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LEVEL 1 & 2 EXAMS

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TQUK Functional Skills Qualification in English at Level 1

Reading Mark Scheme (Past Paper 3)

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. | <p>The author of the leaflet has used each of these organisational features: bold text and bullet points. Explain how each feature helps the reader.</p> <p>Award 1 mark for each suitable explanation for each feature, for example:</p> <p>Bold text:</p> <ul style="list-style-type: none"> • shows the size of the park/woodland (1) • emphasises the name of the lake (1) • makes the name of the mountain stand out (1) • shows the number of log cabins (1) • emphasises the equipment that comes with the log cabins (1). <p>Accept any other valid response linked to the text.</p> <p>Bullet points:</p> <ul style="list-style-type: none"> • lists the types of the workshops offered (1) • gives details of the guided walks (1) • shows the different types of relaxing activities offered (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 | 16 |

| Q | Answer | Marks | SC |
|----|--|-------|----|
| 2. | <p>Three sections of the leaflet do not have subheadings. Suggest suitable subheadings for the sections of the leaflet that do not have subheadings.</p> <p>Award 1 mark for a suitable subheading 1, for example:</p> <ul style="list-style-type: none"> • Amazing Accommodation (1) • Our Accommodation (1) • Where You Will Stay (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a suitable subheading 2, for example:</p> <ul style="list-style-type: none"> • Awesome Activities (1) • Our Activities (1) • Activities and Course levels (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a suitable subheading 3, for example:</p> <ul style="list-style-type: none"> • Peaceful Pursuits (1) • Workshops and Walks (1) • Calmer Courses (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 | 11 |

| Q | Answer | Marks | SC |
|----|--|-------|----|
| 3. | <p><i>Use information in the leaflet to answer this question. What course level would you recommend in each of the following situations. What is the name of the feature that helps you to find this information?</i></p> <p>Award 1 mark for each correct answer, up to a maximum of 3 marks. For example:</p> <p>You are visiting with a group of friends and want to try water skiing for the first time:</p> <ul style="list-style-type: none"> • N (novice) (1). <p>You are someone who enjoys running in your spare time:</p> <ul style="list-style-type: none"> • I (intermediate) (1). <p>You are an amateur photographer who wants to take pictures of Mount Sable from a rowing boat:</p> <ul style="list-style-type: none"> • N (novice) (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for the correct feature that helps the reader find the information:</p> <ul style="list-style-type: none"> • (course / level) key (1). <p>A maximum of 4 marks should be awarded for this question.</p> | 4 | 15 |

| Q | Answer | Marks | SC |
|----|--|-------|----|
| 4. | <p><i>In the email, the author uses language features to describe how they feel about the staff's recent performance at work. Identify one language feature used in the email. Give one example of the identified feature from the email.</i></p> <p>Award 1 mark for a correct language feature identified, linked to describing how they feel about the staff's recent performance at work. For example:</p> <ul style="list-style-type: none"> • hyperbole / exaggeration (1) • emotive language (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a suitable example linked to the feature identified, for example:</p> <ul style="list-style-type: none"> • (incredibly) grateful (1) • massive amount of dedication (1) • (enormous) thank you (1) • (amazing) commitment (1) • outstanding (work) (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 | 14 |

| Q | Answer | Marks | SC |
|----|--|-------|----|
| 5. | <p><i>The email suggests that problems have occurred during other staff events. Identify three phrases that suggest this.</i></p> <p>Award 1 mark for each suitable phrase identified, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • we won't be covering accidental damage costs this time (1) • after hearing about what happened during the team building day (1) • we have made arrangements for those with dietary requirements (1) • So we don't have to handle any more noise complaints (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>The author has used a formal style in their email. Give three examples of this style from the email. What impact does this style have on the reader?</p> <p>Award 1 mark for each appropriate example from the text, up to a maximum of 3 marks. For example:</p> <ul style="list-style-type: none"> • As is usual for events of this nature (1) • all costs incurred will be paid for by the business (1) • We would like to let you know (1) • we have opted to impose (1) • please direct these to your line managers (1). <p>Accept any other valid response linked to the text.</p> <p>Award 1 mark for a suitable response linked to the impact on the reader. For example, it is formal because:</p> <ul style="list-style-type: none"> • it is being sent to people in the workplace (1) • it is an email being sent to professionals (1) • the author is writing to their employees (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 | 19 |

