

English

Reading Test Mark Scheme

2004

1. No mark scheme available

2. No mark scheme available

- 3.1. Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for the correct date.

- 1952

1 mark

2. Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **2 marks** for four cells correctly completed.

Award **1 mark** for two or three cells correctly completed.

Year	Place	Number of athletes	Number of countries
1960	Rome	400	23
2004	Athens	4000	130

up to 2 marks

3. *Assessment focus 2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for each correctly ticked box.

☐

Basketball

☒

Wheelchair Rugby

☐

Archery

☐

Volleyball

☒

Powerlifting

4. a) Assessment focus 4: *identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

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

C


A

UK PARALYMPIC ASSOCIATION

Range of Sports

Eighteen different sports are played at the Paralympics. Most are adaptations of sports also played at the Olympics.

<u>Basketball</u>	a wheelchair version of basketball
<u>Archery</u>	a version of archery with arrows shot at an extra-large target



The other four sports have been specially devised for disabled people. These four 'unique' sports are:

<u>Boccia</u>	a sport based on an ancient Greek ball-tossing game
<u>Goalball</u>	a goal-scoring team game with blindfolded players
<u>Powerlifting</u>	an individual event of strength, athletes lie on a bench and lift a weighted bar
<u>Wheelchair Rugby</u>	a team game combining the rules and skills of basketball and rugby played with a volleyball

B

D

1 mark

- b) Assessment focus 4: *identify and comment on the structure and organisation* of texts, including grammatical and presentational features at text level.

Award **1 mark** for answers that explain the function as being to separate the adapted sports from the unique sports, eg:

- *it separates the two different groups;*
- *a sentence that splits the different sport events.*

Also award **1 mark** for answers that explain the function as being to introduce the ‘unique’ sports, eg:

- *to introduce the next section;*
- *to tell you what the next part of information is about.*

1 mark

4. No mark scheme available

- 5.1. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference)*.

a. Equipment

Award **1 mark** for identifying a piece of equipment from the following list:

- blindfold;
- protective gear / clothing;
- goals / goalposts;
- rattling ball / ball that makes a noise / special ball.

1 mark

b. Rules of the game

Award **1 mark** for each of the following rules to a maximum of **2 marks**:

- players have to be blindfolded;
- no player can keep the ball for more than 8 seconds / you're only allowed to keep the ball for 8 seconds;
- the ball has to make a sound / rattle;
- you have to wear protective gear;
- you have to play indoors;
- there must be three players / equal numbers on each team;
- you have to get the ball over the line to score;
- audience has to be silent.

Do not accept answers expressed as a rule but which show a misunderstanding.

For example:

- *you're not allowed to keep the ball for 8 seconds.*

Or answers which imply that players have to be silent.

For example:

- *everyone has to be silent.*

up to 2 marks

2. Assessment focus 5: *explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.*

Award **2 marks** for answers which explain the positive impact of the quoted sentence **and** refer to the intended effect upon the reader, eg:

- *the writer chose these words because it sums up the game in a few words, making the reader think it is an interesting sport;*
- *to make other people want to have a go and make it sound exciting;*
- *to encourage other people to play and to show it's fun to play because you're moving about a lot and it is very skilful.*

Award **1 mark** for answers which give a simple explanation of the positive attitude expressed in the quoted sentences or the intended effect upon the reader, eg:

- *she enjoys it and thinks that it is fun;*
- *because she wanted to make it exciting for the person to read;*
- *so that more people will want to come and play it.*

or which relate, in simple terms, the content of the first sentence to the sport of goalball as described in the article, eg:

- *you're not allowed to keep the ball for more than 8 seconds so the game is quite fast;*
- *because in no other game do you have to be blindfolded, and it's fast because you're only allowed the ball for a certain time;*
- *the writer described it as fast because the game moves quickly. Furious because it is a team game and you want to get the ball off the other team. Skilful because it takes some practice.*

up to 2 marks

3. Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **1 mark** for correctly ticked box.

a commentary	<input type="checkbox"/>
a summary	<input type="checkbox"/>
a personal opinion	<input checked="" type="checkbox"/>
a synopsis	<input type="checkbox"/>

6. No mark scheme available

- 7.1. a) Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (deduction).*

Award **1 mark** for the correct date in any format, eg:

- 18 March / 18.3.2004 / 18.3.04 / 18/03/2004 / 18.03.04

If the year is included it must be the correct year.

