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# TQUK Functional Skills Qualification in English at Level 2

## Reading Mark Scheme Past Paper 8

### 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: 19**

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 1. | <p><i>The email shows that the Green Initiative will encourage involvement from individuals and groups. Give <b>two</b> examples from the email which support the idea that people can get involved in group activities.</i></p> <p>Award <b>1 mark</b> for <b>each</b> appropriate example, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• We encourage carpooling (1)</li> <li>• (we will be hosting) educational workshops (1)</li> <li>• (We will actively) join in local green initiatives (1)</li> <li>• (We will actively) join in ... community clean-up projects (1).</li> </ul> <p>A maximum of <b>2 marks</b> should be awarded for this question.</p> | 2     | 11 |

| Q  | Answer  | Marks | SC  |
|----|---|-------|-----|
| 2. | <p><i>Do you think the author of the email is positive or negative about making changes in the workplace? Explain why you think this. Give <b>one</b> example from the email to support your answer.</i></p> <p>Award <b>1 mark</b> for explaining whether the author is positive or negative about making changes in the workplace. For example:</p> <ul style="list-style-type: none"> <li>• the author is positive about changes (1)</li> <li>• they are positive about making changes (1)</li> <li>• they are positive about changes in the workplace but also wider than that (1)</li> <li>• (very) positive (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for a <b>linked</b> explanation, for example:</p> <ul style="list-style-type: none"> <li>• because they have a very positive subject heading (1)</li> <li>• because they make it clear that there are lots of different things happening (1)</li> <li>• because they go to extremes (1)</li> <li>• because they use very strong language (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for an example <b>linked to the explanation</b>. For example:</p> <ul style="list-style-type: none"> <li>• Exciting News (1)</li> <li>• We are launching a comprehensive green plan... (1)</li> <li>• they say 'we can make a significant positive impact' (1)</li> <li>• We're excited about this journey (1).</li> </ul> <p>A maximum of <b>3 marks</b> should be awarded for this question.</p> | 3     | 18a |
| Q  | Answer  | Marks | SC  |

|                  |  |          |           |
|------------------|--|----------|-----------|
| <p><b>3.</b></p> | <p><i>Read these quotations from the email. Replace the word or phrase in <b>bold</b> 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 email.</i></p> <p>Award <b>1 mark</b> for <b>each</b> correct appropriate word or phrase used, up to a maximum of <b>3 marks</b>. For example:</p> <p><b>comprehensive</b></p> <ul style="list-style-type: none"> <li>• inclusive (1)</li> <li>• complete (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p><b>substituting</b></p> <ul style="list-style-type: none"> <li>• replacing (1)</li> <li>• switching (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p><b>overall</b></p> <ul style="list-style-type: none"> <li>• general (1)</li> <li>• universal (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>3 marks</b> should be awarded for this question.</p> | <p>3</p> | <p>15</p> |
|------------------|--|----------|-----------|

| Q  | Answer   | Marks | SC |
|----|--|-------|----|
| 4. | <p>The factsheet uses both <b>formal and informal</b> language. Give <b>one</b> example of <b>formal</b> language used. Give <b>one</b> example of <b>informal</b> language used.</p> <p>Award <b>1 mark</b> for a correct example of formal language. For example:</p> <ul style="list-style-type: none"> <li>• The UK's recycling rate has been steadily increasing over the years (1)</li> <li>• However, there is room for improvement (1)</li> <li>• Contamination not only hampers the recycling process but also leads to adverse environmental consequences (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for a correct example of informal language. For example:</p> <ul style="list-style-type: none"> <li>• Compared to producing items from raw materials recycling wins out (1)</li> <li>• Are you doing your bit? (1)</li> <li>• Together, we've got this! (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>2 marks</b> should be awarded for this question.</p> | 2     | 17 |

| Q  | Answer   | Marks | SC |
|----|--|-------|----|
| 5. | <p><i>The following phrases are from the factsheet. What does <b>each</b> phrase suggest about recycling?</i></p> <p>Award <b>1 mark</b> for <b>each</b> suitable answer <b>implied</b> by each phrase, up to a maximum of <b>3 marks</b>. For example:</p> <p>‘recycling practices vary depending on your location, so make sure to check the rules’</p> <ul style="list-style-type: none"> <li>• that it’s important to understand what can and can’t be recycled (1)</li> <li>• not all councils recycle the same things (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>‘Whether or not increased fees reduce the burden on landfill remains to be seen.’</p> <ul style="list-style-type: none"> <li>• the increased fees have not reduced landfill yet (1)</li> <li>• there is no proof that increased fees will make any difference (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>‘Public education and awareness campaigns are essential to reduce contamination.’</p> <ul style="list-style-type: none"> <li>• contamination is likely to continue without more awareness’ (1)</li> <li>• not enough is being done to prevent contamination (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>3 marks</b> should be awarded for this question.</p> | 3     | 13 |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 6. | <p>Name <b>two</b> language features the author of the factsheet has used to <b>describe</b> aspects of recycling. Give <b>one</b> example for <b>each</b> feature you choose.</p> <p>Award <b>1 mark</b> for <b>each</b> suitable language feature named, <b>linked to describing aspects of recycling</b>, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• rule of three (1)</li> <li>• statistics (1)</li> <li>• rhetorical question (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for a suitable example <b>linked to the feature identified</b>, up to a maximum of <b>2 marks</b>. For example:</p> <p>Rule of three:</p> <ul style="list-style-type: none"> <li>• reduce, reuse, recycle (1).</li> </ul> <p>Statistics:</p> <ul style="list-style-type: none"> <li>• The UK's recycling rate has steadily increased, reaching approximately 45% in recent years (1)</li> <li>• The government aims to achieve a recycling rate of at least 50% by 2025 (1)</li> <li>• the UK recycles approximately 45% of its electronic waste (1).</li> </ul> <p>Rhetorical question:</p> <ul style="list-style-type: none"> <li>• Why should products and materials be discarded when they can have a second, third or even fourth life? (1)</li> <li>• Are you doing your bit? (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>4 marks</b> should be awarded for this question.</p> | 4     | 14 |

