

Entry Level Certificate in English

Sample Assessment Materials

Pearson Edexcel Entry Level Certificate in English (NEN0)

First certification from June 2018

Issue 1



Edexcel, BTEC and LCCI qualifications

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Origami photography: Pearson Education Ltd/Naki Kouyioumtzis

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Introduction

The Pearson Edexcel Entry Level certificate in English is designed for use in schools and colleges. It is part of a suite of Entry Level Certificates offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All students must receive the same treatment. Teachers must mark the last student in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Students must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Teachers should mark according to the mark scheme.
- All the marks on the mark scheme are designed to be awarded. Teachers should always award full marks if deserved, i.e. if the answer matches the mark scheme. Teachers should also be prepared to award zero marks if the student's response is not worthy of credit according to the mark scheme.
- Crossed-out work should be marked **unless** the student has replaced it with an alternative response.

Write your name here

Surname

Other names

Pearson Edexcel
Entry Level

Centre Number

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Candidate Number

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English

Entry Level 1

Component 3 – Reading Non-fiction

Sample assessment material for first teaching
September 2017

Suggested timing: 30 minutes

Paper Reference

NENO

**You do not need any other materials (including a dictionary
or a thesaurus, which are not permitted).**

For teacher's use only

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 25.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- A teacher can read out any text that is in italics to you.
- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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Turn over ►



Pearson

ANSWER QUESTIONS 1 AND 2.

These questions are about the equipment needed to make an apple crumble.

1 Draw lines to match the equipment with its name.

Equipment



Name

Mixing bowl

Baking tray

Ovenproof dish

Sieve

(Total for Question 1 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

2 The box below shows what each piece of equipment is used for.

Fill in the table, matching the equipment with what it is used for.

The first one has been done for you.




To mix ingredients in

To stir ingredients together

To protect hands from heat

To weigh ingredients out

To chop ingredients up

Equipment	What it is used for
	To mix ingredients in
	
	
	
	

(Total for Question 2 = 4 marks)

ANSWER QUESTIONS 3 to 7.

These questions are about making an apple crumble.

3 Read the ingredients list.



Which ingredients will be used in the apple crumble?

Tick true or false for each ingredient.

The first one has been done for you.

Ingredients	True	False
50 g sultanas	✓	
100 g plain flour		
50 g sugar		
2 pears		
50 g oats		

(Total for Question 3 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

4 Read about how to start making the apple crumble.

How to make an apple crumble

- Stir in the oats and sugar, and make sure they're well mixed in.
- Cut the apples into quarters and remove the core. Slice thinly.
- Arrange the apple slices in the ovenproof dish and then add the sultanas.
- Sprinkle the crumble topping over the apple slices.

Put the following stages in the correct order by numbering them 2, 3 and 4

The first one has been done for you.

Stir in the oats and sugar, and make sure they're well mixed in.

1

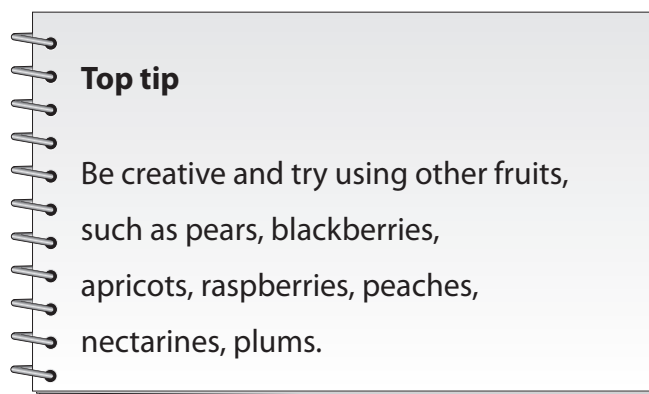
Sprinkle the crumble topping over the apple slices.

Cut the apples into quarters and remove the core. Slice thinly.

Arrange the apple slices in the ovenproof dish and then add the sultanas.

(Total for Question 4 = 3 marks)

5 Read this top tip.



Which other fruits have been suggested in the top tip box?

Put a tick by the fruits included.

Put a cross by the fruits not included.

The first two have been done for you.

Fruit	In top tip ✓	Not in top tip ✗
Blackberries	✓	
Grapes		✗
Apricots		
Lime		
Peaches		
Bananas		
Plums		
Raspberries		

(Total for Question 5 = 6 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

6 Read about the skills used to make an apple crumble.

Skills you use when making an apple crumble	
Using an oven	<input checked="" type="checkbox"/>
Rubbing in	<input checked="" type="checkbox"/>
Using a knife	<input checked="" type="checkbox"/>
Coring an apple	<input checked="" type="checkbox"/>

Tick the two skills that you learn when making an apple crumble.

Rubbing in ☐

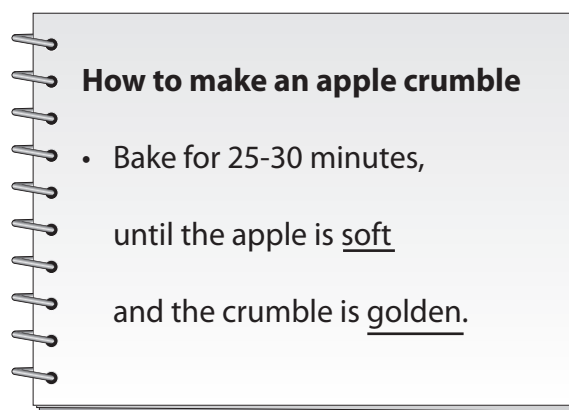
Using a spoon ☐

Using a knife ☐

Rolling out ☐

(Total for Question 6 = 2 marks)

7 This is the last stage of making the apple crumble.



Explain what the words **soft** and **golden** tell you about the cooking of the apple crumble.

Word	Explanation
Soft	
Golden	

(Total for Question 7 = 2 marks)





TOTAL FOR PAPER = 25 MARKS

Sieve © Dorling Kindersley/Getty Images, ovenproof dish © Dorling Kindersley/Getty Images, baking tray © Robinmaby/iStockphoto, mixing bowl © s-cphoto/iStockphoto, scales © jonathansloane/iStockphoto, oven gloves © Larry Washburn/Getty Images, wooden spoon © malerapaso/iStockphoto, knife and chopping board © carlosalvarez/iStockphoto

Apple crumble recipe from Real Meals – simple cooking that tastes great, Department for Children, Schools and Families © Crown Copyright

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Entry Level 1 Reading Non-fiction – mark scheme

Question number	Answer	Mark
1	<p>AO1</p> <p>Award 1 mark for each correct pair, up to a maximum of 4 marks.</p> <div>  <p>= Mixing bowl (1)</p> </div> <div>  <p>= Baking tray (1)</p> </div> <div>  <p>= Ovenproof dish (1)</p> </div> <div>  <p>= Sieve (1)</p> <p>Accept any form of correct identification.</p> </div>	(4)

Question number	Answer	Mark								
2	<p>AO1</p> <p>Award 1 mark for each correct explanation, up to a maximum of 4 marks. Responses may include:</p> <table><tr><td>Scales</td><td><ul style="list-style-type: none">to weigh ingredients out (1)to weigh (1)weighing/weigh (1)</td></tr><tr><td>Oven gloves</td><td><ul style="list-style-type: none">to protect hands from heat (1)protect hands/protect (1)to stop burning hands (1)</td></tr><tr><td>Knife and chopping board</td><td><ul style="list-style-type: none">to chop ingredients up (1)to chop (1)to cut food (1)cutting/cut (1)</td></tr><tr><td>Wooden spoon</td><td><ul style="list-style-type: none">to stir ingredients together (1)to stir/to mix ingredients (1)stirring/stir (1)mxing/mix (1).</td></tr></table> <p>Accept any other valid answer.</p>	Scales	<ul style="list-style-type: none">to weigh ingredients out (1)to weigh (1)weighing/weigh (1)	Oven gloves	<ul style="list-style-type: none">to protect hands from heat (1)protect hands/protect (1)to stop burning hands (1)	Knife and chopping board	<ul style="list-style-type: none">to chop ingredients up (1)to chop (1)to cut food (1)cutting/cut (1)	Wooden spoon	<ul style="list-style-type: none">to stir ingredients together (1)to stir/to mix ingredients (1)stirring/stir (1)mxing/mix (1).	(4)
Scales	<ul style="list-style-type: none">to weigh ingredients out (1)to weigh (1)weighing/weigh (1)									
Oven gloves	<ul style="list-style-type: none">to protect hands from heat (1)protect hands/protect (1)to stop burning hands (1)									
Knife and chopping board	<ul style="list-style-type: none">to chop ingredients up (1)to chop (1)to cut food (1)cutting/cut (1)									
Wooden spoon	<ul style="list-style-type: none">to stir ingredients together (1)to stir/to mix ingredients (1)stirring/stir (1)mxing/mix (1).									