Do not accept a response which is not obviously a date, eg 18.3 / 18.03

1 mark

- b) Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

Award **1 mark** for

- Woodbridge [Arena].

Do not accept Arena.

1 mark

2. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for answers which quote or paraphrase the reference to wheelchairs, eg:

- *it says newly redesigned wheelchairs;*
- *the page is called 'British Wheelchair Basketball Forum'.*

Do not accept answers which suggest that the photograph provides evidence of the players being disabled.

1 mark

3. Assessment focus 5: *explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.*

a) dominated the passing

Award **1 mark** for answers which show an understanding of the word 'dominated' through an indication that one team was playing better than the other, eg:

- *had the ball for most of the time / their passing was the best / were in control of the ball.*

Do not accept undeveloped answers which suggest that one team played well, eg: *passed to each other / good passing.*

b) the opposition

Award **1 mark** for answers showing an understanding of the word 'opposition' in the context of the sports report, eg:

- *the other team / side / the opposite team.*

up to 2 marks

4. Assessment focus 4: *comment on the structure and organisation of texts, including grammatical and presentational features at text level.*

Award **1 mark** for each answer that refers to a relevant feature of the text, up to a maximum of

2. The following are examples of common acceptable responses:

- *the heading 'Latest Sports Report';*
- *the web page menu 'Sports News';*
- *the report includes the words 'last night';*
- *the date is recent / the date / 19/03/2004;*
- *it's this year's.*

If two answers from the same category are given, the second answer should not be credited.

Do not accept answers where a whole sentence is quoted from the text unless target words are emphasised in some way.

up to 2 marks

- 8.** No mark scheme available

9. ***You Can Do It***

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

1. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Grampa as
a baby.

Grampa with
her mum.

Grampa and
herself
by the swings.

Grampa as
a young man.

2. Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

a photograph
album.

some
old letters.

a photograph
of Grampa
in uniform.

a letter from
Grampa.

3. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

saved her

helped her

played games

read to her

4. Assessment focus 2: *understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.*

laughing at
a photograph

shivering
with cold

crying and
in pain

sleeping
soundly

5. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

watch
television.

see Mum
and Grampa.

collect the
old photographs.

help Mum with
the packing.

5 marks

6. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference)*.

Award **1 mark** for answers which identify any one of the following as the source of Fiona's mother's annoyance:

- the amount of work she had to do;
- that Grampa was left alone in his flat;
- Fiona's lack of co-operation;
- Fiona's tardiness.

For example:

- *she had a lot of stuff to pack up for Grampa;*
- *she didn't want to keep Grampa waiting too long;*
- *Fiona wasn't doing what she was told.*

Also accept responses where 'she' clearly refers to Fiona, eg:

- *she was taking such a long time up in the attic;*
- *she was being very slow.*

1 mark

7. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference)*.

Award **1 mark** for references to the size of the flat or to the effect of Grampa living in a smaller flat, eg:

- *it was too small for her to go and stay with Grampa;*
- *the flat was too small for all Grampa's things;*
- *she could not sleep there every weekend.*

Do not accept general answers along the lines of:

- *she liked his old house better;*
- *she didn't want Grampa to move out of his big old house.*

8. Assessment focus 5: *explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.*

Award **2 marks** for answers which show an understanding of the metaphorical significance of the phrase, eg:

- *if you like to be first you will pay in a way;*
- *people who rush things never get them done.*

Award **1 mark** for answers which give a literal interpretation of the phrase, eg:

- *people who rush will trip over;*
- *you shouldn't hurry or you might fall.*

Also award **1 mark** for explanations which go beyond a literal interpretation of the sentence but which do not refer to the consequences, eg:

- *he meant don't rush what you are doing, take your time.*

Do not accept answers which refer specifically to Fiona falling down the stairs without generalisation.

up to 2 marks

9. Assessment focus 5: *explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.*

Award **2 marks** for answers which make explicit or implicit reference to the impact of 'flared' through references to speed or suddenness, to the intermittent nature of the pain or to fire / flames, eg:

- *it's like pain rushed round her legs very fast;*
- *it was like her knees were on fire.*

Award **1 mark** for answers which refer in general terms to severe pain or which identify authorial technique but do not relate it to 'flared', eg:

- *because the pain was everywhere in her knees;*
- *because it helps you to imagine the pain.*

up to 2 marks

10. Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **2 marks** for answers which refer explicitly to the contrast between Grampa's appearance when he was younger and his portrayal as an older man **and** identify the writer's purpose, eg:

