



# FUNCTIONAL SKILLS MATHS & ENGLISH

## LEVEL 1 & 2 EXAMS

### WHO WE ARE

## Leading training company for 26 years

Intech Centre is an established training provider based in Islington, London, with over 26 years of experience in delivering education, employability and digital skills programmes.

Intech Centre specialises in **Functional Skills English and Maths Level 1 & 2**, helping learners successfully pass Level 1 and Level 2 Functional Skills exams required for university entry, apprenticeships, teacher training, nursing courses and many other professional pathways.

Thousands of learners have used our resources, courses and exam services to achieve nationally recognised qualifications.

[BOOK NOW](#)[LEARN MORE](#)

*\* The materials in this document are the intellectual property of the relevant awarding organisation and are shared for educational and revision purposes only. Intech Centre does not claim ownership of these materials and all rights remain with the respective awarding body.*

### SERVICES

## Courses

- Functional Skills Maths
- Functional Skills English

## Tutoring

- Functional Skills Maths & English Exam Tutoring

## EXAMS

- ➔ Functional Skills **Maths** Level 1 or 2 Exam **in London**
- ➔ Functional Skills **English** Level 1 or 2 Exam **in London**
- ➔ **Online** Functional Skills **Maths** Level 1 or 2 Exam
- ➔ **Online** Functional Skills **English** Level 1 or 2 Exam



[www.intechcentre.com](http://www.intechcentre.com)



362 Essex Road  
Islington N1 3PD



020 7354 5655

**BOOK YOUR FUNCTIONAL SKILLS EXAM NOW!**

# TQUK Functional Skills Qualification in English at Level 2

## Reading Mark Scheme Past Paper 6

### 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: 18**

Q	Answer	Marks	SC
1.	<p><i>The article states there was poor customer service at TekSolutions. Give <b>two</b> examples of poor customer service at TekSolutions.</i></p> <p>Award <b>1 mark</b> for each example of poor customer service given, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"><li>• (frustration with) the after-sales service (1)</li><li>• long wait times for technical support (1)</li><li>• rude (or unhelpful) staff (1)</li><li>• (rude or) unhelpful staff (1)</li><li>• use of chatbots instead of real people (1)</li><li>• inconsistent levels of knowledge / service (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	11

Q	Answer	Marks	SC
2.	<p><i>Read these quotations from the article. 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 article.</i></p> <p>Award <b>1 mark</b> for <b>each</b> appropriate definition given, up to a maximum of <b>3 marks</b>. For example:</p> <p><b>branches</b></p> <ul style="list-style-type: none"> <li>• sites (1)</li> <li>• locations (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p><b>erratic</b></p> <ul style="list-style-type: none"> <li>• unpredictable (1)</li> <li>• irregular (1)</li> <li>• variable (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p><b>resolving</b></p> <ul style="list-style-type: none"> <li>• fixing (1)</li> <li>• finding the solution to (1)</li> <li>• clearing up (1)</li> <li>• sorting out (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	15

Q	Answer	Marks	SC
3.	<p>State whether <b>each</b> of the following statements from the article are <b>fact</b> or <b>opinion</b>.</p> <p>‘customers have expressed their frustration with the after-sales service.’</p> <p>Award <b>1 mark</b> for the correct answer:</p> <ul style="list-style-type: none"> <li>• fact (1).</li> </ul> <p>TastyDelights is a chain of restaurants specialising in British cuisine.’</p> <p>Award <b>1 mark</b> for the correct answer:</p> <ul style="list-style-type: none"> <li>• fact (1).</li> </ul> <p>‘Such differences in customer experiences just aren’t good enough.’</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 3 <b>marks</b> should be awarded for this question.</p>	3	18b

