

**VTCT (SKILLSFIRST) LEVEL 1 FUNCTIONAL SKILLS  
QUALIFICATION IN ENGLISH: READING**

**PRACTICE MARK SCHEME**

**FSRO190**

PRACTICE PAPER

Q	Response	Marks	SoS Reference
T1 1	<p>Is the idea of a cat café new? How do you know?</p> <p>Candidate has</p> <ul style="list-style-type: none"> <li>understood that the idea of a cat café is not new</li> <li>indicated 'no'</li> </ul> <p>Candidate has given an explanation eg</p> <ul style="list-style-type: none"> <li>they started in 1998 / a long time ago (in Taiwan)</li> <li>they spread to Japan first then to the UK</li> </ul> <p>NB: Accept any other valid responses based on information from the text.</p>	<p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p>	11a
2	<p>Identify one layout feature that makes the text easier for the reader to understand. Use this feature to find two pieces of information about cat cafés.</p> <p>Candidate has identified a valid feature eg</p> <ul style="list-style-type: none"> <li>bullet points/bullet-pointed list</li> <li>bold type</li> <li>images/photos</li> <li>heading</li> <li>sub-headings</li> <li>under lining</li> </ul> <p>Candidate has used the feature they identified to find information about cat cafes eg</p> <ul style="list-style-type: none"> <li>rules to follow (bullet points)</li> <li>do not pick up the cats (bullet points)</li> <li>do not pull on their tails or whiskers (bullet points)</li> <li>do not disturb a sleeping cat (bullet points)</li> <li>do not scare or chase the cats (bullet points)</li> <li>rules to follow (images)</li> <li>do not feed the cats (images)</li> <li>do not take photographs (images)</li> <li>that it is advisable to book in advance (bold type)</li> <li>rules to follow (bold type)</li> <li>background to cat cafes (bold type)</li> <li>that cats like the Cat Café (images)</li> <li>that the advert is about Fluffy (heading)</li> <li>that Fluffy is a cat café (heading)</li> <li>that this is a really good café (heading)</li> <li>what the mission of this cat café is (sub-headings)</li> <li>what the opening times are (sub-headings)</li> <li>what the rules are (sub-headings)</li> <li>the background to cat cafés (sub-headings)</li> <li>that the café emphasises that it is the best cat café in the UK (underlining)</li> <li>that it is best to book in advance (underlining)</li> </ul> <p>NB: Accept any other valid responses based on information from the text.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 1)</b></p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 2)</b></p>	14

3	<p>Identify <b>two</b> phrases used in Text 1 to persuade people to come to the café. Candidate has identified phrases associated with persuasion eg</p> <ul style="list-style-type: none"> <li>the best cat café in the UK</li> <li>why not give Fluffy a try</li> <li>to make people feel better</li> <li>cats are very soothing</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1 1 (max 2)</p>	16
4	<p>Why does the writer use the unusual spelling of 'purrfect' in the first paragraph? Candidate has used an appropriate strategy to explain the spelling of the word eg</p> <ul style="list-style-type: none"> <li>It is the combination of the word purr, the noise made by a happy cat, and the word perfect</li> <li>the writer wanted to make a pun on the sound cats make (purr) and the fact that the café is really good (perfect).</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 (max 1)</p>	13
5	<p>Identify <b>two</b> benefits of cat cafés for people who go there. Candidate has identified and understood details in the text eg</p> <ul style="list-style-type: none"> <li>cat cafés make them feel better</li> <li>they are very soothing for those who work in front of computer screens</li> <li>they enable people who can't keep cats to spend time with them.</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1 (max 2)</p>	9
6	<p>What do the <b>two</b> images and mean, as used in Text 1?</p> <p>Candidate has inferred meaning from images correctly ie</p> <ul style="list-style-type: none"> <li>Do not feed (the cats)</li> <li>Do not use (flash) photography / do not take photographs.</li> </ul>	<p>1 1 (max 2)</p>	15
T2 7	<p>Identify <b>one</b> fact and <b>one</b> opinion from Text 2. Candidate has identified a fact eg</p> <ul style="list-style-type: none"> <li>around three million cats need re-homing</li> <li>a number of cat cafés have been closed down</li> <li>in cat cafes, cats find a permanent home.</li> </ul> <p>Candidate has identified an opinion eg</p> <ul style="list-style-type: none"> <li>cat cafés are unsuitable for cats</li> <li>we should aim at making them [cat cafés] better</li> <li>cats show off their personalities (in cat cafés).</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	<p>1 1 1 (max 1)  1 1 1 (max 1)</p>	11b
8	<p>Why are some animal welfare societies against cat cafés? Candidate has identified why some animal welfare societies are against cat cafés eg</p> <ul style="list-style-type: none"> <li>they think they are unsuitable for cats</li> <li>cats are made to live in conditions which are not natural for them</li> </ul>	<p>1 1 1</p>	11a