| Q  | Answer   | Marks | SC  |
|----|--|-------|-----|
| 7. | <p>State whether <b>each</b> of the following statements from the book extract are <b>fact</b> or <b>opinion</b>.</p> <p>'We have placed recycling bins throughout the office'</p> <p>Award <b>1 mark</b> for the correct answer:</p> <ul style="list-style-type: none"> <li>fact (1).</li> </ul> <p>'These steps are simple.'</p> <p>Award <b>1 mark</b> for the correct answer:</p> <ul style="list-style-type: none"> <li>opinion (1).</li> </ul> <p>A maximum of <b>2 marks</b> should be awarded for this question.</p> | 2     | 18b |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 8. | <p>The author has used an <b>instructive</b> style in the book extract. Give <b>two</b> examples of this style from the book extract. What impact does this style have on the reader?</p> <p>Award <b>1 mark</b> for <b>each</b> appropriate example, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>know what's recyclable (1)</li> <li>empty and rinse containers (1)</li> <li>minimise paper waste (1)</li> <li>please use them accordingly (1)</li> <li>avoid placing non-recyclable items in the recycling bins (1)</li> <li>attend workshops (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for a suitable response <b>linked to the impact on the readers</b>. For example, this style:</p> <ul style="list-style-type: none"> <li>makes the handbook sound authoritative (1)</li> <li>makes the tasks seem achievable (1)</li> <li>makes the tasks seem straightforward (1)</li> <li>makes the tasks easy to understand (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>3 marks</b> should be awarded for this question.</p> | 3     | 19 |

| Q  | Answer  | Marks | SC |
|----|---|-------|----|
| 9. | <p>Name <b>two</b> organisational features used by the author of the book extract. Explain how each organisational feature helps the reader.</p> <p>Award <b>1 mark</b> for a correct feature. For example:</p> <ul style="list-style-type: none"> <li>• numbered points (1)</li> <li>• bullet points (1)</li> <li>• (text) box (1)</li> <li>• footnote (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for a suitable explanation <b>linked to the feature named</b>. For example:</p> <ul style="list-style-type: none"> <li>• the numbered points list each aspect of the green initiative (1)</li> <li>• bullet points specifically list types of e-waste (1)</li> <li>• the (text) box highlights why the company wants people to take part in the green initiative (1)</li> <li>• the footnote tells employees where and when the workshops are held (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>A maximum of <b>4 marks</b> should be awarded for this question.</p> | 4     | 16 |

| Q   | Answer  | Marks | SC |
|-----|---|-------|----|
| 10. | <p><i>Document 2 and Document 3 are both about recycling. Compare the documents. You should compare:</i></p> <ul style="list-style-type: none"> <li>• <i>what the documents say about recycling</i></li> <li>• <i>the way the authors write about recycling.</i></li> </ul> <p>Award <b>1 mark</b> for <b>each</b> valid comparison of what the documents say about recycling. For example:</p> <ul style="list-style-type: none"> <li>• both documents say that recycling is important (1)</li> <li>• both explain what can be recycled (1)</li> <li>• both documents talk about different ways to recycle (1)</li> <li>• both mention specific detail about e-waste (1)</li> <li>• both documents talk about contamination (1)</li> <li>• both stress the environmental benefits of recycling (1)</li> <li>• the factsheet gives generic information while the book extract gives specific instructions relevant to a particular company (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for <b>each</b> valid comparison of the way the authors write about recycling. For example:</p> <ul style="list-style-type: none"> <li>• both use formal language (1)</li> <li>• both use the imperative (1)</li> <li>• both use rhetorical questions (1)</li> <li>• the author of the article is more formal and factual whereas the book extract is instructive (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p><b>Both of the bullet points in the question should be covered at least ONCE.</b></p> <p>A maximum of <b>4 marks</b> should be awarded for this question.</p> <p>Example response awarded 4 marks:</p> <p>Both documents talk about the importance of recycling and are in favour of it (1). Both the factsheet and the book extract mention the problem of contamination (1). Both documents use factual statements (1) to back up ideas but the author of the book extract uses more instructive language than the article (1) to get points across.</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 | 3         |
| 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  | 2         |
| 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         |
| <b>TOTAL</b>         |   | <b>30</b> |

**End of Mark Scheme**



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