Question number	Answer	Mark															
3	<p>AO4</p> <p>Award 1 mark for each correct answer, up to a maximum of 4 marks.</p> <table border="1"> <thead> <tr> <th>Ingredients</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>100 g plain flour</td><td>✓ (1)</td><td></td></tr> <tr> <td>50 g sugar</td><td></td><td>✓ (1)</td></tr> <tr> <td>2 pears</td><td></td><td>✓ (1)</td></tr> <tr> <td>50 g oats</td><td>✓ (1)</td><td></td></tr> </tbody> </table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	Ingredients	True	False	100 g plain flour	✓ (1)		50 g sugar		✓ (1)	2 pears		✓ (1)	50 g oats	✓ (1)		(4)
Ingredients	True	False															
100 g plain flour	✓ (1)																
50 g sugar		✓ (1)															
2 pears		✓ (1)															
50 g oats	✓ (1)																

Question number	Answer	Mark
4	<p>AO2</p> <p>Award 1 mark for each of the correct numbers from 2-4, up to a maximum of 3 marks.</p> <p>Sprinkle the crumble topping over the apple slices. 4 (1)</p> <p>Cut the apples into quarters and remove the core. 2 (1)</p> <p>Slice thinly.</p> <p>Arrange the apple slices in the ovenproof dish and then add the sultanas. 3 (1)</p>	(3)

Question number	Answer	Mark																					
5	<p>AO1</p> <p>Award 1 mark for each correct tick and cross, up to a maximum of 6 marks.</p> <table border="1"> <thead> <tr> <th>Fruit</th><th>In top tip ✓</th><th>Not in top tip ✕</th></tr> </thead> <tbody> <tr> <td>Apricots</td><td>✓ (1)</td><td></td></tr> <tr> <td>Lime</td><td></td><td>X (1)</td></tr> <tr> <td>Peaches</td><td>✓ (1)</td><td></td></tr> <tr> <td>Bananas</td><td></td><td>X (1)</td></tr> <tr> <td>Plums</td><td>✓ (1)</td><td></td></tr> <tr> <td>Raspberries</td><td>✓ (1)</td><td></td></tr> </tbody> </table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	Fruit	In top tip ✓	Not in top tip ✕	Apricots	✓ (1)		Lime		X (1)	Peaches	✓ (1)		Bananas		X (1)	Plums	✓ (1)		Raspberries	✓ (1)		(6)
Fruit	In top tip ✓	Not in top tip ✕																					
Apricots	✓ (1)																						
Lime		X (1)																					
Peaches	✓ (1)																						
Bananas		X (1)																					
Plums	✓ (1)																						
Raspberries	✓ (1)																						

Question number	Answer	Mark
6	<p>AO1</p> <p>Award 1 mark for each skill ticked, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • rubbing in (1) • using a knife (1). <p>Accept any form of correct identification.</p>	(2)

Question number	Answer	Mark
7	<p>AO2</p> <p>Award 1 mark for each appropriate explanation for each word, up to a maximum of 2 marks.</p> <p>Responses may include:</p> <p>Soft</p> <ul style="list-style-type: none"> • cooked (1) • done/ready (1). <p>Golden</p> <ul style="list-style-type: none"> • baked (1) • done/ready (1) • tasty (1). <p>Accept any other valid answer, including the same word for both.</p>	(2)

Write your name here

Surname

Other names

**Pearson Edexcel
Entry Level**

Centre Number

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Candidate Number

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English

Entry Level 1

Component 3 – Reading Fiction

Sample assessment material for first teaching
September 2017

Suggested timing : 30 minutes

Paper Reference

NENO

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For teacher's use only

Total Marks

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Turn over ►

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ANSWER QUESTIONS 1 AND 2.

These questions are about Gary, who is a ghost.



This is the house where Gary the Ghost lives.
He lives with some very noisy ghosts.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

1 What noises can Gary hear?

Tick whether Gary **can hear** or **cannot hear** each noise.

The first one has been done for you.

The noises	Gary can hear	Gary cannot hear
Bang		✓
Boo		
Scream		
Boom		
Screech		

(Total for Question 1 = 4 marks)

Gary decides to go to the garden.



Gary likes the garden. It is dark and gloomy.
The ghost trees are very still and quiet.



Gary flies about the garden.
He pulls silly faces and is happy again.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

2 From the box below, **choose the correct word** to complete each sentence.

garden	quiet	flies
gloomy	silly	

The first one has been done for you.

(a) Gary the Ghost decides to go to thegarden..... .

(b) Gary the Ghost likes the garden because it is dark and

.....

(c) The ghost trees are very

(d) Gary the Ghost about the garden.

(e) Gary the Ghost is happy because he pulls faces.

(Total for Question 2 = 4 marks)

ANSWER QUESTIONS 3 TO 7.

These questions are about a book called 'The Worst Witch'.

It is a story about a school for witches called Miss Cackle's Academy.

- 3** Read the start of the story below, then **draw lines** to match the nouns with their descriptions.

Miss Cackle's Academy for Witches stood at the top of a high mountain surrounded by a pine forest.

It looked more like a prison than a school, with its gloomy grey walls.

Nouns

mountain

forest

walls

Descriptions

grey

high

pine

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

4 Read the next part of the story below.

Sometimes you could see the pupils on their broomsticks flitting like bats above the playground wall, but usually the place was half hidden in mist.

Which of these statements are true or false?

Tick one box for each statement.

The first one has been done for you.

Statements	True	False
The pupils can never be seen.		✓
The pupils are flying on broomsticks.		
The pupils are like owls.		
The pupils flew above the playground wall.		
The playground is totally hidden by mist.		

(Total for Question 4 = 4 marks)

5 **Tick two** descriptions that correctly describe the school in the text below.

Everything about the school was dark and shadowy. There were long, narrow corridors and winding staircases.

Descriptions	Tick box
dull and miserable	
dark and shadowy	
long and winding	
creepy and scary	

(Total for Question 5 = 2 marks)

6 Read this description of the witches.

The witches themselves, dressed in black PE kit, black socks, black boots, grey shirts and black-and-grey ties.

Which of the statements about what the witches wear are correct or incorrect?

Tick the boxes.

The first one has been done for you.

Statements	Correct	Incorrect
The witches dress in:		
grey socks		✓
shoes		
grey shirts		
black PE kit		
blue-and-grey ties		
boots		
black-and-grey ties		

(Total for Question 6 = 6 marks)

7 Read the next part of the story below.

There were so many rules that you couldn't do *anything* without being told off, and there seemed to be tests and exams every week.

- (a) Which word is made to look different?

(1)

- (b) Why has the writer made this word look different?

(1)

(Total for Question 7 = 2 marks)

TOTAL FOR PAPER = 25 MARKS

Pictures © Shutterstock

Extracts from *The Worst Witch*, Jill Murphy (Puffin)

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Entry Level 1 English Reading Fiction – mark scheme

Question number	Answer	Mark															
1	<p>AO1</p> <p>Award 1 mark for correct tick, up to a maximum of 4 marks.</p> <table border="1"> <tr> <th>The noises</th><th>Gary can hear</th><th>Gary cannot hear</th></tr> <tr> <td>Boo</td><td>✓ (1)</td><td></td></tr> <tr> <td>Scream</td><td></td><td>✓ (1)</td></tr> <tr> <td>Boom</td><td></td><td>✓ (1)</td></tr> <tr> <td>Screech</td><td>✓ (1)</td><td></td></tr> </table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	The noises	Gary can hear	Gary cannot hear	Boo	✓ (1)		Scream		✓ (1)	Boom		✓ (1)	Screech	✓ (1)		(4)
The noises	Gary can hear	Gary cannot hear															
Boo	✓ (1)																
Scream		✓ (1)															
Boom		✓ (1)															
Screech	✓ (1)																

Question number	Answer	Mark
2	<p>AO1</p> <p>Award 1 mark for each correct answer, up to a maximum of 4 marks:</p> <p>b) gloomy (1)</p> <p>c) quiet (1)</p> <p>d) flies (1)</p> <p>e) silly (1).</p>	(4)

