IQM3001

LEVEL 3 · CONTROLLED ASSESSMENT

INTO QUALIFICATIONS

English for Academic Purposes

Reading Examination Paper 1

Candidate question paper

Duration
90 minutes including 10 minutes for transfer

Total marks
60

Assessment window
Sample assessment

Assessment setSet S of 2026

Response instruction
Follow the response instruction shown for each item.

Release timing
exam release

Paper
P1-R

Assessment set ID
2026-A

INTO QUALIFICATIONS LEARNER ID

DELIVERY CENTRE ID (OPTIONAL)

EXAM DATE

ASSESSMENT SETSet S of 2026

Do not open this paper until instructed. Record all final answers on the separate answer grid.

FOR MARKER USE ONLY

Marker initials	**Mark / 60**

Instructions

Answer every question. Each question is worth one mark. You have 90 minutes, including 10 minutes to transfer answers. This is a closed-book assessment: no dictionaries, candidate-provided notes, internet or AI are permitted. Use only the supplied texts and approved access arrangements. Write all final answers on the separate answer grid.

Source note: All passages are original instructional texts. Institutions, researchers and studies in the passages are fictional and are not representations of published evidence.

A book exchange opens its doors

A student book exchange will open at Westmere College next month. The project will allow students to pass on books they no longer need and collect titles that support their studies. Unlike a lending library, the exchange will not require readers to return a book. Its organisers hope that this arrangement will keep useful material circulating without creating a system for tracking loans.

The idea came from a student committee. It noticed that boxes of unwanted books were often left beside collection bins at the end of term. Some volumes were damaged, but others were recent editions in good condition. The committee proposed a staffed collection point where volunteers could check donations before placing them on shelves. They will reject books with missing pages and remove personal documents left inside accepted copies.

The college has offered a small room near the entrance. This will be open twice a week during the first month. The limited schedule will allow organisers to observe demand before asking volunteers for a larger commitment. Students will not need to donate a book in order to take one. However, each person may collect only two books on a visit, so that early visitors do not empty the shelves.

Some tutors have welcomed the proposal while warning that an available book is not necessarily suitable for a current course. Students should check reading lists and publication dates. The committee will display this advice at the entrance. After the trial, it will review the number of visitors, the types of books requested and volunteers' comments. A decision about extending opening hours will follow that review, rather than being assumed in advance.

Questions 1–5. Write True or False according to the text.

1. Books taken from the exchange must later be returned.

Answer: _____

2. All books left beside the bins were damaged.

Answer: _____

3. Volunteers will check donated books.

Answer: _____

4. A student must donate before collecting a book.

Answer: _____

5. Longer opening hours depend on a review of the trial.

Answer: _____

Questions 6–10. Identify the reference in the text. Use a short phrase.

6. What does “Its” refer to in “Its organisers” (paragraph1)?

Answer: _____

7. What does “It” refer to in “It noticed” (paragraph2)?

Answer: _____

8. What does “They” refer to in “They will reject” (paragraph2)?

Answer: _____

9. What does “This” refer to in “This will be open” (paragraph3)?

Answer: _____

10. What does “this advice” refer to (paragraph4)?

Answer: _____

Recording street trees consistently

A fictional community science group is planning a survey of trees beside local streets. Its members want to record which species grow in different neighbourhoods and identify trees that may need a closer professional inspection. They will not diagnose disease themselves. The project depends on volunteers, so the organisers need a method that people with different experience can follow consistently.

Before collecting records, volunteers will attend a training session. They will practise identifying common species using a simple guide and learn how to record a location accurately. A photograph will accompany each observation. This provides a record that an experienced reviewer can examine if a species name is uncertain. The project will not publish volunteers’ names beside the photographs. It is interested in trees, not in creating a record of individual movements.

Each volunteer will receive a short route rather than choosing only familiar streets. The organisers hope that this will improve coverage and reduce repeated visits to popular places. Routes will be checked for accessibility, and participants can request an alternative. Nobody will be asked to enter private property. If a tree cannot be viewed safely from a public path, the volunteer will record that limitation and continue.

The group will check the records before drawing conclusions. Missing information will be marked as incomplete rather than guessed. The final map will show where observations were made, but it will not prove that every tree in the area has been counted. The organisers will describe that distinction when sharing the results with residents.

