



Sample papers

NCFE Level 2 English Suite

This sample assessment paper has been designed to provide you with exemplar tasks and questions for the NCFE Level 2 English suite of qualifications.

The questions and tasks are mapped to 100% of the learning outcomes and assessment criteria within the qualifications, however in order to achieve full and consistent coverage, we advise that you also provide supplementary forms of evidence.

Constructing sentences

You will be assessed on your ability to:

- know how to punctuate correctly
- know how to use implicit and explicit grammatical knowledge when constructing sentences
- be able to spell words used most often in work, studies and daily life, including familiar technical words.

Constructing sentences**Section A: Know how to punctuate sentences correctly**

A1. Explain when the following punctuation marks would be used in a sentence:

- (a) Comma
- (b) Colon
- (c) Semicolon
- (d) Apostrophe

A2. Punctuate the following sentence using a colon, commas and a full stop:

Joe needed to buy four items eggs bacon bread and beans

A3. Put a semicolon in the correct position in this sentence:

Anton likes to get up early in the morning and get started his flatmate is unable to do much work before 10 o'clock.

A4. Put apostrophes where they are needed in the following sentences:

- (a) Its below freezing today.
- (b) Jessicas dog found its way home.
- (c) Joe will carry your bags, theyre too heavy for you.
- (d) Harrys jigsaw had some of its bits missing.

A1. Read this text and then add the seven missing punctuation marks:

A lot of people were most concerned when they heard that there were plans to close some departments in the town's local hospital. The rumour is that the services in the accident and emergency department the neonatal unit and the intensive care unit will be severely reduced.

The mayor has launched a campaign to change this decision save the hospital and provide a service to the nearby villages.

He said 'I am amazed at the timescale for the proposed changes the lack of time for consultation and the unavailability of NHS staff. People will have problems if they have no transport the elderly will find it difficult to travel a long way for treatment.'

'Well have to move quickly if we are going to reverse the decision,' replied one of the doctors in the campaign team.

Section B: Using implicit and explicit grammatical knowledge when constructing sentences

B1. Choose appropriate grammar from the options given in the news article below. Clearly circle or highlight your answers.

Chocolate with everything!

Visitors to the town and residents will soon be able to experience Chocolate Heaven! A new shop and café is to open in the town with its focus on the serving of chocolate. Chocolate Heaven has been looking for premises in the town for some time so when a high street store **comes/came** onto the market, they **jumps/jumped** at the chance to buy it. Derek Sweetly, the owner, told us that the shop **will be/was** serving chocolate in every way imaginable. There **is/are** chocolate cakes, pies, drinks and, of course, just plain chocolate.

Derek **is/are** also looking for new staff to work in the shop. So if you **has/have** good customer service skills and think you can work with chocolate all day then contact Derek at the shop on the High Street.

The shop **is/are** holding a special opening day tasting on Friday for anyone who wants to come along.

B2. Identify the correct tenses for verbs in the following letter. Clearly circle or highlight your answers.

Dear Asif

I **saw/see/will see** your article in the newspaper last week about you **giving/gave/will give** cookery lessons in your restaurant. My friends and I **visit/visited/will visit** your restaurant just last week and were very impressed with the range of dishes you **offer/offered/will offer**. We **will/would/would have** love to come to the restaurant for lessons.

Could you let me know if you **has/have/will have** time around the 20th of this month to **organise/organised/will organise** a cookery class for me and 5 of my friends for my birthday? It **was/is/will be** a great way to celebrate.

I look forward to **hear/hearing/heard** from you.

Yours sincerely

Lucia

B3. Rewrite the sentences using passive voice:

(a) Afsheen writes an essay.

(b) Someone stole my bicycle.

(c) Jackie will be eating cake.

(d) I have bought a new car.

(e) Choose a suitable pronoun for each sentence:

a. Jayne had a ribbon in ____ hair.

b. David went back to the shop with the suit when ____ realised ____ didn't fit.

c. The 2 horses were neck and neck as ____ raced into the final stretch.

d. My husband and ____ are going out to a restaurant tonight.