Question number	Answer	Mark									
3	<p>AO2</p> <p>Award 1 mark for each correctly matched pair, up to a maximum of 3 marks.</p> <table border="1"> <tr> <td>mountain</td><td>grey</td><td>(1)</td></tr> <tr> <td>forest</td><td>high</td><td>(1)</td></tr> <tr> <td>walls</td><td>pine</td><td>(1)</td></tr> </table> <p>Accept any form of correct identification – correct pairings can be numbered or identified with a letter or symbol.</p>	mountain	grey	(1)	forest	high	(1)	walls	pine	(1)	(3)
mountain	grey	(1)									
forest	high	(1)									
walls	pine	(1)									

Question number	Answer	Mark															
4	<p>AO4</p> <p>Award 1 mark for each correct tick, up to a maximum of 4 marks.</p> <table border="1"> <thead> <tr> <th></th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>The pupils are flying on broomsticks.</td><td>✓ (1)</td><td></td></tr> <tr> <td>The pupils are like owls.</td><td></td><td>✓ (1)</td></tr> <tr> <td>The pupils flew above the playground.</td><td>✓ (1)</td><td></td></tr> <tr> <td>The playground is totally hidden by mist.</td><td></td><td>✓ (1)</td></tr> </tbody> </table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>		True	False	The pupils are flying on broomsticks.	✓ (1)		The pupils are like owls.		✓ (1)	The pupils flew above the playground.	✓ (1)		The playground is totally hidden by mist.		✓ (1)	(4)
	True	False															
The pupils are flying on broomsticks.	✓ (1)																
The pupils are like owls.		✓ (1)															
The pupils flew above the playground.	✓ (1)																
The playground is totally hidden by mist.		✓ (1)															

Question number	Answer	Mark				
5	<p>AO1</p> <p>Award 1 mark for each correct tick, up to a maximum of 2 marks.</p> <table><tr><td>dark and shadowy</td><td>✓ (1)</td></tr><tr><td>long and winding</td><td>✓ (1)</td></tr></table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	dark and shadowy	✓ (1)	long and winding	✓ (1)	(2)
dark and shadowy	✓ (1)					
long and winding	✓ (1)					

Question number	Answer	Mark																								
6	<p>AO1</p> <p>Award 1 mark for each correct and incorrect statement identified, up to a maximum of 6 marks.</p> <table border="1"> <thead> <tr> <th>Statements</th><th>Correct</th><th>Incorrect</th></tr> </thead> <tbody> <tr> <td>The witches wear:</td><td></td><td></td></tr> <tr> <td>shoes</td><td></td><td>✓ (1)</td></tr> <tr> <td>grey shirts</td><td>✓ (1)</td><td></td></tr> <tr> <td>black PE kit</td><td>✓ (1)</td><td></td></tr> <tr> <td>blue-and-grey ties</td><td></td><td>✓ (1)</td></tr> <tr> <td>boots</td><td>✓ (1)</td><td></td></tr> <tr> <td>black-and-grey ties</td><td>✓ (1)</td><td></td></tr> </tbody> </table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	Statements	Correct	Incorrect	The witches wear:			shoes		✓ (1)	grey shirts	✓ (1)		black PE kit	✓ (1)		blue-and-grey ties		✓ (1)	boots	✓ (1)		black-and-grey ties	✓ (1)		(6)
Statements	Correct	Incorrect																								
The witches wear:																										
shoes		✓ (1)																								
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black PE kit	✓ (1)																									
blue-and-grey ties		✓ (1)																								
boots	✓ (1)																									
black-and-grey ties	✓ (1)																									

Question number	Answer	Mark
7	<p>AO2</p> <p>Award 1 mark for correctly identifying:</p> <ul style="list-style-type: none"> • anything (1) • any (1). <p>Award a further 1 mark for an appropriate reason why the writer has done this, for example:</p> <ul style="list-style-type: none"> • because it is important (1) • to emphasise the word (1) • to say it louder (1) • to stress the word (1) • to make the word stand out (1). <p>Accept any other valid answer.</p>	(2)

Write your name here

Surname

Other names

Pearson Edexcel
Entry Level

Centre Number

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Candidate Number

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English

Entry Level 2

Component 3 – Reading Non-fiction

Sample assessment material for first teaching
September 2017

Suggested timing: 35 minutes

Paper Reference

NEN0

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Turn over ►

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ANSWER QUESTIONS 1 TO 5.

These questions are about Italian food facts.

1 Read the following facts.

Pizza was invented in Naples during the 18th century.
Originally, pizza was just a dry, flat bread and was food for poor people.
A pizza contains three colours, which are the colours of the Italian flag:

- white (mozzarella cheese)
- red (tomato)
- green (basil).

Which statements are true or false?

Tick one box for each statement.

One has been done for you.

Statements	True	False
Pizza was invented in Naples.	✓	
Pizza was invented during the 19th century.		
Pizza was originally food for rich people.		
The colours of a pizza are the same as the Italian flag.		
The colour green on a pizza is spinach.		

(Total for Question 1 = 4 marks)

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2 Read the following facts about pasta.

Pasta is the most important food in Italy. There are hundreds of different shapes and types of pasta.

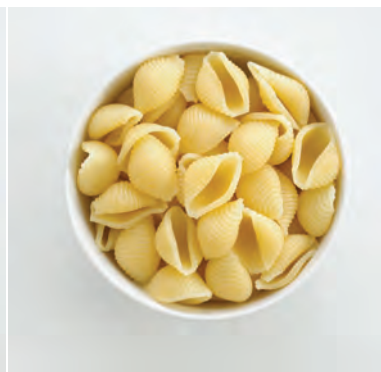
Here are a few pasta shapes and the meanings of their names:



farfalle = butterflies



spaghetti = strings



conchiglie = shells



tortellini = little pies



fusilli = spirals



penne = pens

Draw a line to match the pasta to its name.



penne = pens



farfalle = butterflies



fusilli = spirals



tortellini = little pies

(Total for Question 2 = 4 marks)

Use the information in the box below to answer Questions 3 and 4.

Lunch in Italy

The main meal of the day is at lunch time.

- **The first course** is the **antipasti** like olives, cheese and salami.
- **The second course** is pasta.
- **The third course** is meat or fish with salad or vegetables.
- The **fourth course** is fruit and sometimes a dessert.
- **Finally**, there is **espresso** coffee.

3 Put the following courses in order by numbering them 1 to 4.

One has been done for you.

Pasta

2

Meat or fish with salad or vegetables

Fruit and sometimes a dessert

Olives, cheese and salami

(Total for Question 3 = 3 marks)

4 (a) What does 'Lunch in Italy' tell us about the Italian attitude to food?

(1)

.....

.....

(b) Give **one** example of a food Italians eat for lunch.

(1)

.....

(Total for Question 4 = 2 marks)

5 Read about Italians and coffee.

- Cappuccino is a type of coffee drunk at breakfast.
- A cake or biscuit is dunked into milky coffee.
- A 'soup' is made by crushing a biscuit into coffee and eating it with a spoon.
- Milky coffee is only drunk in the morning.

Complete the table to match the ways Italians drink coffee.

One has been done for you.

Drunk at breakfast Dunked into milky coffee
Crushing a biscuit into coffee and eating it with a spoon

Food or drink	The way they are drunk or eaten
Cappuccino	Drunk at breakfast
A 'soup'	
Cake or biscuit	

(Total for Question 5 = 2 marks)

ANSWER QUESTIONS 6 TO 9.

These questions are about making tasty spaghetti.

6 *In the recipe, one of the ingredients is:*

8 oz (225 g) of three-colour spaghetti (such as green, brown and yellow).

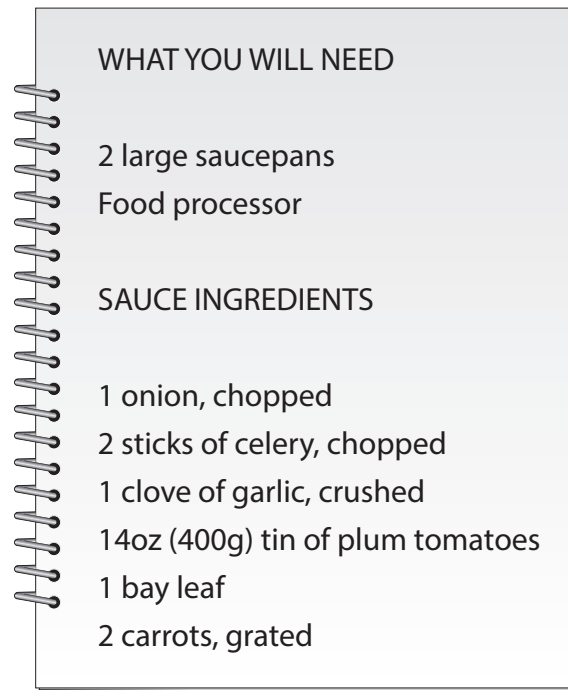
Why have the brackets been used?

