



Sample papers

NCFE Level 1 English Suite

This sample assessment paper has been designed to provide you with exemplar tasks and questions for the NCFE Level 1 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:

- use punctuation to aid the understanding and production of text
- construct simple and compound sentences
- spell familiar and common word(s) used in work, studies and daily life.

Constructing sentences**Section A: Be able to use punctuation correctly**

A1. Explain when you would use the following punctuation:

capital letter
full stop
question mark
exclamation mark
inverted commas
comma
apostrophe

A2. Circle the letters that should be capitals in the following paragraph:

ashar is applying for a job at nissan. he loves working with cars. he has been shortlisted for an interview. the interview is at 10 o'clock next monday at the company's factory in sunderland.

A3. Circle the places where there should be full stops in the following paragraph:

Ashar is going to make sure he gets to the interview in good time It's important to show that you can be punctual He's going to allow extra time in case of any delays, so he'll catch the bus that leaves at 8:44

A4. Add the correct punctuation mark to the end of each of the following sentences:

I am here to see the personnel manager
What time is your interview
Fantastic, you got the job

A5. Add inverted commas to the following sentences:

- (a) Can I see your certificates? asked the manager.
- (b) Yes. Here they are. replied Ashar.
- (c) Ashar said I have first aid and health and safety certificates if you want to see them too.
- (d) That's fine. I don't need to see any more the manager told him.

A6. Put commas in the correct places in the following sentences:

- (a) You need to able to work quickly accurately and methodically on the production line.
- (b) I think I can do that because I can concentrate follow instructions and pay close attention to detail.
- (c) Can you give me examples of when you've used initiative teamwork or problem solving skills?
- (d) Once my boss was off sick so I found his diary and made sure I knew what had to happen that day. I rang customers organised my colleagues booked deliveries sent emails and did my best to make sure the day ran to plan.

A7. Circle where the apostrophes should be in the following sentences:

- (a) On the production line youll operate technical equipment.
- (b) It looks tricky, but its easy once you are used to it.
- (c) Dont worry as you will be part of a team under the supervision of a shift leader.
- (d) Theyll give you all the help and support you need.

A8. Add capital letters and punctuation to this paragraph:

office staff at nissans sunderland plant work on a fixed day shift basis manufacturing staff work alternate morning and evening shifts morning shifts run from 7am to 3:18pm evening shifts run from approximately 4:35pm to 12:53am when required overtime is worked although it is balanced out during the year with planned downtime during times of high demand there is a 3 shift system brennan clark a production worker explained we can work around the clock now were the most productive car plant in the country its hard work when you first start but you soon get used to it

Section B: Be able to use correct grammar

B1. Put the correct tense of the verb **to go** into the following sentence:

I had a job interview yesterday and I think it _____ well.

B2. Put the correct tense of the verb **to be** into the following sentence:

There _____ seven other people being interviewed today.

B3. Put the correct tense of the verb **to need** into the following sentence:

Last year the company _____ two new admin staff. This year they need two.

B4. Put the correct tense of the verb **to hear** into the following sentence:

They told us that we can expect to have _____ from them by next week.

B5. Write the best word from those given below, to join the phrases into a sentence:

that, during, because, before, whether, but

(a) I think I have a good chance _____ I have experience of that kind of work.

(b) I really want to work there _____ I don't want to get my hopes up.

B6. Write the best word from those given below, to join the phrases into a sentence:

until, during, but, before, as

(a) I am going to wait for the letter _____ I apply for any other jobs.

(b) If I am unsuccessful, I will look for another job _____ I want to earn more money.

B7. Circle the correct word to use in each sentence.

(a) Some of the candidates is / were late.

(b) Only one of the others had / have worked in an office before.

(c) Before the interview, the managers give / gave us a tour of the building.

(d) I would really like to work / working there.

(e) I am / is going to be nervous while I wait.

(f) Who is / are going to get the job?

Section C: Be able to spell correctly

C1. Fill the gaps with 'ie' or 'ei'.

- (a) The firm has lots of vacanc__s.
- (b) Only people shortlisted for interview will rec__ve a letter.
- (c) I bel__ve I will be one of them.

C2. Fill the gaps with 'tion' or 'sion'.

- (a) The competi_____ is fierce as there are over 100 applicants.
- (b) It will be difficult for the employer to make a deci_____.
- (c) They are looking for staff with a good educa_____.

C3. Fill the gaps with 'ch' or 'tch'.

