

# TQUK Functional Skills Qualification in English at Level 2

## Reading Examination Paper (Sample Assessment Paper 2)

Please complete the details below using black or blue ink. Use **BLOCK CAPITALS**.

You must use the Document Booklet provided.

Learner Name: \_\_\_\_\_

Learner Number: \_\_\_\_\_

Date: \_\_\_\_\_

Centre Name: \_\_\_\_\_

### Instructions

- Read each question **carefully**
- Answer **all** questions
- Write your answers **clearly** in the spaces provided
- **Check** your answers.

### Information

- There are **3** documents to read
- The maximum mark for this exam is **30**
- The marks available for each question are shown in **bold** beneath each question
- You do **not** need to write in complete sentences
- You will **not** be assessed on spelling, punctuation and grammar.

### Items

- You **will** need the Document Booklet provided
- You **will** need a pen with black or blue ink
- You **are** allowed to use a dictionary
- You will **not need** any other stationery or equipment.

**Time allowed:** 60 minutes

**Do not open this examination paper until you are told to do so.**

**For examiner use only**

Marks available	Marks awarded	Second marks
30		

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## Read Document 1 and answer questions 1 to 3.

1. 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.

'it doesn't encourage your child to develop a **varied** palate'

**varied:**

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[1]

'some level of **aversion to** new foods is normal'

**aversion to:**

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[1]

**Total for Question 1 = 2 marks**

**Questions continue on the following page**

**2. 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.

**Fact 1:**

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[1]

**Fact 2:**

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[1]

**Total for Question 2 = 2 marks**

- 3.** The tone of the article is friendly.

Give **two** examples that have a friendly tone.

**Example 1:**

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[1]

**Example 2:**

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[1]

What impact does this tone have on the reader?

**Answer:**

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[1]

**Total for Question 3 = 3 marks**

**Questions continue on the following page**

**Read Document 2 and answer questions 4 to 6.**

4. State **two** ways the leaflet says local businesses have helped to plan the weekly club.

**Answer 1:**

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[1]

**Answer 2:**

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[1]

**Total for Question 4 = 2 marks**

5. The leaflet suggests that people find it difficult to cook fresh meals at home.

Give **three** phrases that suggest this.

**Phrase 1:**

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[1]

**Phrase 2:**

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[1]

**Phrase 3:**

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[1]

**Total for Question 5 = 3 marks**

**Questions continue on the following page**

6. Name **two** 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.

**Feature 1:**

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[1]

**Example:**

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[1]

**Feature 2:**

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[1]

**Example:**

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[1]

**Total for Question 6 = 4 marks**



## Read Document 3 and answer questions 7 to 9.

7. The report uses **formal** language.

Give **three** examples of **formal** language used.

**Example 1:**

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[1]

**Example 2:**

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[1]

**Example 3:**

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[1]

**Total for Question 7 = 3 marks**

**Questions continue on the following page**

8. Do you think the author of the report is positive or negative about the council's support for healthy eating?

**Answer:**

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[1]

Explain why you think this.

**Answer:**

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[1]

Give **one** example from the report to support your answer.

**Answer:**

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[1]

**Total for Question 8 = 3 marks**

9. In the report, the author uses a **title** to show readers what the report will be about.

Give **two other** organisational features used by the author of the report.

Explain how **each** feature helps the reader.

**Feature 1:**

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[1]

**Explanation 1:**

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[1]

**Feature 2:**

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[1]

**Explanation 2:**

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[1]

**Total for Question 9 = 4 marks**

**Questions continue on the following page**

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[4]

**Extra Writing Paper**

SAMPLE

**This is the end of the assessment.**