

TQUK Functional Skills Qualification in English at Level 2

Reading Mark Scheme Past Paper 9

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>Name one organisational feature used by the author of the webpage. Explain how this feature helps the reader.</p> <p>Award 1 mark for a correct feature identified, for example:</p> <ul style="list-style-type: none"> • heading (1) • subheadings (1) • footnote (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a suitable explanation linked to the feature identified, for example:</p> <p>Heading:</p> <ul style="list-style-type: none"> • to show that the webpage is to welcome new employees (1). <p>Subheadings:</p> <ul style="list-style-type: none"> • to show the reader where to find specific information (1) • to summarise the content of each section (1). <p>Footnote:</p> <ul style="list-style-type: none"> • to show the source of the information (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	16

Q	Answer	Marks	SC
2.	<p>The webpage states that the company supports the well-being of employees. State three specific actions the reader can do to support colleagues.</p> <p>Award 1 mark for each action stated, linked to supporting colleagues, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • a kind word (1) • a kind ... gesture (1) • ask how someone is (1) • acknowledge a good idea (1) • thank someone for listening (1) • invite others to join you at lunchtime (1). <p>A maximum of 3 marks should be awarded for this question.</p>	3	11

Q	Answer	Marks	SC
3.	<p><i>The tone of the webpage is positive. Give two examples that have a positive tone. What impact does this tone have on the reader?</i></p> <p>Award 1 mark for each example given that has a positive tone, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • supporting the well-being of our employees (1) • you're not alone (1) • everyone looks out for each other (1) • a kind word or gesture (1) • brightening someone's day (1) • you too can help people feel valued (1) • We hope you enjoy your time (1) • maintain a positive work culture (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a suitable impact the tone has on readers. For example, this tone:</p> <ul style="list-style-type: none"> • makes the workplace sound friendly / caring / approachable (1) • makes the reader feel valued (1) • makes it sound as if the reader can also make a difference (1) • makes it sound achievable (1) • makes the reader feel supported (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>	3	19

Q	Answer	Marks	SC
4.	<p><i>State whether each of the following statements from the leaflet are fact or opinion:</i></p> <p>'It'll be fun, we just know it.'</p> <p>Award 1 mark for the correct answer:</p> <ul style="list-style-type: none"> • fact (1). <p>'Bayesfield Industries have agreed to donate £100'</p> <p>Award 1 mark for the correct answer:</p> <ul style="list-style-type: none"> • opinion (1). <p>A maximum of 2 marks should be awarded for this question.</p>	2	18b

Q	Answer	Marks	SC
5.	<p><i>The leaflet contains bias. Give three phrases from the leaflet that suggest bias.</i></p> <p>Award 1 mark for each correct answer, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • Naturally, you'll sponsor us (1) • BalanceMH is undoubtedly one of the best (1) • Unlike other workplaces, where employee support is more basic (1) • We all agree they're a considerate company to work for (1) • If you care about mental health (1) • Everyone should do their bit (to make the world a healthier place) (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>	3	17

Q	Answer	Marks	SC
6.	<p>Name two language features the authors have used to persuade readers to get involved. Give one example for each feature you choose.</p> <p>Award 1 mark for each suitable language feature named, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • emotive language (1) • direct address (1) • command / imperative (1) • exclamation (1) • metaphor (1) • list of three / triple (1) • hyperbole / exaggeration (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for each correct example given, up to a maximum of 2 marks. For example:</p> <p>Emotive language</p> <ul style="list-style-type: none"> • make the world a healthier place (1) • an inspiring talk (1) • actually care for us (1). <p>Direct address:</p> <ul style="list-style-type: none"> • you'll sponsor us (1) • that's where you'll find (1). <p>Command/imperative</p> <ul style="list-style-type: none"> • Head to reception (1) • share our story (1). <p>Exclamation:</p> <ul style="list-style-type: none"> • we need your support! (1) • a sponsored bike ride! (1). <p>Metaphor:</p> <ul style="list-style-type: none"> • to really crack the whip (1). <p>List of three:</p> <ul style="list-style-type: none"> • information, advice and local services (1). <p>Hyperbole / exaggeration:</p> <ul style="list-style-type: none"> • Just the coolest thing to do (1) • Everyone should do their bit (1). <p>Accept any other valid response linked to the text.</p> <p>A maximum of 4 marks should be awarded for this question.</p>	4	14