Job sear_____ tips

Talk to friends and family to find out about where jobs may be on offer. Post your CV online – that way employers can find you. Target companies and ma_____ your skills to jobs they may have. Stay positive. You may have to pi_____ for lots of jobs before the right one comes along.

C4. Write the correct words in the gaps so that the sentences are correct.

(a) **you're, your**

_____ interview is at 11 o'clock.

(b) **meet, meat**

The general manager will _____ you first.

(c) **sight, site**

We will need _____ of your original qualification certificates.

- C5. Use one of the given prefixes to fill the gaps:

Un Dis Re

It is not ____usual to be nervous before and during a job interview. If you have the choice, ask for a morning appointment. That way you won't be at home feeling ____comfortable about it all day. Try to enter and leave the room with confidence. A smile and a strong handshake will ____assure the interviewer that you are confident, even if you're not. You may ____agree, but it can help to remember that nerves can be good too!

- C6. Change the underlined word into a plural.

The boss will see you next.

- C7. Change the underlined word into a plural.

We'd like to hear about your hobby.

Composing texts

Writing task 1: Handwritten

- You can use a bilingual dictionary and a dictionary.
- You will use paper for this task.
- You will be assessed on:
 - planning and writing a clear text
 - producing legible text
 - writing in sentences
 - spelling
 - format
 - grammar and punctuation.

Task 1

Film club

You are a member of your school / college / workplace film club.

The club chairperson has asked each member to submit a review of their favourite film and the reasons why it should be selected to be shown at the club.

Plan and draft a review of your favourite film in the space provided. Then write out your review in full. Do not forget to include the reasons why your choice of film should be shown at the club.

Your review should be at least 200 words. You may like to include:

- film title
- director (if known)
- the film's characters
- the plot / story
- your personal views and thoughts of the film
- why you think your film should be shown.

Plan and draft your film review in the space provided.



Plan and draft your film review in the space provided.

Write your film review in the space provided.

Writing task 2: Typed

- You need 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:
 - planning and writing a clear text
 - writing in sentences
 - spelling
 - format
 - effective use of a word processing package
 - grammar and punctuation.

<p>You recently organised a party for an important birthday. Everyone had a good evening but there were some complaints from your friends and family about the food and the attitude of the catering company's staff. Some of the food was a bit dry and slightly stale and the staff talked amongst themselves while people were waiting to be served.</p> <p>You have decided to complain to Cook's Catering about the poor standard of their food and service. Plan and write a letter of complaint to Jang Jaspal, the owner of Cook's Catering.</p> <p>In your letter you should:</p> <ul style="list-style-type: none"> • state why you are complaining • say what you would like to happen next <p>Remember to set your letter out correctly.</p> <p>Remember to word -process your final letter.</p> <p>Your letter should be at least 200 words.</p>	<p style="text-align: center;">Cook's Catering</p> <p style="text-align: center;">Private catering services</p> <p style="text-align: center;">The best food and drink for your special occasion!</p> <p>Anything, anywhere - birthdays, anniversaries or summer BBQs.</p> <p>We can provide you with the catering you need for your event.</p> <p>We provide the best quality food and drink, and cater for all diets.</p> <p>Call Jang Jaspal now on 0123 456 789 for a free quote!</p>
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Plan and draft your letter in the space provided or you may use the computer.

Plan and draft your letter in the space provided or you may use the computer.

Write your letter in the space provided or you may use the computer.

Writing task 3: Typed

- This task has 3 steps.
- You can use a bilingual dictionary and a dictionary.
- You will be assessed on:
 - planning and writing a clear text
 - writing in sentences
 - spelling
 - format
 - grammar and punctuation.

Information

A friend of yours is applying for the position of trainee chef in a local Italian restaurant. He has written a covering letter to the head chef and has asked you to look through it to make sure there are no mistakes. He has also asked you to improve both the language and layout.

You should:

- read through the letter carefully to look for spelling, punctuation and grammar mistakes, then mark and correct the mistakes on the paper
- suggest improvements to the layout and language to make the letter more formal, then note these on the paper
- write the letter out again including your improvements to language and layout, and with correct spelling, punctuation and grammar.

7 Stone Street
Stonebridge
Calmouth
CA2 3EZ

Feb 2 /21

Dear Madame

I was writing to apply to the post of Trainee Chef I saw advertised the local paper last Wensday. I've been studying an catering course at college since a year and left last summer with that and a L1 Certificate in food Hygiene. I then started work in september at Lombardo's in Stonebridge and was there about 3 months before I left. My job involves chopping veg, make salads desserts and speciality cofees.