- (f) Which one of these is most suitable for an email to a friend?
- Hi there Joe, was just wondering if you were free to come to the cinema tonight?
 - Dear Mr Jones, I am delighted to invite you to the cinema this evening.
 - Please find attached invitation to the cinema for your perusal.
 - To Joe Jones: Meeting: 22nd May: 6.30: Croydon cinema.

- (g) What type of communication is this?

Dear Sir

I would like you to send me some information about your holidays in Italy. I saw your advertisement in the paper. I enclose a stamped addressed envelope.

Yours faithfully

Ms B. Smith

- Report
- Formal letter
- Informal letter
- Memo

- (h) You forgot to send your friend a birthday card. Write a short note of apology.

- (i) You have recently been on a trip to the zoo where you saw a range of animals and had a picnic. Write a short letter to a pen pal, telling them about your trip. Use:
- subject-verb agreement
 - correct and consistent use of tense
 - passive voice (where appropriate)
 - pronoun.

Section C: Be able to spell a range of words

C1. Choose the correct word for each sentence from the given words:

stationary or stationery

- (a) An envelope is a piece of _____.
- (b) An object standing still is _____.

C2. Choose the correct word for each sentence from the given words:

bought or brought

- (a) She _____ a dress with her money.
- (b) He _____ some snacks to the party.

C3. Choose the correct word for each sentence from the given words:

though, through, thorough

- (a) Jackie went _____ the school gate.
- (b) Hal did a _____ job of cleaning the car.
- (c) Faustus went for a walk, even _____ it was cold.

C4. Choose the correct word for each sentence from the given words:

practice or practise

- (a) She should _____ her ballet every day.
- (b) He has had plenty of _____.

C5. Write the plural for each of the words below:

Child _____
Man _____
Tooth _____
Woman _____

C6. Choose the correct word for each sentence from the given words:

their, there, where, wear, ware, cereal, serial.

- (a) The grass is greener over _____.
- (b) Which coat shall I _____?
- (c) I want _____ for breakfast.

Composing texts

You will be assessed on your ability to:

- create different styles of writing for different purposes.

Writing Task 1: Typing

- you will write your completed task on a computer
- you may not use the spellchecker facility on the computer
- you can use a bilingual dictionary and a dictionary
- you will be assessed on:
 - word-processing skills
 - planning
 - layout
 - style
 - language
 - details
 - spelling
 - punctuation
 - grammar.

You are applying for a customer service co-ordinator position in a London shopping centre. You have updated your Curriculum Vitae (CV) and now need to write the **covering letter**.

Read through the job advertisement and CV below and then plan and write your letter. You may use the space provided to plan and draft your letter or you can use a computer. Your finished letter must be **typed on a computer**.

Your letter should highlight how the skills and experience shown in the CV meet those identified in the 'person requirements' and 'role requirements' identified in the job advertisement.

Plan your time carefully so that you have can read through the materials, prepare your letter and complete it on a computer.

Eastfield

Location: London (N1)

Salary: From £14,475 to £18,110 per annum

Date posted: 08/03/2014

Job type: Permanent

Company: Eastfield Shopping Centre Group

Contact: Julie Thomas in Human Resources



A fantastic opportunity has become available to work in our North London Shopping Centre as a Customer Service Co-ordinator. In this role you will be the face of Eastfield, responsible for delivering an exceptional customer service by creating a welcoming and inviting environment within the mall, from the moment the customer enters to the moment they leave.

You will always look to exceed our customers' expectations by taking responsibility for their enquiries, dealing with them in a responsive and professional manner. From having conversations with our customers you will consistently look to help them with any needs or complaints they may have. You will help plan and organise the customer service counter to ensure the centre delivers maximum service at all times. You will also take responsibility for customers' more technical and complex enquiries and will understand and comply with all the appropriate legislation and codes of practice to ensure that we consistently get things right first time.

Person requirements:

- recent experience of working within customer service, ideally face to face
- evidence of working towards goals or performance measures.
- evidence of working towards or having achieved a C or above GCSE Maths and English (or equivalent)
- experience of dealing with customer queries and complaints
- strong evidence of working within a team and motivating others
- good planning and organising skills
- excellent attention to detail, initiative and communication skills
- flexible, positive, hard-working and driven in nature.