- *it is comparing what he looked like then to what he looks like now and also compares how strong he was to how weak he is now;*
- *the author wanted you to know that Grampa used to be very healthy and determined (strong face) compared to now.*

Award **1 mark** for answers which refer, explicitly or implicitly, to the contrast between Grampa's appearance when he was younger and his portrayal as an older man, eg:

- *because he didn't look like that any more, not after he'd had a stroke;*
- *it shows that people change as they grow up;*
- *he used to be fitter and stronger than he is now;*
- *because it tells you more about him when he was younger.*

up to 2 marks

11. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference)*.

Award **3 marks** for developed answers which explore Fiona's feelings in terms of the contrast between her expectations (while Grampa was in hospital) **and** the reality (when he came home), eg:

- *she thought she would have someone to play with and help but Grampa just didn't do anything. I think she was lonely and upset because Grampa wasn't what she thought;*
- *Fiona was upset because she wanted to play cards with him and pick flowers to go in his room and sort out his cushions but he just sat in his chair by the fire most of the day;*
- *Fiona probably felt angry because he didn't do anything that he used to do with her. She was probably bored because they used to do fun things but now he just sat by the fire. She probably found him annoying because he didn't do any exercises or anything.*

Award **2 marks** for answers which **either** describe Fiona's feelings when Grampa came out of hospital, including references to her previous expectations or to the reality of the situation, **or** which explore in detail Fiona's thoughts and expectations both before and after Grampa came out of hospital but need not include an explicit statement of her feelings, eg:

- *I think she was a bit scared of him and a bit disappointed because he couldn't talk to her or play with her;*
- *she may have been upset about him because he was dribbling just like a baby and his clothes were too big for him;*
- *she felt as if the friend she once had had disappeared and a quiet, weak old man stood in his place.*

Award **1 mark** for undeveloped answers which refer to Fiona's feelings of disappointment when Grampa came out of hospital. The reference to feelings may be implicit, for example, in a description of the circumstances when he came out of hospital, eg:

- *that everything she had dreamed did not come true;*
- *Grampa had changed and he didn't seem like himself after he had come back from hospital;*
- *all the things she wanted to do with him she didn't because it was all different, he just sat in his chair.*

up to 3 marks

12. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for each reference to any of the following descriptions of Grampa's behaviour, to a maximum of **2**:

- *he sat in his chair most of the day;*
- *his eyes were always sad / vague;*
- *he hardly ever answered anyone;*
- *he didn't do his exercises.*

For example:

- *he was so quiet;*
- *his eyes are always looking sad;*
- *he didn't try to get himself better;*
- *he didn't want to do anything, he just sat there.*

Also accept answers that children might have inferred are a symptom of depression.

For example:

- *sometimes he dribbled his food;*
- *his clothes were too big for him;*
- *he had lost weight.*

up to 2 marks

13. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **3 marks** for answers which explain Fiona's increased understanding of Grampa's situation as a result of her own changed circumstances, including reference to his feelings, possibly implicitly, **and** which also include reference to events in the story, eg:

- *when she compared the picture of herself in the pool to Grampa now, she understood how important encouragement was to his recovery. She was able to identify with his nervousness, and feel a little bit of what he was feeling as she was on crutches and couldn't walk properly;*
- *she knows now that she can't use her legs how it feels not being able to do so many things as she could before. She remembers him always encouraging her and she knows that is what she needs to do to him.*

Award **2 marks** for answers which explain Fiona's increased understanding of Grampa **and** which refer, possibly indirectly, to events in the story, eg:

- *she knows how hard it is for him to do things because she can't get around very well at the end of the story and neither can her Grampa;*
- *after looking at the photo and remembering how Grampa had helped her, she thought that she would help him as he had helped her when she was little;*
- *when she saw the photo album she realised he would need a friend to help him as she did.*

Award **1 mark** for answers which **either** identify in general terms Fiona's increased understanding of Grampa but without specific reference to events in the text, **or** which refer to relevant events in the story but not to the development of feelings, eg:

- *she feels alone and realises that he is alone every day;*
- *she knew how it felt not to be able to walk properly;*
- *she starts looking at the photo album and remembering Grampa making her confident to stand in the pool and saying to her 'Fiona you can do it'.*

Do not accept the unelaborated response both of them cannot walk.