.....

.....

(Total for Question 6 = 1 mark)

7 *Here is another part of the recipe.*



(a) Why has the 'WHAT YOU WILL NEED' section been included?

(1)

.....

.....

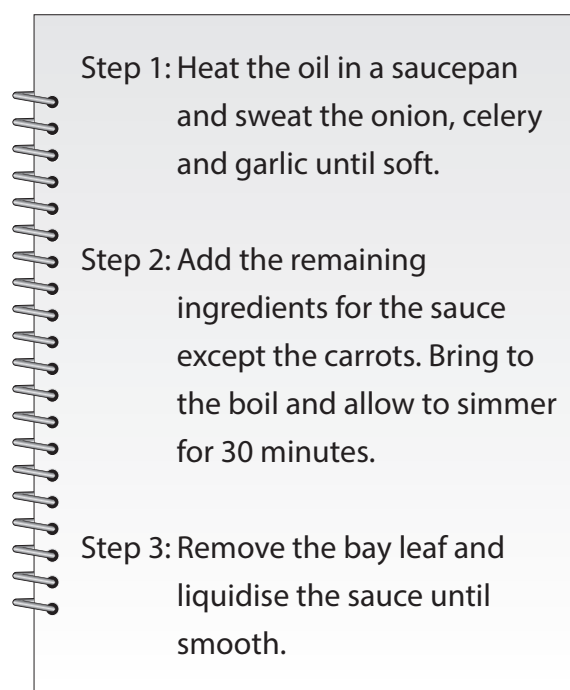
(b) Not all the equipment needed is listed in the recipe.

Give **one** other piece of equipment you will need to prepare the sauce ingredients.

(1)

(Total for Question 7 = 2 marks)

This is the start of how to make the tasty spaghetti.



8 (a) Find **two verbs** from the steps above.

(2)

1

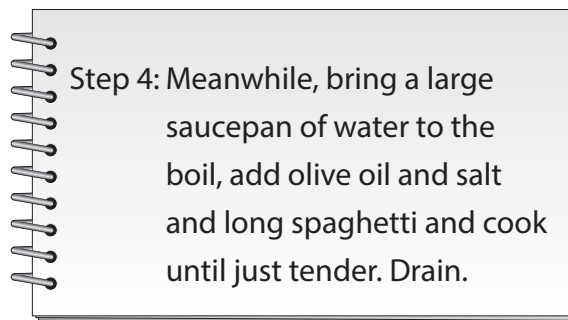
2

(b) Why have these verbs been used?

(1)

(Total for Question 8 = 3 marks)

This is the next step in making the spaghetti.



- 9 Draw a circle around the correct adjectives from Step 4.

Bring a **large** / **small** saucepan of water to the boil.

Add the **sunflower** / **olive** oil and salt.

Add the **short** / **long** spaghetti and then fusilli broken into thirds.

Cook until just **tender** / **crunchy**.

(Total for Question 9 = 4 marks)

TOTAL FOR PAPER = 25 MARKS


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Farfalle © Dave King Dorling Kindersley Getty Images, spaghetti © Dave King Dorling Kindersley/Getty Images, conchiglie © Dave King Dorling Kindersley/Getty Images, tortellini © Foodcollection/Getty Images, fusilli © Dave King Dorling Kindersley/Getty Images, penne © Dave King Dorling Kindersley/Getty Images/ Italian food facts © Euroclub Schools

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Entry Level 2 Reading Non-fiction – mark scheme

Question number	Answer	Mark															
1	<p>AO1</p> <p>Award 1 mark for each correct tick, up to a maximum of 4 marks.</p> <table border="1"> <thead> <tr> <th>Statements</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>Pizza was invented during the 19th century.</td><td></td><td>✓ (1)</td></tr> <tr> <td>Pizza was originally food for rich people</td><td></td><td>✓ (1)</td></tr> <tr> <td>The colours of a pizza are the same as the Italian flag</td><td>✓ (1)</td><td></td></tr> <tr> <td>The colour green on a pizza is spinach</td><td></td><td>✓ (1)</td></tr> </tbody> </table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	Statements	True	False	Pizza was invented during the 19th century.		✓ (1)	Pizza was originally food for rich people		✓ (1)	The colours of a pizza are the same as the Italian flag	✓ (1)		The colour green on a pizza is spinach		✓ (1)	(4)
Statements	True	False															
Pizza was invented during the 19th century.		✓ (1)															
Pizza was originally food for rich people		✓ (1)															
The colours of a pizza are the same as the Italian flag	✓ (1)																
The colour green on a pizza is spinach		✓ (1)															

Question number	Answer	Mark
2	<p>AO1</p> <p>Award 1 mark for each correct pair, up to a maximum of 4 marks.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><i>penne</i> = pens (1)</p> <p><i>farfalle</i> = butterflies (1)</p> <p><i>fusilli</i> = spirals (1)</p> <p><i>tortellini</i> = little pies (1)</p> </div> </div>	(4)

Question number	Answer	Mark
3	<p>AO2</p> <p>Award 1 mark for each correct answer, up to a maximum of 3 marks.</p> <p>Meat or fish with salad or vegetables 3 (1)</p> <p>Fruit and sometimes a dessert 4 (1)</p> <p>Olives, cheese and salami 1 (1)</p>	(3)

Question number	Answer	Mark
4	<p>AO4</p> <p>a) Award 1 mark for one correct explanation of the Italian attitude to food, for example:</p> <ul style="list-style-type: none"> • they eat a lot of different food (1) • they have a lot of different courses in a meal (1) • they eat big/long/important meals (1) • they eat a lot (1) • they like their food (1). <p>b) Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • olives (1) • cheese (1) • salami (1) • pasta (1) • meat (1) • fish (1) • salad (1) • vegetables (1) • fruit (1) • dessert (1). <p>If a list of food is given, award 1 mark only.</p> <p>Accept any other valid answers.</p>	(2)

Question number	Answer	Mark						
5	<p>AO1</p> <p>Award 1 mark for each correct answer, up to a maximum of 2 marks.</p> <table><tr><th>Food or drink</th><th>The way they are drunk or eaten</th></tr><tr><td>A 'soup'</td><td><ul style="list-style-type: none">Crushing a biscuit into coffee and eating it with a spoon (1)Accept partial answer:<ul style="list-style-type: none">Crushing a/the biscuit (1)</td></tr><tr><td>Cake or biscuit</td><td><ul style="list-style-type: none">Dunked into milky coffee (1)Accept partial answer:<ul style="list-style-type: none">Dunked into coffee (1)</td></tr></table> <p>Accept any other partial answers, providing they match up correctly.</p>	Food or drink	The way they are drunk or eaten	A 'soup'	<ul style="list-style-type: none">Crushing a biscuit into coffee and eating it with a spoon (1) Accept partial answer: <ul style="list-style-type: none">Crushing a/the biscuit (1)	Cake or biscuit	<ul style="list-style-type: none">Dunked into milky coffee (1) Accept partial answer: <ul style="list-style-type: none">Dunked into coffee (1)	(2)
Food or drink	The way they are drunk or eaten							
A 'soup'	<ul style="list-style-type: none">Crushing a biscuit into coffee and eating it with a spoon (1) Accept partial answer: <ul style="list-style-type: none">Crushing a/the biscuit (1)							
Cake or biscuit	<ul style="list-style-type: none">Dunked into milky coffee (1) Accept partial answer: <ul style="list-style-type: none">Dunked into coffee (1)							

Question number	Answer	Mark
6	<p>AO2</p> <p>Award 1 mark for an appropriate explanation about the use of the brackets, for example:</p> <ul style="list-style-type: none"> to give a different measurement for the spaghetti (1) to tell you how much spaghetti you need (1) to show the colour of spaghetti you can use/give examples of the different colours to use (1) to give extra information (1). <p>Accept any other valid answers.</p>	(1)