Complete the project summary using ONE unchanged word from paragraphs1–4 for each gap. Volunteers receive (11)_____ before starting. An identification (12)_____ helps them name common species. Each observation includes a (13)_____. A (14)_____ can examine uncertain identifications. Assigned routes improve (15)_____. Routes must also support (16)_____. Volunteers avoid private (17)_____. Records with missing details remain (18)_____. The published (19)_____ shows observation locations. The findings will be shared with (20)_____.

Record your answers to the numbered gaps on the answer grid.

A tool library that people can use

Complete gaps 21–30 using the box. Each word may be used once. Six words are extra. Example 0 is completed: access.

Word box: rules, group, inspection, expertise, participation, transparent, evaluation, comments, pilot, sustainable, prediction, private, identical, certainty, decoration, profits

A university is considering a tool library where students can borrow practical equipment. The name is only partly accurate: the project will lend objects rather than books, but it will use a similar system of loans and returns. Its purpose is to improve (0) access to items that students need occasionally,

without requiring every person to buy and store a separate copy. The proposal includes sewing equipment, basic repair tools and small recording devices.

Before opening, the organisers must establish clear (21)_____ for borrowing. Students need to know how long a loan lasts, which items require instruction and what happens if something is damaged. These rules should be understandable without specialist knowledge. A complicated process could discourage the people the project is intended to help. The team therefore plans to test the registration form with a small (22)_____ of students before using it more widely.

Safety is another priority. Every returned item will receive an (23)_____ before it is made available again. An object that looks complete may still have a fault. Volunteers will record problems and refer them to an appropriately qualified person. They will not attempt repairs beyond their own (24)_____. Students borrowing unfamiliar equipment will receive practical guidance, including an explanation of when they should stop using it and seek help.

The team also needs a fair approach to demand. If a popular item is always reserved by the same few people, the service may fail to broaden (25)_____. A waiting list and a limit on consecutive bookings could help, although exceptions may be needed for approved course activities. The reason for an exception should be recorded so that decisions remain (26)_____ to other users.

Financial success cannot be judged only by the number of loans. The project will also have costs for storage, maintenance and staff time. It may reduce unnecessary purchases, but that benefit depends on whether people actually use borrowed equipment instead of buying it. A useful (27)_____ would examine both the practical costs and students' experiences. Feedback should include users who abandoned a booking or could not find a suitable item, because their (28)_____ may reveal barriers that successful borrowers do not encounter.

Finally, the university should treat the opening term as a (29)_____, with a scheduled decision about what to change. The aim is not to defend every original choice. It is to collect enough evidence to make the service more useful, manageable and (30)_____ over time.

Record your answers to the numbered gaps on the answer grid.

Turning peer comments into revision

Feedback on a piece of writing is useful only if the writer can interpret it and decide what to do next. A page covered in comments may appear helpful, yet the quantity of comments does not show whether the writer understands them. In a fictional foundation programme, tutors therefore introduce a short peer-review routine that connects comments to a later revision. The routine is deliberately limited to one paragraph at first.

Before exchanging drafts, students read the same task and marking criterion. A reviewer is asked to identify the paragraph's main claim and one piece of supporting evidence. If the claim is difficult to locate, the reviewer explains where the difficulty arises. This approach makes the feedback specific. It also discourages broad judgements such as "unclear" or "excellent" when no explanation accompanies them. The reviewer does not assign a final grade.

The writer then chooses one comment to act on and records the reason for that choice. A suggestion may also be rejected, but the writer must explain why. This decision is important: accepting every comment mechanically can weaken a paragraph when reviewers have misunderstood its purpose. Revision should involve judgement rather than obedience. The writer remains responsible for the final text and for checking any factual or source-related changes.

After revising, partners compare the two versions. They discuss whether the change addressed the original concern and whether it created a new problem. A clearer explanation might, for example, make the paragraph too long or move it away from the question. The pair can then consider a smaller

adjustment. The process is iterative, but it is not endless; the tutor sets a time limit and asks students to identify the most useful remaining action.

Some students may hesitate to question a peer's writing. Others may provide confident advice that is not well supported. The tutor addresses both risks by modelling a respectful question and showing how to refer to evidence in the draft. Students are also reminded that disagreement about a suggestion is acceptable. What matters is whether they can explain the reason for their decision.