Q	Answer	Marks	SC
4.	<p>Look at the comment from <b>Shopaholic87</b>. Does this comment use <b>formal</b> or <b>informal</b> language? Give <b>one</b> example from the comment to support your answer.</p> <p>Award <b>1 mark</b> for a correct answer:</p> <ul style="list-style-type: none"> <li>• informal (1).</li> </ul> <p>Award <b>1 mark</b> for <b>each</b> suitable example <b>linked to the answer given</b>, for example:</p> <ul style="list-style-type: none"> <li>• Hey folks! (1)</li> <li>• it's gonna... (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 discussion forum. What does <b>each</b> phrase suggest about customer service?</i></p> <p>Award <b>1 mark</b> for <b>each</b> suitable answer <b>implied</b> by <b>each</b> phrase, for example:</p> <p>‘our server, Jamie, was an absolute gem.’:</p> <ul style="list-style-type: none"> <li>• they were very happy with the service provided by Jamie (1)</li> <li>• the customer service was very good (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>‘the staff looked at me like I was speaking a different language.’</p> <ul style="list-style-type: none"> <li>• the staff weren’t helpful (1)</li> <li>• the staff need better training (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>‘Both TekSolutions and TastyDelights have the potential to shine.’</p> <ul style="list-style-type: none"> <li>• neither business is offering first-class customer service (1)</li> <li>• the businesses aren’t doing enough to satisfy their customers (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 forum contributors use to <b>describe</b> how they feel about customer service. 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, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• alliteration (1)</li> <li>• exclamation (1)</li> <li>• rule of three (1)</li> <li>• simile (1)</li> <li>• metaphor (1)</li> <li>• rhetorical question (1)</li> <li>• direct address (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for <b>each</b> correct example used, up to a maximum of <b>2 marks</b>. For example:</p> <p>Alliteration:</p> <ul style="list-style-type: none"> <li>• Fabulously five-star (1).</li> </ul> <p>Exclamation:</p> <ul style="list-style-type: none"> <li>• Not impressed at all! (1).</li> </ul> <p>Rule of three:</p> <ul style="list-style-type: none"> <li>• they were useless, bored and preoccupied (1).</li> </ul> <p>Simile:</p> <ul style="list-style-type: none"> <li>• It's like a coin flip (1).</li> </ul> <p>Metaphor:</p> <ul style="list-style-type: none"> <li>• The layout is a jungle (1).</li> </ul> <p>Rhetorical question:</p> <ul style="list-style-type: none"> <li>• Why can't they strive for that level of excellence all the time? (1)</li> </ul> <p>Direct address:</p> <ul style="list-style-type: none"> <li>• you know? (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><i>Explain the <b>main</b> argument the policy makes about why customer service is so important. Give <b>one</b> example from the policy to support why you think this is the <b>main</b> argument.</i></p> <p>Award <b>1 mark</b> for explaining the <b>main</b> argument about why customer service is so important. For example:</p> <ul style="list-style-type: none"> <li>• it is crucial to their success (1)</li> <li>• they believe it creates a lasting connection with customers (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 main argument</b>, for example:</p> <ul style="list-style-type: none"> <li>• we consider exceptional customer service to be the heart of our success (1)</li> <li>• By providing unparalleled service, we create lasting connections (and foster a welcoming atmosphere for every guest) (1)</li> <li>• By providing unparalleled service, we (create lasting connections and) foster a welcoming atmosphere for every guest (1)</li> <li>• We treat every customer interaction as an opportunity to create a memorable and positive experience (1)</li> <li>• We can all ensure that every visit to TastyDelights is not just a meal, but a memorable experience that keeps our patrons returning time and again (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	18a

