

English

Reading TestMark Scheme

2003

1. **Section 1: *Quiet Heroine***

Award **1 mark** for each correct choice.

1. Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

The first person to notice the bear was

Charles. Mother. Lyddie. Agnes.

2. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Lyddie told the rest of the family to climb

on to the roof. up to the loft. on to a table. up the stairs.

3. Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Immediately, everyone

ran around in a panic. screamed in fear. got upset with Lyddie. obeyed quietly.

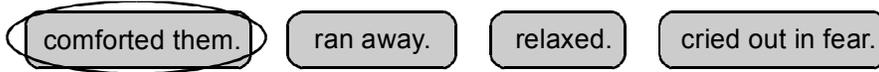
4. Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

The bear was startled by a sudden noise and reared up, but they were all safely out of its reach because the ladder had

fallen down. been pulled up. broken into pieces. hit the bear on the mouth.

5. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Mother and the little sisters were terrified.
Lyddie and Charles



5 marks

6. (a) Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **1 mark** for reference to Lyddie's attempt to control the situation / hold the bear's attention, eg:

- she's keeping her eye on the bear / watching the bear;
- she has to maintain her control over the bear;
- to try to distract the bear from looking at the others;
- to avoid alarming the bear.

Do not accept:

- so the bear could not see the others / she was protecting them.

1 mark

(b) Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **1 mark** for reference to (cessation of) sound, eg:

- the ladder stopped creaking / became silent;
- she could hear them moving up in the loft / hay rustling.

1 mark

7. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **1 mark** for citing appropriate evidence of the ladder's crucial role in the story, up to a maximum of **2**:

- means of escape / to get to the loft / to get to safety;
- diverted the bear's attention / it hit the bear on the nose / confused the bear;
- they moved it before the bear got up it;
- Lyddie knew the others were safe when it stopped creaking.

Do not accept:

- so that they could climb up it (without reference to escape or loft);
- so the bear could not get up.

up to 2 marks

8. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **2 marks** for accurate description of the atmosphere both before **and** after the turning point.

Award **1 mark** for accurate description of the atmosphere before **or** after the turning point.

Answers must refer to the correct moment in the text to be credited.

before • tense quietness / terrified silence / shock

after • panic / chaos / uproar / screaming

For example:

- *in the house the atmosphere was calm before the ladder hit the bear but then the bear went mad; (2 marks)*
- *before it was quiet, but it wasn't after. (1 mark)*

up to 2 marks

9. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Charles

Award **1 mark** for reference to his calm or active participation, eg:

- tried to help;
- got involved in the rescue;
- comforted the others.

Do not accept:

- brave (without supporting evidence);
- scared.

1 mark

Mother

Award **1 mark** for reference to her terror or passivity, eg:

- frightened / scared / in a panic;
- followed the others / did as she was told;
- too frightened to take charge;
- just cried.

1 mark

10. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Main points:

- protects / saves others;
- puts self at risk / brave;
- (quietly) authoritative / others listen to her / trust her;
- quick-thinking / alert;
- practical / controls the situation;
- calm / reassures others.

Award **3 marks** for a well-developed response referring to at least two aspects of her leadership qualities, eg:

- even though Lyddie was just a child she did not panic and she knew what to do to control the bear, she got the rest of the family out of harm's way and only thought about saving herself when she knew the others were saved.

Award **2 marks** for a developed explanation of one of the above or brief reference to two or three main points, eg:

- she put herself last by making sure her family was up in the loft, safe out of the bear's way before she thought about herself;
- she was the one who noticed the danger and she was the one who had a plan.

Award **1 mark** for reference to any one of the above or direct quotation of relevant section(s) of text, eg:

- she saved her family from the bear.

up to 3 marks

2. Section 2: Superheroes

1. Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award **1 mark** for three correctly ticked boxes.

- | | |
|-------------------|-------------------------------------|
| on television | <input checked="" type="checkbox"/> |
| in films | <input checked="" type="checkbox"/> |
| in museums | <input type="checkbox"/> |
| at the theatre | <input type="checkbox"/> |
| in graphic novels | <input checked="" type="checkbox"/> |

1 mark

2. Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award **1 mark** for each acceptable point from those listed below:

Like

- exciting, full of suspense;
- escape from reality;
- interesting details / differences, eg: costumes / powers.

1 mark

Dislike

- far-fetched / unrealistic;
- harmful influence on children.

1 mark

3. Focus of question: explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level (AF5).

Award **1 mark** for responses showing understanding of unique and/or individual, eg:

- they are special;
- they are all different;
- one of a kind.

