

TQUK Functional Skills Qualification in English at Level 1

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: 12

Q	Answer	Marks	SC
1.	<p><i>What is the main purpose of the blog post?</i></p> <p>Award 1 mark for an appropriate main purpose linked to the text. For example:</p> <ul style="list-style-type: none"> to inform readers about the blogger's experience / staffroom (1) to explain some of the main issues there are when sharing a staffroom with others (1) to entertain readers with details about the conditions in the staffroom (1). <p>Accept any other valid response linked to the text.</p>	1	9

Q	Answer	Marks	SC
2.	<p><i>The author of the blog post thinks the staffroom is one of the most important rooms at work. Give one reason why.</i></p> <p>Award 1 mark for a suitable reason, for example:</p> <ul style="list-style-type: none"> people should relax (1) make friends (1) enjoy refreshments (1) (It should be a) safe space (to escape the working day for a brief time) (1) to escape the working day (for a brief time) (1) enjoy eating lunch and snacks (1) in a clean (and calm) environment (1) in a (clean and) calm environment (1). <p>Accept any other valid response linked to the text.</p>	1	9

Q	Answer	Marks	SC
3.	<p><i>Give one thing that often goes missing in the staffroom.</i></p> <p>Award 1 mark for a correct answer:</p> <ul style="list-style-type: none"> food (1) drink (1) (company) cutlery (1) cups (1) milk (1). <p>Accept any other valid response linked to the text.</p>	1	9

Q	Answer	Marks	SC
4.	<p><i>The author of the blog post states: ‘The fridge could be mistaken for a salad cemetery, where healthy meals are discarded along with good intentions, in favour of something tastier.’ Replace discarded with a word or phrase that 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 a suitable meaning linked to the context. For example:</p> <ul style="list-style-type: none"> • left behind (1) • unused (1). <p>Accept any other valid response linked to the text.</p>	1	13

Q	Answer	Marks	SC
5.	<p><i>The author of the blog post has used language features to emphasise their feelings about the other members of staff. Identify two language features used.</i></p> <p>Award 1 mark for a correct language feature linked to emphasising feelings, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> • exclamation (1) • emotive language (1) • rhetorical question (1) • simile (1) • metaphor (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	12

Q	Answer	Marks	SC
6.	<p>Give one fact and one opinion the author gives about the milk in the staffroom.</p> <p>Award 1 mark for a correct fact identified, for example:</p> <ul style="list-style-type: none"> • The delivery arrives at 8:00am (1) • The delivery arrives (at 8:00am) on Monday morning (1) • By the end of Monday, day one, all the milk has gone (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a correct opinion identified, for example:</p> <ul style="list-style-type: none"> • (you will agree) is an essential item in every staffroom (- the milk) (1) • There's probably enough for 25 people to use for about three days (1) • what good is milk when there aren't clean cups... (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	11

Q	Answer	Marks	SC
7.	<p>The author uses an image. What does the image suggest about how people might feel when using the staffroom?</p> <p>Award 1 mark for a suitable suggestion identified, for example:</p> <ul style="list-style-type: none"> • they do not want to use an untidy area (1) • they feel unhappy that it is dirty / unclean (1) • that it has poor sanitation (1) • that it is not a relaxing area (1). <p>Accept any other valid response linked to the text.</p>	1	15

Q	Answer	Marks	SC
8.	<p>Look at paragraph 1. Give one reason HR decided to email all staff.</p> <p>Award 1 mark for a suitable reason, for example:</p> <ul style="list-style-type: none"> • (there have been several) issues with the staffroom (1) • to remind employees of the Code of Conduct (1) • to remind all staff of the company rules for communal areas (1). <p>Accept any other valid response linked to the text.</p>	1	9

Q	Answer	Marks	SC
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9.	<p>Look at the section called Hygiene. Identify one word or phrase used to instruct the reader.</p> <p>Award 1 mark for a suitable word or phrase linked to instructing the reader. For example:</p> <ul style="list-style-type: none"> • Use the products (1) • Wash and store cutlery (1) • Spray and wipe the microwave (1) • Label your food and drink (1) • Dispose of... (1) • Throw away rubbish (1) • do not allow... (1). <p>Accept any other valid response linked to the text.</p>	1	16
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Q	Answer	Marks	SC
10.	<p>The author of the email states: 'In line with our Code of Conduct'. What does the word Conduct mean in this context?</p> <p>Award 1 mark for a suitable meaning linked to the context, for example:</p> <ul style="list-style-type: none"> • to behave in a certain way (1) • to follow rules in the staffroom that are acceptable for everyone (1). <p>Accept any other valid response linked to the text.</p>	1	17

