

# **TQUK Functional Skills Qualification in English at Level 1**

## **Reading Mark Scheme (Past 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**

- 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.

**PASS MARK: 18**

### **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><i>The article shows that people in the UK waste a lot of food. Give <b>two</b> examples from the article which support the idea that people <b>waste a lot of food</b>.</i></p> <p>Award <b>1 mark</b> for <b>each</b> suitable answer <b>linked to the idea of wasting a lot of food</b>, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• 9.5 million tonnes of food are thrown away each year (1)</li> <li>• 26,000 tonnes of food are thrown away each day (1)</li> <li>• 40% of bags of salad purchased are thrown away (1)</li> <li>• the average UK household will waste £700 worth of food each year (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	11

Q	Answer	Marks	SC
2.	<p><i>Explain the <b>main</b> argument the author of the article makes about food waste. Give <b>one</b> example from the article to support why you think this is the main argument.</i></p> <p>Award <b>1 mark</b> for explaining the <b>main</b> argument the author makes about food waste. For example:</p> <ul style="list-style-type: none"> <li>• adding to the problem of climate change (1)</li> <li>• increasing carbon footprints (1)</li> <li>• adding to the problem of climate change by increasing carbon footprints (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for an example <b>linked to the main argument</b>. For example:</p> <ul style="list-style-type: none"> <li>• financial cost is not the most significant cost (we should consider) (1)</li> <li>• most awful and shameful of all (1)</li> <li>• Carbon footprints have been adding up (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	18a

Q	Answer	Marks	SC
3.	<p><i>Read these quotations from the article. Replace the word or phrase in <b>bold</b> with a word or phrase which means the same thing. Your word or phrase must keep the meaning the same in the context of the article.</i></p> <p>Award <b>1 mark</b> for a correct and appropriate word or phrase identified for <b>each</b> example, up to a maximum of <b>3 marks</b>. For example:</p> <p><b>'discarded':</b></p> <ul style="list-style-type: none"> <li>disposed of / tossed out / thrown out / gotten rid of (1).</li> </ul> <p><b>'consequences':</b></p> <ul style="list-style-type: none"> <li>result / outcome / effects / repercussion (1).</li> </ul> <p><b>'proportion':</b></p> <ul style="list-style-type: none"> <li>quantity / portion / amount / percentage (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>	3	15

Q	Answer	Marks	SC
4.	<p><i>In the Magazine forum, <b>Charlie's</b> comment talks about their experience with food and food waste. Give <b>one fact</b> and <b>one opinion</b> Charlie uses.</i></p> <p>Award <b>1 mark</b> for a correct <b>fact</b>, for example:</p> <ul style="list-style-type: none"> <li>Milk at our local shop only costs £1.75 for 2 litres (1)</li> <li>Bread which is another daily staple, ranges from £0.45 to £1.60 depending on where you shop (1)</li> <li>Their friend has three children and never spends more than £30 a week on food shopping (1).</li> </ul> <p>Award <b>1 mark</b> for a correct <b>opinion</b>, for example:</p> <ul style="list-style-type: none"> <li>When was the last time any of us here prepared a meal without creating any waste? (1)</li> <li>Bread, vegetables and milk are not expensive (1)</li> <li>You just have to know where to shop (1)</li> <li>and be smart about what you buy (1)</li> <li>It certainly doesn't matter if old milk ends up poured down the sink (1)</li> <li>Stressing out about small amounts of food waste isn't going to help anybody (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	18b

Q	Answer	Marks	SC
5.	<p>Look at <b>Sam's</b> comments from the Magazine forum. Does Sam use <b>informal</b> or <b>formal</b> language? Give <b>three</b> examples from Sam's comment to support your answer.</p> <p>Award <b>1 mark</b> for identifying either informal or formal.</p> <p>Award <b>1 mark</b> for <b>each</b> suitable example <b>linked to the answer given</b>, up to a maximum of <b>3 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• I work in food waste collection (formal) (1)</li> <li>• part of my job is to dispose of waste (formal) (1)</li> <li>• Every day I see for myself how much food is thrown away (formal) (1)</li> <li>• the amount is huge! (informal) (1)</li> <li>• You might ask (informal) (1)</li> <li>• attending regular meetings where we're given updates about the amount of food waste (formal) (1)</li> <li>• I can tell you (informal) (1)</li> <li>• it keeps me in a job! (informal) (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>4 marks</b> should be awarded for this question.</p>	4	17