	<ul style="list-style-type: none"> <li>they are stressful for cats/they are stroked and handled by different people/they can become aggressive</li> <li>they are dangerous for cats/can lead to disease</li> <li>cats can be treated badly/not looked after.</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	1 1 (max 2)	
9	<p>Give <b>two</b> reasons why some cat cafés have been closed down.</p> <p>Candidate has identified that cat cafés have been closed down because of</p> <ul style="list-style-type: none"> <li>poor hygiene</li> <li>ill-treatment</li> </ul>	1 1 (max 2)	9
10	<p>According to Text 2, what should the government do?</p> <p>Candidate has identified and understood that the government should</p> <ul style="list-style-type: none"> <li>introduce legislation</li> <li>regulate the cat cafés</li> <li>encourage pet owners to neuter their cats.</li> </ul>	1 1 1 (max 2)	9
11	<p>Explain the meaning of the following words, as used in Text 2:</p> <ul style="list-style-type: none"> <li>'re-homing' in paragraph 1</li> <li>'unrelated' in paragraph 2</li> <li>'breeding' in paragraph 5.</li> </ul> <p>The candidate has understood a range of specialist words in context ie that</p> <ul style="list-style-type: none"> <li>re-homing means finding another/a new home</li> <li>unrelated means not from the same family</li> <li>breeding means having kittens/reproducing.</li> </ul> <p>NB Accept any other valid responses based on information from the text.</p>	1 1 1 (max 3)	17
T3 12	<p>Compare what Farhat and Martin thought of the food at the cat cafés they visited.</p> <p>Candidate has briefly described what Farhat and / or Martin thought of the food but has not compared them.</p> <p>Candidate has described and compared what Farhat and Martin thought of the food.</p> <p><u>Indicative content</u></p> <p>Candidate has compared information and opinions. Candidate might include consideration of Farhat thought the food at Fluffy café was tasty and fresh whereas Martin thought the food at Little Kitty Café was awful.</p>	1  2  (max 2)	10
13	<p>What punctuation do the contributors to the forum use to emphasise how they feel about cat cafés?</p> <p>Candidate has used knowledge of how punctuation is used to aid understanding by identifying that exclamation marks were used for emphasis.</p>	1 (max 1)	18
14	<p>Identify <b>three</b> ways Helen uses language to show her dissatisfaction with the café she went to.</p>		12

	<p>Candidate has identified ways Helen uses language to suit purpose of expressing dissatisfaction eg</p> <ul style="list-style-type: none"> <li>• negative statements/words (“is a waste of time and money”/ “miserable” / unwelcoming”...)</li> <li>• repetition (“was disappointed, really, really disappointed”...)</li> <li>• addresses reader directly / uses direct address / uses imperative (“Go elsewhere” / “Don’t go there”)</li> <li>• exaggeration / emphatic words (“terribly” / “really” / “considerably”...)</li> </ul> <p>NB Accept description of language used or examples of it. Accept any other valid ways identified.</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p><b>(max 3)</b></p>	
15	<p>What does Helen mean when she says that the children were ‘undisciplined’?</p> <p>Candidate has used an appropriate strategy to explain the meaning of the word ie they had no self-control / they did not obey the rules / they behaved badly / they were naughty / they were not disciplined / they were not well behaved. NB Accept any other valid meanings based on information from the text.</p>	<p>1</p> <p><b>(max 1)</b></p>	13

**VTCT (SKILLSFIRST) LEVEL 1 FUNCTIONAL SKILLS QUALIFICATION IN ENGLISH: READING – SETTING MATRIX (FSRO190)**

Learning aims and outcomes	Ref	Scope of Study	Question numbers – marks available	Assessment weighting
Read a range of different text types confidently and fluently.	9	Identify and understand the main points, ideas and details in texts.	Q5 (2); Q9 (2); Q10(2)	6 marks
	10	Compare information, ideas and opinions in different texts.	Q12 (2)	2 marks
	11a	Identify meanings in texts.	Q1 (2) Q8 (2)	4 marks
	11b	Distinguish between fact and opinion.	Q7 (2)	2 marks
	12	Recognise how language and other textual features have been varied to suit audience and purpose.	Q14 (3)	3 marks
	13	(Use reference materials and) appropriate strategies for a range of purposes, including to find the meaning of words.	Q4 (1) Q16 (1)	2 marks
	14	Understand organisational and structural features and use them to locate relevant information (in a range of straightforward texts).	Q2 (3)	3 marks
	15	Infer meanings from images (not explicit in accompanying text).	Q6 (2)	2 marks
	16	Recognise vocabulary typically associated with specific types and purposes of texts.	Q3 (2)	2 marks
	17	Read and understand a range of specialist words in context.	Q11 (3)	3 marks
	18	Use knowledge of punctuation to aid understanding of straightforward texts.	Q13 (1)	1 marks
	<b>TOTAL MARKS</b>		30	30 marks