Q	Answer	Marks	SC
11.	<p>Give one way staff can offer feedback on their working environment. Which organisational feature helps the reader find this information?</p> <p>Award 1 mark for a correct answer, for example:</p> <ul style="list-style-type: none"> • Comment box (at the front desk) (1) • Suggestion board (in the main office) (1) • Drop-in sessions in the staffroom (8:45 – 9:00am daily) (1) • Contact HR (directly) via telephone (00776980567) (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for the correct answer.</p> <ul style="list-style-type: none"> • bullets / bullet points (1). <p>A maximum of 2 marks should be awarded for this question.</p>	2	14
Q	Answer	Marks	SC

12.	<p>Look at the section called General Use. Why are there brackets around the phrase 'good and bad!'?</p> <p>Award 1 mark for a suitable reason for using brackets. For example:</p> <ul style="list-style-type: none"> to give more information about the type of feedback they expect to receive (1) to reassure staff even negative feedback is welcome (1). <p>Accept any other valid response linked to the text.</p>	1	18
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Q	Answer	Marks	SC
13.	<p>Look at the section called Equipment. The author of the email states: 'Report all faults, damages and breakages to your line manager.' Is this an example of formal or informal language?</p> <p>Award 1 mark for the correct answer.</p> <ul style="list-style-type: none"> formal (1). 	1	16

Q	Answer	Marks	SC
14.	<p>The author of the email states: 'Staff should refrain from loud conversation.' What does the word refrain mean in this context?</p> <p>Award 1 mark for a suitable meaning linked to the context. For example:</p> <ul style="list-style-type: none"> stop yourself from doing something (1) avoid (1). <p>Accept any other valid response linked to the text.</p>	1	17

Q	Answer	Marks	SC
15.	<p><i>Compare the information about the conditions in the staffroom in Document 1 and Document 2. In your answer you should:</i></p> <ul style="list-style-type: none"> <i>give one issue with conditions in the staffroom that is the same in each document</i> <i>give one example from Document 1 and one example from Document 2 which supports this issue.</i> <p>Award 1 mark for each issue with the conditions in the staffroom that is the same in the documents. For example:</p> <ul style="list-style-type: none"> both say it is unclean / untidy (1) both say things are damaged (1) both say things go missing (1) both have meant HR involvement (1). <p>Award 1 mark for a valid example from Document 1 and 1 mark for a valid example from Document 2, up to a maximum of 2 marks. For example:</p> <ul style="list-style-type: none"> Document 1: 'The microwave leaves a lot to be desired' (1) Document 2: 'Spray and wipe the microwave after each use' (1) Document 1: 'Cups are either filthy or damaged' (1) Document 2: 'Report all faults, damages and breakages to your line manager' (1) Document 1: 'People take food and drink that don't belong to them' (1) Document 2: 'Do not consume or use personal items that do not belong to you' (1) Document 1: '...things were so bad that we had a visit from HR' (1) Document 2: email sent from 'HR' account or 'HR Manager' (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> <p>Example response awarded 3 marks:</p> <p>Both documents say items go missing from the staffroom (1). Document 1 says 'People take food and drink that don't belong to them' (1). Document 2 says: 'Please only use communal items, these must be returned immediately after use' (1).</p>	3	10

Mapping Matrix

Subject Content Area		Marks
9	Identify and understand the main points (MP), ideas (ID) and details (DT) in texts	4
10	Compare information, ideas and opinions in different texts	3
11	Identify meanings in texts and distinguish between fact and opinion	2
12	Recognise that language and other textual features can be varied to suit different audiences and purposes	2
13	Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words	1
14	Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts	2
15	Infer from images meanings not explicit in the accompanying text	1
16	Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive)	2
17	Read and understand a range of specialist words in context	2
18	Use knowledge of punctuation to aid understanding of straightforward texts	1
TOTAL		20

End of Mark Scheme