**English Level 1 Reading practice paper: guidance for centres**

**NCFE** **Level 1 Functional Skills Qualification in English**

**QN: 603/5058/1**

This guide has been created to support centres preparing learners for assessment in NCFE Level 1 Functional Skills Qualification in English

(603/5058/1). The information relates to the English Level 1 Reading practice paper and mark scheme, which can be found on the NCFE website [here](https://www.qualhub.co.uk/qualification-search/qualification-detail/ncfe-level-1-functional-skills-qualification-in-english-4899#SupportMaterials). The guide should be used in conjunction with the question paper and mark scheme.

Questions from the practice paper are presented in chronological order; where relevant, subject content statements (SCS) are explained.

**Section 1**

**Q1** According to Document 1, how many calls did the emergency services receive?

This is a basic comprehension question and assesses SCS 2.09: identify and understand main points, ideas and details in texts. Altogether, there are 5 marks available for SCS 2.09. The learner must read through the text to retrieve the correct answer, which is in the second paragraph. The only acceptable answers here are ‘200’ or ‘almost 200’.

**Q2** This is a multiple-choice question where learners must decide on the main purpose of Document 1. The correct answer is B.

**Q3** This is an objective test question assessing SCS 2.11: identify meanings in texts and distinguish between fact and opinion. Here learners must state whether each of the two statements given are true or false. There is only one correct answer:

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| --- | --- |
| **Statement** | **True or False** |
| Deepak’s car was damaged. | False |
| A month’s worth of rain fell in just an hour… | True |

**Q4** Thisquestionrequires learners to provide quotations from the document that exemplify language features used to describe the damage caused by the storm.

At level 1, learners may be asked about any of the following **language features** (SCS 2.12):

* adjective
* direct address
* emotive language
* exaggeration
* repetition
* rhetorical question
* rule of three
* simile
* statistics.

Here, the learner must find quotations from the document that are examples of (a) repetition and (b) exaggeration.

**Q4 (a)** The only possible answer is ‘smashed’.

**Q4 (b)** Examiners would be looking for the quotation, ‘complete and utter devastation’.

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| **Q4 (b) Sample response** | **Mark awarded** | **Comments** |
| Utter devastation. | 1 | It is a shortened version of the answer in the mark scheme but is still a valid answer. |
| Total devastation. | 0 | This is not a quotation from the document. The learner has paraphrased. |
| It’s complete and utter devastation, and not just to our property. | 0 | The learner has provided a long quotation that does not focus enough on the ‘feature’ required. |

**Q5** SCS 2.13 requires the learner to work out meanings of words using a dictionary and / or other strategies (for example, gauge whether the given word is used as a verb or a noun). Here, the learner is required to explain the meaning of the word ‘lodged’, specifically as it is used in the phrase, ‘lodged under the footbridge’.

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| **Q5 Sample response** | **Mark awarded** | **Comments** |
| Stuck | 1 | This is in the mark scheme. |
| Caught | 1 | This is not in the mark scheme but it is a valid response in the context of the source document. |
| Stayed | 0 | This is a valid interpretation of the word, but it doesn’t make sense in the context. |

**Q6** This question is about the use of organisational features (SCS 2.14).

At level 1, the learner may be asked about any of the following **organisational features:**

* bullet-pointed lists (also known as bullets, bulleted list, bullet points)
* captions
* diagrams
* footnotes
* headings / titles
* numbered lists
* subheadings
* tables and charts
* text in special display boxes / text boxes.

The learner may be asked to identify an organisational feature and / or to locate information using an organisational feature. Here, the learner must: a) identify a feature, and b) use a feature:

**6 (a)** What organisational feature is used to show what to do in an emergency?

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| **Q6 (a) Sample response** | **Mark awarded** | **Comments** |
| Numbered list. | 1 | This is exactly what examiners are looking for. |
| Numbering or numbered bullet points. | 1 | This is not explicitly stated in the mark scheme, but it is a valid response. |
| Enumeration | 0 | This is not an organisational feature. |
| A list. | 0 | This is not an organisational feature. |

**6** **(b)** Which section mentions insurance claims?

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| **Q6 (b) Sample response** | **Mark awarded** | **Comments** |
| The aftermath or aftermath. | 1 | This is the answer in the mark scheme. |
| The section at the top of the second column. | 1 | This would be awarded 1 mark, as this is correct. However, learners should be advised to use the section title to avoid any possible ambiguity in the numbering of their responses (see the next row). |
| The third section. | 0 | This would not be awarded a mark. In the document there is a section underneath the main title, so examiners could not be certain that the learner meant ‘The aftermath’ or not. Advice to learners is always to use the section title in answer to these questions. |

**Q7** This question asks learners to infer information from two photographs that is **not** written in the text (SCS 2.15).

