

TQUK Functional Skills Qualification in English at Level 1

Reading Mark Scheme (Past 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

- 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.

PASS MARK: 18

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.	<i>The article shows that people in the UK waste a lot of food. Give two examples from the article which support the idea that people waste a lot of food.</i> Award 1 mark for each suitable answer linked to the idea of wasting a lot of food, up to a maximum of 2 marks. For example: • 9.5 million tonnes of food are thrown away each year (1) • 26,000 tonnes of food are thrown away each day (1) • 40% of bags of salad purchased are thrown away (1) • the average UK household will waste £700 worth of food each year (1). Accept any other valid response linked to the text. A maximum of 2 marks should be awarded for this question.	2	11

Q	Answer	Marks	SC
2.	<i>Explain the main argument the author of the article makes about food waste. Give one example from the article to support why you think this is the main argument.</i> Award 1 mark for explaining the main argument the author makes about food waste. For example: • adding to the problem of climate change (1) • increasing carbon footprints (1) • adding to the problem of climate change by increasing carbon footprints (1). Accept any other valid response linked to the text. Award 1 mark for an example linked to the main argument. For example: • financial cost is not the most significant cost (we should consider) (1) • most awful and shameful of all (1) • Carbon footprints have been adding up (1). Accept any other valid response linked to the text. A maximum of 2 marks should be awarded for this question.	2	18a

Q	Answer	Marks	SC
3.	<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> Award 1 mark for a correct and appropriate word or phrase identified for each example, up to a maximum of 3 marks. For example: 'discarded': - disposed of / tossed out / thrown out / gotten rid of (1). 'consequences': - result / outcome / effects / repercussion (1). 'proportion': - quantity / portion / amount / percentage (1). Accept any other valid response linked to the text. A maximum of 3 marks should be awarded for this question.	3	15

Q	Answer	Marks	SC
4.	<i>In the Magazine forum, Charlie's comment talks about their experience with food and food waste. Give one fact and one opinion Charlie uses.</i> Award 1 mark for a correct fact, for example: - Milk at our local shop only costs £1.75 for 2 litres (1) - Bread which is another daily staple, ranges from £0.45 to £1.60 depending on where you shop (1) - Their friend has three children and never spends more than £30 a week on food shopping (1). Award 1 mark for a correct opinion, for example: - When was the last time any of us here prepared a meal without creating any waste? (1) - Bread, vegetables and milk are not expensive (1) - You just have to know where to shop (1) - and be smart about what you buy (1) - It certainly doesn't matter if old milk ends up poured down the sink (1) - Stressing out about small amounts of food waste isn't going to help anybody (1). Accept any other valid response linked to the text. A maximum of 2 marks should be awarded for this question.	2	18b

Q	Answer	Marks	SC
5.	Look at Sam's comments from the Magazine forum. Does Sam use informal or formal language? Give three examples from Sam's comment to support your answer. Award 1 mark for identifying either informal or formal. Award 1 mark for each suitable example linked to the answer given, up to a maximum of 3 marks. For example: • I work in food waste collection (formal) (1) • part of my job is to dispose of waste (formal) (1) • Every day I see for myself how much food is thrown away (formal) (1) • the amount is huge! (informal) (1) • You might ask (informal) (1) • attending regular meetings where we're given updates about the amount of food waste (formal) (1) • I can tell you (informal) (1) • it keeps me in a job! (informal) (1). Accept any other valid response linked to the text. A maximum of 4 marks should be awarded for this question.	4	17

Q	Answer	Marks	SC
6.	<i>In the Magazine forum, Charlie writes: ‘Am I supposed to lose sleep if half a loaf of stale bread or a couple of mouldy potatoes end up in my bin?’ State one language feature used in this example. Identify the effect Charlie is trying to have by using the stated language feature. Give one example of a language feature from Sam’s comment. What effect is Sam trying to have on the reader by using this language feature?</i> Award 1 mark for a correct language feature stated from Charlie’s comment, for example: • rhetorical question (1) • hyperbole / exaggeration (1) • negative language (1). Award 1 mark for identifying an appropriate effect linked to the stated feature, for example: • to convince them that wasting small amounts of food is not a big problem (1) • to persuade them that wasting small amounts of food is not worth worrying about (1) • to show that some things should be thrown away if they are not good quality (1). Award 1 mark for a correct language feature stated from Sam’s comment, for example: • direct address (1) • rhetorical question (1) • hyperbole / exaggeration (1) • exclamations (1). Award 1 mark for identifying an appropriate effect linked to the stated feature, for example: • to make them think about how food waste from big events is affecting the planet (1) • to make them consider the effects of wasting large amounts of food (1) • to make them think about the negative impact of food waste from big events (1) • to make them question whether food waste from big parties is more significant than food waste created by cooking at home (1). Accept any other valid response linked to the text. A maximum of 4 marks should be awarded for this question.	4	14