| Q | Answer | Marks | SC |
|----|---|-------|-----|
| 7. | <p>Identify whether each of the following statements from the blog post are fact or opinion:</p> <p>'take it from me, some of these challenges were very difficult!'</p> <p>Award 1 mark for the correct answer:</p> <ul style="list-style-type: none"> • opinion (1). <p>'Never mind, I'll win the next one!'</p> <p>Award 1 mark for the correct answer:</p> <ul style="list-style-type: none"> • opinion (1). <p>A maximum of 2 marks should be awarded for this question.</p> | 2 | 18b |

| Q | Answer | Marks | SC |
|----|---|-------|----|
| 8. | <p><i>The blog post contains bias. Give three phrases from the blog post that suggest bias.</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"> • Written by Joey Fletcher, Senior Manager (1) • Written by...member of Fieldway's Leadership Team (1) • (The other members of the Leadership Team and) I thought it would be a great idea to book a stay at Lakeside Activity Park (1) • (I was) very excited about the prospect of spending some quality time with the people who have helped shape this company into what it is today (1) • (Not to mention the fact that) I'm a huge fan of the outdoors (1) • of course I was looking forward to it! (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 |
|----|--|-------|-----|
| 9. | <p><i>Do you think the author of the blog post feels that people were encouraged to do group or solo activities? Explain why you think this. Give one example from the blog post to support your answer.</i></p> <p>Award 1 mark for explaining whether the people felt encouraged to do group or solo activities. For example:</p> <ul style="list-style-type: none"> • they were encouraged to do group activities (1). <p>Award 1 mark for a linked explanation. For example:</p> <ul style="list-style-type: none"> • they say they were always working together (1) <p>Award 1 mark for an example linked to the explanation. For example:</p> <ul style="list-style-type: none"> • ... the time we spent ... was not only incredibly fun, but also incredibly rewarding (1) • Nothing strengthens team bonds better than helping each other through difficult challenges (1) • ... we were always working together and improving our relationships (1) • The weekend event taught all of us a lot of lessons... (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 | 18a |

| Q | Answer | Marks | SC |
|-----|---|-------|----|
| 10. | <p><i>Document 2 and Document 3 both mention the Fieldway staff and the All-Staff Weekend Event. Compare the documents. You should compare:</i></p> <ul style="list-style-type: none"> • <i>what the documents say about the Fieldway staff and the All-Staff Weekend Event</i> • <i>the way the authors describe the Fieldway staff and the All-Staff Weekend Event.</i> <p>Award 1 mark for each valid comparison of what the documents say about the Fieldway staff and the All-Staff Weekend Event.</p> <p>For example:</p> <ul style="list-style-type: none"> • both authors have positive opinions of the Fieldway staff (1) • both authors are grateful to the Fieldway staff (1) • both authors speak positively about Lakeside Activity Park (1) • both documents mention personal reflection (1) • both authors discuss showing appreciation and rewarding efforts (1) • Document 2 alludes to less positive information, i.e the incidents on previous staff trips but Document 3 is entirely positive (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 Fieldway staff and the All-Staff Weekend Event.</p> <p>For example:</p> <ul style="list-style-type: none"> • Document 2 is formal whereas Document 3 is informal (1) • both use direct address (1) • both have emotive / positive language (1) • both use alliteration (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 talk about how hard the staff have worked recently (1), and both mention how grateful the senior members of Fieldway are for this (1). Both documents talk about the staff in very positive terms (1). Document 2 uses very formal language to convey the information whereas document 3 is a lot more informal (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 | 3 |
| 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 | 2 |
| 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 | 4 |
| 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 | 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 | 4 |
| TOTAL | | 30 |

End of Mark Scheme



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