The programme will evaluate the routine through revision records and student comments. These records may reveal common difficulties and inform the next lesson. They will not establish that peer review improves every student's writing or that it can replace a teacher's judgement. The intended outcome is more modest: students should become better able to connect a comment, a decision and a change in their own work.

Questions 31–35. Match each word to a definition. Write A–G. Two definitions are extra.

A. Repeated through successive attempts

B. Closely identified rather than general

C. A statement offered as the main position

D. Done automatically without thought

E. A change to an earlier version

F. A final examination result

G. A person's legal ownership

31. Match "claim" to its meaning.

Answer: _____

32. Match "specific" to its meaning.

Answer: _____

33. Match "mechanically" to its meaning.

Answer: _____

34. Match "Revision" to its meaning.

Answer: _____

35. Match "iterative" to its meaning.

Answer: _____

Questions 36–40. Choose A, B or C.

36. Why does the routine begin with one paragraph?

A. To limit the initial task.

B. To avoid using assessment criteria.

C. To remove the need for revision.

37. What must a writer do when rejecting a suggestion?

A. Ask the reviewer for a final grade.

B. Explain the reason for rejecting it.

C. Remove all supporting evidence.

38. What can happen after a revision?

A. All remaining problems necessarily disappear.

B. The writer no longer needs to check facts.

C. A change may create a different problem.

39. How does the tutor address unsupported advice?

A. By modelling questions grounded in the draft.

B. By requiring agreement with every comment.

C. By preventing students from asking questions.

40. Which claim fits the programme’s stated aim?

A. Peer review can replace teacher judgement.

B. Students can learn to connect feedback with revision.

C. Every student will benefit equally.

Five ways to understand a study centre

1. When a university changes a learning space, it often wants to know whether the change helped students. That question sounds simple, but “helped” can mean several things. A room may become easier to enter, more comfortable to use or more suitable for a particular task. These are related outcomes, but they are not interchangeable. The following fictional research programme illustrates how different methods can answer different questions. Five researchers examine the same newly opened study centre. Their names, studies and results are invented for this assessment; they are not reports of published research.

2. The centre contains a silent room, a discussion area and a small bookable room. Before collecting information, the researchers agree that they should not describe the centre as successful merely because it looks attractive. They need evidence about how it is used and by whom. They also agree to explain the limits of each method. A count, an interview and a task result can each be useful, but none provides a complete account of learning. The shared question is how the centre supports students’ work under ordinary conditions.

3. Dr Nadir begins with occupancy counts. At fixed times over six weeks, an observer records how many seats are occupied in each area. This method reveals when demand is highest and whether one area regularly remains empty. Nadir finds that the silent room is busiest before assessment deadlines, while the discussion area has a more even pattern of use. However, the counts cannot show what an individual student is doing or whether the visit is productive. A person sitting at a desk may be reading, waiting for a friend or taking a break.

4. Dr Ellis uses interviews to explore students’ reasons for choosing a space. Participants describe practical matters such as available power sockets, travel distance and the chance of finding a seat. Several say that predictable quiet helps them begin difficult reading. Others prefer the discussion area because brief conversations help them test an idea. Ellis does not interpret these differences as evidence that one group studies correctly and the other does not. The interviews reveal experiences and explanations. They cannot establish how common each view is among all students.

5. Dr Chen examines short reading tasks completed in two rooms. Volunteers complete comparable tasks in a quiet setting and in a setting with ordinary background conversation. The order is varied so that everyone does not experience the quiet room first. Chen records accuracy and completion time. Some participants perform similarly in both conditions, while others differ. The exercise provides more direct evidence about a specific task than an occupancy count, but it remains a short exercise. It cannot by itself predict a student’s performance across a whole course.

6. Dr Okafor invites volunteers to keep a diary for one week. Each entry records the intended task, the chosen space and any reason for changing location. The diaries show that a student may need different environments on the same day. Someone might plan an essay with peers, draft alone and later return to a group to discuss a difficulty. This method captures sequences that a single interview may overlook. However, keeping a diary requires effort, and participants may forget entries or describe their decisions differently after the event.