Question number	Answer	Mark
7	<p>AO4</p> <p>a) Award 1 mark for an appropriate explanation of why the 'WHAT YOU WILL NEED' section has been included, for example:</p> <ul style="list-style-type: none"> to tell you what you need (to make the spaghetti) (1) to tell you what equipment to use (1) what tools are needed (1). <p>b) Award 1 mark for an appropriate piece of other equipment that will be needed, for example:</p> <ul style="list-style-type: none"> scales/something to weight the ingredients out (1) knife/something to chop with (1) (garlic) crusher/something to crush garlic with (1) tin opener/something to open tins with (1) grater/something to grate with (1). 	(2)

Question number	Answer	Mark
8	<p>AO2</p> <p>a) Award 1 mark for each correct verb, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> • heat (1) • sweat (1) • add (1) • bring (1) • allow (1) • simmer (1) • remove (1) • liquidise (1). <p>b) Award 1 mark for one correct explanation, for example:</p> <ul style="list-style-type: none"> • the verbs provide instructions (1) • they tell you what to do (1) • they give you commands (1). <p>Accept any other valid answers.</p>	(3)

Question number	Answer	Mark
9	<p>AO1</p> <p>Award 1 mark for each correct word identified, up to a maximum of 4 marks.</p> <p>Bring a large saucepan of water to the boil.</p> <p>Add the olive oil and salt.</p> <p>Add the long spaghetti and then fusilli broken into thirds.</p> <p>Cook until just tender</p>	(4)

Write your name here

Surname

Other names

Pearson Edexcel
Entry Level

Centre Number

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Candidate Number

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English

Entry Level 2

Component 3 – Reading Fiction

Sample assessment material for first teaching
September 2017

Suggested timing: 35 minutes

Paper Reference

NEN0

**You do not need any other materials (including a dictionary
and a thesaurus, which are not permitted).**

For teacher's use only

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 25.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- A teacher can read out any text that is in italics to you.
- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

ANSWER QUESTIONS 1 TO 5.

These questions are about a book called 'A Wizard of Earthsea'.

This story is about a young wizard called Ged who joins a school of wizardry.

Here, Ged has just arrived at the school for wizards and is being shown around the school by another student, Jasper.

1 Read the following text.

Jasper took him down the corridors of the Great House, showing him the Room of Shelves where the books of wizardry were kept, and the great Hearth Hall where the school gathered on festival days.

Are the following statements true or false?

Tick one box for each statement.

Statement	True	False
Jasper takes Ged to the Court House.		
Jasper shows Ged the wizards.		
Jasper takes Ged to the Hearth Hall.		
Jasper shows Ged a festival.		

(Total for Question 1 = 4 marks)

2 *Ged is shown his sleeping place, or cell.*

Ged's cell was in the South Tower, with a window looking down to the sea. Like the other sleeping-cells, it had no furnishing but a straw-filled mattress in the corner.

Put the following statements in **the correct sequence**.

Number the boxes 1, 2, 3 and 4, putting them in the correct order.

For example, put 1 next to the first thing that happens and 4 for the last.

A straw-filled mattress is in the corner.	
The window looks down to the sea.	
His sleeping-cell has no furnishing.	
Ged's cell is in the South Tower.	

(Total for Question 2 = 4 marks)

3 *Jasper speaks with Ged.*

'We live very plain here,' said Jasper. 'But I expect you won't mind that.'

Presently, trying to show himself an equal, Ged replied, 'I'm used to it. I suppose you weren't, when you first came.'

Jasper looked at him, and his look said without words, 'What could you know about what I, son of the Lord of the Domain, am or am not used to?'

Draw lines to match the word with its word group.

Word	Word group
live	noun
presently	adverb
son	verb

(Total for Question 3 = 3 marks)

4 *Jasper and Ged go to the dinning hall.*

A gong had been rung and they came down to eat the noon meal, along with a hundred or more boys and young men. Each waited on himself, loading his plate from great bowls of food.

Which of the following are correct statements?

Tick two boxes.

The bell had been rung to tell them it was meal time.	
The meal was served at noon.	
There were three hundred boys and young men.	
They helped themselves to the food.	

(Total for Question 4 = 2 marks)

5 Read the following text.

There was room for the noisy groups of boys talking and eating mightily, and for the older fellows, in their grey cloaks, who sat more quietly in pairs or alone, with grave, pondering faces, as if they had much to think about.

- (a) What **one** word **of your own** would you use to describe the 'older fellows'?

(1)

- (b) Give **one** example from the text to support your answer.

(1)

(Total for Question 5 = 2 marks)

ANSWER QUESTIONS 6 TO 9.

These questions are about a book called 'The Hound of the Baskervilles'.

It is a story about a detective and his assistant.

They are waiting outside for a man to appear. It is night time and it is very foggy.

6 *The scene is set.*

Every minute the fog, which covered one-half of the countryside, was drifting closer and closer to the house.

Already the first thin wisps of it were curling across the golden square of the lighted window.

Complete the following sentences by writing in the missing word or words.

The fog covered of the countryside.

The thin wisps were across the window.

The window is described as a

(Total for Question 6 = 3 marks)

7 *Read the following sentence about the fog.*

The trees were standing out of a swirl of white vapour.

What does the word 'swirl' tell us about how the fog moves?

.....

.....

(Total for Question 7 = 1 mark)

8 Read the next description.

The fog came crawling round both corners of the house and rolled slowly into one ghostly bank, on which the upper floor and the roof floated like a strange ship upon a shadowy sea.

- (a) Find **three** adjectives that are used in this description.

(3)

- (b) Why has the writer used these words?

(1)

(Total for Question 8 = 4 marks)

9 *The man then appears.*

A sound of quick steps broke the silence of the countryside.

The steps grew louder, and through the fog, as through a curtain, there stepped the man whom we were awaiting.

He looked round him in surprise as he emerged into the clear, starlit night.

Give **two** ways the writer creates fear.

1

.....

2

.....

(Total for Question 9 = 2 marks)

TOTAL FOR PAPER = 25 MARKS

A Wizard of Earthsea by Ursula K. Le Guin © 1971 Puffin Books

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Entry Level 2 Reading Fiction – mark scheme

Question number	Answer	Mark															
1	<p>AO1</p> <p>Award 1 mark for each correctly identified box, up to a maximum of 4 marks.</p> <table border="1"> <thead> <tr> <th>Statement</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>Jasper takes Ged to the Court House.</td><td></td><td>✓ (1)</td></tr> <tr> <td>Jasper shows Ged the wizards.</td><td></td><td>✓ (1)</td></tr> <tr> <td>Jasper takes Ged to the Hearth Hall.</td><td>✓ (1)</td><td></td></tr> <tr> <td>Jasper shows Ged a festival.</td><td></td><td>✓ (1)</td></tr> </tbody> </table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	Statement	True	False	Jasper takes Ged to the Court House.		✓ (1)	Jasper shows Ged the wizards.		✓ (1)	Jasper takes Ged to the Hearth Hall.	✓ (1)		Jasper shows Ged a festival.		✓ (1)	(4)
Statement	True	False															
Jasper takes Ged to the Court House.		✓ (1)															
Jasper shows Ged the wizards.		✓ (1)															
Jasper takes Ged to the Hearth Hall.	✓ (1)																
Jasper shows Ged a festival.		✓ (1)															

Question number	Answer	Mark								
2	<p>AO1</p> <p>Award 1 mark for each correctly numbered sequence, up to a maximum of 4 marks.</p> <table><tr><td>A straw-filled mattress is in the corner.</td><td>4 (1)</td></tr><tr><td>The window looks down to the sea.</td><td>2 (1)</td></tr><tr><td>His sleeping cell has no furnishing.</td><td>3 (1)</td></tr><tr><td>Ged's cell is in the South Tower.</td><td>1 (1)</td></tr></table>	A straw-filled mattress is in the corner.	4 (1)	The window looks down to the sea.	2 (1)	His sleeping cell has no furnishing.	3 (1)	Ged's cell is in the South Tower.	1 (1)	(4)
A straw-filled mattress is in the corner.	4 (1)									
The window looks down to the sea.	2 (1)									
His sleeping cell has no furnishing.	3 (1)									
Ged's cell is in the South Tower.	1 (1)									

Question number	Answer	Mark
3	<p>AO2</p> <p>Award 1 mark for each correctly matched pair, up to a maximum of 3 marks.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">live</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Noun</div> <div>(1)</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Presently</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Adverb</div> <div>(1)</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">son</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Verb</div> <div>(1)</div> </div>	(3)

Question number	Answer	Mark				
4	<p>AO1</p> <p>Award 1 mark for each correct tick identifying a correct statement, up to a maximum of 2 marks.</p> <table><tr><td>The meal was served at noon.</td><td>✓ (1)</td></tr><tr><td>They helped themselves to the food.</td><td>✓ (1)</td></tr></table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	The meal was served at noon.	✓ (1)	They helped themselves to the food.	✓ (1)	(2)
The meal was served at noon.	✓ (1)					
They helped themselves to the food.	✓ (1)					