Q	Answer	Marks	SC
6.	<p><i>In the Magazine forum, <b>Charlie</b> writes: ‘Am I supposed to lose sleep if half a loaf of stale bread or a couple of mouldy potatoes end up in my bin?’ State <b>one</b> language feature used in this example. Identify the effect Charlie is trying to have by using the stated language feature. Give <b>one</b> example of a language feature from Sam’s comment. What effect is Sam trying to have on the reader by using this language feature?</i></p> <p>Award <b>1 mark</b> for a correct language feature stated <b>from Charlie’s comment</b>, for example:</p> <ul style="list-style-type: none"> <li>• rhetorical question (1)</li> <li>• hyperbole / exaggeration (1)</li> <li>• negative language (1).</li> </ul> <p>Award <b>1 mark</b> for identifying an appropriate effect <b>linked to the stated feature</b>, for example:</p> <ul style="list-style-type: none"> <li>• to convince them that wasting small amounts of food is not a big problem (1)</li> <li>• to persuade them that wasting small amounts of food is not worth worrying about (1)</li> <li>• to show that some things should be thrown away if they are not good quality (1).</li> </ul> <p>Award <b>1 mark</b> for a correct language feature stated <b>from Sam’s comment</b>, for example:</p> <ul style="list-style-type: none"> <li>• direct address (1)</li> <li>• rhetorical question (1)</li> <li>• hyperbole / exaggeration (1)</li> <li>• exclamations (1).</li> </ul> <p>Award <b>1 mark</b> for identifying an appropriate effect <b>linked to the stated feature</b>, for example:</p> <ul style="list-style-type: none"> <li>• to make them think about how food waste from big events is affecting the planet (1)</li> <li>• to make them consider the effects of wasting large amounts of food (1)</li> <li>• to make them think about the negative impact of food waste from big events (1)</li> <li>• to make them question whether food waste from big parties is more significant than food waste created by cooking at home (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>4 marks</b> should be awarded for this question.</p>	4	14

Q	Answer	Marks	SC
7.	<p><i>The author uses a <b>heading</b> to tell the reader what the leaflet is about. State <b>one other</b> organisational feature used by the author of the leaflet. Explain how this feature helps the reader.</i></p> <p>Award <b>1 mark</b> for stating a correct feature. <b>This must not be a heading.</b> For example:</p> <ul style="list-style-type: none"> <li>• subheading(s) (1)</li> <li>• text box (1)</li> <li>• bold (text) (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for a suitable explanation <b>linked to the feature stated</b>, for example:</p> <p>Subheading are used:</p> <ul style="list-style-type: none"> <li>• to help readers find the title of each session (1)</li> <li>• to help readers find the course duration (1)</li> <li>• to help readers find out who the course is funded by (1).</li> </ul> <p>Text boxes are used:</p> <ul style="list-style-type: none"> <li>• to help readers find the title of each session (1)</li> <li>• to help readers find the time and day of each session (1)</li> <li>• to help readers find what is covered in each session (1)</li> <li>• to help readers find general information about the course (1)</li> <li>• to help readers find out how to book a place on the course (1).</li> </ul> <p>Bold text is used:</p> <ul style="list-style-type: none"> <li>• to help readers find out that the course and associated elements are free of charge (1)</li> <li>• to help readers find the time and day of each session (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>	2	16

Q	Answer	Marks	SC
8.	<p><i>The leaflet suggests that Evening College will be able to help the reader. Identify <b>three</b> phrases that suggest this.</i></p> <p>Award <b>1 mark</b> for <b>each</b> suitable phrase identified, up to a maximum of <b>3 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• (We live in times of austerity. Many of us are finding it hard to make ends meet. Are you?) Worry not! Help is here (1)</li> <li>• Evening College to the rescue (1)</li> <li>• you will be shown how to balance your food budget (by shopping wisely and planning your meals) (1)</li> <li>• You will also be given straightforward tips (1)</li> <li>• (Educated) energy experts will teach you (1)</li> <li>• Competent catering gurus will fill you with confidence (1)</li> <li>• You will be shown how to... (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>	3	13