7. Dr Silva focuses on barriers to access. A group of students with varied practical needs walks through the centre and comments on its layout, signs and booking process. The group identifies a door that is difficult to open and instructions that are hard to find on a phone. These observations lead to specific changes. Silva explains that the exercise does not represent every possible access need. Its value is in identifying avoidable obstacles and involving users in proposed solutions, while leaving a clear route for further feedback.

8. The five researchers compare their findings. Nadir’s counts can identify a busy period that Ellis may explore in interviews. Okafor’s diaries can suggest why students move between areas, while Silva’s observations may explain why some students never enter a space. Chen’s task results address a different question again. Combining methods can therefore strengthen interpretation, but only if the team keeps the meaning of each measure clear. Agreement between several methods is useful; a disagreement is also worth examining rather than being removed from the report.

9. The programme also raises a question about who participates. Volunteers may have more time, stronger opinions or greater interest in the centre than other students. Students who cannot access the booking system may be especially easy to miss if invitations are sent through that system. The researchers therefore use several recruitment routes and describe who took part. These steps improve the study, but they do not guarantee that every perspective is represented. A transparent account of participation is more useful than a broad claim that the findings speak for everyone.

10. After reviewing the evidence, the university proposes two small changes: clearer signs and a revised booking explanation. It will test them before deciding whether to make a larger change to the rooms. The researchers will repeat relevant measures and ask whether the original problem has improved. They will also check for unintended effects. A rule that increases the number of bookings might make spontaneous study harder, for example. Evaluation should examine those trade-offs, rather than treating any increase in a single number as an automatic improvement.

11. The fictional programme shows why a useful evaluation begins with a precise question and ends with a proportionate conclusion. Different methods make different parts of student experience visible. No method removes the need to consider context, participation and uncertainty. The strongest recommendation may therefore be a limited one: preserve a range of spaces, correct identified barriers and continue to collect relevant evidence. This is less dramatic than claiming that a new room transforms learning, but it gives decision-makers a clearer account of what is known and what still needs investigation.

Questions 41–45. Choose A, B or C.

41. Which sentence best restates the main caution in paragraph2?

A. An attractive appearance alone is insufficient evidence of success.

B. Attractive rooms prevent students from learning.

C. Researchers should ignore students who dislike the design.

42. Which sentence best restates the final sentence of paragraph9?

A. Every study can represent every student if enough routes are used.

B. Explaining who participated is more useful than claiming to speak for everyone.

C. The study should report only the opinions of frequent users.

43. Which summary best represents paragraph3?

A. Seat counts reveal use patterns but cannot establish individual productivity.

B. Seat counts measure course attainment accurately.

C. Empty seats prove the centre has failed.

44. Which summary best represents paragraph8?

A. Combining methods makes all findings identical.

B. Disagreement between methods should be removed.

C. Different methods can complement one another if their meanings remain clear.

45. Which summary best represents paragraph10?

A. Any increase in bookings proves an improvement.

B. Small changes should be tested for intended and unintended effects.

C. The university has decided to rebuild all rooms.

Questions 46–50. Match the researcher to the study aim. Write A–E.

A. Dr Nadir

B. Dr Ellis

C. Dr Chen

D. Dr Okafor

E. Dr Silva

46. Who investigates when seats are occupied?

Answer: _____

47. Who explores reasons for choosing a space through interviews?

Answer: _____

48. Who compares accuracy and time on reading tasks?

Answer: _____

49. Who records sequences of changing study locations?

Answer: _____

50. Who identifies barriers through a walk-through with users?

Answer: _____

Questions 51–55. Give a short definition in the context of the passage.

51. Explain the meaning of “interchangeable” (paragraph1).

Answer: _____

52. Explain the meaning of “comparable” (paragraph5).

Answer: _____

53. Explain the meaning of “overlook” (paragraph6).

Answer: _____

54. Explain the meaning of “transparent” (paragraph9).

Answer: _____

55. Explain the meaning of “proportionate” (paragraph11).

Answer: _____

Questions 56–60. Write True or False according to the text.

56. Chen’s exercise proves how students will perform throughout a course.

Answer: _____

57. Diaries can contain missing entries.

Answer: _____

58. The team treats disagreement between methods as worth examining.

Answer: _____

59. Several recruitment routes guarantee every perspective is represented.

Answer: _____

60. The university will test small changes before deciding on larger ones.

Answer: _____

End of Reading paper. Check that all 60 answers are on the answer grid.