Do not accept:

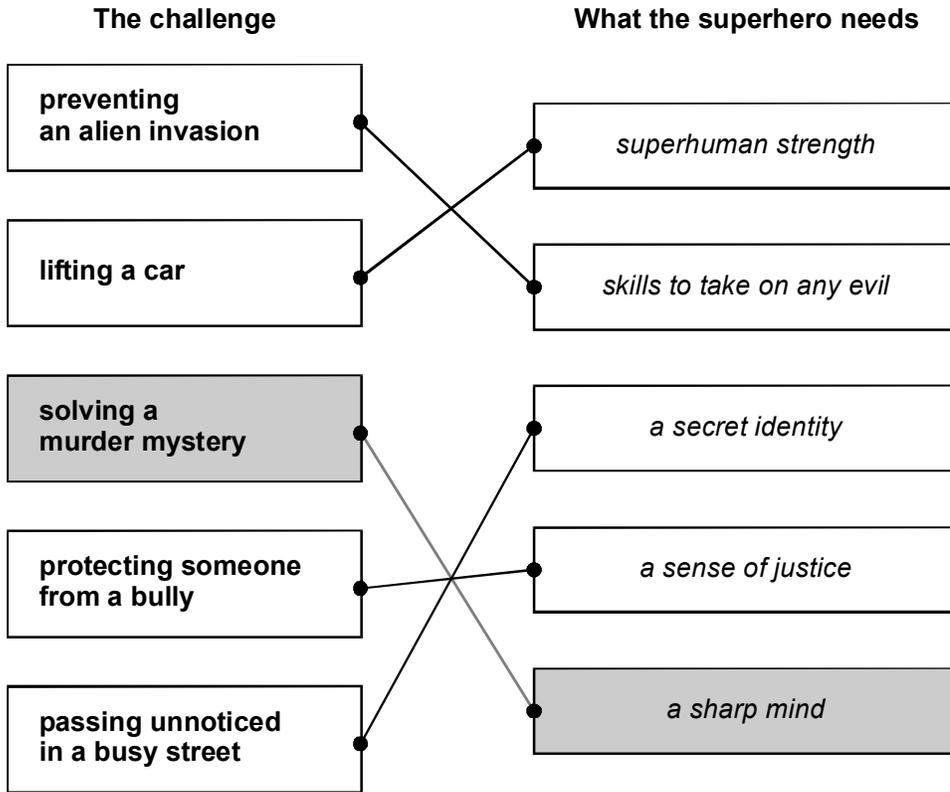
- **individual** or **unique** as the explanation;
- direct quotation from text without explanation.

1 mark

4. Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award **2 marks** for **all pairs** correctly matched.

Award **1 mark** for **two** or **three** correctly matched pairs.



up to 2 marks

5. Focus of question: relate texts to their social, cultural and historical contexts and literary traditions (AF7)

Award **2 marks** for **three** correct answers:

Award **1 mark** for **two** correct answers:

- sharp mind;
- sense of justice;
- courage.

up to 2 marks

6. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **3 marks** for working through the whole scenario, mentioning several of the characteristics listed or indicating more than one solution to the problem, eg:

- first, he would detect the danger by using his x-ray vision, then he would change into a superhero and fly into space. He would use his sharp mind to think of a plan and his superhuman strength to hold back the meteor and fight the alien enemy;
- first, the superhero will have to have courage to take on a meteor. A sharp mind to decide upon how he will attack the meteor. Then extraordinary powers to detect what the enemy is doing. Next, superhuman strength to use against the meteor, maybe by kicking it or something. Finally, skills to take on any evil or else it wouldn't be able to attack the meteor.

Award **2 marks** for identification of **at least two** superhero skills or characteristics and their application, which may be partly implicit, eg:

- he would use his ability to fly to get there and then use his superhuman strength to put the meteor off course and throw it back at the aliens;
- he needs a sharp mind to know what is going on and he needs to fly there and have superhuman strength.

Award **1 mark** for application of **one** superhero skill or characteristic to the new situation, eg:

- he would use his ability to fly to get there and stop the meteor.

Do not credit answers which refer to powers / features not mentioned in the text, eg: *magic fist*.

up to 3 marks

3. Section 3: Souperkid

1. Focus of question: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text (AF2)

Award **1 mark** for:

- (The) Further;

or

- *The Further Adventures (of Souperkid)* (if the word is underlined or highlighted in some other way).

1 mark

2. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **1 mark** for identifying an appropriate action for each character, up to a maximum of **2**:

- **boy** helped Souperkid into the flat (shop) / boy opened the tin of soup;
- **Souperkid** saved his life / caught the vase or pot.

up to 2 marks

3. Focus of question: explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level (AF5)

Award **2 marks** for answers which explain how the different spellings relate to the different views of the characters / writer or answers which refer to the debunking of the superhero, eg:

- the boy calls him Superkid because he thinks it is an ordinary superhero like Superman, but it's actually written as Souperkid, because he relies on soup to give him strength;
- people call him Superkid but really he's Souperkid because soup gives him energy;
- the boy thinks Souperkid means super, as in amazing, but it just means soup;
- it's a way for the writer to let you know that the boy is wrong – that this is a different type of superhero, one that actually needs soup.

