use knowledge of punctuation to aid understanding of straightforward texts	1
TOTAL		20

End of Mark Scheme