Question number	Answer	Mark
5	<p>AO4</p> <p>a) Award 1 mark for any word that appropriately describes the 'older fellows', for example:</p> <ul style="list-style-type: none"> • smart (1) • dull (1) • boring (1) • serious (1) • thoughtful (1) • grown up (1) • calm (1) • scary (1). <p>Accept any other valid answer.</p> <p>b) Award 1 mark for any example from the text, if it supports the word chosen for part a), for example:</p> <ul style="list-style-type: none"> • grown up – 'the older fellows' (1) • smart – 'grey cloaks' (1) • serious – 'grave, pondering faces' (1) • calm – 'sat more quietly' (1) • thoughtful – 'they had much to think about' (1). <p>Accept any other appropriate example from the text.</p>	(2)

Question number	Answer	Mark
6	<p>AO2</p> <p>Award 1 mark for each correctly completed sentence, up to a maximum of 4 marks.</p> <p>The fog covered <u>one-half/half</u> of the countryside. (1)</p> <p>The thin wisps were <u>curling</u> across the window. (1)</p> <p>The window is described as a <u>golden square/square</u>. (1)</p> <p>For part d), do not accept 'golden' on its own.</p>	(3)

Question number	Answer	Mark
7	<p>AO2</p> <p>Award 1 mark for a reason explaining why the word 'swirl' has been used.</p> <p>Answers must provide some understanding of how the fog is moving.</p> <p>Answers may include:</p> <ul style="list-style-type: none"> • it is going around and around (1) • whizzing around (1) • wrapping around (1) • twisting in circles (1). <p>Accept any other valid answer.</p>	<p>Do not accept:</p> <ul style="list-style-type: none"> • it is moving • the fog moves without some indication as to how. <p>(1)</p>

Question number	Answer	Mark
8	<p>AO1</p> <p>a) Award 1 mark for each adjective identified, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • ghostly (1) • upper (1) • strange (1) • shadowy (1). <p>b) Award 1 mark for any appropriate reason why the writer has used these words, for example:</p> <ul style="list-style-type: none"> • to make the reader anxious/nervous/scared (1) • to make the fog sound spooky/scary/strange (1). <p>Accept any other valid answer that focuses on explaining the effect of the specific adjectives as used in the text.</p> <p>Do not accept general answers: to make it clearer to the reader/ because they are exciting/because they describe/they make it powerful.</p> <p>A mark can be awarded for each part, even if one part is incorrect.</p>	(4)

Question number	Answer	Mark
9	<p>AO4</p> <p>Award 1 mark for each way identified, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> • the 'sound of quick steps' that break the silence (and make the reader wonder who is approaching and why) (1) • 'steps grew louder' creates fear, mystery and tension (1) • the person is gradually revealed ('as through a curtain') (1) • commas suggest that the speaker is breathing quickly (1) • the man is nervous as he looks around 'in surprise' (1) • the reader does not know who the man is (1). <p>Accept any other valid answer, as long as it is rooted in the text.</p>	(2)

Write your name here

Surname

Other names

Pearson Edexcel
Entry Level

Centre Number

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Candidate Number

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English

Entry Level 3

Component 3 – Reading Non-fiction Test

Sample assessment material for first teaching
September 2017

Suggested timing: 45 minutes

Paper Reference

NENO

**You do not need any other materials (including a dictionary
or a thesaurus, which are not permitted).**
For teacher's use only

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 25.
- The marks for **each** question are shown in brackets
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Advice

- A teacher can read out any text that is in italics to you.
- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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Pearson

ANSWER QUESTIONS 1 TO 3.

These questions are about making banana bread.

BANANA BREAD

1. Preheat the oven to 190°C.
2. Lightly butter the bottom and sides of a 9-inch loaf tin.
3. Place the butter and sugar in a large mixing bowl and beat with an electric mixer on low speed for 1 minute.
4. Add the eggs and milk and beat for 1 minute, until the batter is smooth.
5. Add the bananas and mix for 1 minute.
6. Add the baking soda and salt and mix on low speed for 1 minute.
7. Add the flour and mix on low speed for 1 minute, scraping the sides of the bowl until all of the flour is mixed in.
8. Stir in the walnuts.
9. Pour the batter into the loaf tin and bake for 15 minutes.
10. Reduce the oven heat to 175°C and bake for 45 minutes, until a knife inserted in the centre of the loaf comes out clean.
11. Remove the bread from the tin and place it on a cooling rack.

1 Find two nouns used in **stages 1–4 only**.

1

2

(Total for Question 1 = 2 marks)

2 Which statements from the banana bread recipe are true or false?

Tick **one box** for each statement.

Statements	True	False
Add the apples and mix for 1 minute.		
Add the baking soda and salt.		
Add the flour and mix on high speed.		
Stir in the walnuts.		

(Total for Question 2 = 4 marks)

3 (a) What tone of voice is 'Stir in the walnuts' written in?

Tick **one** of the following:

(1)

Commanding

☐

Polite

☐

Sarcastic

☐

(b) Explain why you have chosen that word.

(1)

(c) Give **one other word** indicating the same tone of voice from the recipe.

(1)

(Total for Question 3 = 3 marks)

ANSWER QUESTIONS 4 TO 6.

Question 4 and 5 are on a webpage that gives 'Tips to eat well for less'.

Tips to eat well for less

Can you eat healthily and save money? You bet your bottom dollar you can! Here are tips to help you have your (low-fat) cake and eat it.

Eat leftovers for lunch

Cook extra portions for your evening meal so that you can have the leftovers for lunch the next day.

Any leftovers can be frozen for another day. Eventually, you'll have a freezer full of homemade meals.

Eat more veg

Meat and fish are typically the most expensive food ingredients on a shopping list. How about adding vegetables to meat dishes to make your meals go further? Or, to keep costs down, why not try a few vegetarian meals during the week?

Make it fun by joining the thousands of people who regularly take part in meat-free Monday.

- 4 (a) Find the phrase that means the same as 'food that has not been eaten'. (1)
-
- (b) Find the word that means the same as 'save money'. (1)
-
- (c) Find the word or phrase that means the same as 'not eating meat'. (1)
-

(Total for Question 4 = 3 marks)

5 'How about adding vegetables to meat dishes to make your meals go further?'

(a) What type of sentence is this?

(1)

(b) Why has this type of sentence been used?

(1)

(Total for Question 5 = 2 marks)

- 6 Complete **the grid**, using the 'banana bread recipe' and the 'Tips to eat well for less' webpage.

Feature	Banana bread	Tips to eat well for less
Form/purpose	A recipe written to instruct.	
Content		Information on how to save money and eat a healthy diet.
Layout	Written numbered stages to tell the reader how to prepare the meal.	
Language		Words are associated with money and food, 'save', 'dollar', 'vegetables', 'lunch'. Questions used to engage the reader and facts are given to provide information.
Audience	People who want to cook a meal.	

(Total for Question 6 = 5 marks)

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ANSWER QUESTIONS 7 TO 9.

These questions are on information about organic food from the Soil Association's webpage.

Organic living

More of the good stuff, less of the bad

Organic means working with nature. It means higher levels of animal care, lower levels of pesticides¹, and more environmentally sustainable² management of the land and natural environment – this means more wildlife!

Organic always means:

- No artificial colours and preservatives.
- The highest standards of animal care.
- No routine use of antibiotics.

Why is organic better for the planet?

Organic works with nature, not against it.

Intensive agriculture causes soil erosion, chemicals running off into water systems and can mean some weeds and insects become resistant to pesticides. Organic farming on the other hand doesn't rely on synthetic³ pesticides. It reduces water and soil contamination. Wildlife can thrive.

¹ *pesticides* = chemicals that kill insects

² *sustainable* = continues over a period of time

³ *synthetic* = made from artificial substances

7 Write **two** meanings for **organic** from the box above.

1

2

(Total for Question 7 = 2 marks)

8 (a) Give **two** positive effects of organic living.

(2)

(b) What does the webpage tell us about the writer's attitude to organic living?

