

# **TQUK Functional Skills Qualification in English at Level 2**

## **Reading Mark Scheme Past Paper 7**

### **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: 18**

Q	Answer	Marks	SC
1.	<p>State whether <b>each</b> of the following statements from the email are <b>fact</b> or <b>opinion</b>.</p> <p>‘The Cycle to Work scheme is a government-backed initiative’</p> <p>Award <b>1 mark</b> for the correct answer:</p> <ul style="list-style-type: none"> <li>fact (1).</li> </ul> <p>‘It’s a win-win situation for everyone.’</p> <p>Award <b>1 mark</b> for the correct answer:</p> <ul style="list-style-type: none"> <li>opinion (1).</li> </ul> <p>A maximum of <b>2 marks</b> should be awarded for this question.</p>	2	18b

Q	Answer	Marks	SC
2.	<p>Read these quotations from the email. Replace the word 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 email.</p> <p>Award <b>1 mark</b> for <b>each</b> appropriate definition given, up to a maximum of <b>3 marks</b>. For example:</p> <p><b>initiative:</b></p> <ul style="list-style-type: none"> <li>an act or scheme intended to solve a problem / a plan, programme or scheme (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p><b>exempt:</b></p> <ul style="list-style-type: none"> <li>something that doesn’t have to be done or followed / to be excused from something (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p><b>seamless:</b></p> <ul style="list-style-type: none"> <li>effortless / smooth / something that continues without stopping (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
3.	<p><i>The email shows that there are benefits to using the Cycle to Work scheme. Give <b>three</b> examples from the email which support the idea that there are benefits to the scheme.</i></p> <p>Award <b>1 mark</b> for each issue stated, <b>linked to the benefits to the scheme</b>, up to a maximum of <b>3 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• improved health (1)</li> <li>• savings (on cycling equipment) (1)</li> <li>• better sustainability/a greener future (1)</li> <li>• it will be easy to join (1)</li> <li>• less traffic congestion (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	11

Q	Answer	Marks	SC
4.	<p><i>Give <b>two</b> phrases from the article that indicate the author may be biased.</i></p> <p>Award <b>1 mark</b> for <b>each</b> correct answer, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• We all know the importance of reducing our carbon footprint (1)</li> <li>• Participating in this scheme is a smart move for your wallet (1)</li> <li>• Frankly, it's hard to argue against the sheer convenience of it (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
5.	<p><i>What style of writing has the author used in the article? Give <b>one</b> example from the article 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>• formal (1)</li> <li>• persuasive (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for a suitable example to illustrate the style identified. For example:</p> <p><b>Formal:</b></p> <ul style="list-style-type: none"> <li>• This government-backed programme aims to encourage cycling as a means of commuting (1)</li> <li>• these savings are further amplified by tax benefits (1).</li> </ul> <p><b>Persuasive:</b></p> <ul style="list-style-type: none"> <li>• Participating in this scheme is a smart move for your wallet (1)</li> <li>• the scheme is transformative (1)</li> <li>• Grab that helmet, hop on your bike, and join us in pedalling towards a better tomorrow! (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 identified has on readers. For example, this style:</p> <ul style="list-style-type: none"> <li>• shows readers that the topic is one that is taken seriously (formal) (1)</li> <li>• makes the author sound authoritative (formal) (1)</li> <li>• encourages the reader to agree with the writer (persuasive) (1)</li> <li>• makes the reader want to join the scheme (persuasive) (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	19

Q	Answer	Marks	SC
6.	<p>Name <b>two</b> organisational features used by the author of the article. Explain how <b>each</b> feature helps the reader.</p> <p>Award up to <b>2 marks</b> for each correct feature identified, for example:</p> <ul style="list-style-type: none"> <li>• heading (1)</li> <li>• subheading(s) (1)</li> <li>• (text) box (1)</li> <li>• caption (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 named</b>, for example:</p> <ul style="list-style-type: none"> <li>• the heading tells the reader that the article is about the cycle to work scheme (1)</li> <li>• subheading(s) indicate to the reader what the different benefits of the scheme are (1)</li> <li>• the (text) box tells readers where they can go to find out more about different schemes (1)</li> <li>• the caption reminds readers that the scheme also covers the cost of accessories (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	16

Q	Answer	Marks	SC
7.	<p><i>Explain the <b>main</b> argument the writer of the blog makes about their reasons for joining the Cycle to Work scheme. Give <b>one</b> example from the blog to support why you think this is the <b>main</b> argument.</i></p> <p>Award <b>1 mark</b> for the <b>main</b> argument, for example:</p> <ul style="list-style-type: none"> <li>to save money (1).</li> </ul> <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>on top of saving money (1)</li> <li>What totally sealed the deal for me was the financial aspect (1)</li> <li>It's not just about money (though I admit that had been the main driver) (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
8.	<p><i>The blog suggests that the author had some doubts about joining the Cycle to Work scheme. Give <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>I finally decided to take the plunge (1)</li> <li>I was initially hesitant (1)</li> <li>gradually won me over (1)</li> <li>despite my early hesitation (1)</li> <li>I had been on the fence (about giving it a go) (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>Name <b>two</b> language features the author of the blog has used to <b>persuade</b> readers about the benefits of joining the Cycle to Work scheme. Give <b>one</b> example for <b>each</b> feature you choose.</p> <p>Award <b>1 mark</b> for <b>each</b> suitable language feature named, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• exaggeration / hyperbole (1)</li> <li>• rhetorical question (1)</li> <li>• direct address (1)</li> <li>• imperative (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for <b>each</b> correct example used, up to a maximum of <b>2 marks</b>. For example:</p> <p>Exaggeration / hyperbole:</p> <ul style="list-style-type: none"> <li>• ...revolutionised my daily routine (1).</li> </ul> <p>Rhetorical question:</p> <ul style="list-style-type: none"> <li>• What's not to love? (1).</li> </ul> <p>Direct address:</p> <ul style="list-style-type: none"> <li>• You should give it a try (1).</li> </ul> <p>Imperative:</p> <ul style="list-style-type: none"> <li>• Get pedalling! (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
10.	<p><i>Document 2 and Document 3 are both about the experiences of taking part in the Cycle to Work scheme. Compare the documents.</i></p> <p><i>You should compare:</i></p> <ul style="list-style-type: none"> <li><i>what the documents say about the experiences of taking part in the Cycle to Work scheme</i></li> <li><i>the way the authors describe the experiences when taking part in the Cycle to Work scheme.</i></li> </ul> <p>Award <b>1 mark</b> for <b>each</b> valid comparison of what the documents say about the experiences of taking part in the scheme. For example:</p> <ul style="list-style-type: none"> <li>both documents talk about the health benefits of the scheme (1)</li> <li>both documents talk about the environmental impact of the scheme (1)</li> <li>both mention the money saving aspects (1)</li> <li>both acknowledge that the weather can be off-putting (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 write about the experiences of taking part in the scheme. For example:</p> <ul style="list-style-type: none"> <li>both use emotive language (1)</li> <li>both use facts (1)</li> <li>both use hyperbole / exaggeration (1)</li> <li>both use strong opinions (1)</li> <li>the author of the article gives enthusiastic advice whereas the blog tells the reader practical information about what happened when the writer joined the scheme (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>Both documents explain the health benefits of the scheme (1). Both the article and the blog talk about how the scheme addresses environmental issues (1). Both documents use strong opinions (1) to back up ideas but the author of the blog post uses personal experience, compared to the basic advice given in the article (1), to get points across.</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	3
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	4
17	Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias	2
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	3
<b>TOTAL</b>		<b>30</b>

**End of Mark Scheme**