Award **1 mark** for recognising that some misunderstanding / mismatch in interpreting the name has taken place or for indicating the humorous intent, eg:

- the boy calls him Superkid, the writer calls him Souperkid;
- because Souperkid spells it Souper, but the boy hears it as Super;
- there are two different people saying the name;
- it's meant to be a pun / joke.

Do not accept answers that imply that there are two characters or one character with two names for different occasions, eg:

- it's Super when he's being a superhero and Souper when he needs soup.

Or answers that make a simple association with super(hero) and soup, eg:

- it's Super for being heroic and Souper because he needs soup.

up to 2 marks

4. Focus of question: relate texts to their social, cultural and historical contexts and literary traditions (AF7)

(a) Award **1 mark** for reference to one of the following:

- saves the boy / courage to fly in and save the boy / helps others;
- lives in a normal flat (secret identity);
- sharp mind;
- has superhuman strength when he drinks soup.

Do not accept:

- has superhuman strength / powers.

1 mark

(b) Award **1 mark** for reference to one of the following:

- relies on soup for strength / runs out of strength;
- needs help / asks for help;
- has not got a secret identity (reveals identity immediately).

1 mark

5. Focus of questions: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level (AF4)

In *Quiet Heroine*

Award **1 mark** for reference to illustrations enhancing / helping understanding / visualisation of the scene, eg:

- it helps you to picture it;
- it helps you understand it better;
- it illustrates / decorates.

Do not accept suggestions that the story is told through the pictures, eg:

- to show you what's happening.

1 mark

In *The Further Adventures of Souperkid*

Award **1 mark** for reference to the fact that illustrations convey the story / are crucial to understanding, eg:

- they tell the story;
- they are used instead of words;
- without the pictures you wouldn't know what was happening.

Do not accept:

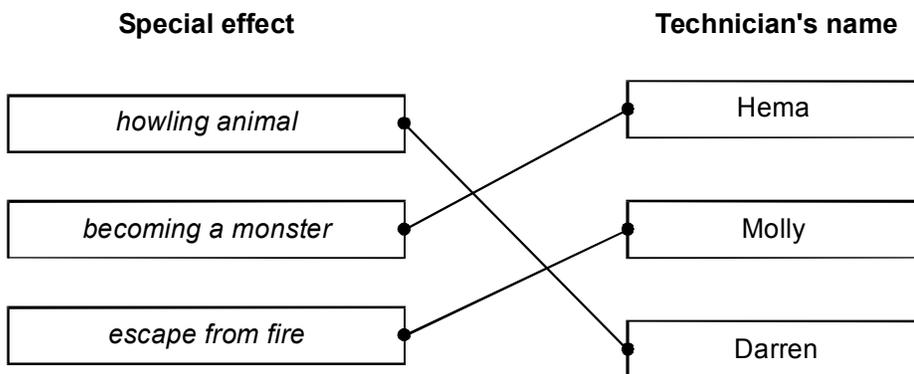
- because it's a comic strip.

1 mark

4. **Section 4: *Special Effects on Film***

1. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **1 mark** for all three pairs correctly matched.



1 mark

2. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **1 mark** for answers referring to the fact that Darren is responsible for sound or that sound is added afterwards, eg:

- the sounds are all stored in a computer;
- he does all the sound effects / he only does the sound;
- he's in the sound crew.

1 mark

3. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **1 mark** for reference to the fact that Molly is not meant to be seen / recognised or that there is some deception involved, eg:

- the audience is supposed to think that it was the proper actor all along;
- we are not meant to know that it was someone else doing the stunts;
- because the audience would notice that it's not all for real;
- because she looks different from the real actor.

1 mark

4. Focus of question: explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level (AF5)

Award **3 marks** for fully developed responses which include explicit statement of Molly's negative opinion of the actors, with more than one textual reference to support answer, eg:

- she doesn't seem to like them because she says that the actors are made to seem braver than they really are because she's the really brave one and she has to have lots of special skills and training that they don't have;
- I think Molly doesn't really like the main actors for she says things like "that's how actors are made to seem braver than they really are." She is being very biased towards stunt doubles "only a stunt double like me can do that."

Award **2 marks** for identifying Molly's negative opinion (may be implicit) and providing one piece of support / textual evidence, eg:

- she says she does all the dangerous, exciting stunts instead of the actors.