Q	Answer	Marks	SC
9.	<p><i>What style of writing has the author used in the leaflet? Give <b>two</b> examples from the leaflet to support your answer. What impact does this style have on the reader?</i></p> <p>Award <b>1 mark</b> for an appropriate style of writing, for example:</p> <ul style="list-style-type: none"> <li>persuasive (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for <b>each</b> suitable example to illustrate the style identified, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>'We are giving you the chance' (direct address) (1)</li> <li>'Evening college to the rescue! (exaggeration) (1)</li> <li>'What about a bowl of hot soup...that will cost you nothing?' (rhetorical questions) (1)</li> <li>'Worry not!' (exclamations) (1)</li> <li>'those dreaded energy bills' (humour) (1)</li> <li>'all available, all free' (repetition) (1)</li> <li>'Educated energy experts' (alliteration / assonance) (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for a suitable impact the style has on readers. For example, this style:</p> <ul style="list-style-type: none"> <li>makes the reader feel they can help with the problem of climate change (direct address / alliteration) (1)</li> <li>makes the reader want to save money (humour / repetition/ alliteration) (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>4 marks</b> should be awarded for this question.</p>	4	19



Q	Answer	Marks	SC
10.	<p><i>Document 1 and Document 2 are both about the issue of food waste. Compare the documents. You should compare:</i></p> <ul style="list-style-type: none"> <li><i>what the documents say about the issue of food waste</i></li> <li><i>the way the authors describe the issue of food waste.</i></li> </ul> <p>Award <b>1 mark</b> for <b>each</b> valid comparison of what the documents say about the issue of food waste. For example:</p> <ul style="list-style-type: none"> <li>the author of Document 1 and Sam in Document 2 both agree that a large amount of food is wasted regularly (1)</li> <li>the author of Document 1 and Sam (Document 2) both agree that food waste is having a negative impact on the planet (1)</li> <li>Charlie in Document 2 disagrees with Document 1 and does not believe food waste is a problem (1)</li> <li>Charlie (Document 2) disagrees with Document 1 and does not think people are financially impacted by food waste (1)</li> <li>Sam (Document 2) disagrees with Document 1 and believes large events are the real problem (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for <b>each</b> valid comparison of the way the authors describe the issue of food waste. For example:</p> <ul style="list-style-type: none"> <li>statistics (1)</li> <li>rhetorical questions (1)</li> <li>emotive language (1)</li> <li>rule of three (1)</li> <li>alliteration (1)</li> <li>direct address (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p><b>Both of the bullet points in the question should be covered at least ONCE.</b></p> <p>A maximum of <b>4 marks</b> should be awarded for this question.</p> <p>Example response awarded 4 marks:</p> <p>Document 1 talks about how much food is wasted by the average household each year, but Charlie's comment in Document 2 disagrees (1). Sam, on the other hand, does agree that food waste is a big problem because they see the amount for themselves every day (1). Sam does, however, disagree with document 1 because they think commercial food waste is a bigger issue than household food waste (1). Both documents use rhetorical questions to encourage readers to think about the points being made (1).</p>	4	12

## Mapping Matrix

Subject Content Area		Marks
11	Identify the different situations when the main points are sufficient and when it is important to have specific details	2
12	Compare information, ideas and opinions in different texts, including how they are conveyed	4
13	Identify implicit and inferred meaning in texts	3
14	Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes	4
15	Use a range of reference materials and appropriate resources (e.g. glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources	3
16	Understand organisational features and use them to locate relevant information in a range of straightforward and complex sources	2
17	Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias	4
18a	Follow an argument, identifying different points of view	2
18b	Distinguishing fact from opinion	2
19	Identify different styles of writing and writer's voice	4
<b>TOTAL</b>		<b>30</b>

**End of Mark Scheme**