Role requirements:

- providing very high levels of professional customer service by looking to exceed expectations and go that extra mile
- excellent interpersonal skills which create a positive impression
- dealing with enquiries positively and accurately
- understanding and adhering to all appropriate legislation
- working within a shopping centre environment as part of a customer driven team, working together to achieve key service measures
- effectively identify customer and resolve customer complaints.

Please note that due to the large number of applications we receive, we are unable to respond to them all. If we would like to invite you to our assessment centre, we will be in touch as soon as possible.

Curriculum Vitae

Contact details: 1 Any Town/ Anywhere/Tel: 01234 567 890/ E: me@omail.com

Personal profile

I am a self-motivated professional with over 5 years' experience in the customer service industry. I have excellent organisational and communication skills and a proven track record in resolving customer issues and putting customer-focused solutions into practice.

Work experience

Role/Company: Customer Service Advisor: Pay & Go Telecom - Cardiff

Dates: 2011 – Present

Key responsibilities

- interacting with diverse customer base face to face and on the telephone
- providing detailed information on services and products to customers
- recommending service and product options to meet customer needs
- demonstrating products
- opening new customer accounts
- conducting customer satisfaction surveys, maintaining records of all customer communications.

Role/Company: Customer Service Assistant: Brand Distributors, Nottingham

Dates: 2008 – 2011

Key responsibilities

- entered and processed customer orders
- pushed through urgent customer orders
- maintained customer profile accounts
- prepared all email correspondence relating to customer services
- addressed customer account queries and problems
- managed product shipping issues
- provided ongoing support to customers.

Education

Apprenticeship in Customer Service Level 2 5 GCSEs (Maths and English attained)

Technical skills

MS Office Data entry and collation skills and numeracy skills

Core competencies

- communication skills
- customer service orientation
- problem-solving
- information management
- organisation and planning skills
- accuracy.

Use this space to plan your covering letter.

Use this space to write your covering letter or attach a copy.

Writing Task 2: Handwritten

You will be assessed on:

- reviewing and revising
- using a format and structure suitable for the audience
- presenting information and ideas in a logical sequence
- developing ideas, themes or arguments
- writing texts that show effective use of technical vocabulary that can be clearly understood
- level of detail used
- spelling, punctuation and grammar.

Congratulations!

Your application for the position of customer service co-ordinator was impressive enough for you to be selected by Eastfield Shopping Centre for a pre-selection day at their assessment centre.

As part of your assessment day you have been given an exercise to demonstrate your written communication skills.

Read through the task and follow the instructions from the assessment team below.

Eastfield

Shopping Centre Group Assessment Centre

In-tray exercise
30 mins

Scenario:

You have received the following letter of complaint from a member of the public about the poor standard of customer service he received from a member of customer service staff in an Eastfield Shopping Centre. First read through the letter.

Dear Sirs

I am writing to express my concern about the attitude of one of your customer service staff at Eastfield, London.

I am an elderly gentleman and usually make use of your excellent wheelchair facilities within the centre. Last Saturday at around 12.30pm I approached the customer service desk to enquire as to the availability of the wheelchairs. The lady behind the desk snapped at me that the desk would be closing in 30 minutes and that she was finishing work and wouldn't be able to help me! I was somewhat taken aback and left the centre immediately.

I would like to bring this matter to your attention as I don't feel this level of 'service' is good enough! I would like an apology from Eastfield as well as assurance that this will not happen again, otherwise I will NOT be returning to your mall.

Yours faithfully

Len Bavage

Eastfield

Putting our customers at the heart of our business Customer Charter

When dealing with complaints, we will do the following:

- confirm receipt of complaints within one day and try to send you a full reply within 3 working days
- thoroughly investigate any complaint and explain how we have investigated this to you
- apologise when we are at fault and do our very best to put things right
- offer you suitable compensation if your complaint demands it
- tell you how you can take your complaint further if you are not satisfied with our response
- use complaints to learn lessons and to develop our services so they relate to customers' needs.

Please use the following space to draft your response to the customer, writing it up in full when you are ready, reviewing and revising where necessary.

Your letter should be of appropriate style and formality and address the complaint.

Please use this space to draft your response to the customer, writing it up in full when you are ready, reviewing and revising where necessary.