Award **1 mark** for identifying Molly's negative opinion, eg:

- looks down on them / resents them;
- they are not as brave as people think;
- they have a boring job to do.

up to 3 marks

5. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **2 marks** for recognition of the fact that computers are helpful in some aspects of film-making **and** unhelpful in others, eg:

- not helpful for 'flying' because it's quicker and easier to dangle an actor on ropes than to make him look as if he's flying on a computer but helpful for morphing;
- quite helpful but they can still do some effects better without computers;
- used for some sound effects like the thuds but other methods are used for snow and fire.

Award **1 mark** for reference to the fact that they are **or** are not helpful in some aspect(s) of film production, eg:

- they are used for flying and sound effects;
- helpful in morphing / make-up;
- not all that helpful for 'flying'.

Do not accept *very helpful* without explanation.

up to 2 marks

6. Focus of questions: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level (AF4)

Award **1 mark** for answers that identify their function in separating and signalling different parts of the text, eg:

- the questions are like sub-headings / the answers are the paragraphs;
- you can go straight for the Q and A you are most interested in;
- the questions tell you about the topic of the next paragraph;
- the reader knows what he/she is about to read about.

Do not accept references to the text looking clearer / division into sections.

1 mark

5. Section 5: *The whole booklet*

1. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **1 mark** for reference to any of the following:

- flying technique
 - use of simplest method;
 - use of ropes to hold up actor;
 - use of moving background;
- stunt double – flying could be dangerous;
- sound technician – the ‘whoosh’ of the falling pot / sound of Souperkid whizzing through air.

1 mark

2. Focus of question: deduce, infer or interpret information, events or ideas from texts (AF3)

Award **3 marks** for fuller explanations of Lyddie’s behaviour balancing heroic and superhero features against one another, eg:

- she has a few of the superhero characteristics because she was brave, she did what was right by putting her family first and she had a sharp mind to think of a plan so fast, but she can’t fly and does not have exceptional skills like superheroes do.

Award **2 marks** for reference to **both** heroic and superhero behaviour, eg:

- she is like a superhero because she risked her life for the good of her family but she isn’t because she’s got no special powers;
- I agree because superheroes would have fought the bear away but Lyddie just told everyone to get out of the bear’s way.

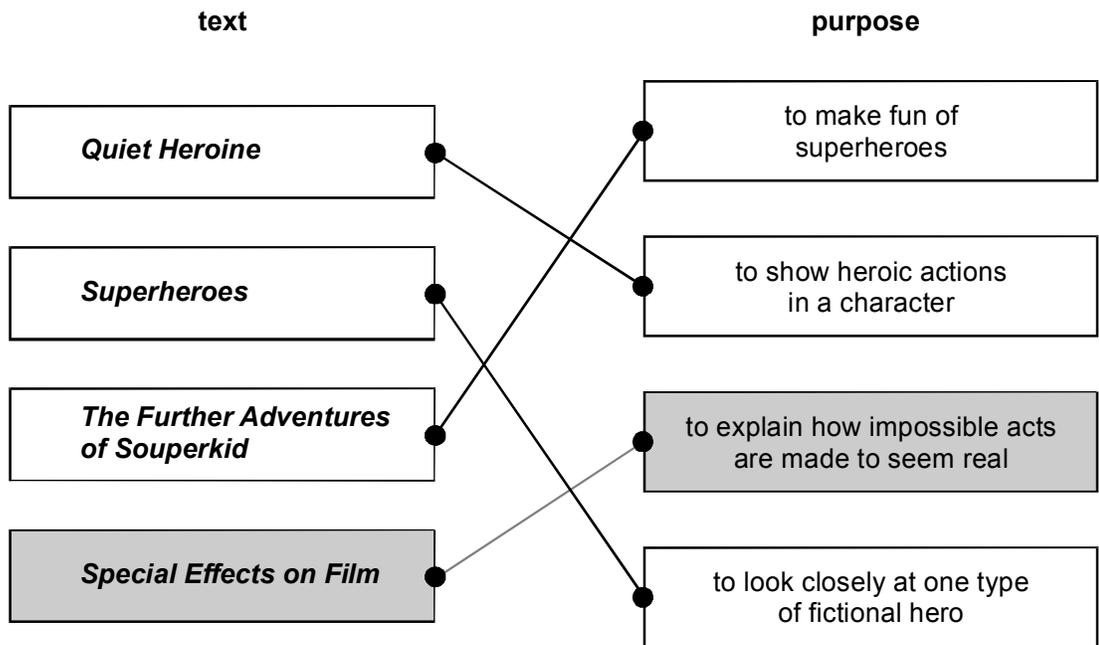
Award **1 mark** for simple statement / explanation, referring **either** to superheroes **or** to heroes, eg:

- she is a hero because she saved her family from the bear;
- she can’t be a superhero because she can’t fly.

up to 3 marks

3. Focus of question: identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.'

Award **1 mark** for matching all pairs correctly.



1 mark