(1)

(Total for Question 8 = 3 marks)

9 Give **one** example of what intensive agriculture can do.

(Total for Question 9 = 1 mark)

TOTAL FOR PAPER = 25 MARKS

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Entry Level 3 Reading Non-fiction – mark scheme

Question number	Answer	Mark
1	<p>AO1</p> <p>Award 1 mark for each correct noun, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • oven (1) • bottom (1) • sides (1) • (loaf) tin (1) • butter (1) • sugar (1) • (mixing) bowl (1) • (electric) mixer (1) • speed (1) • minute (1) • eggs (1) • milk (1) • batter (1). <p>Do not accept any additional nouns from stages 5–11.</p>	(2)

Question number	Answer	Mark															
2	<p>AO1</p> <p>Award 1 mark for each correct answer, up to a maximum of 4 marks:</p> <table border="1"> <thead> <tr> <th>Statements</th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>Add the apples and mix for 1 minute.</td><td></td><td>✓ (1)</td></tr> <tr> <td>Add the baking soda and salt.</td><td>✓ (1)</td><td></td></tr> <tr> <td>Add the flour and mix on high speed.</td><td></td><td>✓ (1)</td></tr> <tr> <td>Stir in the walnuts.</td><td>✓ (1)</td><td></td></tr> </tbody> </table>	Statements	True	False	Add the apples and mix for 1 minute.		✓ (1)	Add the baking soda and salt.	✓ (1)		Add the flour and mix on high speed.		✓ (1)	Stir in the walnuts.	✓ (1)		(4)
Statements	True	False															
Add the apples and mix for 1 minute.		✓ (1)															
Add the baking soda and salt.	✓ (1)																
Add the flour and mix on high speed.		✓ (1)															
Stir in the walnuts.	✓ (1)																

Question number	Answer	Mark
3	<p>AO2</p> <p>a) Award 1 mark for the correct answer identified:</p> <ul style="list-style-type: none"> commanding. <p>b) Award 1 mark for a correct explanation, for example:</p> <ul style="list-style-type: none"> because it is ordering you to do something (1) it is telling you what to do (1) it is a command/an instruction (1). <p>c) Award 1 mark for a correct answer:</p> <ul style="list-style-type: none"> preheat (1) butter (1) place (1) beat (1) add (1) mix (1) scraping (1) stir (1) pour (1) bake (1) reduce (1) remove (1). <p>A mark can be awarded for part c) if the answer(s) in part a) and b) are incorrect.</p>	(3)

Question number	Answer	Mark
4	<p>AO1</p> <p>Award 1 mark for each correct answer up to a total of 3 marks:</p> <p>a) (keep) costs down (1)</p> <p>b) leftovers (1)</p> <p>c) meat-free/vegetarian (1).</p>	(3)

Question number	Answer	Mark
5	<p>AO4</p> <p>a) Award 1 mark for a correct answer:</p> <ul style="list-style-type: none"> (rhetorical) question (1). <p>b) Award 1 mark for a correct explanation:</p> <ul style="list-style-type: none"> to get the reader to think about changing the way they eat (1) to make the reader question themselves (1) to challenge the reader (1) to provide an alternative option (1) to provide a suggestion (1). 	(2)

Question number	Answer	Mark
6	<p>AO3</p> <p>Award 1 mark for each appropriate explanation completed, up to a total of 5 marks.</p> <p>Form/Purpose box – Tips to eat well for less, for example:</p> <ul style="list-style-type: none"> • a website/written to inform (1) • provides information/details (1) • it gives advice (1). <p>Content box – banana bread, for example:</p> <ul style="list-style-type: none"> • details on how to cook banana bread (1) • the method for making banana bread (1) • the different steps for cooking a recipe (1). <p>Layout box – Tips to eat well for less, for example:</p> <ul style="list-style-type: none"> • written in sections/paragraphs (1) • uses headings/large bold headings (1) • has two topics: cooking extra portions and eating less meat (1). <p>Language box – banana bread, for example:</p> <ul style="list-style-type: none"> • words for a recipe, e.g. 'butter', 'flour' (1) • names of equipment needed (1) • numbers, e.g. '375°', '9-inch', '1 minute' (1) • uses verbs to give instructions on how to make the meal, e.g. 'Add' (1). <p>Audience box – Tips to eat well for less, for example:</p> <ul style="list-style-type: none"> • people who are interested in healthy eating and saving money (1) • people who want to change the way they live (1) • people who want to eat less meat/become vegetarian (1). <p>Accept any other valid responses.</p>	(5)

Question number	Answer	Mark
7	<p>AO1</p> <p>Award 1 mark for any example, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • working with nature (1) • higher levels of animal care (1) • lower levels of pesticides (1) • more environmentally sustainable management of the land and natural environment (1) • no artificial colours/preservatives (1) • the highest standards of animal care (1) • no routine use of antibiotics (1). 	(2)

Question number	Answer	Mark
8	<p>AO4</p> <p>a) Award 1 mark for each correct positive effect about organic living, up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • it is about caring for the environment/animals (1) • it means cleaner water (1) • it does not use pesticides (1) • it does not contaminate the soil (1). <p>Accept any other valid answers.</p> <p>b) Award 1 mark for a correct explanation:</p> <ul style="list-style-type: none"> • the writer supports organic living (1) • the writer thinks that organic living is best/good for you (1) • the writer is against intensive agriculture/use of pesticides (1). <p>Accept any other valid answers.</p>	(3)

Question number	Answer	Mark
9	<p>AO1</p> <p>Award 1 mark for a correct answer:</p> <ul style="list-style-type: none"> • causes soil erosion (1) • chemicals running off into water systems (1) • some weeds and insects become resistant to pesticides (1). 	(1)

Write your name here

Surname

Other names

**Pearson Edexcel
Entry Level**

Centre Number

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Candidate Number

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English

Entry Level 3

Component 3 – Reading Fiction

Sample assessment material for first teaching
September 2017

Suggested timing: 45 minutes

Paper Reference

NEN0

**You do not need any other materials (including a dictionary
and a thesaurus, which are not permitted).**

For teacher's use only

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 25.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- A teacher can read out any text that is in italics to you.
- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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ANSWER QUESTIONS 1 TO 3.

These questions are about a book called 'A Christmas Carol'.

In this book, the main character is called Scrooge. He is a very grumpy man and gets a visit on Christmas Eve from four ghosts.

This is the description of the last ghost arriving to see him – the 'Ghost of Christmas yet to come'.

The Phantom slowly, gravely, silently, approached.

When it came near him, Scrooge bent down upon his knee; for in the very air through which this Spirit moved it seemed to scatter gloom and mystery. It was shrouded in a deep black garment, which concealed his head, its face, its form, and left nothing of it visible save one outstretched hand. But for this it would have been difficult to detach its figure from the night, and separate it from the darkness by which it was surrounded.

He felt that it was tall and stately when it came beside him, and that its mysterious presence filled him with a solemn dread. He knew no more, for the Spirit neither spoke nor moved.

- 1 Tick two language features** used in the phrase: 'slowly, gravely, silently'.

Adverbs	
Simile	
Metaphor	
Rule of three	

(Total for Question 1 = 2 marks)

- 2 Which of these statements are true?**

Tick two boxes.

The Phantom is covered in a deep black garment.	
The Phantom's face was formal.	
The Phantom's head was hidden.	
The Phantom is surrounded by a bright light.	

(Total for Question 2 = 2 marks)

3 Look carefully at the words below.

happy

gloomy

boring

noisy

strange

Complete the table below by:

- choosing **two** words that best describe the atmosphere created in the text
- giving a reason why you have chosen **each** word
- giving an example from the text to support **each** word choice.

The two reasons and examples should be different.

Word chosen	Reason	Example from the text
1.		
2.		

(Total for Question 3 = 6 marks)

ANSWER QUESTIONS 4 TO 6.

These questions are about a book called 'The Ghost of Thomas Kempe'.

In this book, James has just moved into an old house which he thinks is haunted.

'Is something worrying you dear?' said Mrs Harrison. 'You're not getting some silly idea in your head about this house, are you? Just because it's an old house.'

'But – there are books about poltergeists*. So they must be true.'

'No James,' said his father, folding the newspaper so that the crossword was neatly exposed, and looking round for a pencil. 'I'm afraid all such beliefs are just fantasies. Ghosts, poltergeists*, the lot. They make a good story, that's all. And feed a peculiar appetite for the supernatural that some people have. But there's absolutely no scientific evidence for their existence at all: it's been proved time and again. They always turn out to have some simple explanation, or to be the product of someone's enlarged imagination. So get that idea out of your head.'

He began to fill in the crossword, with precise, unhurried strokes of the pencil.