I am a fast learner and am cool under pressure and can do loads of things at the same time, which is good skills for a chef! Now I want to develop my skills and get on to the next step in my career.

In my free time i cook for mates and family and spend a lot of time thinking up new receipes. I enclose a copy of my cv and look forward to hearing from you soon.

Best

Steve Masters

Interpreting texts

Section A: Understand the main events of different types of continuous texts

Text 1

How to use the scanner

Before you scan

1. Place document face down on the scanner (top of document should be placed on the scanner near where you lift the cover of the scanner).

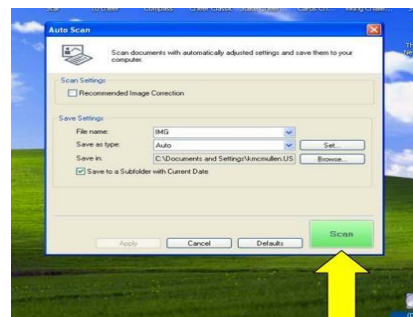


Scanning

2. Click on "AUTO SCAN" icon on the desktop.



3. Click on "SCAN".



After scanning

4. The scanned document appears.
5. To rename the document, right click on the scanned image and click "RENAME".

1. What is the purpose of this text?
2. Give two features of the text that make it easy to follow.

Text 2

Production Line Worker

Location: Watford, Hertfordshire

Contract: Permanent, full-time

Pay: £8.80 per hour

Our fast-expanding client is a modern-thinking company with a passion for what they do.

They require friendly individuals to join a growing team.

- FAST paced production environment, good eye for detail.
- Packing food for consumers.
- Working in a team of 12 reporting to a team leader.
- Have the ability to work on your own initiative as well as in a team.
- No experience required.

You should be:

- reliable
- able to work flexibly
- an active team player but also able to work on own initiative
- a good communicator about to interact with customers and other personnel.

3. What is the purpose of this text?

Text 3**PENSION MYTHS**

There is a lot of confusion surrounding pensions and saving. This can make people feel confused about how much they really need to fund their retirement. We debunk some common pension myths for you.

People say “It’s not worth saving into a pension” **FALSE!** Most people can expect to get back more in retirement than they put in their pension. Most people saving into a workplace pension benefit from contributions from their employer and the government in the form of tax relief.

People say “It’s going to be complicated.” **FALSE!** You do not have to do anything to benefit from a workplace pension – all employees who meet the required criteria will in due course be automatically enrolled into a workplace pension.

People say “My house will be my pension pot.” **BE CAREFUL!** Property does not allow you to spread your money across a range of investments like a pension and does not have the same tax benefits.

People say “I can only pay in a small amount so it isn’t worth it” **FALSE!** Your contribution to your workplace pension will be a percentage of your salary. You are also likely to benefit from a contribution from your employer and may get tax relief from the government too.

People say “The State Pension will be enough.” **BE CAREFUL!** For many people, relying on this alone could mean a fall in income upon retirement. Saving into a workplace pension means you will have more money to continue doing the things that you enjoy when you retire.

People say “Retirement is a long way off – it is too early to start saving” **FALSE!** It is never too early to start saving! Saving via a workplace pension is easy and you do not have to do anything as your employer will enrol you. The sooner you start to save, the more money you will have when you retire.



4. What do you think this text is trying to do?
5. What do you think might happen if people do not save into a pension?

Text 4**Late delivery**

We failed to ship the Danco order last week for a number of reasons. Firstly, the raw materials were delivered to us on Tuesday afternoon, when they had been due on Monday morning, so that put us a day behind. The job was set up on Tuesday afternoon ready to start on Wednesday morning. However, on Wednesday morning production line 2 were short of four workers due to sickness. I was able to draft in two other workers from production line 1, but there simply was not enough time left to get this job out on time. I rang our contact at Danco myself to apologise and to let them know that the order will be with them on Monday and to say that this will not happen again. I also called Anit Ltd, who were at fault with the late delivery to us. They said that it was due to a shipping error in their warehouse and have apologised. They have now put an additional quality procedure in place to ensure this will not happen again.

6. What is the purpose of this text?
7. From any of the texts, select two examples of persuasive language.
8. From any of the texts, select two examples of descriptive writing.
9. Which of the texts gives you instructions?