Q	Answer	Marks	SC
7.	<i>The author uses a heading to tell the reader what the leaflet is about. State one other organisational feature used by the author of the leaflet. Explain how this feature helps the reader.</i> Award 1 mark for stating a correct feature. This must not be a heading. For example: • subheading(s) (1) • text box (1) • bold (text) (1). Accept any other valid response linked to the text. Award 1 mark for a suitable explanation linked to the feature stated, for example: Subheading are used: • to help readers find the title of each session (1) • to help readers find the course duration (1) • to help readers find out who the course is funded by (1). Text boxes are used: • to help readers find the title of each session (1) • to help readers find the time and day of each session (1) • to help readers find what is covered in each session (1) • to help readers find general information about the course (1) • to help readers find out how to book a place on the course (1). Bold text is used: • to help readers find out that the course and associated elements are free of charge (1) • to help readers find the time and day of each session (1). Accept any other valid response linked to the text. A maximum of 3 marks should be awarded for this question.	2	16

Q	Answer	Marks	SC
8.	<i>The leaflet suggests that Evening College will be able to help the reader. Identify three phrases that suggest this.</i> Award 1 mark for each suitable phrase identified, up to a maximum of 3 marks. For example: • (We live in times of austerity. Many of us are finding it hard to make ends meet. Are you?) Worry not! Help is here (1) • Evening College to the rescue (1) • you will be shown how to balance your food budget (by shopping wisely and planning your meals) (1) • You will also be given straightforward tips (1) • (Educated) energy experts will teach you (1) • Competent catering gurus will fill you with confidence (1) • You will be shown how to... (1). Accept any other valid response linked to the text. A maximum of 3 marks should be awarded for this question.	3	13

Q	Answer	Marks	SC
9.	<i>What style of writing has the author used in the leaflet? Give two examples from the leaflet to support your answer. What impact does this style have on the reader?</i> Award 1 mark for an appropriate style of writing, for example: - persuasive (1). Accept any other valid response linked to the text. Award 1 mark for each suitable example to illustrate the style identified, up to a maximum of 2 marks. For example: 'We are giving you the chance' (direct address) (1) 'Evening college to the rescue! (exaggeration) (1) 'What about a bowl of hot soup...that will cost you nothing?' (rhetorical questions) (1) 'Worry not!' (exclamations) (1) 'those dreaded energy bills' (humour) (1) 'all available, all free' (repetition) (1) 'Educated energy experts' (alliteration / assonance) (1). Accept any other valid response linked to the text. Award 1 mark for a suitable impact the style has on readers. For example, this style: - makes the reader feel they can help with the problem of climate change (direct address / alliteration) (1) - makes the reader want to save money (humour / repetition/ alliteration) (1). Accept any other valid response linked to the text. A maximum of 4 marks should be awarded for this question.	4	19

Q	Answer	Marks	SC
10.	<i>Document 1 and Document 2 are both about the issue of food waste. Compare the documents. You should compare:</i> <i>what the documents say about the issue of food waste</i> <i>the way the authors describe the issue of food waste.</i> Award 1 mark for each valid comparison of what the documents say about the issue of food waste. For example: - the author of Document 1 and Sam in Document 2 both agree that a large amount of food is wasted regularly (1) - the author of Document 1 and Sam (Document 2) both agree that food waste is having a negative impact on the planet (1) - Charlie in Document 2 disagrees with Document 1 and does not believe food waste is a problem (1) - Charlie (Document 2) disagrees with Document 1 and does not think people are financially impacted by food waste (1) - Sam (Document 2) disagrees with Document 1 and believes large events are the real problem (1). Accept any other valid response linked to the text. Award 1 mark for each valid comparison of the way the authors describe the issue of food waste. For example: - statistics (1) - rhetorical questions (1) - emotive language (1) - rule of three (1) - alliteration (1) - direct address (1). Accept any other valid response linked to the text. Both of the bullet points in the question should be covered at least ONCE. A maximum of 4 marks should be awarded for this question. Example response awarded 4 marks: Document 1 talks about how much food is wasted by the average household each year, but Charlie's comment in Document 2 disagrees (1). Sam, on the other hand, does agree that food waste is a big problem because they see the amount for themselves every day (1). Sam does, however, disagree with document 1 because they think commercial food waste is a bigger issue than household food waste (1). Both documents use rhetorical questions to encourage readers to think about the points being made (1).	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	3
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	4
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	4
TOTAL		30

End of Mark Scheme