Listening and responding to others

You will be assessed on:

- reviewing and revising
- using a format and structure suitable for the audience
- presenting information and ideas in a logical sequence
- developing ideas, themes or arguments
- writing texts that show effective use of technical vocabulary that can be clearly understood
- level of detail used
- spelling, punctuation and grammar.

Task 1

Scenario

You want to learn how to make models with paper. Find a video online that shows how to make an origami crane.

Instructions:

- watch the video of the instructions
- write down the key points and steps (you will need to show these notes to your tutor at the end of the activity)
- use your notes to make the crane
- you will be assessed on your ability to:
 - listen actively for relevant information
 - listen for and record key information
 - remain actively engaged during all of the instructions
 - follow multi-step instructions.

(You will not be assessed on your writing or craft skills, only on your listening skills.)

Task 2**Scenario**

You have been asked to talk to a small group of your fellow learners about something you feel strongly about.

Task 2 will have 2 steps:**Step 1 - Give a talk**

When you give your talk, you should:

- speak for between 5 and 10 minutes (this includes time for questions)
- allow time and opportunity for your audience to respond with questions and opinions
- use any notes, materials or resources to demonstrate your plans (although you will not be assessed on these).

Before you start, you should think about what you want to say. You might want to:

- write some notes or prompt cards
- gather some materials or resources
- think about how you will begin and how you will end
- explain why you feel strongly about this topic.

You will be assessed on your ability to:

- use strategies to check your understanding of the questions you are asked and to engage with the questioner
- respond to questions clearly, accurately and in an appropriate manner
- check that the questioner is satisfied with the response(s) they are given
- use strategies to check your understanding of the points being made
- demonstrate effective use of body language and visual cues to show criticism is constructively received and made.

Step 2 - Respond to a talk and take part in a group discussion

Listen to the talks of other learners. During the talks, you should:

- make notes about the key ideas or points in the talk.

After each talk, you should:

- ask follow-up questions effectively and politely
- make notes about key information and ideas contributed by other people.

At the end of the activity:

- hand your notes to your tutor (you will not be assessed on your writing, only on the accuracy of the information you have gathered).

You will be assessed on your ability to:

- listen actively for relevant information
- listen for and record key information from the talks and the discussions
- phrase questions effectively and politely using an appropriate level of formality
- use strategies to check your understanding of the points being made to you
- demonstrate effective use of body language and visual cues to show criticism is constructively received and made.

Task 3**Scenario**

Recently in class, you have been listening and responding to talks by other people.

Group discussion

Discuss in your group the different demands that were made on you when you listened to other people's talks.

Before you start, you should think about what you want to say. You might want to explain:

- what skills you had to use as a listener (think about your listening skills but also the verbal and non-verbal signals you needed to use)
- whether you had to use these skills one at a time
- whether you had to use some of these skills together
- whether you would use the same skills in every situation which requires you to listen
- anything particular those speakers did which made your job as listener easier or more challenging.

You will be assessed on your ability to:

- explain the different demands made on a listener by different types of spoken contributions
- make appropriate interventions to clarify understanding or to find out more information.

Participating in discussions

You will be assessed on your ability to:

- take part in a variety of discussions with groups and individuals in formal and social settings.

Instructions

- your ability to participate in discussions will be assessed in 3 tasks
- you will discuss topics with one other person for Tasks 1 and 2
- you will discuss a topic with a group for Task 3
- you will need to complete all 3 tasks.

Task 1

For this task you will be assessed on how well you can:

- make clear and relevant contributions to discussions at appropriate times
- support opinions and arguments with evidence
- interrupt to raise relevant points using appropriate phrases
- use body language and choice of language to support others and to help them participate.

Task 1

Scenario

Stranded!

You have been shipwrecked and are now marooned on a desert island.

What five items would you have brought with you if you knew there was a chance that you might be stranded? Discuss your five items with your partner and justify your reasons for wanting to bring them. Your partner will have five items as well but you must both agree on a final five items between you.

Persuade your partner that your items are worth bringing!

Your tutor will tell you when to begin your discussion.

Use this space to make notes.

Task 2

For this task you will be assessed on how well you can:

- make clear and relevant contributions to discussions at appropriate times
- adapt contributions to suit the audience, context and purpose
- move discussions forward in a positive manner
- change topic of discussions in a positive manner
- show respect for the turn-taking rights of others in the group.