10. For one of the texts, explain how the image supports the text.
11. Which of the text has the main purpose of explaining something to the reader?
12. Which of the texts uses subheadings and how do they help you when reading the text?

For questions 13, 14, 15(a), 15(b) and 17 you will need to submit the document/text that you have used to answer the question as evidence.

13. Use a local directory to locate the name, address and phone number of a local electrician.
14. Use a road atlas and its index page. You have to drive to a course for work. You work in Hereford city centre. The course is in Melksham. Avoiding motorways, list the roads you will use on your way to the course.
- 15(a). Find an article in a newspaper and write down two main points of the article. You need to name the article first.
- 15(b). Using the same article, write one sentence to describe the article.

16. Look at this Fire Action notice.

FIRE ACTION**IF YOU DISCOVER A FIRE:**

Immediately sound the fire alarm.

Attack the fire, if possible, with the appliances provided but without taking personal risks.

ON HEARING THE ALARM:

The duty fire warden will call the fire service immediately.

Leave the building and report to the person in charge of the assembly point in the car park.

The fire warden or the deputy fire warden on the affected floor or department will take charge of any evacuation and ensure that no one is left in the area.

REMEMBER:

- USE THE NEAREST AVAILABLE EXIT
- DO NOT USE LIFTS (if the building contains lifts)
- DO NOT STOP TO COLLECT PERSONAL BELONGINGS.

(a) What is the first thing to do if you discover a fire?

(b) When the alarm sounds, who should call the fire service?

(c) What two things should you NOT do in case of fire?

17. Find an article in a newspaper. First, skim read it, then scan it and then read it.

(a) Explain what skim reading the article told you.

(b) Explain what scanning the article told you.

(c) Explain how you read for information.

Use reading skills to develop vocabulary

- You will need to have created a vocabulary journal of at least 20 words. These words will be words you were not familiar with or did not know the meaning of.
- You may use a bilingual dictionary and a dictionary.
- You will need to submit your reference texts.
- You will be assessed on your ability to:
 - use reference materials to find the meaning of unfamiliar words
 - apply your knowledge of word structure, related words, root words, derivations and borrowings
 - apply your knowledge of prefixes to find meaning.

18. Choose five words from your vocabulary journal and write down their meaning.

Word 1:

Word 2:

Word 3:

Word 4:

Word 5:

19. Choose two words from your vocabulary journal. Write each word in a sentence to show that you understand its meaning.

Word:

Sentence 1

Word:

Sentence 2

20. Give three examples of foreign words that are 'borrowed' from foreign languages and used in English. Explain the meaning of each.

Word 1:

Word 2:

Word 3:

21. The word **comfortable** uses the root word **comfort**. Write two words that use the word **cover** as a root word.

Word 1:

Word 2:

22. The word **percent** comes from the root **cent**, meaning one hundred.

Explain what the root **micro** means and how it may help you understand the meaning of the word **microscope**.

23. Which of these words does not use 'pre' as a prefix?

- (a) preaching
- (b) prearrange
- (c) predictable
- (d) premature

Answer: _____.

24. Use the prefixes and given words to make new words:

mis in over

- (a) act
- (b) match
- (c) accurate
- (d) fortune

25. Give one new word based on the word 'play'.

Listening and responding to others

Task 1

Scenario

You have decided to plan a 3-week trip touring a foreign country. You do not want to book a package holiday as you want to 'do your own thing'.

You have decided to attend a talk 'Planning to tour a foreign country' which you hope will help you get your plans underway.

Listening to a talk

- Actively listen to the talk.
- Take note of points that will help you in your planning (these ideas will help you with Task 3 so you may want to make a note on paper).
- At the end of the talk, and during it, you will be given opportunities to ask questions - make sure you ask questions that will help you to plan your own trip.

You will be assessed on your ability to:

- understand and follow the information you are given
- understand instructions, explanations and narratives
- maintain concentration
- use active listening skills in a face-to-face situation
- ask appropriate questions to retrieve relevant information
- join in conversations at appropriate times and in appropriate ways to check your understanding or to find out more information
- give appropriate feedback, including verbal and non-verbal signals, to:
 - show that you are interested
 - check your understanding
 - reassure speakers
 - show speakers you understand.

Task 2

Scenario

You are planning a 3-week trip touring a foreign country (or part of one). You need to find out what jabs or inoculations you need to travel to your chosen destination, how you can get them and when you should get them.

Step 1 - Role play

Role-play a telephone call to your local health centre for information about the jabs and inoculations you will need before you travel to your chosen destination.