**poltergeists are ghosts that like to play nasty tricks on people in order to scare them.*

4 Find **three** phrases that show James's dad does not believe in ghosts.

1

2

3

(Total for Question 4 = 3 marks)

5 (a) What is Mr Harrison doing **before** he speaks to James?

(1)

(b) Give evidence from the text to support your answer.

(1)

(Total for Question 5 = 2 marks)

6 (a) What types of sentences have been used in the following?

(i) 'Is something worrying you dear?'

(1)

(ii) 'So get that idea out of your head.'

(1)

(b) The two sentences below show that Mr and Mrs Harrison react differently to James.

Briefly explain what **both of these sentences** show us about how James's mother and father respond to how he feels.

(i) Mrs Harrison says: 'Is something worrying you dear?'

This sentence shows us that:

(1)

(ii) Mr Harrison says: 'So get that idea out of your head.'

This sentence shows us that:

(1)

(Total for Question 6 = 4 marks)

ANSWER QUESTIONS 7 TO 9.

These questions are about a book called 'The Woman in Black'.

In this book, Arthur Kipps describes the moment that he sees the ghost, the woman in black.

And then, quite suddenly, I saw her. She was standing away from any of the people, close up to the trunk of one of the trees.

I looked directly at her and she at me. There was no mistake. My eyes were not deceiving me. It was she, the woman in black with the wasted face, the ghost of Jennet Humfrye. For a second, I simply stared in astonishment, then in cold fear. I was paralysed, rooted to the spot on which I stood, and all the world went dark around me and the shouts and happy cries of all the children faded. I was quite unable to take my eyes away from her.

There was no expression on her face and yet I felt all over again the renewed power emanating¹ from her, the malevolence² and hatred and passionate bitterness. It pierced me through.

¹ *emanating means coming from*

² *malevolence means evil*

7 How do we know that Arthur Kipps is frightened of the ghost?

1

2

(Total for Question 7 = 2 marks)

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- 8 (a) Why is the ghost 'standing away from any of the people, close up to the trunk of one of the trees'?

(1)

- (b) (i) In your **own words**, what makes the ghost look scary?

(1)

- (ii) Support your answer with **one** example from the text.

(1)

(Total for Question 8 = 3 marks)

- 9 Give **one** emotion that the ghost shows.

(Total for Question 9 = 1 mark)

TOTAL FOR PAPER = 25 MARKS

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The Ghost of Thomas Kempe © Penelope Lively, New Edition (23 February, 1984)

The Woman in Black by Susan Hill © 2012 Sheil Land

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Entry Level 3 Reading Fiction – mark scheme

Question number	Answer	Mark				
1	<p>AO1</p> <p>Award 1 mark for each correctly identified language feature.</p> <table><tr><td>Adverbs</td><td>✓ (1)</td></tr><tr><td>Rule of three</td><td>✓ (1)</td></tr></table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	Adverbs	✓ (1)	Rule of three	✓ (1)	(2)
Adverbs	✓ (1)					
Rule of three	✓ (1)					

Question number	Answer	Mark				
2	<p>AO1</p> <p>Award 1 mark for each correctly identified statement.</p> <table><tr><td>The Phantom is covered in a deep black garment.</td><td>✓ (1)</td></tr><tr><td>The Phantom's head was hidden.</td><td>✓ (1)</td></tr></table> <p>Accept any form of correct identification – boxes can be ticked, crossed or identified with a symbol.</p>	The Phantom is covered in a deep black garment.	✓ (1)	The Phantom's head was hidden.	✓ (1)	(2)
The Phantom is covered in a deep black garment.	✓ (1)					
The Phantom's head was hidden.	✓ (1)					

Question number	Answer	Mark
3	<p>AO2</p> <p>Award 1 mark for each correctly identified word:</p> <ul style="list-style-type: none"> gloomy (1) strange (1). <p>Award 1 mark for each different valid reason, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> gloomy suggests it is dark/dull (1) strange suggests that it is mysterious/odd/unusual (1). <p>Award 1 mark for each different valid example, up to a maximum of 2 marks, for example:</p> <ul style="list-style-type: none"> 'seemed to scatter gloom and mystery' (1) 'its mysterious presence filled him' (1). <p>Award any valid answers that attempt to explain what the words suggest about the atmosphere created in the text.</p> <p>Students should not be penalised if they forget to use quotation marks.</p>	(6)

Question number	Answer	Mark
4	<p>AO1</p> <p>Award 1 mark for each correctly identified phrase, up to a maximum of 3 marks:</p> <ul style="list-style-type: none"> • '(I'm afraid all such beliefs) are just fantasies' (1) • '(They make) a good story' (1) • 'feed a peculiar appetite for the supernatural (that some people have)' (1) • 'no scientific evidence (for their existence)' (1) • '(They always turn out to) have some simple explanation' (1) • 'product of someone's enlarged imagination' (1). <p>Quotation marks are not required.</p>	(3)

Question number	Answer	Mark
5	<p>AO4</p> <p>a) Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • looking at/reading the newspaper (1) • (about to do) the crossword (1). <p>b) Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • 'folding the newspaper'(1) • '(the) crossword was neatly exposed' (1). <p>Quotation marks are not required.</p>	(2)

Question number	Answer	Mark
6	<p>AO2</p> <p>a) Award 1 mark for each correctly identified sentence type: i) 'Is something worrying you dear?' – question (1) ii) 'So get that idea out of your head.' - statement/command (1).</p> <p>b) i) Award 1 mark for an explanation of Mrs Harrison's feelings. Responses could include:</p> <ul style="list-style-type: none"> • Mrs Harrison is caring/sensitive/concerned about James (1) • she is aware that something is the matter with James (1) • she thinks it is just because the house is old that strange things are happening (1) • she tries to reassure James (1). <p>Accept any other valid answer.</p> <p>Do not accept: 'She is worried' or answers that re-work the given quotation. Students must demonstrate an understanding of the language.</p> <p>ii) Award 1 mark for an explanation of Mr Harrison's feelings. Responses could include:</p> <ul style="list-style-type: none"> • Mr Harrison thinks that James is being ridiculous (1) • he thinks James is silly (1) • he tells James to forget it/forget thinking about the ghost (1) • he is quite sharp/abrupt towards James (1) • he was no sympathy for James (1). <p>Accept any other valid answer.</p> <p>Do not accept: 'He tells him to get it out of his head' or answers that re-work the given quotation. Students must demonstrate an understanding of the language.</p>	(4)

Question number	Answer	Mark
7	<p>AO1</p> <p>Award 1 mark for answers that recognise how Arthur Kipps is frightened of the ghost, up to a maximum of 2 marks.</p> <p>Responses may include the following but may be expressed in different ways:</p> <ul style="list-style-type: none"> • he stares at her/cannot believe his eyes/stares in astonishment/unable to take his 'eyes away from her' (1) • describes her horrifying face/mentions the 'wasted face' (1) • he is in 'cold fear' (1) • he is 'paralysed'/'rooted to the spot' (1) • everything seems to go dark/quiet (1) • he can sense her 'malevolence'/'hatred'/'bitterness'/'It pierced me through' (1). <p>Accept any other valid answer.</p>	(2)

Question number	Answer	Mark
8	<p>AO4</p> <p>a) Award 1 mark for a relevant point in relation to providing a reason why the ghost is 'standing away from any of the people', for example:</p> <ul style="list-style-type: none"> • she does not wish to be seen by anyone else (1) • she only wants to frighten Kipps (1) • she can be seen only by Kipps (1) • she does not exist – she is only a shadow of the tree (1). <p>Accept any valid answer that is rooted in the text. Do not accept a re-working of the question. Students must demonstrate an understanding of the quotation.</p> <p>b) i) Award 1 mark for identifying a way that the description of the ghost is scary, for example:</p> <ul style="list-style-type: none"> • the ghost stares at Arthur Kipps (1) • the ghost is described as looking scary as she is dressed in black (1) • has a face that looks like a skeleton (1) • she looks like a statue (1) • looks as though she has no feelings (1). <p>Accept any valid explanation about how the ghost is described as being scary.</p> <p>ii) Award 1 mark if part a) i) response is supported with a relevant example from the text, for example:</p> <ul style="list-style-type: none"> • 'I looked directly at her and she at me' (1) • 'the woman in black'/'wasted face' (1) • 'no expression on her face' (1). 	(3)

Question number	Answer	Mark
9	<p>AO1</p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> • malevolence (1) • hatred (1) • (passionate) bitterness (1). <p>Also accept shows no emotion/expressionless.</p> <p>Accept any other valid answer but they must be an emotion.</p>	(1)

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