Q	Answer	Marks	SC
8.	<p><i>What style of writing has the author used in the policy? Give <b>one</b> example from the policy to support your answer. What impact does this style have on the reader?</i></p> <p>Award <b>1 mark</b> for an appropriate style of writing, for example:</p> <ul style="list-style-type: none"> <li>• formal (1)</li> <li>• instructive (1)</li> <li>• supportive (1).</li> </ul> <p>Award <b>1 mark</b> for a suitable example to illustrate the style identified, for example:</p> <p>Formal:</p> <ul style="list-style-type: none"> <li>• This section outlines our unwavering commitment to delivering exceptional customer experiences (1)</li> <li>• This encourages continuous learning and growth (1).</li> </ul> <p>Instructive:</p> <ul style="list-style-type: none"> <li>• Maintain a high level of professionalism at all times (1)</li> <li>• Acknowledge the uniqueness of each customer (1)</li> <li>• Greet every customer warmly (1)</li> <li>• Pay close attention to customer orders (1).</li> </ul> <p>Supportive:</p> <ul style="list-style-type: none"> <li>• We're here to help you achieve consistent service excellence (1)</li> <li>• We invest in the training and development of our team members (1).</li> </ul> <p>Award <b>1 mark</b> for a suitable impact the style identified has on readers. For example, this style:</p> <ul style="list-style-type: none"> <li>• makes readers feel that excellent customer service is important (formal) (1)</li> <li>• makes readers understand how they can give good customer service (instructive) (1)</li> <li>• helps readers feel more confident about offering good customer service (supportive) (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><i>The author of the policy uses a <b>title</b> to show readers what this document is. State <b>two other</b> organisational features used by the author of the policy. Explain how <b>each</b> feature helps the reader.</i></p> <p>Award <b>1 mark</b> for each correct organisational feature identified, up to a maximum of <b>2 marks</b>. <b>This must not be a title</b>. For example:</p> <ul style="list-style-type: none"> <li>• subheading (1)</li> <li>• bold (text) (1)</li> <li>• (text) box(es) (1)</li> <li>• bullet points (1)</li> <li>• numbered list / list (1)</li> <li>• lettered list (1).</li> </ul> <p>Accept any other valid response linked to the text.</p> <p>Award <b>1 mark</b> for each suitable explanation given, up to a maximum of <b>2 marks</b>. For example:</p> <ul style="list-style-type: none"> <li>• the subheadings separate each aspect of the policy, making it easier to read (1)</li> <li>• bold (text) draws readers' attention to key aspects of the policy (1)</li> <li>• the bullet points give information about the two key aspects of the company's customer-centric approach</li> <li>• the numbered list is used to show readers each of the pillars of exceptional customer service (1)</li> <li>• the lettered list is used to outline specific instructions for staff at TastyDelights (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 1 and Document 2 are both about customer service. Compare the documents. You should compare:</i></p> <ul style="list-style-type: none"> <li>• <i>what the documents say about customer service</i></li> <li>• <i>the way the authors write about customer service.</i></li> </ul> <p>Award <b>1 mark</b> for <b>each</b> valid comparison of what the documents say about customer service. For example:</p> <ul style="list-style-type: none"> <li>• both documents talk about companies that offer good customer service (1)</li> <li>• both documents say that the service from TastyDelights can be inconsistent (1)</li> <li>• both believe that good customer service is important (1)</li> <li>• both documents say that some staff at electronics stores lack knowledge or interest in their jobs (1)</li> <li>• both talk about how poor customer service might make customers choose online alternatives (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 customer service. For example:</p> <ul style="list-style-type: none"> <li>• both use emotive language (1)</li> <li>• both use facts (1)</li> <li>• both use hyperbole / exaggeration (1)</li> <li>• both use opinions (1)</li> <li>• the author of the article is more formal and factual, whereas the discussion forum is a mix of positive and negative experiences (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. Example response awarded 4 marks:</p> <p>Both documents talk about the different companies that offer both good and bad customer service (1). Both the article and the discussion forum agree that good customer service is important (1). Both documents use factual statements (1) to back up ideas but the authors in the discussion forum use more emotive language than the article (1) to get their 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	2
18b	Distinguishing fact from opinion	3
19	Identify different styles of writing and writer's voice	3
<b>TOTAL</b>		<b>30</b>

**End of Mark Scheme**



# Book Your Functional Skills Exam Now!

Intech Centre is a leading training, careers and examination centre based in Islington, London, delivering Functional Skills Maths and English courses and exams for over 26 years.



**Book Now!**



## Book Your Exams & Courses

Qualification	Private Course	Online Exam	Exam in London
Functional Skills Maths Level 1 & 2	<a href="#">Enrol on Course</a>	<a href="#">Book Online Exam</a>	<a href="#">Book London Exam</a>
Functional Skills English Level 1 & 2	<a href="#">Enrol on Course</a>	<a href="#">Book Online Exam</a>	<a href="#">Book London Exam</a>

## Why Intech Centre?

- Over **26 years' experience** as a UK training and exam centre in London.
- **City & Guilds Functional Skills Maths and English exams**, Ofqual regulated and nationally recognised.
- Flexible **online learning** with 24/7 access plus online or centre-based exam options.
- Ideal if you still need GCSE Maths or English equivalent for university entry, teacher training, apprenticeships or employment.

CALL US FOR MORE INFORMATION:



**020 7354 5655**



**www.intechcentre.com**



**info@intechcentre.com**