Image 1:

A person holding ice balls

Description automatically generated

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| **Q7 (a) Sample response** | **Mark awarded** | **Comments** |
| The hailstones were massive. | 1 | This would be awarded 1 mark, as would anything along these lines. |
| The man is holding really big hailstones. | 0 | This would not be awarded a mark as this answer is a description, not an inference. |
| Hail hammered Newton. | 0 | This would not be awarded a mark. This is stated in the text and therefore not an inference. |

Image 2:

A large round green object with holes in it

Description automatically generated

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| **Q7 (b) Sample response** | **Mark awarded** | **Comments** |
| People’s gardens were damaged in the storm | 1 | This would be awarded 1 mark, as would anything along these lines. |
| Farming suffered due to the storm | 1 | This would be awarded 1 mark, as would anything along these lines. |
| The plants have got holes in them | 0 | This would not be awarded a mark as this is description and not an inference. |
| The storm damaged trees | 0 | This would not be awarded a mark. This is stated in the text and therefore not an inference. |

**General advice for SCS 2.15:** the learner must infer meaning from the image or images, which is not explicit in the text. The learner should ensure their answers are a genuine inference from the image and not simply a description of it, **and** that their answer is not written in the text. They should also take care not to write out the caption as an answer.

Examiners will award marks for any valid inference.

**Q8** This question assesses the ability to understand specialist words in context (SCS 2.17). Here, the learner is expected to explain the meaning of the word ‘flash’, as used in the phrase, ‘flash flood’.

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| **Q8 Sample response** | **Mark awarded** | **Comments** |
| ‘Sudden’ or ‘unexpected’. | 1 | This is the answer in the mark scheme. |
| Bursting suddenly. | 0 | This would not be awarded 1 mark as this answer is not quite right. In the document, the word ‘flash’ is used as an adjective and this answer not only gives a verb, it is also not the correct meaning. |
| Instant | 0 | This would not be awarded a mark, as it’s not quite right. |

**Q9** This question tests basic comprehension (SCS 2.09). It requires the learner to name **two** places other than Newton that have also been affected by hailstorms.

There are only two possible answers, which are Dinbury and Falton.

**Section 2**

**Q10** Here, learners must provide a quotation that supports one of the purposes of Document 2 (SCS 2.16), which is **to** **explain** how the storm affected Naomi.

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| **Q10 Sample response** | **Mark awarded** | **Comments** |
| The hailstones trashed the garden shed. | 1 | This is in the mark scheme. |
| The garden was completely ruined. | 1 | This is in the mark scheme. |
| Luckily, my house didn’t suffer any flood damage. | 1 | This is not in the mark scheme, but would be given a mark as an example of a valid quotation. |
| The whole town was gridlocked with extreme flooding. | 0 | This would not get a mark as this doesn’t say how Naomi was affected. |
| Her garden shed and flowers were ruined. | 0 | This would not get a mark as this is not a quotation from the text. The learner needed to use the exact wording from the document. |

**Q11** This is a basic comprehension question that requires learners to state **two** things that Naomi is grateful for in her job (SCS 2.09).

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| **Q11 Sample response** | **Mark awarded** | **Comments** |
| Being busy, learning how to do paintless dent repair. | 2 | See bullets one and three from the mark scheme. |
| Doing extra training and learning how to do PDR. | 1 | This would get 1 mark (similar answer and in the same bullet point from the mark scheme). |
| Getting time off when she needs it, having the perfect job. | 1 | This would get 1 mark for the time off comment. Having the perfect job does not fulfil the requirement of ‘things Naomi is grateful for in her job’, it is not sufficiently specific. |
| Being trained in PDR and having fine attention to detail. | 1 | This would get 1 mark for ‘being trained in PDR’. Having fine attention to detail does not answer the question. |

**General advice:** Examiners will only mark the first two answers given; the learner should ensure that their answers only contain **two** parts.

**Q12** Thisis an objective test question assessing SCS 2.11: identify meanings in texts and distinguish between fact and opinion. Here, learners must state whether each of the two statements given is a fact or an opinion. There is only one correct answer:

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| --- | --- |
| **Statement** | **Fact or Opinion** |
| It’s honestly the best way to repair a dent in a vehicle. | Opinion |
| It is a way to remove dents by pushing them out. | Fact |

**Q13** This question tests knowledge of language features (SCS 2.12).

Question 4 asked for quotations from the document. Here, the learner must identify specific language features: **two** adjectives that Naomi uses to describe her work and skills. (See list of **language features** below **Q4**).

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| **Q13 Sample response** | **Mark awarded** | **Comments** |
| Patient, excellent | 2 | These are in the mark scheme. |
| Fine, big | 1 | This would be awarded 1 mark for ‘fine’ (second bullet point in mark scheme) but while ‘big’ is an adjective, it is not used to describe Naomi’s work or skills. |
| Incredible, perfect | 1 | This would be awarded 1 mark for ‘perfect’ (Naomi says ‘it’s the perfect job for me’). Incredible is used to describe the hail, not Naomi’s work. |
| You know how patient I am.  and  We’ve got excellent teamwork. | 0 | This would be awarded 0 marks. While there are adjectives in these answers, examiners cannot tell which **two** words are intended as adjectives. |
| Incredible, big, perfect | 0 | This would be awarded 0 marks. Learners were told to give **two** adjectives. There are three here. Examiners will only mark the first two. |

Candidates will only get the mark if they quote the specific adjective (word).