up to 3 marks

14. Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (complex inference).*

Award **3 marks** for answers which describe Grampa's circumstances and include Fiona's thoughts and feelings, with appropriate detail about the relationship between both characters at the end of the story, eg:

- *he looked ill and sad. I don't really like the flat, but he needs to be near the family. He can't play games any more or walk about. He is quite depressed. I want to look after him;*
- *he looked a bit better and my feelings about him were wrong. We have fun now talking. I'm still not keen on the flat but the furniture's nice and the flat suits Grampa;*
- *his flat wasn't nice, it was very small. I don't think my mum is encouraging him enough. We don't talk as much as we used to, he just sits down all the time.*

Award **2 marks** for answers which incorporate Fiona's feelings or thoughts and her commentary on events and which show an understanding of the final part of the story, eg:

- *I like his new flat. It is nice. We had a chat about how he liked the flat. We played a game of cards. He is learning his words, he is doing very well. He makes nice cups of tea;*
- *the flat was okay but it was very small. I don't think I will be able to stay with him at the weekends. Grampa looked a bit happier, which I was glad of. I think he has settled in quite well.*

Award **1 mark** for answers which describe the day or include a description of the flat or Grampa but make minimal reference to Fiona's feelings or thoughts, eg:

- *it was fun. I was going round on his wheelchair and we played cards;*
- *the flat was very small and all his stuff didn't fit so he had to throw half of it away;*
- *I didn't really like the flat because it was too small. I talked to Grampa about our friendship, how I used to sleep over at his house every weekend.*

Note: answers do not need to be written in the first person (using 'I' as the voice of Fiona) to be awarded marks.

up to 3 marks

15. a) Assessment focus 3: *deduce, infer or interpret information, events or ideas from texts (simple inference).*

Award **1 mark** for answers which refer, implicitly or explicitly, to the photographs or photograph album, or to Fiona's accident, eg:

- *the photos that fell out of the box;*
- *she fell down and had time to think;*
- *seeing Grampa when he was young.*

1 mark

- b) Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **2 marks** for answers which **either** refer in detail to Fiona's discoveries about her relationship with Grampa, **or** which describe the importance of memories to the structure of the story, eg:

- *because the story is about Fiona realising that in the past her Grampa helped her and so now she must help him;*
- *because they make her change her mind about the way she feels about Grampa;*
- *they're important because you need to know what happened before and compare it with the present.*

Award **1 mark** for answers which refer to Fiona remembering how Grampa was in the past, **or** to the way in which her recollections reveal information to the reader, **or** to how her memories act as a spur to her subsequent actions, eg:

- *they include information about Fiona's life;*
- *they show you how much Grampa has changed;*
- *her memories make her go to her Grampa and help him and show him he can do it.*

up to 2 marks

10. Assessment focus 6: *identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.*

Award **3 marks** for answers which explore the theme of the booklet in terms of achievement or encouragement and illustrate this with references to each of the sections, eg:

- *it was chosen as a title because the writer is trying to say that people with disabilities are not different from those people who have no disabilities. Disabled people play sports too and in the story it has been a good title because Fiona is saying to her Grampa that he can do it, that he can make himself get better;*
- *they both have something to do with achieving something like the people playing in the wheelchair basketball final and Fiona and Grampa trying to walk.*

Award **2 marks** for answers which make specific reference to the suitability of the title for the two sections but without making any links between the sections explicit, **or** which make a general comment about the suitability of the title and refer to one section only, eg:

- *it shows disabled people can do exactly the same as we can and Fiona wants her Grampa to pull through;*
- *it's saying to disabled people 'just because you have a disability doesn't mean you can't do sports'. And the story was called 'You Can Do It' because it's about Fiona and her Grampa reassuring each other with the words 'You can do it';*
- *it was chosen because the whole book is about disabled people and how they can do different sports. I think 'You Can Do It' was chosen because it gives inspiration to all people.*

Award **1 mark** for answers which indicate the appropriateness of the title to the booklet but are not developed, **or** answers which refer only to one section, eg:

- *because everyone can do what they want if they try hard enough;*
- *the story is about memories and when she was young Grampa said 'You can do it' to Fiona and she remembers it;*
- *it's urging people to take part and also keeping their spirits up.*

Do not accept answers which simply state that the booklet contains a story called *You Can Do It* or that either of the main characters say these words to each other without elaboration.

up to 3 marks