Task 2**Scenario****The interview**

You work for a charity fundraising company and are looking for new recruits to join your growing team. You are holding an interview day and will interview potential candidates to assess their suitability for the role.

Interview your candidate to find out if they are suitable for the position. Remember to ask relevant questions to find out more about the skills and experience of the interviewee and try to put your interviewee at ease - interviews can be stressful!

You will be given time to prepare for the interview in advance.

Charity Fundraisers in London

Location: London

Salary: 8.72–12.00 GBP per hour

Job type: Full Time Temporary/Contract/Project

Date posted: 16 March 2013

Title: **Charity Fundraiser**

Details: **Hours:** 9:45–6pm when working in London. Slightly earlier meeting time when outside London.
Monday to Friday, 37½ hours per week.
Benefits: Weekly pay, holiday pay.
Salary: up to £12.00 p/h, starting at £8.72 p/h basic.

Task 3

For this task you will be assessed on how well you can:

- make clear and relevant contributions to discussions at appropriate times
- move discussion forward in a positive manner
- change topic of discussion in a positive manner
- support opinions and arguments with evidence
- use body language and choice of language to support others and to help them participate.

Task 3**Scenario****Team meeting**

You are a member of your organisation's events planning committee. You have decided that this time, the proceeds of your annual ball will go to charity.

Each committee member has been asked to select a charity of their own personal choice to discuss in the forthcoming committee meeting.

You will need to prepare for the meeting by:

- reading the agenda
- deciding when and how you can input during the meeting
- researching the charity of your choice and the reasons why you believe it should be chosen
- making some bullet points to bring to the meeting
- deciding on the appropriate language, pitch and tone to use during the meeting.

Use this space to make notes.

Events planning committee meeting**Date:** 4 May 2013**Time:** 17.40–18.00**Venue:** Boardroom**Purpose:** To discuss and decide on the charity of choice to donate proceeds of forthcoming annual ball**Agenda Items**

1. Chair opens meeting
2. Committee members discuss charities of choice
3. Final decision is made of charity of choice
4. Chair formally announces winning charity
5. AOB (any other business)

Your tutor will tell you when to begin your meeting.

Speaking to others: distance

You will be assessed on your ability to:

- sustain a clear, confident style using an appropriate level of formality
- control the pace and volume to suit the occasion
- adapt speech and content to take account of the listener, medium, purpose and situation.

Role play scenario

You are planning an end-of-course social event for your class. You have agreed that you would like to hold the event somewhere outside your organisation and are investigating a function room at a local hotel.

First

Phone the managers at two different hotels to find out about hiring their function room. Before making the phone calls you should think about the information you will need and the questions you should ask. The information you will need is likely to include:

- available dates and times
- capacity
- health and safety rules
- equipment and catering options
- availability of furniture
- venue hire charges and any special offers.

You may wish to make notes during or after the phone call.

Then

Discuss with your classmates which hotel you will choose. You will need to work out the advantages and disadvantages of the two venues and make a decision as to which one you will choose.

Once you have done this you should discuss and agree on the details of the occasion itself. Try to achieve a final outline of the event – tickets, timing, activities, food and drink etc. You should also decide who will be responsible for each aspect of the event.

Speaking to others: face to face**Making a presentation, asking and answering questions, and taking part in a discussion****You will be assessed on:**

- engaging others and reinforcing messages by using body language effectively
- showing active listening skills
- illustrating how different approaches can be used to present different types of information
- sequencing your presentation logically
- using appropriate structure, style and vocabulary when expressing ideas
- responding to questions positively and providing further detail to clarify or confirm understanding
- using body language to reinforce the message.

Activity 1 – Making a presentation

Choose an item currently in the news. Use a newspaper (for example Metro, Guardian or Independent) or a news website such as www.bbc.co.uk/news/ or www.news.sky.com/uk to research a story or event which interests you.

Prepare a presentation on your news item, outlining what has happened, why it interests you and why you think it is important. You could also talk about related events and possible future developments.

Make your presentation to a group of your peers, taking 5 to 10 minutes. You can use visual aids such as PowerPoint slides or pictures if you wish, although this is optional.

