

TQUK Functional Skills Qualification in English at Level 2

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 **19 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><i>Read these quotations from the article. 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 article.</i></p> <p>Award 1 mark for each appropriate word or phrase used, up to a maximum of 2 marks. For example:</p> <p>'it doesn't encourage your child to develop a varied palate'</p> <ul style="list-style-type: none"> • different (1) • diverse (1) • mixed (1). <p>'some level of aversion to new foods is normal'</p> <ul style="list-style-type: none"> • dislike of (1) • hatred of (1) • loathing of (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	15

Q	Answer	Marks	SC
2.	<p><i>Look at the section called Listen to the Experts. In this section, the author talks about issues parents experience with getting children to eat different foods. Give two facts the author uses.</i></p> <p>Award 1 mark for each correct answer, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • our latest parent survey found that 87% of parents had experience of food refusal • over 50% of them saying that it caused issues with eating out or visiting family • Experts say that it can take up to ten tries before a child accepts an unknown food (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	18b

Q	Answer	Marks	SC
3.	<p><i>The tone of the article is friendly. Give two examples that have a friendly tone. What impact does this tone have on the reader?</i></p> <p>Award 1 mark for each example given that has a friendly tone, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • Variety is the spice of life, after all! (1) • don't give up (1) • You're not alone (1) • don't be afraid to keep trying (1) • don't worry (1) • keep going! (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 reader feel listened to / supported (1) • means the author sounds more authentic / realistic / believable (1) • makes parents feel more confident (1) • makes readers feel they are not on their own (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 two ways the leaflet says local businesses have helped to plan the weekly club.</i></p> <p>Award 1 mark for each way local business have helped, linked to the planning of the weekly club, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • (We've had) some donations from local businesses (1) • Our local café owner (Kai Sharma) will join us (1) • (We've been to all of the most popular) local takeaways (and asked them to) share their secrets (1). <p>A maximum of 2 marks should be awarded for this question.</p>	2	11

Q	Answer	Marks	SC
5.	<p><i>The leaflet suggests that people find it difficult to cook fresh meals at home. Give three phrases that suggest this.</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"> • anyone who struggles for time / (or) inspiration when cooking (1) • we all have a lot to juggle (1) • frozen ready meal aisles in the supermarket offering us convenience (1) • without it costing more time (1) • help you make sure you have all of the equipment you might need (1) • look at where you can save time while still cooking fresh (1) • quick and healthy recipes that you can pull together in a hurry (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
6.	<p>Name two different language features the author of the leaflet has used to persuade the reader to join the class. 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"> • exaggeration / hyperbole (1) • rhetorical question (1) • direct address (1) • positive language / adjectives (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for each correct example used, up to a maximum of 2 marks. For example:</p> <p>Exaggeration / hyperbole:</p> <ul style="list-style-type: none"> • the list goes on and on (1) • any fast food we could imagine (1). <p>Rhetorical question</p> <ul style="list-style-type: none"> • is it any surprise that fewer of us are cooking fresh meals on a daily basis? (1) • Do you want to rustle up a beautiful halloumi burger, a delicious stir-fry, or a perfect chicken tikka masala? (1). <p>Direct address:</p> <ul style="list-style-type: none"> • We're excited to introduce (1) • We've got the solution for those of you (1) • We'll help you (1) • you'll leave after the first week (1) • (where) you can save time (1) • you can pull together in a hurry (1) • build on what you've learnt. (1) • we'll show you everything you need to know (1). <p>Positive language / adjectives:</p> <ul style="list-style-type: none"> • quick (1) • healthy (1) • beautiful (1) • delicious (1) • perfect (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>The report uses formal language. Give three examples of formal language used.</p> <p>Award 1 mark for each correct example given, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • carried out research on the barriers to healthy eating (1) • to identify factors that prevent individuals from eating healthily (1) • to propose solutions to the council (1) • terrible impacts on their general wellbeing (1) • This problem has been discussed in previous council meetings (1) • The solutions so far provided by the council do not reach this age group (1) • we recommend the council consider the following (1) • closed due to expensive rental prices (1) • Provide free or subsidised transportation (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
8.	<p><i>Do you think the author of the report is positive or negative about the council's support for healthy eating? Explain why you think this. Give one example from the report to support your answer.</i></p> <p>Award 1 mark for explaining whether the author enjoyed or disliked their time at the festival, for example:</p> <ul style="list-style-type: none"> the author is negative (1) they are quite positive about the support for older people (1) negative (1) negative about it (1). <p>Award 1 mark for a linked explanation, for example:</p> <ul style="list-style-type: none"> because they say that what has been suggested does not do what it needs to (1) because they say they have more focus on the 'elderly' (1) because they say what the council should do (1) because they blame the council for local shops closing (1) <p>Award 1 mark for a linked example, for example:</p> <ul style="list-style-type: none"> solutions so far provided by the council do not reach this age group (1) they are more focussed on elderly residents (1) We recommend the council consider the following (1) Ensure that no more local shops are closed due to expensive rental prices (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	18a

Q	Answer	Marks	SC
9.	<p><i>In the report, the author uses a title to show readers what the report will be about. State two other organisational features used by the author of the report. Explain how each feature helps the reader.</i></p> <p>Award 1 mark for each correct feature stated, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • bold (text) (1) • (numbered) list (1) • (text) box (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for each suitable explanation linked to the feature chosen, for example:</p> <ul style="list-style-type: none"> • bold text draws the reader's attention to the key points / key recommendations (1) • a numbered list shows the steps that the council should take / the priority order (1) • the text box draws attention to the recommendations for the council (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	16

Q	Answer	Marks	SC
10.	<p><i>Document 2 and Document 3 are both about the difficulties of cooking healthy meals. Compare the documents. You should compare:</i></p> <ul style="list-style-type: none"> <i>what the documents say about the difficulties of cooking healthy meals</i> <i>the way the authors describe the difficulties of cooking healthy meals.</i> <p>Award 1 mark for each valid comparison of what the documents say <i>about the difficulties of cooking healthy meals</i>. For example:</p> <ul style="list-style-type: none"> both mention that time is an issue for people (1) both say that they can be overcome (1) both offer solutions to help with difficulties (1) Document 2 has a specific plan to help, but Document 3 is offering suggestions (1) Document 2 talks mostly about time as a difficulty, where Document 3 says there are different difficulties (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 describe the difficulties of cooking healthy meals. For example:</p> <ul style="list-style-type: none"> both use emotive language (1) both use rule of three (1) the author of Document 2 uses positive language whereas Document 3 is more balanced (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 present that time is a big difficulty for people (1). Both documents indicate that there are solutions to help people overcome difficulties (1) although Document 2 is offering something specific and Document 3 is offering recommendations (1). Both documents use positive language to emphasise the difficulties (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	2
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	3
18a	Follow an argument, identifying different points of view	3
18b	Distinguishing fact from opinion	2
19	Identify different styles of writing and writer's voice	3
TOTAL		30

End of Mark Scheme