**Q14** SCS 2.13 requires the learner to work out meanings of words using a dictionary and / or other strategies (for example, gauge whether the given word is used as a verb or a noun). Here, the learner is required to find **one** word to replace the word ‘extreme’ in the sentence: ‘the whole town was gridlocked with extreme flooding’.

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| **Q14 Sample response** | **Mark awarded** | **Comments** |
| Extraordinary | 1 | This would be awarded 1 mark – it is synonymous with the words in the mark scheme. |
| Life-threatening | 0 | This would not be awarded a mark. In some contexts, it might be synonymous with extreme, but not in the way the word is used this document. |
| More worse than normal hail | 0 | This would not be awarded the mark, this is an approximation of the meaning, however it is not an example of **one** word that could be used in the sentence provided. |

**Q15** This is an objective test question assessing SCS 2.16: recognise vocabulary typically associated with specific types and purposes of texts. Here, learners must state whether each of the two statements given is an example of persuasive or explanatory language. There is only one correct answer:

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| --- | --- |
| **Statement** | **Persuasive or Explanatory** |
| I promise, it will be the best thing you’ll ever learn. | Persuasive |
| The value of the vehicle remains because you're not putting filler or paint on it… | Explanatory |

**Q16** This question addresses SCS 2.18 and the writer’s use of punctuation. The learner may be asked about the following punctuation:

* brackets
* exclamation marks
* capital letters
* commas
* inverted commas / speech marks.

Here, the learner must give one reason why Naomi uses brackets in the last paragraph.

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| **Q16 Sample response** | **Mark awarded** | **Comments** |
| To show how you can write paintless dent repair in a short form. | 1 | This is similar to the answer in the mark scheme. |
| To show what paintless dent repair means. | 0 | This would not be awarded a mark as it is not correct. The information in brackets does not tell the reader what paintless dent repair means, it simply states the abbreviation for it. |
| To give extra information. | 0 | This would not be awarded a mark. This is a generic response which could be about any brackets. |

**General advice:** Learners must tailor their responses to the text. For example, if a question is about the use of an exclamation mark, an answer such as, ‘to emphasise the writer’s point’ would not gain a mark. Instead, the learner must be specific about the text. For example, ‘to emphasise the writer’s point about planting trees’ would be awardable (if ‘planting trees’ is the focus or topic).

**Q17** This question asks the learner to identify or state the organisational feature that is used to explain how paintless dent repair can save people money (SCS 2.14). There is only one correct answer: bullet points. Examiners would also accept ‘bullets’, ‘bulleted list’ or ‘bullet-pointed list’ for 1 mark (see list of **organisational features** below **Q6**).

**Q18** This question asks the learner to identify a specialist word in context (SCS 2.17). They must find the word that means ‘dents’ in the last paragraph of Document 2. The only awardable answer is ‘dings’ for 1 mark.

**Section 3**

**Q19** The final question in each level 1 reading paper will require learners to compare information from both documents (SCS 2.10). Here, the learner must compare information about hailstorm damage from Document 1 and Document 2, giving examples from each text. This is worth 3 marks.

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| **Q19 Sample response** | **Mark awarded** | **Comments** |
| Document 1 shows how a freak hailstorm caused damage to cars and property in Denton. This is supported in Document 2 by the writer who says her own garden was damaged. She is also aware of damage to cars in the town, as she specialises in dent repair and has been fixing damaged cars. So, both agree that the storm has caused a lot of damage. | 3 | Here the learner has used information / examples from both documents to provide a clear and effective comparison of hailstorm damage and is awarded full marks. |
| Document 1 focuses on how massive hailstones caused lots of damage in Denton. In Document 2, Naomi says that her garden was damaged by the hail.  Document 2 is less formal than Document 1. | 2 | This is a clear 2 marks as there is enough information for comparison. The last sentence has no relevance to this question. Examiners often see level 1 learners adding information about bias and formality in this final question, as if they are being coached for level 2 papers. Any such information included in the final comparison question of level 1 is unlikely to contain any awardable content. |
| In Document 1, it explains about how the storm was really bad, whereas Document 2 says that Naomi is good at paintless dent repair and can fix the damage from hailstones. | 1 | There is just enough in this answer to gain 1 mark; there is mention of both documents and the information is correct, but examiners would want a little more detail about the damage from Document 1 to award more marks here. |
| Document 1 is more persuasive than Document 2. Also, there are more individuals who think the storm was bad in Document 1. In Document 2, there is a mechanic writing to her friend. | 0 | Both documents are mentioned, but there is no appropriate comparison of content. There is no mention of hailstorm damage, so no marks can be awarded. |