Activity 2 – Answering questions and discussing

After your presentation, invite questions from your audience. Use the knowledge gained from your research to answer their questions and provide additional information and ideas for them to discuss. This should take 5 to 10 minutes.

Activity 3 – Asking questions and discussing

Listen carefully to the presentations made by your classmates. After their presentations, ask them follow-up questions to check your understanding and/or to obtain more information about their topic. Participate in the discussion which takes place by contributing your own ideas.

Understanding texts

Understand the main events of continuous texts

You will be assessed on your ability to:

- understand the main events of continuous fiction texts
- read critically to evaluate and compare content from non-fiction sources
- develop strategies for dealing with challenging vocabulary.

Instructions

Before taking the assessment:

- you will need to have selected a piece of continuous fiction text about which you can write about the main events (for example, a novel, a short story, a graphic novel or single story comic) prior to taking the paper
- you will need to have read it and be familiar with the story.

You will be assessed on your ability to:

- write about and discuss the development of the plot
- describe the narrative
- describe how the author uses language to enhance the meaning and enjoyment
- describe what a narrative contains.

1(a). Using the piece of fiction you have chosen, discuss how the plot is developed.

1(b). Using the same piece of fiction, describe what the narrative does for the story.

2(a). Describe how the author has enhanced the meaning of your piece of fiction. Include imagery, figurative language, use of adjectives and adverbs.

2(b). Choose a passage from your piece of fiction and write down what the author has done to make it enjoyable. Include imagery, figurative language, use of adjectives and adverbs.

3. Identify characteristics of the narrative. Include: characterisation; authorial voice/point of view; use of time, setting and context; and thematic development.

Be able to read critically to evaluate and compare content from non-fiction sources.

Instructions

You will be assessed on your ability to:

- identify how the text is organised so that you can scan to locate text and information
- use different strategies to locate and obtain information
- summarise information from longer documents accurately
- draw conclusions from different texts offering contrasting ideas
- identify examples of bias and persuasion in text.

You will have eight questions to answer. You will need to complete all the questions.

Document one – High-speed rail

HS2 is a high-speed railway. The Government has announced the plans for phase two. The cost for phase two will be £32 billion. The route goes north from Birmingham along two branches.

There will be new stations at:

- Toton near Nottingham
- Sheffield
- Leeds
- Manchester
- Manchester Airport.

The Prime Minister said there were benefits to linking major cities with high-speed rail.



Phase one goes from London to Birmingham. This link has faced a lot of opposition.

Critics say that the government has the overvalued benefits of HS2. They say large areas of picturesque countryside will be spoilt by the railway.

Chancellor George Osborne represents Tatton in Cheshire. It is among the places phase two will pass through. He said: 'Railways were built in Victorian times. Motorways were built in the middle of the 20th Century. If they had not been built we would not have those things today. You have to plan these projects now, even though they take many years.'

The Department for Transport said that HS2 phase two would halve journey times.

Birmingham to Manchester would take 41 minutes.

London to Manchester would take one hour and eight minutes.

Speeds of up to 250mph on HS2 will reduce a Birmingham to Leeds journey from 2 hours to 57 minutes.

The Transport Secretary said: 'it's not just about journey times, it is also about capacity. The railways are overcrowded. We have seen huge growth in rail passenger numbers. Phase 2 takes HS2 to serve the north.'

He told MPs a period of consultation on the exact route would start now. An official public consultation would take place later this year. A firm decision will be reached in 2014.

Document two – Fundamentally flawed

More than 70 groups oppose HS2. **StopHS2** argues that the project is ‘fundamentally flawed.’ They say most journeys will be to London, so England’s North and Midlands will lose out, not benefit. They say that plans do not look at competition from normal rail.

Andrew Bridgen MP: ‘I have no faith in their consultation process.’

The **StopHS2** campaign say: ‘55% of the benefits are based on the cash value of time. Nobody works on trains and every business user is worth £70,000 a year.’

It is a train for the rich. Everyone else is going to have to pay for the construction. They will also have to subsidise HS2 during its lifetime as well.”

Other opponents object on the grounds that HS2 will cut through picturesque countryside. Eighteen councils along the route have said taxpayers cannot afford the line.