Q	Answer	Marks	SC
7.	<p><i>Explain the main argument that Jaspal makes about what to do when working from home. Give one example from the blog post to support why you think this is the main argument.</i></p> <p>Award 1 mark for explaining the main argument made about what to do when working from home. For example:</p> <ul style="list-style-type: none"> • set clear boundaries between work and personal life (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for an example linked to the main argument, for example:</p> <ul style="list-style-type: none"> • it's essential to draw clear boundaries (1) • It just doesn't work if your occupation intrudes on your personal life (1) • designate a separate workspace (1) • But above all, remember to set your boundaries at the start (1) • set your boundaries at the start and the rest will follow (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	18a

Q	Answer	Marks	SC
8.	<p><i>The blog post suggests that working remotely can lead to problems. Give three phrases that suggest this.</i></p> <p>Award 1 mark for each suitable phrase identified, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • it's not all positive (1) • the dreaded feeling of never switching off (1) • It just doesn't work (1) • pretty chaotic (1) • not everyone has the privilege of a home office (1) • a lack of social connection (1) • a sense of isolation (1) • can't turn to a colleague (1) • we miss out on the peer support (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>	3	13

Q	Answer	Marks	SC
9.	<p><i>Read these quotations from the blog post. Replace the word or phrase in bold 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 blog post.</i></p> <p>Award 1 mark for each correct appropriate word or phrase used, up to a maximum of 4 marks. For example:</p> <p>designate</p> <ul style="list-style-type: none"> • set aside/set apart (1) • assign (1) • choose (1) • specify (1) • dedicate (1). <p>Accept any other valid response linked to the text.</p> <p>reinforce</p> <ul style="list-style-type: none"> • strengthen (1) • bolster (1) • boost (1) • support (1). <p>Accept any other valid response linked to the text.</p> <p>feasible</p> <ul style="list-style-type: none"> • possible (1) • viable (1) • doable (1) • realistic (1) • achievable (1). <p>Accept any other valid response linked to the text.</p> <p>schedule</p> <ul style="list-style-type: none"> • timetable (1) • plan (1) • organise (1) • set up / fix up (1). <p>Accept any other valid response linked to the text.</p> <p>A maximum of 4 marks should be awarded for this question.</p>	4	15

Q	Answer	Marks	SC
10.	<p><i>Document 1 and Document 3 are both about employee health. Compare the documents. You should compare:</i></p> <ul style="list-style-type: none"> <i>what the documents say about maintaining good health at work</i> <i>the way the authors write about maintaining good health at work.</i> <p>Award 1 mark for each valid comparison of what the documents say about health at work. For example:</p> <ul style="list-style-type: none"> both documents talk about better productivity when employees have proper breaks (1) both documents talk about the importance of peer support (1) both documents encourage workers to stop for lunch (1) both documents say it's important to draw a boundary between work and leisure (1) both talk about Wellness programmes (1) the webpage talks about working at a specific company, while the blog post focuses on working from home (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for each valid comparison of the way the authors write about health at work. For example:</p> <ul style="list-style-type: none"> both use emotive language (1) both list suggestions of leisure activities (1) the webpage is from a single perspective, whereas the blog includes different ideas from interviewer and interviewee (1) the webpage talks about employees in general, whereas the blog gives some personal anecdotes (1) the author of the webpage is more formal and factual, citing research, whereas the blog post is conversational and uses colloquial language (1). <p>Accept any other valid response linked to the text.</p> <p>Both of the bullet points in the question should be covered at least ONCE.</p> <p>A maximum of 4 marks should be awarded for this question.</p> <p>Example response awarded 4 marks:</p> <p>Both documents talk about the importance of clear boundaries when taking a break from work (1), although the webpage describes it when working at a specific company, while the blog is for people who work from home (1). Both the webpage and the blog talk about the importance of peer support (1). The author of the webpage uses formal language, whereas the blog is more conversational (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	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	4
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	3
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
TOTAL		30

End of Mark Scheme