Before you start, you should think about:

- how you will start the conversation
- what questions you need to ask.

You will be assessed on your ability to:

- use active listening skills when communicating over the telephone
- ask appropriate questions to retrieve relevant information
- join in conversations at appropriate times and in appropriate ways to check your understanding or to find out more information
- give appropriate feedback, including verbal and non-verbal signals, to:
 - show that you are interested
 - check your understanding
 - reassure speakers
 - show speakers you understand.

Step 2 - Discussion

Discuss with your tutor what you have discovered, your holiday plans so far and what you intend to do next.

You will be assessed on your ability to:

- understand and follow the information you were given during the telephone call
- understand instructions, explanations and descriptions given to you during the telephone call
- maintain concentration
- respond to questions
- work out what you are being asked
- give an appropriate level of detail in reply to the questions you are asked.

Task 3 will have two steps:

Scenario

You have planned a 3-week trip touring a foreign country (or part of one). You would now like to explain your ideas to some fellow students and discuss their reactions to your plans. You think this will help you to move your plans on further or to finalise them. You have agreed to listen to the plans of other students so that they can do the same.

Step 1 - Give a talk

Describe and explain your plans to your group. You can use any 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 explain:

- where you plan to go and why
- what you plan to do there
- where you plan to stay
- what you will need to do before you leave.

You will be assessed on your ability to:

- respond to questions
- work out what you are being asked
- give an appropriate level of detail in reply to the questions you are asked.

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

Actively listen to the descriptions and explanations of other learners about the trip they have planned. Join in the discussion about their plans and help to move their plans forward.

You will be assessed on your ability to:

- use active listening skills in a group situation
- ask appropriate questions to retrieve relevant information
- join in conversations at appropriate times and in appropriate ways to check your understanding or to find out more information
- give appropriate feedback, including verbal and non-verbal signals, to:
 - show that you are interested
 - check your understanding
 - reassure speakers
 - show speakers you understand.

Participating in discussions

Instructions

- Your speaking and listening skills will be assessed in two tasks.
- You will discuss a topic with one other person for Task 1.
- You will discuss a topic with a group for Task 2.
- You will need to complete both tasks.

Task 1

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

- contribute in a suitable way
- interrupt and make your points clearly
- use eye contact and body language
- respond to a different point of view.

The topic of your discussion is going to be:

Celebrities' private lives.

Prepare for your discussion by reading the beginning of a newspaper article about how the media (such as newspapers/magazines) has interfered in the very private health matters of famous people.

Your tutor will tell you when to start your discussion.

Your discussion with the other person should last at least 2 minutes.

PRIVATE: KEEP OUT!

Has the media taken prying into celebrities' health issues too far?

They are all over the papers, celebrity magazines, Twitter, Facebook, all day every day! It is expected that famous people will give up some of their privacy when they become well known; they always have to deal with constant autograph-seekers and fanatic fans. However, should they have to worry about their medical information being leaked to the papers in moments of crisis or ill health?

Recently, friends of a famous female actress had to call the emergency services after she had a fit at a party. Just days after this happened, the details of the emergency call were leaked to the papers.

Is this fair publicity?

Task 2

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

- contribute relevant information in an appropriate manner
- make relevant and timely contributions
- show respect for the turn-taking rights of others
- use strategies to encourage others to contribute
- use appropriate phrases for interruption and clarification
- show effective use of eye contact, body language and behaviour.

Role play scenario 1

You are a member of your school/college/workplace leisure committee and have been asked to help organise a music night including live bands and local DJs for your place of study/work.

Take part in a discussion about a theme for the evening and the type of music that should be played.

Your tutor will tell you when to start your discussion.

Speaking to others

You will be assessed on your ability to:

- speak clearly in a way which suits the situation
- present information and ideas in a logical sequence.

Role play scenario 1

You have a friend who is thinking about studying at your school, college or training centre. Your friend does not know which course (or courses) would be best to choose and has asked you for help and advice.

First:

Phone your friend to arrange a time and place where you can meet for a chat. Confirm the reason for your meeting and suggest some things they might want to think about before you meet up.

Then:

Role-play the meeting. During your conversation you will need to:

- check why your friend wants to study and ask them about their future plans
- describe some suitable courses and explain why these would be useful for them
- provide them with information about the school / college / training centre and how to enrol
- answer any questions they may have
- check that they have understood the information you have provided.

Role play scenario 2

You have left your bag on the bus.