Legal challenges are being made, some may become judicial reviews.

At the High Court in London there will be challenges on grounds of cost and environmental impact.

If the Government loses, ministers may be forced to have more consultation. They may even have to change the route of HS2. Any delay will force up costs. Delay will make it more difficult to pass laws to allow HS2 to be built.

The judicial reviews mark a success for campaigners. These include residents, councils and businesses.

The 5 reviews starting soon will address:

1. concerns about HS2’s business case and the public consultation, this is raised by a group which represents local authorities
2. fears about the impact on the environment, this is raised by HS2 Action Alliance for residents
3. HS2 Action Alliance also raised doubts about levels of compensation for homeowners
4. the group Heathrow Hub wants HS2 to go via Heathrow airport, close to the M40 motorway
5. a range of criticisms have been put forward by a golf club in Aylesbury about loss of land for golf.

Document two – Fundamentally flawed (cont'd)

Ministers want to put a bill before Parliament by the end of next year. The judicial reviews may disrupt the timetable for building HS2.

The losing side in any of the reviews is likely to appeal. The appeals may not be heard until the second half of next year.

Several Conservative MPs worry that there will be an “HS2 effect” at the next election. One MP is worried what will happen if Mr Cameron doesn’t drop HS2. ‘I think that many Conservative voters will vote for UKIP.’

The HS2 Action Alliance believes that the Government has breached European law and it has not assessed the environmental impact. There is no detailed study of other possible routes.

The head of the Alliance said: ‘We are confident in our case. The Government is going at a crazy pace with HS2. We believe they have breached European law. We will not hesitate to take the Government to the European Court of Justice. This is a project that could do great damage to the countryside. It will split 275 farms. It threatens bats and other rare species. The Government says that it will do a lot for the economy close to stations. But there are few stops on the way, so it will do nothing to help places in between.’

4. Describe two ways in which the text in document one is organised to help you understand where the train will stop.

5. Summarise the Government's views in document one.

6. Read document two and summarise the views of HS2 Action Alliance.

7(a). Give an example from document two of an organisation which shows bias and persuasion in relation to the development of HS2.

7(b). Explain why you think they are biased.

8. In your own words describe what document two is about.

9. Give two reasons why you think HS2 should go ahead.

10. Give two reasons why HS2 should not go ahead.

Be able to develop strategies for dealing with challenging vocabulary**Instructions**

You will be assessed on your ability to:

- use reference material to find the meaning of unfamiliar words
- use reference material to find alternative words with similar meanings
- identify the use of figures of speech
- interpret vocabulary associated with complex and formal text and how you use clues to extract meaning.

Requirements:

- you will have 10 questions to answer
- you will need to read the texts which are provided
- you will need to complete all of the questions
- you will need a dictionary and a thesaurus.

Bowie Victoria and Albert exhibition smashes records

David Bowie is having a pretty good year for a man who now qualifies for an old-age bus pass.

He released a surprise single 'Where are we now' on his 60th birthday in January.

That was followed by a highly acclaimed video for a second single 'The Stars'.

When the album from which those songs are taken was released, it went straight to No 1 on the download chart. It is likely to become Bowie's first No 1 album in the official UK charts since 'Black Tie White Noise' in April 1993.

For the Victoria and Albert Museum the return of Britain's foremost pop genius to centre stage has paved the way for one of its most eagerly awaited exhibitions. Demand for tickets for the David Bowie show which opens this week is breaking all records at the museum.

More than 42000 advance tickets for the retrospective have been sold. This is more than double the advance sales of previous exhibitions.

1(a). Using a dictionary, describe the meaning of **qualifies** in this text.

1(b). Now write a sentence using **qualifies** to show that you understand its meaning.

2(a). Using a dictionary, describe the meaning of **foremost** in this text.

2(b). Now write a sentence using **foremost** to show that you understand its meaning.

3(a). Use a dictionary to find the meaning of **advance** in this text.

3(b). Now write a sentence using **advance** to show that you understand its meaning.

4. Using a thesaurus, find a word that means the same as **acclaimed**.

5. Using a thesaurus find a word that means the same as **retrospective**.

6. Find a synonym for **eagerly**.

7. Write down what the underlined figure of speech means:

I would give my right arm for a ticket for the rugby final next week.

8. Write down what the underlined figure of speech means:

I'm not ready for my maths exam tomorrow so I will be burning the midnight oil tonight.

Confirmation of insurance cover

This is to certify that in accordance with the terms of the Master Policy which we have sent you, and on acceptance of the premiums as they fall due, Moon Alliance plc will provide buildings cover for your home.

Where appropriate they will also provide legal expenses and home emergency cover.

Full details are set out in your policy document which should be read in conjunction with the certificate of insurance.

Please read these two documents carefully and make sure you understand them.

9. Describe what the main points of this text are:

10. What do you think this sentence means?

Full details are set out in your policy document which should be read in conjunction with the certificate of insurance.

Responding to creative texts

Discuss prose writing

Instructions

- you will be assessed in **2** tasks
- you must complete both tasks
- you may use a bilingual dictionary and a dictionary
- you will have access to the selected text, *The Lord of the Flies*
- you will be assessed on how well you can:
 - explain the whole text and its themes
 - explain key features of its narrative
 - describe the role of the central character from the text
 - identify and describe how language was used to enhance the text and reading experience.

Task 1

1. Explain the whole text and its themes.

2. Explain key features of the text's narrative.

3. Describe the role of the central character from the text.

4. Identify and describe how language was used to enhance the text and reading experience.

Discuss poems**Task 2**

- you can use a bilingual dictionary and a dictionary
- you will be assessed on how well you can:
 - explain how writers use different literary techniques to create effect, providing clear, relevant textual references to support your explanations
 - contrast the use of writing techniques used by different poets
 - provide relevant textual references to support your responses to key questions about the poems.

John Betjeman
On A Portrait Of A Deaf Man:

The kind old face, the egg-shaped head,
 The tie, discreetly loud,
 The loosely fitting shooting clothes,
 A closely fitting shroud.

He liked old city dining rooms,
 Potatoes in their skin,
 But now his mouth is wide to let
 The London clay come in.

He took me on long silent walks
 In country lanes when young.
 He knew the names of every bird
 But not the song it sung.

And when he could not hear me speak
 He smiled and looked so wise
 That now I do not like to think
 Of maggots in his eyes.

He liked the rain-washed Cornish air
 And smell of ploughed-up soil,
 He liked a landscape big and bare
 And painted it in oil.

But least of all he liked that place
 Which hangs on Highgate Hill
 Of soaked Carrara-covered earth
 For Londoners to fill.

He would have liked to say goodbye,
 Shake hands with many friends,
 In Highgate now his finger-bones
 Stick through his finger-ends.

You, God, who treat him thus and thus,
 Say "Save his soul and pray."
 You ask me to believe you and
 I only see decay.

UA Fanthorpe
Casehistory: Alison (head injury)

(She looks at her photograph)
 I would like to have known
 My husband's wife, my mother's only daughter.
 A bright girl she was.

Enmeshed in comforting
 Fat, I wonder at her delicate angles.
 Her autocratic knee.

Like a Degas dancer's
 Adjusts to the observer with airy poise,
 That now lugs me upstairs.

Hardly.
 Her face, broken
 By nothing sharper than smiles, holds in its smiles
 What I have forgotten.

She knows my father's dead,
 And grieves for it, and smiles. She has digested
 Mourning. Her smile shows it.

I, who need reminding,
 Every morning, shall never get over what
 I do not remember.

Consistency matters.
 I should like to keep faith with her lack of faith,
 But forget her reasons.

Proud of this younger self,
 I assert her achievements, her A levels,
 Her job with a future.

Poor clever girl! I know,
 For all my damaged brain, something she doesn't:
 I am her future.

A bright girl she was.

- 3.1 The language Betjeman uses in *On a Portrait of a Deaf Man* creates **extremes of mood**. How does he achieve this and how does the reader feel when reading the poem? Give examples from the poem.
- 3.2 In *Casehistory: Alison (head injury)* Fanthorpe switches between using personal pronouns and the third person. Where does she do this and what effect does it give? Give examples from the poem.

- 3.3 Name a major theme that runs through both *On a Portrait of a Deaf Man* and *Casehistory: Alison (head injury)*. Give an example from the poems.

End of paper

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