You make a phone call to the bus company's lost property office to find out whether it has been handed in. Luckily it has, and you need to find out how to collect it.

During this conversation, you will need to gather all the important information for collecting your bag. This might include where the lost property office is located and how to get there, which days and hours the office is open, who you need to see when you arrive, whether there is a charge for the service and whether you need to bring proof of ownership or ID.

During and after your telephone conversation, make a note of all the necessary information for collecting your bag. Explain clearly to your tutor what you need to do.

Role play scenario 3

Recently in class you have been discussing favourite dishes that you like to cook for parties, festivals or special occasions.

One of your classmates has mentioned a dish which sounds delicious, and you would like to try to make it yourself.

Talk to your classmate to find out how to cook this dish. You might want to find out something about the history of the dish, what it is called and when your friend usually makes it. You will also need to know which ingredients to buy and where to find them, how much of each ingredient is needed and whether any special equipment is necessary. Finally, after finding out how to prepare the food and how long it takes to cook, it might also be useful to know how to present the food once it is ready.

Make a note of all the necessary information for cooking this dish and explain it to your tutor.

Responding to creative texts

You will be assessed on your ability to:

- discuss prose writing
- discuss poems.

Task 1

- You can use a bilingual dictionary and a dictionary.
- You will have access to the selected texts.
- You will be assessed on how well you can:
 - demonstrate some knowledge of the complete piece of prose text
 - demonstrate some knowledge of the key features of the narrative
 - outline the role of a character from the text
 - identify where language is used to add to the story and reading experience in an extract from the prose.

3. Outline the role of one key character in the text.
4. Identify, with examples, where the use of language and literary techniques create effect and improve the reading experience.

Task 2

- You can use a bilingual dictionary and a dictionary.
- You will have access to the selected poems.
- You will be assessed on how well you can:
 - state what the given poems are about
 - identify how the writers use literary techniques to create effect
 - identify relevant parts of the poems to support key questions.

Digging

Between my finger and my thumb
The squat pen rests: snug as a gun.

Under my window, a clean rasping sound
When the spade sinks into gravelly ground:
My father, digging. I look down

Till his straining rump among the flowerbeds
Bends low, comes up twenty years away
Stooping in rhythm through potato drills
Where he was digging.

The coarse boot nestled on the lug, the shaft
Against the inside knee was levered firmly.
He rooted out tall tops, buried the bright edge
deep To scatter new potatoes that we picked
Loving their cool hardness in our hands.

By God the old man could handle a spade.
Just like his old man.

My grandfather cut more turf in a day
Than any other man on Toner's bog.
Once I carried him milk in a bottle
Corked sloppily with paper. He straightened up
To drink it, then fell to right away
Nicking and slicing neatly, heaving sods
Over his shoulder, going down and down
For the good turf. Digging.

The cold smell of potato mould, the squelch and
slap
Of soggy peat, the curt cuts of an edge
Through living roots awaken in my head.
But I've no spade to follow men like them.

Between my finger and my thumb
The squat pen rests.
I'll dig with it.

Seamus Heaney

Follower

My father worked with a horse plough,
His shoulders globed like a full sail strung
Between the shafts and the furrow.
The horses strained at his clicking tongue.

An expert. He would set the wing
And fit the bright-pointed sock.
The sod rolled over without breaking.
At the headrig, with a single pluck

Of reins, the sweating team turned round
And back into the land. His eye
Narrowed and angled at the ground,
Mapping the furrow exactly.

I stumbled in his hobnailed wake,
Fell sometimes on the polished sod;
Sometimes he rode me on his back
Dipping and rising to his plod.

I wanted to grow up and plough,
To close one eye, stiffen my arm.
All I ever did was follow
In his broad shadow around the farm.

I was a nuisance, tripping, falling,
Yapping always. But today
It is my father who keeps stumbling
Behind me, and will not go away.

Seamus Heaney

1. Write a paragraph to explain what each of the given poems is about.

Digging

Follower

2. Give **one** example each of simile, metaphor, onomatopoeia and alliteration from the poems.

3.1 Explain the point of view of the poet in **Follower**.

3.2 How is the nature of the relationship between Heaney and his father different in each poem?

3.3 Provide a quote from **Digging** that illustrates that what the poet does for a living is different from his father and grandfather.

3.4 In **Digging**, what causes Heaney to look down and remember his childhood?

3.5 In **Follower**, give an example of how Heaney provokes sadness or pity in the reader.

END OF PAPER

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